

International Framework 2009-2013

Introduction

A research led university serving local, regional and international communities at the beginning of the twenty-first century must be international in its scope and outlook. For a young university like UWS internationalisation is in its early stage of development. UWS is unique in the extent of its student and staff diversity. UWS students originate from around 170 different national backgrounds. Some are international students – there are about 4,000 international students in a total student population of about 35,000. Nearly half of the Australian students are from non English-speaking backgrounds – the children of migrants to Australia. About ten percent of students are Muslims – again mainly the children of migrants from the Middle East and Southeast Asia. This diversity is a wonderful asset. Internationalisation at UWS must seek to build on this cultural, linguistic, religious and ethnic diversity.

In a rapidly globalising world the intellectual input of universities is more important than ever. We are educating students who will live and work in a very different world from the one that most staff have experienced. We must ensure that UWS develops graduates with a strong sense of global citizenship. If we are going to do this successfully we need to think very carefully about what internationalisation means at UWS. We need to define the kind of university we want to be and define the kind of education we want to provide to students in order for them to become truly global citizens.

In recent years UWS has revisited its international activities: what it does; how it does it; and the processes in place to ensure quality outcomes. It has begun to redefine its aspirations. The International Office has been re-organised and strengthened, strategies have been put in place to increase the number of on-shore international students, a review of student mobility has been undertaken and strategies have been agreed to develop relationships with similar institutions overseas.

Internationalisation is a process. It is part of the on-going core business of the university. This *International Framework 2009-2013* is a pathway for UWS over the next five years. There are seven areas, each with targets and strategies to achieve these targets. The seven areas cover curricula, research, institutional linkages, student mobility, on-shore students, programs with overseas partners, and commercial opportunities.

Area 1 Curricula

Goal

Embed international perspectives into courses, curriculum development and teaching

Targets

1. develop at least one jointly badged degree program in each College with an overseas partner institution
2. develop at least two units in each College jointly developed and taught with an overseas institution
3. review course units to ensure that a significant proportion have international content

Strategies

1. design and implement appropriate assessment and quality assurance protocols to identify overseas partner institutions for jointly badged degree programs
2. work with Schools and Colleges to develop curricula
3. work with Schools and Colleges to create space for elective units in curricula and develop internationally focused elective units
4. expand the availability of combined degree programs across all campuses

Area 2 Research

Goal

Leverage research expertise in order to provide an international dimension to research activities and research training

Targets

1. increase the number of international research students from 88 in 2008 to 200 in 2013
2. ensure the completion rate for international research students exceeds 80%
3. develop links in every School between UWS researchers and researchers in partner universities
4. develop involvement by every School in at least one international research project

Strategies

1. increase the number of scholarships available for international research students
2. maximise UWS access to government and international agency scholarships for postgraduate research students
3. develop a combined coursework Master/PhD program in each College
4. develop and maintain appropriate marketing collateral focussed on attracting international research students
5. identify and establish guaranteed pathways for international research students with partner institutions and overseas governments

6. ensure appropriate support for international research students
7. expand internal competitive grant schemes to encourage links between UWS researchers and researchers in partner institutions
8. encourage UWS researchers to undertake research study leave at overseas partner institutions

Area 3 Institutional linkages

Goal

Establish relationships with international partners that enhance the experience of UWS staff and students

Targets

1. build deep, sustainable and multi-College institutional relationships with three institutions in each of Vietnam, Indonesia, China and the Middle East
2. ensure that each School is actively engaged in at least one international partnership

Strategies

1. design and implement business development processes to identify potential institutional partners
2. develop assessment and Quality Assurance protocols to ensure partnerships are sustainable and consistent with UWS priorities
3. organise systematic high level delegations to partner institutions in order to broaden and deepen relationships
4. organise systematic high level delegations from partner institutions to UWS in order to broaden and deepen relationships

Area 4 Student Mobility

Goal

Maximise the number of UWS students who have an international experience during their program of study

Targets

1. increase the number of undergraduate students enrolling in an overseas exchange program from 60 in 2008 to 250 in 2013
2. increase the number of undergraduate and postgraduate students undertaking short-term international placements or study experiences to 250 annually by 2013
3. increase the number of postgraduate research students undertaking an overseas placement or exchange to 50 annually by 2013

Strategies

1. identify funding to support outgoing mobility
2. develop and implement UWS policy and processes to ensure institutional wide support for mobility

3. ensure an appropriate portfolio of exchange partners so that students in all disciplines at UWS have the opportunity to undertake an international experience
4. identify appropriate short-term study placement partners
5. promote the value of student mobility to all students

Area 5 On-shore students

Goal

Ensure an appropriate mix of international students to enhance the on-campus experience of all UWS students and to increase the revenue base of the university

Targets

1. increase commencing students by 10% annually
2. improve the retention rate from first year to second year and from second year to third year by 10 percentage points over the five year period
3. diversify the countries of origin of international students
4. diversify the programs in which international students are enrolled
5. improve the on-campus experience for international students

Strategies

1. integrate the marketing of UWS College pre-University and English language programs
2. develop international pathways/twinning programs for undergraduate and postgraduate programs
3. implement recruiting strategies for appropriate programs which currently attract few international students
4. work with Schools and Colleges to improve the international student experience
5. work with Schools and Colleges to ensure that the maximum number of courses are attractive to international students
6. develop social and cultural programs to increase the integration of international students with local students
7. increase the provision of on-campus accommodation

Area 6 Programs with overseas partners

Goal

Develop and maintain quality, benchmarked and transparent programs with overseas partner institutions that support the educational goals of international students and the international reputation of the university

Targets

1. develop at least 2 programs with overseas partners in each college, with articulation arrangements to UWS
2. develop programs with at least 2 partner universities in each of Vietnam, Indonesia, China and the Middle East

3. ensure that the quality of programs with overseas partner institutions are at least the same standard as UWS programs in all aspects
4. deliver the UWS/ UWS College Diploma programs in 5 overseas locations in association with partner institutions

Strategies

1. identify and investigate opportunities for programs with overseas partner institutions
2. develop and implement Quality Assurance policies for programs with overseas partner institutions
3. ensure that all programs with overseas partner institutions have undergone a full due diligence process, that business plans have been developed and that quality assurance processes are in place
4. ensure that all programs with overseas partner institutions are formally approved by the Vice-Chancellor on the recommendation of the Deputy Vice Chancellor (Academic and Enterprise) before agreements are concluded
5. ensure that all programs with overseas partner institutions are properly managed with regular reporting processes

Area 7 Commercial opportunities

Goal

Maximise the potential within UWS for commercial educational projects that enhance the university's international reputation

Targets

1. develop at least one new commercial international education project annually
2. build on the successful Chile projects to further strengthen the profile of UWS in South America
3. develop at least one commercial education project in conjunction with an overseas partner in each of the priority areas of Vietnam, Indonesia and the Middle East

Strategies

1. strengthen the role of UWS Innovation and Consulting in working with Schools /Colleges to identify international opportunities
2. ensure international projects are managed by UWS Innovation and Consulting in accordance with UWS protocols and Quality Assurance requirements
3. identify and develop relationships with quality overseas partner institutions
4. leverage international commercial educational opportunities into research and student mobility opportunities and into the broader profiling of UWS

Curricula

Many western universities have devoted considerable time and energy over the last decade trying to understand what internationalisation of higher education might mean. It is easy to fall into clichés but much harder to work out concrete proposals that enhance the learning experience, intellectual development and career potential of students. The starting point is that the current generation of students will be living and working in an increasingly globalised world with growing numbers of them working in an overseas country or in an unfamiliar cultural environment. Some universities have used the language of ‘global citizenship’, arguing that we have a moral responsibility to educate students with international understanding. Others have focussed more on the career needs of students, arguing that increasing numbers will need to be able to work with people from different cultural backgrounds or in very different cultures and will therefore need to have a broad intellectual understanding of the histories and societies of countries other than their own and preferably some competence in a language other than English.

The ethnic, linguistic and religious diversity of the UWS student body should provide an advantage in genuinely internationalising the curricula. Few North American, British or European Universities have anything like the student diversity of Australian universities as a whole and UWS in particular. The ethnic, cultural and religious diversity of Australian university campuses is only in part a result of the large number of international students. It is also a consequence of our immigration policy over the last 30 years - the majority of migrants have come from countries in Asia and the Middle East. It is important to try to capture these diverse experiences in the classroom. All students will benefit from the cross-cultural perspectives a diverse student body can bring to intellectual issues.

A small number of students have the opportunity to include significant international content in their degree programs within a Bachelor of Arts, a Bachelor of Social Sciences or a Bachelor of International Studies degree where there is considerable flexibility within the degree structure. Not all take advantage of this flexibility and the issue is how to encourage more to do so. Nevertheless, an internationally focused humanities and social sciences curricula with a diverse offering of languages other than English and historical, cultural and sociological studies of societies other than those of the West is essential for the internationalisation of undergraduate education.

Most students enrol in degrees leading to professional accreditation and these have less flexibility than broad based arts/social sciences degrees. It is often quite difficult to build flexibility into professionally accredited degrees, but in order to internationalise the student experience efforts must be made to satisfy both professional requirements and the need to provide broader educational opportunities. This will entail, at a minimum, curricula which allows some free units of study with students encouraged to enrol in units with internationally focused content. This is not always easy to achieve.

A major route for UWS to internationalise the curricula of professionally accredited degrees is the creation and promotion of combined degrees. Combined degrees involve between 1 and 2 years additional study to the professional qualification. They are particularly attractive to high performing students who often look for new intellectual challenges. Combined degree programs – usually a BA or BSc combined with a professionally-accredited degree – provide the flexibility for students to include in their programs the study of a second language or historical/cultural/political studies of societies other than their own. They also provide the space for the inclusion of a period of study at an overseas university. Arguably, students completing combined

degrees have the better of two worlds – a professionally accredited qualification and a broad generalist education. UWS will work to increase the range of combined degrees and expand the availability across all campuses.

What ‘units with international content’ might look like needs to be discussed across the university? Some universities have been experimenting in recent years with courses with titles such as ‘globalisation’ or ‘global citizenship’. One of the most innovative examples is the Universitas 21 Global Issues Programme. This is a partnership within the U21 consortium between the University of British Columbia, Nottingham University, Melbourne University, Hong Kong University, Lund University, and the Monterrey University of Technology. This is a certificate in which students in any of the participating universities may enrol as an add-on to their ‘home’ degree. The course is taught partly on-line, with students from each of the participating universities in the same class. There is a small quota in each University, which is rapidly filled.

Another excellent example is the Global Citizenship Project at the University of British Columbia. This is one of the most innovative and comprehensive programs to internationalise the whole of the University. It has a range of courses (including on-line), seminars, research projects and mobility schemes designed in an integrated way to capture the attention of UBC students and to engage staff and the Vancouver community

UWS might look at whether it can offer a concurrent certificate in ‘global citizenship’. It would be most attractive if it could be offered as a joint program with an overseas partner university. An alternative would be to offer a ‘globalisation’ group of subjects, which might be incorporated into any degree program. Another alternative would be to offer one carefully constructed broad-based ‘globalisation’ subject and make it available for all students in all courses. These and other options will be explored. A major imperative is to review the professionally accredited degree programs with a view to creating space for students to include electives, which introduce them to other societies and cultures. At a minimum, the ‘real life’ examples used in the professionally accredited courses should be able to be taken from other than the western world.

Research

Research topics, research groups and research funding increasingly cross national boundaries. If UWS is to become a stronger research-led university it must increase the depth and range of its involvement in international partnerships and consortia. UWS has a number of joint research programs with international partners. Most have been organised by individual researchers, often with a combination of Australian and partner country grants. There are a number of Australian funding agencies which actively support international joint research projects, with the Department of Science and Innovation recently indicating that it will expand the opportunities in this area. We must ensure that our internal processes and procedures assist researchers in developing the necessary overseas linkages and in seeking funding sources within Australia and internationally. This will entail ensuring that the Office of Research Services has the necessary expertise and that the existing internal international research collaboration grants are strategically focused.

A major focus of discussions with overseas institutions is the development of research linkages. Many potential university partners see research linkages as the most important component in a relationship. The development of combined

Master/PhD programs will be important in attracting government-funded postgraduate students from many countries. The creation of generic MA/PhD, MSc/PhD and MBC/PhD programs and their promotion to international partners and potential students is a high priority. Agreements with key university partners will include provision for postgraduate students to study at UWS as well as for direct links between researchers at UWS and the overseas institution which over time may lead to joint projects. Most overseas partner universities are concerned about institutional capacity building, by which they mean not only the provision of overseas research training for their early career staff but also the development of an international orientation within their university. This might entail assistance in developing a research training framework, support in developing research writing skills in English and support in extending a research culture within the institution. UWS will have an opportunity to become involved in capacity building in a small number of partner institutions.

Institutional linkages

In all universities individual academics have international linkages of varying intensities. It is important that as many as possible of these linkages be leveraged to the advantage of the university. There is nothing to be lost by the individual and much to be gained by the institution. To this end UWS is constructing a contacts database, initially with a cohort of senior staff but eventually broadening to the academic community as a whole. Ultimately the database should be able to be interrogated on-line by any staff member, particularly those travelling overseas to conferences or on study leave, so that linkages may be strengthened and perhaps developed into institution-wide linkages.

Institutional partnerships are important to internationalisation. While many UWS institutional agreements will cover Student Exchange and Study Abroad only, a small number of in-depth institutional partnerships will be developed in a limited number of countries. The partnerships may include: student exchanges; twinning programs (where one or more years of a UWS program is taught by the partner institution); off-shore programs; joint degrees; capacity building; and joint research projects. UWS has limited resources, both financial and human, and must therefore enter into strategic partnerships carefully. Because UWS is a young university with limited resources, the focus for the immediate future is on developing strategic partnerships with institutions in Vietnam, Indonesia and the Middle East and consolidating a small number of strategic partnerships that already exist in China.

In Vietnam we have entered into a partnership with the University of Economics, Ho Chi Minh City (UEH). Initially this was for a joint Doctor of Business Administration program, funded by the Ministry of Education and Training in Vietnam. The current agreement is for 5 years, with 10 students each year entering the DBA program. The students are staff from UEH and other universities in southern Vietnam. They all have a Masters degree, most from an English-speaking country. They undertake a 9-month full-time preparatory program in UEH jointly developed by UEH and UWS College of Business. The objective is to prepare for study at the DBA level. After successfully completing the preparatory program, the students come to UWS for 18 months, where they complete 12 months of coursework and commence work on their thesis. They then return to UEH for the final 18 months of work on their thesis. Both UWS and UEH have appointed a Director for the program – the UEH Director has a PhD from UTS – and an academic from UEH and an academic from UWS will jointly supervise each student. UWS will be responsible for the examination of the theses and the degree will be from UWS.

This is a genuinely joint program between UWS and the University of Economics Ho Chi Minh City. Academic staff from both universities are involved in the teaching and supervision of students. As the two universities get to know each other better we look forward to an even deeper relationship.

The joint DBA program is already leading to further joint activity. An articulation program is being developed for the Master of Business and Commerce course, whereby a quarter of the program will be taught at UEH. Students then have the option of coming to UWS with advanced standing for the Master of Business and Commerce or continuing in Vietnam for a UEH degree. In the initial years only a small cohort is expected to enrol in this program – perhaps 20-30 each year. If this articulation program is successful it may lead to other programs with UEH both at the undergraduate and postgraduate level. Hopefully in the near future the University of Western Sydney will be able to send some of its undergraduate and postgraduate students to the University of Economics Ho Chi Minh City on an exchange basis.

In Indonesia we are developing strong relationships with four universities: Gadjah Mada University in Yogyakarta, the State Islamic University in Jakarta, Muhammadiyah University in Jakarta and in Yogyakarta, and Sadhu Guna University in Jakarta (a new private university in Jakarta owned by a Foundation which operates one of the strongest networks of English language institutes in Indonesia). We already have links with Gadjah Mada University through the School of Natural Sciences, which supervises a number of their staff in PhD programs. The MOU with Gadjah Mada University focuses on Health and Natural Sciences, with opportunities for joint programs and joint research projects. The State Islamic University will be offering the first year of the UWS Bachelor of Business and Commerce program from 2010 – successful students will come to UWS with advanced standing. The partnership with Muhammadiyah University Jakarta covers the Health Sciences, with the first higher degree research candidates coming to UWS on Indonesian government scholarships in Semester Two this year.

These institutional partnerships are based on genuine reciprocity and real trust and cooperation between UWS and partner institutions. Over time they will deepen into joint research projects and closer cooperation between individual academics.

Student mobility

Student mobility refers to the variety of international study experiences available to students, primarily but not exclusively, at the undergraduate level. It encompasses not only semester length or full-year exchange programs, which are tuition-free based on reciprocal agreements with partner institutions, but also a diverse range of short courses and professional placements which may be fee-based or on an exchange basis. Increasing the range of opportunities for students requires the development of an academic culture where overseas study is both valued and promoted as a normal part of undergraduate programs.

In 2008 UWS International commissioned a report on student mobility, both incoming and out-going. The report reviewed the Australian university context and the comparative position of UWS. It recommended strategies to increase the number of incoming Study Abroad students from North America in particular, but also from Europe where Study Abroad is growing from a relatively low base. UWS has a very small number of these students (17.3 EFTSL in 2008) and is well behind other Sydney universities. The major recommendations are being implemented and should result in a considerable increase in Study Abroad enrolments in the next few

years with consequent financial benefits. There are benefits other than financial from incoming Study Abroad students. The Australian universities that have built strong Study Abroad numbers over the past decade or so have seen considerable benefits in institutional positioning in the US - beneficial for research linkages - and have also seen a steady growth in the number of former Study Abroad students returning for postgraduate programs.

More importantly, though, is increasing the opportunities for UWS students to study overseas because of the enormous benefits derived by both the students personally and the institution. The commissioned report made a series of recommendations designed to improve the administration of student mobility at UWS and encourage greater numbers to participate. For example, the student mobility program has lacked a detailed policy and procedures document, including an assessment of risks and ways to mitigate the identified risks. Its development has been a high priority for the International Office. A Student Mobility Policy and Procedures Manual is almost completed. It will be posted on the UWS International website and circulated widely within the university community.

The commissioned report also considered strategies for increasing the number of UWS undergraduate and postgraduate students who have an overseas experience as part of their program. UWS is significantly under-achieving in this area. The following table compares UWS with national benchmarks for 2007.

Item	UWS	National Mean
Access to International Study Experiences All Levels	0.9%	4.8%
Access to International Study Experiences UG	1.2%	5.4%
International Study Experiences – Women	47.2%	57.2%
International Study Experiences Semester or longer	85%	69.8%
Access to Short Term Programs	0.1%	2.0%
Short Term Experiences – Women	44.4%	62.9%
International Student exchange Staff per 100 Exchanges	1.6	1.05
Access to International Research Experiences	0.8%	34.9%
International Research Experiences – Women	100%	58.4%

The International Office has been working to develop a strategy to significantly increase the number of UWS students undertaking study overseas as part of their programs. In 2008, 60 UWS students completed an overseas exchange program. The target is an increase of 20% per year from 2009. The growth target will be achieved in 2009, with around 81 students expected to enrol on an overseas exchange program by the beginning of Semester 2. New promotional material has been developed along with an improved marketing strategy to encourage students to think about an overseas exchange program from the beginning of their study at UWS. The marketing strategy is being developed with Colleges. The intention is to encourage a growing number of undergraduate students to see an overseas exchange experience as a valuable addition to their program.

While the majority of students will undertake a full session at an overseas university as part of their undergraduate program it is important to develop a range of alternatives. Some students may not be able to afford, either financially or time wise, to spend one full semester overseas, others in professional courses may be unable

to include a full semester as part of their program because of accreditation restrictions. Opportunities will be developed for students to undertake short courses during the summer/winter vacations or for them to undertake international industry placements.

The list of universities which are exchange partners is being reviewed. It is intended to expand the list in a broad range of countries in order to increase the opportunities for our students. UWS has also recently joined the International Student Exchange Program (ISEP) which is a network of 290 colleges and universities in 39 countries cooperating to provide affordable access to international education for a diverse student population. Through ISEP our students are able to access a much wider range of host institutions than could be provided by institutional exchange agreements.

In promoting exchange programs to UWS students there is a special effort to direct attention to universities in the Asian region. Currently, the overwhelmingly majority of exchange students go to English speaking countries such as the United States, Canada and the United Kingdom. One major reason for this is that few undergraduate students speak an Asian language and therefore are restricted to programs for overseas students taught in English. Students tend to see this as restricting their opportunities to study with local students – one of the major attractions of exchange programs in the first place. The number of programs taught in English by Universities in Asia is growing and hopefully they will become attractive to Australian students.

A flourishing exchange program at UWS depends on academic support. Individual academics and Schools must see the value of an overseas exchange experience and promote the program to their students. Academics and Schools will be encouraged to engage more fully in the program. Schools and Colleges need to be flexible in the recognition of overseas study. If undertaking an overseas exchange is seen by UWS as an important part of students' education then we must ensure that those students are not disadvantaged in any way on their return. We must be generous and flexible in the provision of credit for units of study undertaken overseas, understanding that the experience of studying at an overseas university is in itself of great value. In particular, we must be careful in how we handle the overseas exchange experience in the calculation of GPAs. We want our best students to go on exchange, but our best students are most likely to be most concerned that the way in which we calculate their achievements in the units studied overseas does not impede their desire to enter an honours program or aspire to a University Medal. It is not easy to transcribe results from European, North American or Asian Universities into the UWS local marking scale. All Australian universities experience the same problem. Most approve the units to be studied overseas before the student leaves and on the student's return record the overseas exchange separately on the student's transcript, together with satisfactory/unsatisfactory marks. The units studied overseas are generally excluded in making formal determinations as to whether a student is eligible for entry to an Honours program but the formal satisfactory/unsatisfactory marks are not allowed to undermine the student's record. In some cases individual disciplines make judgements on the equivalence of the marks received from the overseas institution. The same process applies for determining a University Medal. An academic judgement must be applied with the principle being that the student is not in any way disadvantaged by the period of study overseas.

The starting assumption should be that if a student has passed a unit taken on an approved exchange program then the performance level is no less than the average

performance level in units completed at UWS. This is not to argue that students can take it easy on their overseas study, safe in the knowledge that it will not affect their overall GPA, rather that in transcribing an overseas institution's marking system to our own we should err on the side of generosity, taking into account what we know about the student's overall performance.

Another essential part of the student mobility strategy is the provision of financial support. In 2007, the most recent year for which comparative data is available, Australian universities provided a total of \$12.9m in financial support – a substantial increase on the \$6.1m provided in 2005. The financial support provided by UWS in 2007 was very low - approximately \$80,000 (20 scholarships at \$2,500 each plus 30 scholarships at \$1,000 each)). It will not be possible to achieve significant increases in outgoing student mobility unless we increase the number of available scholarships. Approaches will be made to the UWS Foundation to provide student mobility scholarships.

A small proportion of postgraduate research students have always undertaken part of their study overseas – perhaps for only a few weeks but in some case for a year or more. There are also an increasing numbers of overseas students coming to UWS for a few weeks or months in a specific laboratory or attached to a specific research group. These arrangements are made through the personal research relationships of individual researchers. The benefits to research students are considerable – experience in major laboratories in another university; contacts with overseas experts; sharing ideas with fellow research students; creating research networks.

We are working to develop a number of strategic partnerships with international universities incorporating research cooperation. It is envisaged that exchange opportunities for research students will be incorporated into these agreements. A small number of travel grants for research students will need to be established to enable them to take advantage of these strategic partnerships.

The essential feature of strategic partnerships with overseas universities is reciprocity. It is important that UWS welcomes short-term visits from research students from partner universities. In the case of partnerships with most universities in Asia it will be necessary for UWS to find funds to support the partner university's research students. There are a number of government funding schemes – and some private foundation schemes – which we must endeavour to leverage. In addition, we will have to use some of our own funds in order to sustain the principles of reciprocity and mutual advantage.

International on-shore students

International students are a significant component on the campuses of all Australian universities. At UWS they comprise around 12.1% of the total student body. The national average is 15%. International students are an important source of income to the University. Equally important, they add to the diversity of the campuses and the opportunities for local students to form friendships with and gain understanding of people from different cultural backgrounds. In recruiting international students it is important to endeavour to sustain cultural diversity. This benefits not only the host university but also the international students themselves who while they come to Australia for an Australian education will gain greatly from being able to mix with students from a wide range of countries. There is strong government regulation of the provision of education to overseas students whether in Australia or in another

country. The regulations govern both 'truth in advertising' and the provision of necessary services to overseas students while they are in Australia.

It is important to recognise that international students – whether fee-paying full degree students, study abroad students or exchange students - have particular needs which the host institution must meet. UWS must ensure that it has a well-resourced International Office to look after international students and to ensure that any problems are dealt with promptly. An International Office is the hub not just for marketing overseas and processing applications but also for organising pastoral support to international students on arrival and during their stay. This pastoral support includes the development of a social program to encourage mixing with local students, the provision of advice on housing and everyday living in a new city and general 'comfort' for students often away from home for the first time.

While UWS will seek to maintain international student enrolments from a diversity of countries, the recruitment efforts will focus on Indonesia, Vietnam, China, India and selected countries in the Middle East. These are countries where UWS either has an existing profile and institutional relationships or has the best opportunity to develop profile and relationships.

Programs with overseas partners

UWS has had an unfortunate history with programs with overseas partners. Most lacked proper business cases and were with partners not fully aligned to the University. The only successful overseas programs have been the nursing programs operating in Hong Kong for more than a decade. The programs have been managed by Hong Kong Baptist University and Hong Kong Polytechnic University which have proven to be excellent partners focused on quality outcomes for the students.

It is important that UWS make a fresh start with programs with overseas partners. They are an essential part of the internationalisation agenda of any Australian university. Without them it is unlikely that UWS can enrol significant numbers of international students. Good programs with overseas partners reduce the costs for overseas students while at the same time ensuring a continuing flow to Australian campuses. They can play a very important role in positioning the university which can lead to other opportunities. There are many variants of programs with overseas partners – ranging from twinning programs to full scale campuses with or without commercial partners. At this stage of the development of UWS we should restrict involvement with overseas partners to twinning programs or articulation arrangements with dependable university partners. We lack the institutional and academic resources to become involved in anything more ambitious.

Any offshore activity must be deliberate, planned, sustainable and consistent with the broader strategic objectives of the university. The critical element is to work with a reliable partner who shares our academic values and our emphasis on providing a quality student experience. This is easily said but quite difficult to put into practice. It is important to make unhurried decisions and only to enter into agreements after proper due diligence. We must be prepared to walk away from a potential partnership if in the end it cannot pass all the due diligence tests.

A protocol has been developed for approving all offshore activities. All proposals will be tested against this protocol.

There are a number of basic procedures designed to protect the reputation of UWS and to ensure that any offshore activity is only begun after proper and rigorous analysis. First, there must be a strategic fit for the proposed offshore activity. However worthy the activity might be in its own right, if it does not fit into the strategic focus of the University's international engagement then it should not be pursued. This will restrict the country, the institution or the region in which UWS might have offshore activities. Second, all agreements must be properly documented with the rights and obligations of all parties clearly stated. They must be approved by the DVCAE and signed off only after being scrutinised by the International Committee which advises on international activities. The legal entity is the university, not a College or a School. Informal agreements are not permitted. Third, there must be a thorough business case which details the real costs, including overheads, and the potential returns to the University. Fourth, all agreements to offer UWS programs with overseas partner institutions must have clearly stipulated quality assurance mechanisms. Fifth, there must be a clearly stated review process and considered exit strategies.

We are currently involved in a small number of programs with overseas partner institutions and a number of others are under discussion. The partnerships in Vietnam and Indonesia have already been discussed. There are also a small number of articulation agreements where the first year curriculum of a partner university has been mapped and is deemed to be equivalent to one year of the Bachelor of Business and Commerce program (sometimes with some changes to the overseas partner curriculum). Students who successfully complete this first year may articulate into the second year of the BBC in Sydney or may opt to continue with the home university degree. These students only become UWS students when they come to Sydney and enrol with advanced standing. Other current articulation agreements allow students who have completed a full program or part program at a partner institution to upgrade their academic qualifications with advanced standing or complete their offshore programs at UWS. These arrangements have been especially successful with the Ontario Colleges in Canada.

UWSCollege has an agreement with Samaj College in Kenya to deliver the Foundation Studies program under license. The first group of Samaj students have recently completed this program and will enrol in the Diploma programs at the UWSCollege Nirimba campus in July before entering the second year of their university program in Second Semester next year. Samaj College teaches the UWS Foundation Studies curriculum, with examinations set and marked in Sydney. In addition, there is considerable staff development support provided by UWSCollege. This model is likely to be introduced to a Church-based School in Sri Lanka next year. The strategy is to develop a small number of partnerships with high quality private or community-based schools in Asian countries which can provide a UWS Foundation Studies program to the exact standards as that offered in Sydney. It is much more economical for the students and will provide a flow of quality students into UWS courses.

Future options need consideration. For example, should we offer jointly badged degrees? The Cotutelle program with French universities is a jointly-badged degree and most Australian universities are involved in this program. Could we envisage a jointly badged undergraduate or postgraduate degree with a partner university in Asia? If our relationships with the University of Economics Ho Chi Minh City or SEAMEO RETRAC in Ho Chi Minh City evolve in the way that they might, we may need to consider deepening the relationships into jointly-badged degrees at some time. How far should we go on license arrangements – the first year of the degree

program only or as much as two years? Might we offer the whole of a UWS degree with an overseas partner institution under certain circumstances?

Commercial opportunities

There is considerable scope for UWS to be involved in international consultancies. These can be very important both for the income produced but more importantly for the additional benefits that can flow through to the university. Strategically focused and well-managed international projects might begin as consultancies but evolve into a mixture of consultancy work, research projects and capacity building which includes student flows. An increasing amount of educational work in the international arena is obtained through tenders. Well managed international project work can position the University strongly in an overseas country leading to student flows and research contacts. The key is strategic focus – UWS cannot spread its resources in an ad hoc way – and strong management. Much of this work involves tendering for projects and all of it involves relationship management. For these reasons all international project work will be managed by UWS Innovation and Consulting as it is the only group in the University with the requisite skills for preparing tender documents, relationship and project management and management of risk.

A good current example of UWS working overseas on a consultancy basis is the projects being undertaken in Chile in the areas of early childhood education and sustainable tourism. These projects are being managed by UWS Innovation and Consulting in partnership with the School of Education and the College of Arts. The Chile consultancy work is likely to lead to joint research projects, including a proposal for an ARC Linkage grant. The projects are educationally sound, socially responsible and properly costed. The model that has evolved in Chile is a model that may be extended to other countries in the future.

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