Internationalisation of New Zealand’s Tertiary Education Organisations: Key Findings for Universities

Purpose
In order to better understand the value of international education and its impact on our higher education system, the government has invested in the Tertiary Education Organisation (TEO) Internationalisation Study 2013-14.

The Study assists with the monitoring of the goals and objectives of the Leadership Statement for International Education, and of priority six of the Tertiary Education Strategy 2014 – 2019, which focuses on ‘growing international linkages’. The Study provides a snapshot of internationalisation within TEOs, and updates previous studies undertaken in 2005 (results published in May 2006) and 1998. The information in this summary comes from: a) surveys of all eight New Zealand universities conducted by the Ministry of Education during 2013 and 2014; and b) data from the Single Data Return (www.educationcounts.govt.nz).

Key trends
• While New Zealand universities have a lower level of international student enrolments since the previous study carried out in 2005, they are increasing their other internationalisation activities.
• The universities have quintupled their offshore enrolments since 2005, and have expanded the extent of their academic relationships with Asian universities – although in both cases from a low base.
• Overseas study experiences by New Zealand students have also greatly expanded since the 2005 study, and the universities are interested in extending the range of student exchanges to encompass Asia.
• Most universities offer studies in Asian languages (principally Chinese and Japanese); however, formal enrolments in these subjects have declined significantly since 2005.

Total Students and Source Countries
During 2014 a total of 24,956 international students were enrolled in the universities, ↓12% from 2005. In 2014 international students made up 15% of total students.

Figure 1 shows China was the main source country, followed by the USA and Malaysia.

NB: In 2014 the eight universities earned an overall NZ$343.4 million in fee revenues from their international students, ↓1% from 2005.

Recruitment and Marketing
Phase 1 of the Study asked the five universities which were interested in expanding their offshore activities (see overleaf) to rank the marketing and recruitment priority that they gave to particular categories of international students, from 1 (highest) to 5 (lowest).

Figure 2 notes that onshore on-campus students were the highest priority for all respondents.

Overall Priorities for Recruitment
Phase 1 of the Study also asked universities to rank the three levels of study they would most target, when recruiting international students.

Figure 3 shows that of the seven universities which responded to this question, six said Bachelors degree was the most important.

International Alumni Linkages
Five of the eight universities reported they had international alumni chapters or networking groups.

Figure 4 illustrates, for the five universities which had international alumni chapters or networking groups, which countries had the largest alumni groups.
Summary of Phases 1 and 2 of the Tertiary Education Organisation Internationalisation Study 2013-14

Existing Offshore Delivery

Six of the eight universities are involved in offshore delivery. There was a near-quintupling in total offshore enrolments by the universities rising from 203 in 2005 to 1,222 in 2014. All six universities engaged in offshore delivery have bilateral academic credit recognition and matching arrangements with offshore institutions.

Future Plans for Offshore Delivery

Five universities already involved in offshore delivery provided details of their plans to expand, through:

Student Mobility

Phase 2 of the Study found that all eight universities had arrangements for student mobility/international experience available to their students. Seven universities reported a total of 926 overseas study experiences by students, ↑ 104% from the 453 outbound students reported in the 2006 study.

International Languages

Six universities responded to this question about which foreign languages they offered. Figure 8 shows how many universities were teaching each of a range of languages. Chinese & Japanese were the most-taught Asian languages. However, there has been a decline in the formal study of Chinese or Japanese languages at university, from 2,414 enrolments in 2005 to 1,179 in 2013.

Country/Region Specific Research Centres

Six universities reported teaching and/or research centres focused on a particular country or region. Figure 9 shows that three universities had centres with a focus on North Asia, and three had a focus on South Asia.

International Capabilities

Phase 2 of the Study also asked universities if they encouraged their students to study courses/papers that would support them to develop international capabilities. Six of the eight universities responded to this question. Figure 10 shows only one university reported it actively encourages students to take courses that support international capability development.