TERTIARY EDUCATION ORGANISATION

INTERNATIONALISATION STUDY

2014

PHASE TWO:

INTERNATIONAL EXPERIENCES FOR STUDENTS

UNIVERSITIES
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INTRODUCTION

The information in this report comes from responses that universities gave to the Ministry of Education’s survey of internationalisation of the teaching and learning experience in 2014. All eight universities responded to the survey.

The survey was Phase Two of the Ministry of Education’s Tertiary Education Organisation Internationalisation Study.

The three phases of the Study are:

- the international student programme
- international experiences for domestic students (including student mobility)
- institutional internationalisation, including institutional strategies, research internationalisation and international outreach.

The three phases of the Study will provide a snapshot of internationalisation within New Zealand tertiary education organisations (TEOs) as at 2014. This updates previous studies in 2006 and 1998.

**Aim of the Tertiary Education Organisation Internationalisation Study**

The Study aims to accurately document TEO internationalisation practice to provide a useful resource for the tertiary sector and for Government.

The Study goes beyond export education to look at internationalisation more broadly. The Study will help TEOs individually and collectively to understand the process of internationalisation in their subsector.

The Study will help Government better understand the value of international education and its impact on the New Zealand higher education system. It will also help the Government, the sector, and TEOs to understand the sectors’ strengths and areas for improvement and formulate targeted strategies and priority actions for the future.

The Study (particularly Phase Three) will also assist with the monitoring of priority six of the 2014-2019 Tertiary Education Strategy, which focuses on ‘growing international linkages.’

The Ministry of Education would like to thank the Sector Advisory Group, who assisted in the development of the survey. The members of the Sector Advisory Group were:

- Wayne Angus – University of Otago
- Beth Knowles – Christchurch Polytechnic Institute of Technology
- Neil Miller – Independent Tertiary Institutions
- Craig Musson – Independent Tertiary Education New Zealand
- Professor Rob Rabel (Chair) – Victoria University of Wellington
- Distinguished Professor Graham Hingangaroa Smith – Te Whare Wānanga o Awanuiārangi.

Universities New Zealand also contributed to the development of the survey.
INTERNATIONALISATION SURVEY PHASE TWO RESULTS

STUDENT MOBILITY

1. All eight universities had arrangements for student mobility/international experience available to their students in 2013. The most common type of overseas experience available for students were student exchange and study abroad (both available at eight universities), followed by overseas conference attendance (available at seven universities). The graph below shows the range of student mobility programmes universities offer and the number that offered each type.

2. All eight universities said that student mobility opportunities developed from other international relationships such as Memoranda of Understanding, joint programmes, twinning arrangements and research partnerships.

3. The universities differed over whether it was common for student mobility opportunities to develop from other international partnerships. Four universities said it was common, with one university adding that usually student mobility arrangements led to other international relationships. Two universities commented that while possible, it was not common; with one of those two saying that other institutional arrangements were more likely to develop from postgraduate mobility arrangements.
4. All eight universities provided support for outbound students in the form of mentoring from other students who had taken up similar offshore opportunities. Four universities provided cultural training, and four provided pre-departure language training. Responses are graphed below.

5. In general, universities offer student exchanges across all fields of study that are offered by that university, suggesting that student exchange is an established, university-wide practice. One university specifically stated that any course of study at that university could be done on exchange, except teacher education. The graph below shows how many institutions have students on exchange in particular fields of study.
6. There is a significant range from university to university in the number of students going on outbound exchange, for the year 2014, ranging from 17 to 285. Likewise, the numbers of inbound exchange students for 2014 range from 17 to 316.

7. The number of inbound and outbound student exchange students at each university was roughly equal because of the Government’s expectations of reciprocity. However, in general, the number of inbound exchange students coming into the country was higher than the number of outbound exchange students.

8. The graph below shows the numbers of inbound and outbound exchange students at each university.

![Graph showing numbers of inbound and outbound exchange students at each university.]

9. The number of exchange agreements also varied significantly ranging from 16 at one institution, through to 115 at another. The number at each university is charted in the tables below.

<table>
<thead>
<tr>
<th>University</th>
<th>Number of agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>University 1</td>
<td>About 50</td>
</tr>
<tr>
<td>University 2</td>
<td>111</td>
</tr>
<tr>
<td>University 3</td>
<td>40</td>
</tr>
<tr>
<td>University 4</td>
<td>95</td>
</tr>
<tr>
<td>University 5</td>
<td>115</td>
</tr>
<tr>
<td>University 6</td>
<td>16</td>
</tr>
<tr>
<td>University 7</td>
<td>About 50</td>
</tr>
<tr>
<td>University 8</td>
<td>60</td>
</tr>
</tbody>
</table>

10. There was also some correlation between the number of exchange agreements a university had, and the number of inbound and outbound exchange students it had. In general, those universities who had more exchange agreements also had more inbound and outbound exchange students.
11. All eight universities listed the USA among their priority countries for student exchange. Seven listed Canada and five universities listed the UK. At most universities, the focus for student exchange is weighted towards countries in North America and Europe, our traditional partner countries. However six universities list Asia or Asian countries as priorities for exchange. Only one university listed a Latin American country among their focus areas.

12. The graph below shows the number of universities who have listed each country as a focus area. To give a sense of the regional focus, the countries are grouped into North America, Europe, Latin America and Asia, with different shading to indicate the different regions.

13. Universities commonly said that their focus for student exchange was driven by student demand. A number also commented that they also encouraged students to go to institutions in countries that aligned with their university’s internationalisation strategy. Three universities added that English-speaking countries remained the most popular destination for their students.

14. All eight universities said that information about student exchange opportunities were promoted through their student exchange office, and had a web page dedicated to student exchange opportunities. Six universities also disseminated information about student exchange opportunities through their faculties.

15. Three universities provided further detail about their efforts to promote student exchange:

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1 Several universities listed regions such as Asia and Europe, as well as specifying particular countries. This is reflected in the graph.
• One university's exchange office visits all residential colleges to talk about exchange and gives short presentations at some of the larger first year teaching lectures.
• Another engages in a number of promotional activities including involvement in relevant student/new student expos, an annual exchange fair, promotional videos played before lectures, an exhibition featuring student photos, profiles and stories etc.
• Institutions in Canterbury partner to run an "introduction to Christchurch" tour for their exchange partners. This provides the partners with an insight into Canterbury which they can use in their promotion of the universities to their students back home.

16. Student exchange opportunities are promoted during orientation, and the first semester of first year at all eight universities. Seven universities also promote exchange opportunities during the second semester of first year, and at one university, again at the start of semester one of second year. One university emails eligible B+ students each year.

17. Six universities said they promote exchange opportunities to prospective students while they are still in high school.

18. Two universities gave further detail on their efforts to promote student exchange to prospective students. One said it holds information sessions on exchange opportunities each year during the university's annual open day. The other reported that it aims to promote student exchange from pre-enrolment onwards. That university frequently has students enquiring about exchange opportunities prior to enrolment.

19. A number of universities are seeking to rationalise the number of agreements they have with overseas institutions. There would be value in tracking over a period of five years the number of exchange agreements, and the number of inbound and outbound exchange students together with initiatives to promote exchange to understand whether these initiatives resulted in increased student mobility.

Other student mobility opportunities

20. The universities were asked to list up to three forms of international experience they offered, excluding student exchange and study abroad. Seven universities responded to this question and responses were diverse. Most forms of international experience tended to be for short periods of time.

21. Individual university answers were as follows:
• Short term opportunities, conferences and study/field trips
• Case studies, international speakers, scholarships to participate at conferences
• Offshore clinical experience, offshore research experience
• International Leadership Programme overseas study tours (e.g. Understanding South East Asia course) International Leadership Camps
• 1-2 week field trips in Malaysia for certain programmes - ELLS workshops
• Pathway programmes for inbound partner students. Study trips for specific groups of students - EMBA to China and other parts of Asia
• Field trips, summer school, short-term experiences

22. The universities were asked to list the countries they target for outbound international student experiences other than student exchange. While North America still features, the answers suggest a focus on Asia for these other international mobility experiences. This is reflected in the graph below.

23. The universities were asked for their reasons for focusing on these countries. Six universities responded to this question. While student demand remained a key factor for two universities, five universities said that they were focusing on particular countries to advance strategic internationalisation goals.

24. Other factors cited by universities were:
• Location of strategic partners, and a desire to work in emerging markets and to support the university’s internationalisation goals
• A focus on the Asia-Pacific, together with countries where the university has MOUs/specific agreements with institutions
• Student choice related to gaining appropriate clinical or research experience
• An intention to raise the university’s profile in the Asia-Pacific region
• The need for students to have an understanding of China and Asia because of their role as an economic powerhouse
• The opportunities available.

25. Four universities have programmes of study that require students to undertake a period of study overseas. They replied as follows:
• “International Business students must complete a semester abroad”
• “Honours degree final year students in languages are required to spend one semester on exchange”
• “Master of Natural Resources Management and Ecological Engineering students must undertake a period of study in Austria and Masters of
International Nature Conservation must undertake a period of study in Germany
- “Bachelors of Commerce (International Business) students are required to undertake exchange as part of their degree.”

26. One university said that none of their programmes required students to go overseas, but that they did offer field trips as part of some papers.

Credit recognition arrangements

27. All eight universities had mechanisms in place to facilitate credit transfer for students who have completed a period of study overseas. Two approaches were favoured – four universities required students to have their courses approved before departing on exchange, and three universities included credit recognition arrangements in the agreements governing the student exchange. At one university exchange office staff liaised between faculty and student administration to facilitate credit recognition.

Financial support for organised overseas study

28. Seven universities said that they provided scholarships or financial support to students who want to participate in study abroad or student exchange programmes. One university skipped this question.

29. The universities were asked to list the types of overseas experience they provided scholarships/financial support for, the number, their annual budget for this, and how information about financial support was made known to students. Their responses are shown in the table overleaf.
30. All seven respondent universities said they provide financial support for student exchange, but only two provided financial support for study abroad, and two provided support for study awards. The range of overseas experiences the universities provide financial support for most likely reflect different the international strategies of the respondent universities.
31. The responses of universities 3, 4, 6 and 7 suggest that these universities actively promote overseas experiences, with university 6 going so far as to directly contacting particular students. The responses of universities 1, 2 and 5, seem to suggest a more passive approach to promoting student experiences. Information is available for students, but they must seek it out.

**Scholarships targeted specifically at New Zealand students to enable them to complete a qualification offshore**

32. Only one university said that it provided scholarships, targeted specifically at New Zealand students, to enable them to complete a qualification offshore. Two universities skipped this question.

33. Five universities said that they provided information to students about scholarships which will enable them to complete a qualification offshore. One university said that it didn’t. Two universities skipped this question.

34. The universities were asked about the kinds of resources they provided to students to help them find about scholarships to complete a qualification offshore. University responses are graphed below:

![Scholarship Resources Graph](image)

35. Universities were asked if any of their students took up a scholarship to complete a qualification overseas. Two said yes, but neither could say how many students went overseas. Four said they did not know, and two universities skipped this question.

36. It is not surprising that so few universities answered this question, as universities commonly track enrolled students only, and in general students who are completing a qualification offshore are no-longer enrolled. However, four universities said they kept records of which countries students on scholarships go to, two said they did not keep record, and two skipped this question.
37. Of those universities that kept records, one kept record of all destinations students went to, regardless of who funded, while three kept records only for scholarships that they administered or funded.

38. Two universities told us which five countries students most commonly go to on scholarships that they fund/administer.
   - One university said its students most commonly go to the United States of America, the United Kingdom, Canada, Ireland and Scotland
   - The other university also said its students most commonly go to the United States of America and the United Kingdom, but listed Germany, France and Japan as other common destinations.

39. The countries listed by both universities are New Zealand’s traditional partner countries for research collaboration and scholarship destinations, with a focus at one university on English language destinations.

40. While the answers of two universities can be considered indicative only, it is likely that students at other universities take up scholarships in similar countries.

41. The universities were asked to list the major scholarship funding bodies that provide funding for their students to go overseas. The four universities who answered this question replied as follows:
   - Universities New Zealand Te Pokai Tara, the Royal Society, Fulbright and the German Academic Exchange Service (DAAD)
   - Fulbright and Commonwealth
   - University funding
   - Rose Hellaby and British Chevening

PROGRAMMES TAUGHT BY OR ON BEHALF OF OVERSEAS INSTITUTIONS

42. Of the six universities who replied to questions about programmes taught by or on behalf of overseas institutions at their university:
   - One offered over one hundred programmes taught by an overseas institution and taught 15 part programmes on behalf of an overseas institution
   - One offered 18 part- programmes taught by an overseas institution.
   - No universities taught full programmes on behalf of an overseas institution.

43. The remaining universities either did not offer or teach such programmes or were unsure if they did.

COUNTRY OR REGION SPECIFIC CENTRES

44. Six universities have teaching and/or research centres focused on a particular country or region. Respondent universities listed an array of teaching and/or research centres, many with a focus on Asia, as shown in the graph below.
45. Individual responses are charted in the table below.

<table>
<thead>
<tr>
<th>University</th>
<th>Specific Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>University 1</td>
<td>A number of country/region-focused teaching or research centres across the University, many of which are faculty-led. Examples include: Confucius Institute, New Zealand Centre with Peking University.</td>
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<tr>
<td>University 2</td>
<td>New Zealand Centre with Peking University.</td>
</tr>
<tr>
<td>University 3</td>
<td>India- New Zealand Research Institute (Film and Media contribution), Centre for Irish and Scottish Studies.</td>
</tr>
<tr>
<td>University 4</td>
<td>New Zealand Contemporary China Research Centre, Antarctic Research Centre, Confucius Institute New Zealand, India Research Institute, Victoria Institute for Links with Latin America (VILLA).</td>
</tr>
<tr>
<td>University 5</td>
<td>Bio-protection Research Centre, AERU agricultural economics research unit.</td>
</tr>
<tr>
<td>University 6</td>
<td>Gateway Antarctica, MacMillan Brown Centre for Pacific Studies, National Centre for Research on Europe, New Zealand South Asia Centre.</td>
</tr>
</tbody>
</table>

46. Four universities responded to a question about whether academic programmes were delivered by country/region specific centres at their university. One respondent was not sure if academic programmes were offered at any of its centres.

47. One said its centre was research and consultancy only while the centres at another university were involved in research supervision at postgraduate level. At another university, staff from one of the centres teach into a variety of undergraduate academic programmes, and are involved in research supervision of postgraduate students. At a further university, language-focused centre offers a range of short term, non-degree language and culture courses tailored to the learning needs of the wider community. The other centres at that university focus more on research, consultancy and wider community engagement.
48. A university with a number of centres said that these centres taught undergraduate programmes, taught postgraduate programmes and postgraduate research supervision. They had:
   • 278 undergraduate students enrolled in programmes delivered by country/region specific centres
   • 44 students enrolled in taught postgraduate programmes delivered by country/region specific centres, and
   • 24 postgraduate research students enrolled in research programmes delivered by country/region specific centres.

49. The other universities were unable to answer the question about the number of students doing academic programmes being delivered by their centres.

INTERNATIONALISATION OF TEACHING & LEARNING

50. Five universities said they provided specific support to encourage the internationalisation of teaching and learning. One said it did not, and two did not answer the question. Individual responses are charted below.

<table>
<thead>
<tr>
<th>University 1</th>
<th>Types of support offered by each university</th>
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<tbody>
<tr>
<td></td>
<td>• Academic roadshows</td>
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<tr>
<td></td>
<td>• International Director programmes run through Human Resources</td>
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<td></td>
<td>• Seed funding to develop programmes that will cater to international appetites</td>
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<tr>
<td>University 2</td>
<td>• Internationalisation of the Curriculum Grants</td>
</tr>
<tr>
<td></td>
<td>• Matariki Network of Universities Travel Awards</td>
</tr>
<tr>
<td>University 3</td>
<td>• The Business School has supported an ‘Internationalisation at Home’ initiative</td>
</tr>
<tr>
<td></td>
<td>• There has also been funding from the Business School and the Office of the Vice-Provost (International Affairs) to support the Global Enterprise Experience which brings together virtual teams of students from over 60 countries to work on a business case competition</td>
</tr>
<tr>
<td>University 4</td>
<td>• Conferences</td>
</tr>
<tr>
<td></td>
<td>• Seminars</td>
</tr>
<tr>
<td></td>
<td>• Guest lecturers</td>
</tr>
<tr>
<td>University 5</td>
<td>• Human Resources run cultural awareness workshops, available to all staff</td>
</tr>
</tbody>
</table>

51. The range of answers to this question may reflect the different understandings of what is meant by internationalisation of teaching and learning. Some universities read this question as referring to internationalising the experience of all students, while others saw this as effort focused on international students. This suggests there would be value in broader discussions about what internationalisation of teaching and learning might involve.

52. Five universities said they had in place courses or programmes where international dimensions are specifically included in the design and delivery of the curriculum. One said it did not, and two did not answer the question. Universities said that they incorporated international dimensions in the following ways:
• International dimensions are included through case studies
• All programmes have international dimensions included in the curriculum
• International dimensions are considered in the design of all courses - courses in International Marketing, Finance, International Relations, Development Studies etc. have a stronger international focus than other courses e.g. Statistics
• A number of courses relating to multicultural communication, differences in doing business between East and West and understanding Asian economies
• B.Com (International Business), B.A. (Hons) (Diplomacy and International Relations), Master of International Law and Politics.

53. As with the previous question, the answers fall in two camps, with some universities seeing international dimensions as embedded across the curriculum, while the remainder see international dimensions as relevant to specific courses only. This suggests that there would be value in further discussions about the place of international content in the curriculum.

Collaborative learning between domestic and international students

54. Seven universities said they had strategies in place to promote collaboration or interaction between domestic and international students. One university did not answer this question.

55. All seven respondents had institution-wide initiatives to promote collaboration or interaction between domestic and international students and four had faculty-specific initiatives. One of those four had strategies specific to a certain cohort, such as study abroad or student exchange, and another of those four had strategies specific to certain programmes.

56. Individual universities gave the following examples of initiatives to promote collaboration or interaction between domestic and international students, saying that they did this through:
  • Project work and membership within student associations
  • An International Friendship programme which brings international and domestic students together
  • An International Buddy Programme and Te Pūtahi Atawhai
  • Exchange Mates - A series of sessions where returned and outgoing exchange students meet and support current International Student Exchange and Study Abroad students. Interaction is also fostered through an active AIESEC Chapter and the development of multicultural study groups to explore cultural differences
  • Mixing students in class projects and mentoring programmes matching international students with domestic students.

International students as a resource for teaching and learning

57. Three universities said that they used international students as a resource for teaching and learning. The following examples were given by individual universities:
  • Sharing of examples
• Research students may be involved in undergraduate teaching and in some discipline areas, particularly in health, international students are encouraged to act as cultural ambassadors
• The Business School has initiated a project to use international students as a resource in the classroom.

58. These universities said they experienced the following barriers/challenges when using international students as a resource for teaching and learning:

| Challenges when using international students as a resource for teaching and learning |
|---------------------------------|---------------------------------|
| University 1                   | Encouraging students to take up the opportunities, and ability to remunerate students |
| University 2                   | Up-skilling staff               |
| University 3                   | Language and cultural issues    |
|                                 | A key challenge is the diversity of the international student population and finding ways to be inclusive of that diversity – especially given the cultural diversity of the 'New Zealand' student community. For instance, there may be more cultural commonalities between an international student from the UK and a New Zealand student of European background than between the latter student and a New Zealand student whose family recently moved to New Zealand from China or Somalia. It thus seems perverse to try to use only students on student visas as an international teaching resource when the University has as many New Zealand citizen and PR students who were born outside New Zealand and are an equally valuable 'international' resource. |

59. Five universities said that they provided teaching staff with professional development opportunities to help them facilitate effective collaborative learning between domestic and international students. One university said it did not, and two universities skipped this question.

60. Two of the universities elaborated on the kinds of professional development opportunities with which they provided staff. One said that this was largely through shared experience. Another said their university offered cultural awareness courses to staff to help them integrate international students and culture into their activities.

61. Four universities answered a question about the support they have in place for academic staff teaching international students. Two universities offered cultural awareness/cultural competency courses for academic staff. Another university has a centre for academic development which provides resources for university staff about inclusive teaching, global awareness and international students. A fourth university said its support was minimal although some faculties have international advisor staff for both students and staff.

62. The low response rate to this question may suggest that support for academic staff teaching international students is not well established across the university sector. There could be value in exploring this further as the student body is likely to be
increasingly culturally diverse, because of changes in the demographics of New Zealand, and also because of increases in the number of international students.

63. Five universities responded to the question asking them to articulate the major benefits presented by international students to the teaching, learning and community environment at their university. Universities’ comments commonly focussed on the benefits that international students bring to domestic students, helping them to become more culturally aware.

64. Universities mentioned the following benefits:

<table>
<thead>
<tr>
<th>University</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University 1</td>
<td>International students increase understanding of the learning/cultural needs of the academic community</td>
</tr>
</tbody>
</table>
| University 2 | International students:  
  - Provide a global perspective to learning  
  - Facilitate the development of domestic students into global citizens - helping them to become more aware of other cultures and other ways of doing things  
  - Promote a broader research perspective |
| University 3 | International students come to our university with a variety of different experiences and perspectives. These differences help to enrich the overall learning and teaching content and environment we offer to our university students, and increase the understanding and opportunities available to our students on a global scale. The more connected our university can be to the world, and in particular the Asia-Pacific region, the better chance we have to deepen our university’s intellectual influence in the Asia-Pacific region |
| University 4 | International students have enabled the development of a multicultural campus and provide the opportunity for local students (and staff) to establish international relationships |
| University 5 | International students provide an enriched international experience for our domestic students without requiring them to go offshore. This type of exchange of values, beliefs and ideas raises international awareness among our domestic students |

65. Four universities answered a question about the challenges of international students to the teaching, learning and community environment. Their answers are charted in the table below.
We asked universities to tell us about which foreign languages they offered. Learning a foreign language is one of the key ways for students to develop international capabilities and knowledge. Six of our universities responded to this question. The languages taught at our universities and the number of universities that teach those languages are graphed below.

**INTERNATIONAL LANGUAGES**

66. We asked universities to tell us about which foreign languages they offered. Learning a foreign language is one of the key ways for students to develop international capabilities and knowledge. Six of our universities responded to this question. The languages taught at our universities and the number of universities that teach those languages are graphed below.
67. No universities offer courses in South East Asian languages, which may limit the number of our students with the capacity to undertake student exchange or study abroad in these countries.

68. Only one university said they had initiatives in place to encourage students to learn foreign languages. That university said that:

“[The university's] International Leadership Programme gives experiential credit for students who study a language at university. There is also funding available for students who are interested in a summer language study abroad course. The International Business major requires students to take a foreign language or comparable course, such as Asian Studies.”

69. None of the universities encouraged students to study any particular language above others offered by their university.

INTERNATIONAL CAPABILITIES

Encouraging students to take courses that support international capability development

70. Universities were asked if they encouraged their students to include courses/papers into their programmes of study that would support them to develop international capabilities. As shown in the graph below, only one university actively encourages students to take courses that support international capability development, while two universities provide a structure which allows students to do this if they so choose.

71. One university which structured its programmes to enable students to choose courses that facilitate the development of international capabilities said they encourage the inclusion of international perspectives into all courses and that student exchange is available for most programme areas.
72. The university that actively encourages students to include courses in their programmes of study that will support them to develop international capabilities said that different programmes will place different levels of emphasis on international components, but the university, as a whole, recognises international awareness and global competence as a desired graduate outcome.

**Increasing the international capabilities of staff**

73. Five universities said that their staff had opportunities to work overseas through staff exchange or sabbatical arrangements. Three universities also provided targeted professional development to increase the international/intercultural understanding of academic staff. One of these universities added that academics were encouraged to attend overseas conferences where relevant to their work, and to develop international professional and research partnerships.

74. Universities were asked how they enabled academic staff to pursue these opportunities, they answered as follows:

![Table showing ways academic staff are enabled to build their international capabilities](image)

75. It is common for universities to have a teaching and development unit to enhance the teaching of academic staff. We wanted to find out whether these units promoted internationalisation of the curriculum. The university responses are charted below.
76. Four universities said that the unit does explore and/or promote the internationalisation of the curriculum, and two of those universities also said that the unit provides related professional development. One of these two universities added that the unit promotes skills to manage diversity in the classroom and utilising experiences and backgrounds of students. The university who said its teaching and development unit had neither of these roles, said that there may be initiatives at department level.

International capabilities in graduate profiles

77. International capabilities are included in the graduate profiles of five universities. Respondents commonly phrased this as having a global perspective and/or global citizenship. Four universities gave relevant excerpts from their graduate profile. These were as follows:

- “An awareness of international and global dimensions of intellectual, political and economic activities and distinctive qualities of Aotearoa/New Zealand”
- “Global perspective – appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship”
- “… prepares graduates who are active and engaged global citizens who: demonstrate international perspectives, can engage constructively with their local and international communities, are able to work both independently and collaboratively with others, know how to set and achieve personal and professional goals for themselves”
- "Our graduates are: involved in the community, culturally competent, work-ready and globally connected"

78. Three universities said that they saw learning opportunities that developed the international capabilities of students as a necessary part of the education of all students. One of the universities who said that they were not necessary clarified its position adding that while such learning opportunities were “not compulsory, [they] were certainly encouraged.”

CO-CURRICULAR INTERNATIONAL LEARNING OPPORTUNITIES

79. Two universities said they have co-curricular international learning opportunities – one university has an international leadership programme, and the college of business at
the other teaches courses in China. Three universities said that they did not offer co-curricular international learning opportunities, and three skipped this question.

80. Five universities provide extra-curricular international learning opportunities, for example, service learning, clubs, buddy programmes, mentoring.

81. Peer mentoring was the most common form of extra-curricular international learning opportunity available to students at universities, followed by clubs. Individual universities said they had the following extra-curricular international learning opportunities:
   • Language Match and Friendship network
   • International Buddy Programme, International Leadership Programme and Excell Intercultural Communication Programme for International Students
   • International club and learning support centre
   • Various faculty clubs, an active AIESEC\(^2\) chapter and mentoring and buddy programme in particular cases
   • Student mentor programme and student association clubs.

FORMAL WORK PROGRAMMES TO INCREASE INTERNATIONAL EXPERIENCES FOR ALL STUDENTS

82. Four universities said they had a formal work programme aimed at increasing international experiences for all students. Two said that they did not, and two skipped this question.

\(^2\) [www.aiesec.org.nz](http://www.aiesec.org.nz)