

## International Forum October 2013: Overview

Participants: 38 people (Academic staff = 28 & Professional staff = 10)

### Forum Content

- a) **Overview of IoC survey results** (Jeremy Smith)
- b) **Guest speaker Professor Anita Mak** (University of Canberra) speaking on *Internationalisation at Home (IaH)* joint project between Griffith and Canberra universities.
- Intercultural capacity-building among students and staff in Health and Business faculties
  - Use of EXCELL (*Excellence in Cultural Experiential Learning and Leadership*) cultural mapping tools: Identify challenging intercultural social scenarios in classrooms and workplaces.
  - Capacity-building focused on challenging intercultural social interactions within EXCELL's "6 generic competencies" framework:
    - Seeking information or help
    - Making social contact
    - Participation in a group
    - Refusing a request
    - Expressing disagreement
    - Giving feedback

#### *IaH Project Outcomes:*

- Participants able to develop cultural maps for intercultural scenarios
- Senior academics established faculty-based "communities of practice" in intercultural skills: 50 academic staff met to share & document teaching & learning practices, & promote evaluation.
- In "Management Concepts" tutorials, alliance building and cultural mapping activities used to develop skills in participation in and leading groups, and in giving feedback; Part of the course assessment.

#### *IaH Project Findings:*

- Regardless of whether educational or work setting, generic social competencies are important for crossing cultures.
- Participating academics found PD workshops valuable.
- Learning Circles motivated academics to make curricular changes using alliance building and cultural mapping tools.
- Learning from academic peers.
- Individual follow-up beneficial.

- c) **Brief presentation on Leask's (2012) Process of IoC** (Talia Barrett)

- d) **Workshop feedback**

#### **Learning & Teaching group: What do we want to see at FedUni that has internationalisation?**

- Embed Griffith Uni's intercultural competence training (EXCELL) into courses, i.e. EXCELL could be embedded into the curriculum in the same way as other transition courses are being incorporated, such the Embedded Academic Transition (EAT) courses will be in SEA
- Incorporate the Caseworld resource (Flinders Uni) for Nursing students into programs
- The group looked at UB IoC survey lowest ranked enabler and highest ranked blocker by staff, which is the need for "recognition and support" for staff to internationalise their curriculum. Recognise and support those who have the "will and the want" to incorporate IoC. One tangible example of recognition currently exists in the Business School e.g. GIT (Globalisation in Teaching) annual award

**Research & Partnerships group: *How can research be internationalised?***

- Overseas partners' teaching staff could be involved in research projects, such as occurs in the Business School, as many of them would like the experience of English speaking academics and Australian staff can also gain access to other research databases.
- Internationalisation could 'bubble down' to the level of teaching & learning if staff are already internationalising at the level of research
- OSP (Outside Studies Program) leave should not be about 'locking myself in my room to study' for six months, but going to overseas institutions to critically reflect and broadening experience, e.g. secondment to overseas industries where they learn about ways of doing things in other countries, e.g. marketing approaches
- Co-supervision: research students have overseas and domestic supervisors, so students travel to both countries, especially if doing field work, to conduct comparative studies
- Some universities offer research grants and awards to staff who travel overseas, e.g. a university in India is interested in paying for a cohort of PhD students to do their studies at Federation University where the students will have a co-supervisor in India who learns the way of supervising in Australia and vice versa.
- It should be strongly encouraged that academic staff undertake an OSP that is conducted overseas as part of their PRDP.
- Current model is ad hoc based on personal networks, or university links. It happens at grass roots level, but no one at higher level of management is talking about internationalisation of research, so there is no support or recognition, or graduate attributes for PhD students on internationalisation. How do we bring the grass roots activities together and systemise them, but also how do we get the university to support such programs?

**Informal Curriculum group: *What other opportunities exist for us to internationalise?***

- Need for more engagement with local community: more dialogue between staff, students and local cultural groups
- How do we engage students across campuses, especially where our partner providers have a predominantly monocultural student group? There could be opportunities for intercultural interaction through the formal curriculum, e.g. Central Queensland University model of group work conducted over the internet, which could occur across Fed Uni campuses
- Opportunities for intercultural communication could be embedded into the formal curriculum whereby students are encouraged to gather data for assessment tasks through interactions with staff and students - on or off campus
- Intercultural communication via University games: academic challenges created for students across campuses
- Pockets of IoC activity exist, but there is no formal IoC training or structure. For example, there is no structure or auditing process for internationalisation of the informal curriculum for our partner providers. There may be a need in the future to measure IoC by designing a specific auditing tool.
- It would be ideal to incorporate aspects of the EXCELL program into the informal curriculum, e.g. into existing programs such as English Corner
- For IoC to occur, internationalisation needs to part of the KPIs of senior management, so that it filters down through staff PRPDs. Even though many staff are incorporating IoC at the grassroots level, if it's not rewarded or recognised there is little incentive for it to become an underpinning aspect of university life in a consistent or meaningful way.