



## ACADEMIC BOARD

Minutes of the five hundred and second meeting of the Academic Board held in the Chamber, John Scott Meeting House, La Trobe University, Melbourne Campus on Wednesday 14 March 2018 at 9.30am.

- Present:** Professor Christine Bigby (Chair), Professor Paula Baron (Deputy Chair), Professor Kamran Ahmed, Ms Sarah Anderson, Dr Julie Andrews, Ms Carolyn Ballagh, Dr Josie Barbaro, Dr Joanna Barboursas, Dr Ishaq Bhatti, Professor Nick Bisley, Dr Narelle Brack, Dr Kevin Brianton, Professor Philip Broadbridge, Ms Donna Burnett, Dr Buly Cardak, Dr Jake Chandler, Professor Jason Crain, Dr Susanne Davies, Professor John Dewar (*via video conference*), Dr Elly Djouma, Professor Philip Doolan, Professor Grant Drummond, Professor David Edvardsson, Ms Tharaa El Ackhar, Ms Nicole El Haber, Professor Christopher Fisher, Dr Tracy Fortune, Professor Margarita Frederico, Dr Warwick Frost, Dr Anthony Gendall, Dr Deborah Gleeson, Professor Richard Gray, Ms Nellie Green, Dr Peter Green, Professor Jane Hamilton, Professor Andrew Hill, Professor Katie Holmes, Professor Russell Hoyer, Professor Rachel Huxley, Mr Michael Iroche, Professor Catherine Itsiopoulos, Mr Greg Jamieson, Dr Kendal Sajal, Professor Stephen Kent, Professor Patrick Keyzer, Mr Mohsin Khawaja, Ms Julie Kiroluch, Ms Spomenka Krizmanic, Professor Kerr-Lee Krause, Dr Prem Kurup, Dr Amy Larsen, Professor Helen Lee, Professor Nicki Lee, Ms Alexandra Lloyd Leighton, Professor Birgit Loch, Dr Kate Mai, Professor Susan Martin, Dr Clare McCausland, Dr Silvia McCormack, Ms Nicole Melitsis, Dr Sarah Midford, Professor Meg Morris, Dr Deborah Neal, Professor Mary Anne Noone, Professor Keith Nugent, Professor Ibolya Nyulasi, Dr Jodi Oakman, Mr Matthew Oates, Dr Michael O'Keefe, Dr Suzanne O'Keefe, Mr Simon O'Mallon, Dr Alison Parkes, Ms Jennifer Peasley, Professor Simon Pervan, Professor Robert Pike, Dr Greg Powell, Dr Luke Prendergast, Professor Mark Rose, Ms Wendy Martinec (*vice* Mr Kelly Smith), Dr Evelien Spelten, Dr Keir Strickland, Dr Rwth Stuckey, Dr Colleen Thomas, Dr Guinever Threlkeld, Professor Jessica Vanderlelie, Dr Suzane Vassallo, Dr Terrie Waddell, Professor James Walker, Professor Rob Wilson, Mr David Wishart, Ms Andrea Young, Professor Lawrie Zion.
- Secretariat:** Susan Rees-Osborne, Senior Executive Officer, Governance and Policy Services.
- In Attendance:** Dr MaryAnne Aitken, Mr Matt Brett, Mr Alistair Duncan, Dr Richard Frampton, Ms Robyn Harris, Dr Paul Ramage, Ms Fiona Reed, Mr Mark Smith.
- (i) Apologies:**
- |                                 |                          |                     |
|---------------------------------|--------------------------|---------------------|
| Professor Chris Pakes           | Professor Sandra Leggat  | Professor Nick Bond |
| Ms Virginia Mansel Lees         | Professor Mark Gussy     | Professor Mark Rose |
| Professor Suzanne Young         | Ms Kate Ashman           | Dr Jason Dutton     |
| Professor Helen Irving          | Dr Robyn Murphy          | Ms Sue Nalder       |
| Professor Lynn Bosetti          | Professor Michael Clarke | Mr Kelly Smith      |
| Professor David Winkler         | Dr Emma Henderson        | Dr Pauleen Bennett  |
| Professor Amanda Kenny          | Dr Irene Blackberry      | Dr Dan Grant        |
| Professor Kay Crossley          | Dr Dona Martin           | Mr Leon Morris      |
| Professor Matthew Nicholson     | Mr Jeremy Seward         | Dr Andrew Butt      |
| Professor Gillian Sullivan Mort |                          |                     |

## DISCUSSION – STRATEGIC DIRECTIONS FOR INTERNATIONALISATION

Panel members:

- Professor Christine Bigby, Chair, Academic Board (*Panel Chair*)
- Professor Phillip Dolan, Pro Vice-Chancellor, College of Arts, Social Sciences and Commerce
- Professor Nick Bisley, Head, School of Humanities and Social Sciences and Director La Trobe Asia

The Academic Board received and noted papers AB18/23 *La Trobe Asia Annual Report 2017* and AB18/24 *International Load* presentation. The Chair welcomed Professors Dolan and Bisley.

The Chair opened the discussion by noting the importance of internationalisation for LTU in all aspects of its operations – in terms of research reputation and collaboration, student employability and experience, and perhaps most importantly in terms of growing and diversifying the University's revenue streams. Professor Bigby invited panel members to discuss what internationalisation is, why it's important and how it can be embedded and expanded in all areas of the University.

Professor Dolan spoke to paper AB18/24, outlining the 2016 revenue from international students within the context of the broader market. It was noted that revenue from international students was 28% of total student fee revenue, with LTU positioned at equal 12<sup>th</sup> nationally and equal highest among the IRU universities. The three main sources for international students at LTU are India, China and Vietnam. It was noted that the market is very competitive and non-traditional pathways are growing in importance.

Professor Bisley spoke of the importance of internationalisation in research and the need for a targeted strategy to encourage and support researchers to collaborate globally in cutting edge research. In a more general sense, the University's research needs to be positioned in the international context.

It was noted that the University as an entity does not support internationalisation well. Some areas do better than others but it is inconsistent. More work and increased resources are needed to improve financial and administrative processes in particular to encourage all areas to engage and participate in international opportunities.

Professor Bisley noted that La Trobe Asia established a small number of equity scholarships for international students and introduced a program of four to six visiting research fellows each year in a strategy to facilitate ongoing international collaborations. In response to a query regarding the success of these programs, Professor Bisley noted that LTU is tracking modestly but needs to increase its international student numbers, particularly from the Indian market and by targeting other countries with a growing middle class.

Professor Bisley noted the three key priorities for an internationalisation plan are collaboration, student experience and employability.

The Chair invited questions and comments from the audience and the following points were highlighted:

- Emphasis on the importance of not sacrificing academic quality in the effort to increase student numbers.
- The University could assist with some of the costs faced by international researchers coming here.
- The high cost of public liability insurance for LTU students heading overseas is challenging. How can the University assist staff and students to manage this?
- The University needs to better embed internationalisation into its strategy, student experience and employability goals, and streamline its processes and systems.
- An audit of the University's historical international partnerships could be undertaken to identify whether opportunities exist to refresh or strengthen lapsed arrangements.
- La Trobe's visibility overseas is low. We need a refreshed strategy and financial model to increase the University's international footprint.

- A small percentage of local students take advantage of international exchange opportunities. The programs should be better resourced.
- Feedback from the international third party programs indicates that the student experience in these programs is poor. The programs should be better resourced.
- Does the University offer the programs/products international students want? A gap analysis may be prudent.

The Chair thanked Academic Board members for their participation and Professor Nick Bisley and Professor Phillip Dolan for leading the discussion.

*Secretariat note: a full transcript of the panel discussion and questions is attached to these minutes.*

Professor Bisley invited the submission of feedback to the Pro Vice-Chancellor (International) by 30 April 2018, via email: [internationalplan@latrobe.edu.au](mailto:internationalplan@latrobe.edu.au)

#### PART A – PROCEDURAL MATTERS

	<b>ACTION</b>
<p>(ii) <b>Approval of Agenda</b> The Board <b>resolved to approve</b> the Agenda, as circulated, <b>subject to</b> the following:</p> <ul style="list-style-type: none"><li>• Item 3.2 - paper AB18/20 – Report of the Education Committee - starred for discussion</li><li>• Item 3.3 - paper AB18/21 – Report of the Research and Graduate Studies Committee - starred for discussion</li></ul>	
<p>(iii) <b>Outstanding Matters</b> The Board received and noted report AB18/15.</p>	
<p>(iv) <b>Matters Approved on Behalf of Academic Board</b> The Board received, noted and ratified report AB18/16, a summary of matters which had been approved by the Chair or Deputy Chair on behalf of the Board since the last meeting:</p> <ul style="list-style-type: none"><li>(a) Conferring of Awards in Absentia, as detailed in Attachment A to AB18/16;</li><li>(b) Coursework Committee The following course proposal, referred by the Coursework Committee, as detailed in Attachment B to AB18/16: <u>College of Science, Health and Engineering</u> Major course revision for the Bachelor of Food and Nutrition (HBFN);</li><li>(c) School of Life Sciences Review Panel - Academic Board nominee, as detailed in Attachment C to AB18/16;</li><li>(d) Academic Board policy committee membership as detailed in Attachment D to AB18/16.</li></ul>	
<p>(v) <b>Report of the Chair</b> The Chair provided a brief verbal update on the following items:</p> <ul style="list-style-type: none"><li>• A warm welcome to Professor Jessica Vanderlelie, Pro Vice-Chancellor (Student Success), attending her first Academic Board meeting;</li><li>• The second induction session for new Academic Board members was held 7 March;</li><li>• The second call for Expressions of Interest for membership on the policy committees closed on 12 March with no further correspondence received. Some vacancies are still available;</li></ul>	

- Many thanks and appreciation to Ms Angela Cowburn for her fifteen years of excellent secretariat support to the Academic Board.

(vi) **Report of the Vice-Chancellor**

The Board received and noted circulated paper AB18/17, the Report of the Vice-Chancellor, which can be located at the following link:

<https://unite.latrobe.edu.au/sites/sc/sgc/abc/abmeeting2018/default.aspx?InstanceID=2>

The Vice-Chancellor also provided a brief verbal update on the following issues:

- The article *There are four types of drinker – which one are you?* has been read 300,000 times (up from 140,000 times as recorded in the Vice-Chancellor's report) and shared or published all over the world, demonstrating the power of digital media;
- After five years of hard work and lobbying, it is expected that an announcement may be made in the May Federal Government budget regarding a collaboration between La Trobe University and an existing medical school provider with a regional footprint. The Vice-Chancellor expressed thanks to Professor Rob Pike and Mr Leon Morris for their work on the proposal
- Members of the University Council will visit the Bendigo Campus on 15 March. In addition to touring the campus, Council will meet with representatives from the City of Greater Bendigo local council to discuss the outcomes of the recent Bendigo Futures planning day;
- The University recently launched a new partnership with Carlton Football Club. The partnership will facilitate new research and internship opportunities. It also includes a commitment that some teams will train at the La Trobe Sports Park.

## **PART B – MATTERS FOR APPROVAL**

### **502.1 Confirmation of Minutes**

The minutes of the meeting held on 14 February 2018 [AB18/13(M)] were **confirmed** subject to the following amendment:

Item 501 (vi) Vice-Chancellor's Report: Inclusion of the following "Positive news contained in the 2017 Closing the Gap report shows that Indigenous students that hold a university degree have the same employment outcomes as non-Indigenous graduates."

### **502.2 Items for Approval not requiring discussion**

#### **502.2.1 Award of Degrees and Diplomas**

The Board received circulated report AB18/18 and **resolved to approve** the conferring of awards *in absentia*, rescission and conferral of awards and the award of higher degrees, as detailed therein.

AEGTO  
GRS

**502.3 Standing Committees of Academic Board**

**502.3.1 Report of Coursework Committee: 22 February 2018**

Professor MaryAnne Noone, Chair, Coursework Committee, introduced paper AB18/19. The Board noted that the Coursework Committee had considered the following items at a meeting held on 22 February 2018:

EO, CC

- (a) Matters Arising from the Minutes
- (b) Action Plan and Academic Course Review for the Bachelor of Applied Science/Master of Occupational Therapy Practice (HZHOTW, HZHOTB, HZHOT, HZHOTM, HZHOTS)/ Master of Occupational Therapy Practice (HMOTPB, HMOTH)
- (c) Course Submissions from the College of Science, Health and Engineering
- (d) Course Submissions from the College of Arts, Social Sciences and Commerce

The Academic Board **resolved** to **approve**:

**(i) Course Revisions** (as outlined in Attachment A to AB18/19)

College of Science, Health and Engineering

- Bachelor of Oral Health Science (HBOHSB)
- Master of Mental Health (HMMH) / Graduate Diploma in Mental Health (HGMH) / Graduate Certificate in Mental Health (HCMH)
- Master of Nursing (HMN, HMND)
- Master of Sports Analytics (HMSA) / Graduate Diploma in Sports Analytics (HGSA)
- Bachelor of Business Information Systems (Honours) (SHBIY)
- Bachelor of Computer Science with Honours (SHCS)
- Bachelor of Information Technology (Honours) (SHINT)

College of Arts, Social Sciences and Commerce

- Optional Majors Attached to Business Courses

**(ii) Course Closures and Suspensions** (as outlined in Attachment A to AB18/19)

College of Science, Health and Engineering

- Graduate Diploma in Information Technology (RGIT)

**(iii) The Action Plan and the Academic Course Review report for the Bachelor of Applied Science / Master of Occupational Therapy Practice (HZHOTW, HZHOTB, HZHOT, HZHOTM, HZHOTS) / Master of Occupational Therapy Practice (HMOTPB, HMOTH). (As outlined in Attachment B to AB18/19)**

On advice from the Chair Coursework Committee, Professor Mary Anne Noone, the Academic Board **noted** that the item below was **withdrawn** from the agenda and will be submitted to the Research and Graduate Studies Committee before being resubmitted to the Academic Board at a later date:

College of Arts, Social Sciences and Commerce

- Master of Commerce by Research (LMCR)/Master of Economics by Research (LMER)

### 502.3.2 Report of Education Committee: 21 February 2018

Professor Kerri-Lee Krause, Chair, Education Committee, introduced report AB18/20. The Board noted that the Education Committee had considered the following items at a meeting held on 21 February 2018:

EO, EC

- (a) Recommendation to rescind the Attendance Policy – La Trobe University Sydney Campus
- (b) Revised International Students Release Assessment Policy
- (c) Student Complaints Management Policy
- (d) Double, Combined, Dual and Joint Qualifications Policy
- (e) Access and Participation Report
- (f) Draft Education Committee Schedule of Business 2018
- (g) Annual review of the Education Committee against its Terms of Reference
- (h) Requests for Policy Waivers.

The Academic Board **resolved** to **approve**:

- the rescission of the Attendance Policy – La Trobe University Sydney Campus
- the following requests for policy waiver:
  - waiver of the Credit Points and Course Structure Policy for a student in the Bachelor of Biological Sciences
  - waiver of the Credit Points and Course Structure Policy for a student in the Bachelor of Business (Accounting)
  - waiver of the Double, Combined, Dual and Joint Qualifications Policy for the Bachelor of Nursing/Bachelor of Psychology.

The Academic Board **noted**:

- the revised Student Complaints Management Policy
- the report of the Education Committee meeting held 21 February 2018.

### 502.3.3 Report of Research & Graduate Studies Committee: 22 February 2018

Professor Keith Nugent, Chair, Research and Graduate Studies Committee, introduced paper AB18/21. The Board noted that the Research and Graduate Studies Committee had considered the following items at a meeting held on 22 February 2018:

EO, RGSC

- (a) Research Centres:
  - Research Centre for Molecular Cancer Prevention
  - The Centre for Cardiovascular Biology and Disease
- (b) Professional Doctorates – course changes
- (c) The University Animal Ethics Committee Annual Report.

The Academic Board **resolved** to **approve**:

- The establishment of a Research Centre for Molecular Cancer Prevention in the School of Molecular Sciences (*as outlined in Attachment 1 to AB18/21*);
- The establishment of a Research Centre for Cardiovascular Biology and Disease in the School of Life Science (*as outlined in Attachment 2 to AB18/21*);
- In regards to professional doctorates in health sciences, midwifery and social work (*as outlined in Attachment 3 to AB18/21*):

- Minor changes in course structure
- New course learning outcomes
- Transition arrangements for students currently enrolled in the degree.

## **PART C – MATTERS FOR INFORMATION**

### **502.4 Matters for Information**

#### **502.4.1 Report of the Academic Promotions Committee: February 2018**

The Board received the Report of the Academic Promotions Committee: February 2018 and noted that the persons named therein had been promoted, as detailed in report AB18/22.

EO(APC)

The meeting closed at 10.50am.

### **502.5 Next Meeting**

9.30am  
Wednesday 9 May 2018  
Chamber  
John Scott Meeting House  
Melbourne Campus

Chair: \_\_\_\_\_

Date: \_\_\_\_\_

## Academic Board Discussion 14 March 2018: Internationalisation

**Introduction Chris Bigby.** Internationalisation runs as a thread all the way through LaTrobe's new strategic plan. It pops up, in terms of excellence of research - international collaborations and the impact of research internationally; in terms of student employability - student mobility and experience of the student; one university, many communities - we have a lot of teaching partnerships on international campuses, with international universities – and; importantly revenue growth - in terms of recruitment of international students. So, this is a very important issue for everybody to grapple - how can we further this part of the strategic aims of the university.

Today I am going to orchestrate a conversation between myself and Professor Nick Bisley, who is the outgoing Director of La Trobe Asia, who has been running this for the last four and-a-half years. His mandate was to make La Trobe known in Asia, and make Asia known within La Trobe. So, it's a really good chance for him to give some reflections on that as a strategy for internationalisation, and some of the successes and learning from that programme.

The other person who's joining us is Professor Phil Dolan, who, as you know, is the PVC for the ASSC College. He has had a very long career at a number of universities where he's had a lot of experience of international university partnerships. He's currently tasked with the job of developing a strategy for international student recruitment. I just want to acknowledge that Kelly Smith the PVC for international can be here. He is currently overseas doing international work and he's tasked with developing the internationalisation plan for the university.

This is a chance for academic board members to hear and reflect on, "What is internationalisation and why is internationalisation important?" and to contribute ideas to the next strategy – what are the strategies for increasing internationalisation in many different parts of the university?

So, I want to start with Phil - When we say 'internationalisation,' what does it mean? What would it look like if we were successful? What are some of the key indicators about where we are now?

**Phil Dolan .** What I thought I might do to set the scene, prior to answering that question, is – because I'm not sure how widely-known it is – just run through some numbers that set out exactly where we are getting our international students from, what they study with us when they come here, what sort of partnerships and agents we have in place already, and so on. Some people may know some of this. Some people may know all of it. But, I thought, perhaps, just in setting a level of base knowledge, that that would be helpful to go through.

I have a couple of charts and tables here that will make that point [slides included with this doc]. If you look at what international student load means for us – I've used 2016 numbers because they are the most recent available where we can compare across the sector, not just look at our own performance. If you look at how we compare with the other universities in Australia, all of whom attract some international students – some more than us – you can see how we compare. We are slightly below the national average. Now, there's obviously a size effect, there. With some universities that are bigger than us, you would expect to have more international revenue. On average, international students are a somewhat higher margin, insofar as they're about 20% of the enrolment but about 28% of the student fee revenue that we get. So, they provide a higher-than-average margin and are, therefore, in a purely financial sense, students that we would like to attract.

You can see that the highest in the sector is \$620 million, which is Melbourne. Obviously, a much bigger university. But, they have also attracted a higher percentage of international students, as well. It's above 30%, in terms of enrolment, at Melbourne. Some of the other Go8s are of comparable number, as well. So, scale matters in this market, because there are significant fixed costs to attract an international student, in terms of having a presence offshore, conducting a marketing operation, and so on.

We are increasingly seeing what's referred to as a 2/4 preference amongst international students. Increasingly, international students are focusing on two cities: Sydney and Melbourne. Larger cities, obviously – more cosmopolitan – and the four Go8 universities within those cities, as well. The market is becoming very competitive. All universities are trying to attract more international students, for the financial reasons that I mentioned, and for other reasons. Brand matters to decision-makers. Often, the decision-makers for where international students will go and study, particularly at undergraduate level, are not so much the students but their parents. They are very focused around having a strong brand that would be well-known when those students return back to their home countries and start to seek employment.

Non-traditional pathways are growing, as well. In the past, it has tended to be – students who have come through agents, who provide visas and compliance with other rules, and so on. Agents provide a lot of that background information for students. That has been the more traditional pathway by which international students undertake their studies. We are seeing more non-traditional pathways where universities will enter into partnership arrangements with partner universities on the ground in those countries. I'll talk about some of these, where students might do two years at a well-regarded university in China, for example. They then come here. We give them a year's credit and they do what's called a two-plus-two degree. We are also seeing one-plus-one arrangements at the postgraduate level. So, these non-traditional pathways are becoming more common. Having those pathways relies on each partner being seen to bring something to the table, and this is where research links, reputation and esteem matter a lot, in terms of being able to find partners who want to work with us.

In terms of where, at La Trobe, the students come from – you can see here that the bulk of our international students come from three or four countries. The reason Australia is on the list, there, is that some international students are already in Australia when they choose to come to us. You can see that it's quite a concentrated market, at the top end. That's different to the rest of the sector. For most universities, those India and China numbers would be reversed, if not more so. Other universities, the bulk of their international students would be coming from China. We're less exposed to that market, which is not necessarily a bad thing because political and other considerations can impact on students choosing to come here. But, it does mean that we're different from the rest of the market, along that dimension.

In terms of what they study when they come here, these are the main programmes into which international students enrol. I hope people can read that okay. As you can see, it tends to be concentrated in business programmes or information and communication technology, and so on. These are areas that are seen to provide students with more job opportunities when they return home, or if they choose to stay in Australia, as well.

As I mentioned, we have partnerships with a number of offshore universities – East China Normal University, Sichuan, Jiangsu University of Science and Technology, and so on. The revenue that's involved in attracting those students – particularly if they come and do a two-plus-two arrangement, where they're with us for two years. As I said, these kind of partnerships are becoming more important in the market, in terms of how students choose to study and where they go.

It's a very concentrated market for us. 60% plus of our international students are coming from just three countries. In China, we have 4% of the total market of Chinese students who come to Australia. By contrast, we have 12% of the Indian market, which is higher than you would expect, given our size. And, 19% of the Vietnamese market. 50%-plus of the students are enrolled in just ten programmes, and 80% in just 30 programmes. So, students are very selective about what they do. Those results are typical across Australia.

In terms of what's planned for 2019 – I won't go through each of these individually. But, you can see here, there's a range of strategies that are planned to keep growing our student numbers internationally, above where they are in 2018. This would be one of the areas in which we're interested to get people's comments and thoughts on what's proposed, in terms of growing the numbers, the countries, the programmes, and so on, that we think will be attractive.

In terms of our own students going, with regards to mobility offshore, we don't send a lot of students, relative to our size. You can see, the countries they choose tend to be more traditional, English-speaking countries, rather than going up into Asia. In terms of mobility, they're relatively small numbers for longer programmes. For short programmes, it tends to be students prepared to be a little more adventurous, perhaps, in their thinking, and choose a wider range of countries that they're prepared to go to for short stays. It's relatively low take-up. Some of our competitors are using this as a marketing strategy. My understanding is, at Monash – students enrolled in the BA degree at Monash are guaranteed that they'll have some form of international experience, as part of that. Perhaps, study abroad – they might send them to one of Monash's offshore campuses, and so on. For students, this is something that they find quite attractive. Cost and flexibility of study programmes can be an issue with getting students to take these up, and that's something else for us to think about.

**Chris.** Phil's talked a lot about students – recruiting international students, and how important that is, and what some of the statistics are. So, what's the other aspects of internationalisation that you've been particularly concerned with Nick?

**Nick Bisley.** When La Trobe Asia was established, there was a very clear firewall between student recruitment and the rest of the academic engagement with Asia. In many respects, what we were trying to do was an Asia-targeted version of internationalisation. What we took our mission to be entailed a full range of activity at the university. But, essentially, as you said, we want Asia to know La Trobe better – so, to be well-known in the region for what we do, for our research, for our teaching, and for our outreach and public engagement – but, also, for the region to be known better here. And, by that, what we meant was – particularly, we wanted our researchers to be better positioned to collaborate with partners in the region. This is not just about helping the traditional Asian Studies folk go and do fieldwork in Indonesia, or China, or Japan, but getting the full spectrum of researchers in the university to orient themselves, pardon the pun, to the region.

If you look at the amount of investment in China and India – to a lesser extent, Japan, Korean, Taiwan and elsewhere, in research capacity, it is truly eye-watering, eye-opening – whatever it might be. The scale of investment puts what's going on in this country seriously in the shade. So, we felt that, strategically, whether they're physicists, philosophers, chemists, political scientists, or whoever – for our researchers to be at the cutting edge, internationally, we need to engage the region. What we knew is that some researchers are good at this, but, as an institution, there was a range of things that we needed to help them with. Some of them might simply be financial and administrative. Some of it might be about ideas and networks. Some of it might be cultural stuff, like, "How do I go about doing a partnership with a lab in China?" It's different from working with a lab in Canada, or North America, or western Europe, where we know the cultural norms and ways of doing business. There's a certain choreography, if you like, that you have to go about.

So, we wanted to help people to think about the region with their research and help them go about it. But, when we think about what internationalisation, more generally, is – from a research story, it's about positioning our research and thinking about what we do with our research in that broader, international context. What I mean by that is, when we're thinking about who we partner with, when we're thinking about where we get money to fund our research, when we're thinking about where we place the findings of our research – what I think a successfully internationally engaged university looks like is one where the international is the first thing you think of when you're pondering those research collaboration questions.

**Chris.** So, Phil, why is internationalisation so important to La Trobe University? Why is it something we pursue? What are the elements?

**Phil.** Well, I think for a number of reasons. As I've alluded to already, financially, it's important that the university diversify its sources of revenue, and international students, as you've seen, are high-margin students. But, beyond that, increasingly, international esteem is going to matter, in terms of positioning the university. The notion that you can conduct all your research and teaching within the context of a single country has completely broken down, if it was ever true. Also it's important to be able to offer our students opportunities of establishing an international mindset – it's very

likely that a significant fraction of our students are going to live and work in other countries, at some stage during their careers. The extent to which we can internationalise our curriculum is also important, as well. International research collaborations are going to become more important as funding bodies look for those kinds of links when they're deciding what they're going to support. And, also, it gives us an opportunity to attract potential colleagues and faculty members from a much wider range of sources if we're seen to be an outward-looking, internationally-focused university.

**Chris.** Nick, we tend to focus on recruitment of international student, and they tend to come from wealthy, middle-class backgrounds. How does recruitment of international students and internationalisation fit with the significance that La Trobe puts on equity and diversity?

**Nick** It is a big challenge, in some sense. There's a couple of things. One is, firstly, part of the reason the number of students from La Trobe that go abroad is slightly below where we would like it to be, and where you see the national average is – because going abroad is expensive and more difficult. We know, for our student cohort, we need to make that task easier, whether it's through the partnerships we have with each country, or whether it's with financial and other support. So, that's partly the story.

I think, also, there is an interesting moral question which Australian universities don't necessarily ask themselves enough, which is – we have turned to the rising middle class of the emerging economies of China and India to fund a funding shortfall for higher education in Australia. Just under a third of La Trobe's revenue comes from India and China. If you look at those countries, they are a lot less well-off than us. Now, the people who are coming are, as you say, largely, in a position to afford that. But, that doesn't mean they're all kleptocratic elites who are sending the ill-gotten gains back to La Trobe. Often, it's people who are making very hard choices about their resources, for whom spending \$25,000 to \$30,000 on fees, plus probably the same amount again on living expenses, is a meaningful cost to them. That is a very hard choice that they've made.

So, there are some interesting ethical dilemmas. One of them – we do – as a university, we have taken one little step in this direction of I'd like to see us do more – and that is, establish a couple of equity scholarships to provide students from India to come to Australia who couldn't otherwise afford it. So, we have a couple of postgrad masters scholarships? Amalia, who is overseas at the moment, the APVC partnerships from the Arts, Social Sciences, Commerce College. She's done a lot of work to raise funds to provide an opportunity for a scholarship for a young student from India – female student from India – to come to La Trobe. So, there's little things to be done, but I think there's a lot more that could be done in that space. I think, partly, it's just – we are driven by pretty hard financial demands to meet funding shortfalls, and these students from Indian markets are there and are keen to come. For a university such as us, it's important that we do ask ourselves these questions, of being able to take some steps to take that broader equity story that we have beyond the confines of our immediate communities.

**Chris.** So, just leading on from there, do you want to talk a little bit about – how successful the La Trobe Asia strategy been?

**Nick.** Extraordinarily successful! – let me count the ways. I could tell you about podcast downloads, if you want. We had more than half-a-million podcast downloads earlier this year, which was nice. So, this was something that we established, in the first instance, it was about allowing the many communities that the university serves access to things that we were doing. So, one of the streams of our work is public awareness and intervention and public debate on Asia-focused matters, where the university had something to say and something to contribute. Because we have this diverse community that we serve, we couldn't provide that everywhere we go, so we recorded everything and put it on a podcast to allow people to listen to it. We've been hugely successful and the reach that we've had through it is quite remarkable.

I think, more generally, as a strategy for impact and engagement – I'm looking at you, Keith – podcasts and digital media stuff is something we should think hard about. If you look at – I edit a journal in the hours between two and four in the

morning on weekdays. A successful article download for my journal, if it's good, is probably 1000. If it's super-successful, it's 4000. If it's unbelievably successful, it's 10,000. We get that on a weekly basis. So, we can get our material out there to a really wide audience, using this platform.

One area where the La Trobe Asia programme, small and targeted though it has been, has been able to influence research – every year we provide finance to allow between four to six visiting senior scholars from the region, to come to La Trobe, to do research collaboration, but, also, to contribute to the research culture, so that there's not just – you know, you bring your chum from Beijing University to work on your math problem. But, also, that chum gives a lecture, gives a masterclass to PhD students – whatever it might be that's appropriate to the discipline – and, ideally, connects with the PhD students. Where we'd like to go, if I was still in the La Trobe Asia chair, would be establishing multigenerational tiers of collaboration. So, you start with research, but you build connections at the PhD, at the post-doc, at the junior faculty level. And then, you've got a long-term, durable partnership that involves really useful collaborations moving both ways – students, as well as staff, working together and building those rich partnerships that are not just dependent on one person.

You could read our annual report, which, I think, is in the academic board papers today, to see what we did last year.

**Chris.** So, Phil, as a new comer to the University – would you like to reflect on how successful you think our strategies have been since Future Ready, in terms of internationalisation? And, what do you think should be the key strategies we should be pursuing over the next five years?

**Phil.** My sense is, the university is doing okay, but would certainly need to aim to increase the percentage of international students they have through the sort of things that Nick talked about. Other links that could feed through to that would be an important part of that. Essentially, every university in Australia is evolving towards the same model, which is – they're trying to diversify their funding base away from reliance on the government. International students, because of the fact that they're relatively high-margin students, has to be a key part of that.

We're also meeting an unmet need by doing that. If the rate at which young people in India attended university matched that in developed countries, particularly Australia, India needs to build 1200 universities. They're just not going to do that in the short term. So, there's huge, pent-up demand from countries where you're seeing a growing middle class that we can help meet, and we're contributing to the development of those countries by doing so. So, it's not just about us and what we get out of it. There's a scope there to contribute, as well.

Australia has a relatively open economy – outward-looking. Exports are a big part of the total economy. So, us being able to play a part in producing students who go on to be able to have an outward-looking, international outlook, is a very important part of what we do. La Trobe is reasonably well-placed, insofar as it hasn't become overly reliant on any one market, particularly the Chinese market. Diversifying further across countries – maybe an Indian Ocean rim strategy, where we're also looking at India, Sri Lanka, Malaysia – developing countries, where you've got a growing middle class who are prepared to invest in their children's education, will be an important part of that.

Some of the strategies on that slide I showed a second ago – are ways to achieve that – what we've done here is add a list of questions that we'd be interested getting the thoughts of the academic board on. So, what products should we be offering? What programmes? Are there gaps? Are there ways in which we could encourage international students to want to come to Australia, but study in one of our regional campuses, rather than coming to Melbourne, to try and reverse that trend where the international students seem to be clustering in the capital cities, for example? Are there ways we can streamline the process to make it as easy as possible for an international student to come? For people coming from outside, it can be quite opaque – not just for La Trobe, but coming to Australia, more generally. Are there things we can do to make it easier for students to come to us? Are there things we can do that builds knowledge of us, as an institution, through research links, partnerships, profile-building exercises, sending our own academics offshore? That can help build

a reputation that will make us top of mind-awareness when the students and the decision-makers – often their parents – are deciding where they want to send their children.

**Chris.** I want to ask Nick before we open for questions, if you were starting La Trobe Asia today, what would you do differently?

**Nick.** Apart from get more money? The one missing piece of the La Trobe Asia story is around students. So, we had an ambition to be more focused on students and curriculum – student mobility – and we could really only help around mobility, partly because we were resource-constrained, and the scale of getting into curriculum, getting into the teaching programme, was beyond three people. But, on the question of what I think we need to focus on – for me, there's three priorities for an internationalisation plan. One is around research internationalisation. Although in parts of the university, particularly the social sciences, international collaborations are very strong, as an institution as a whole, we're uneven. Research collaboration and publications with international partners, if you take those as a proxy – we do not do well at all.

The second thing is around student experience. If you look at – if we say outstanding student experience, an international component has to be part of that. And there's a third element, which is around employability. The global market our students are going to be entering into – it is deeply international, and our students needs to have both basic technical skills and intellectual skills, but also, the cultural capital to manage a really globalised workplace. Those are the big three, from my point of view. Collaboration, student experience and employability.

**Chris.** Thank you. Okay. So, we'll open it up for comments ideas about where we might go forward, where we might have stumbled in the past.

**Christopher Fisher,** Australian Research Centre in Sex, Health and Society. Two comments. One is a lesson learned from my previous university. They had a relatively ambitious recruitment programme in India, and they lost control of the situation because we ended up with a large cohort of Indian students. They came from tier-three institutions. So, on paper, they looked good. When they got there [Curtin], we had to fail almost the entire cohort because they could not cope with postgraduate study and were not prepared for masters level. So, a word of caution. We don't want to sacrifice our academic standards and admissions standards to bump up our numbers. Some schools, sometimes, feel the pressure to – "I've been given this cohort that La Trobe has invested in, and so, I must accept them." We need to avoid that situation. So, that's just the first comment.

The second comment is about – it goes to that last question you had up on the screen, in terms of research and partnerships. I'm an international myself who's come to Australia, and I'm very thankful for the opportunity. I was very fortunate at Curtin I received an employer nomination for my residency, which was necessary to keep me in Australia, and to meet the obligations of my contract which went beyond the 4 years covered by a 457 visa. I have other colleagues at other universities in Australia who went through a similar process. The difference at La Trobe, right now, is in the process of a colleague trying to get employer-nominated for residency, they have been asked to pay all of La Trobe's fees, which is not something that any other university in Australia I know of is doing. So, one, it's inconsistent practice with what other universities are doing. Two, it's a little bit unfair. If La Trobe wants to build its international reputation, and people who have had international research collaboration, and draw more international students, then, La Trobe needs to put its money where its mouth is and pay for some of those costs.

**Sue Martin,** Associate Pro-Vice Chancellor, Research, for the ASSC College. So, Nick, unfortunately the ARC research impact/ engagement measures do not count hits on web sites or downloads. So, impact needs to be about life-changing impact. I guess, my question is about whether either of you have any comments about how we can make those kinds of changes [inaudible].

**Carol McKinstry** from the Rural Health School. I work in the health area, and we want to send students abroad on placement. One of the things we've found is a major barrier that's just come in is the requirement for agencies taking our

students to have \$10 million in public liability insurance. That's increased dramatically, and particularly we're looking to send students to Asia, that's been a real deal-breaker, in terms of being able to do that. I know that there's a number of disciplines, not just in the Rural Health Schoook which have had that issue. So, just any comments about how we can manage that?

**Nick.** I might address the second point first, and that is, what internationalisation says is that you need to not just add 'international' into the mix, but you've got to integrate it into the processes. The first point that was made about, essentially, HR stuff and public insurance – both of those highlight that, at the moment, the processes we have are not necessarily well-equipped for dealing with exchange as soon as you go outside Australia, or, god forbid, if you start hiring people from outside Australia. So, I think that the imperative, then, if we're serious about the international as key to what we do, whether it be financial, intellectual, research, or general student experience – we've got to shift some of those things, and say, "If this is a strategic priority, we need to adjust how we operate," to reflect that reality that we're not just an Australian labour market. Or, where we send our students to do internships is not just within Australia. It's beyond our borders, and sometimes in places where public liability insurance simply doesn't exist because the rule of law, as we understand it, doesn't exist in the way that we conventionally understand it. The university can make this work. There's no reason why we shouldn't be able to do so.

On the other question, the ARC measurement of impact is not without its problems, shall we say? I think the mistake is to get too bound by that. Yes, we need to work out how we operate within that system. We also need feedback. Other people can measure it and say, "You need to work this out." La Trobe Asia has only been around for four-and-a-half years, so it's hard to gauge the game-changing impacts of things that we've created. What we have done is monitor things and, as much as possible, get as much data and as much feedback, so that we can see – you know, with our podcast data, we know who's listening, how long they're listening, what bits they're listening to. It's interesting that people subscribe to the podcast. It comes in every second Tuesday, but the listenership varies enormously, depending on the subject, and often in ways that you don't anticipate. The most listened-to episode in 2017 was about gender in politics in Japan, which was really surprising, because it's a pretty niche topic. But, it obviously got into certain networks and got around.

So, part of it – particularly if we're entering into a new area where we want to monitor this stuff, we've got to cast the net wide. Keep an eye on things, and, also, shape – what we think impact is? Listenership is impact, but what else comes from that? What feedback comes from that? I'm still surprised by – I'll be giving a talk in Japan and someone will come up to me and go, "I listen to 'Asia Rising.' It's really good." It's like, "Oh, cool!" It's a bit odd when people say, "I follow your Twitter feed," and I go, "Oh. Oops."

**Greg Powell** from the School of Education. I'm a regular visitor to Japan and, last year, was offered a tour of Hiroshima University when I happened to be visiting the town. I met the staff, and it was interesting for them to say that we used to have an agreement, an arrangement, with that particular university. My point to everyone might be that, perhaps, due to the cutbacks and – people who have left our university since 2014 may have had contacts across lots of universities across the world. We've actually either dropped those contacts without knowing or have lost them. So, it's a good plan for each school or college to look into that and just see back into our history, and say, "What universities around the world have we had partnerships with, and are we currently still running with those partnerships?" Thank you.

**Rwth Stuckey** from Psychology and Public Health. The question about streamlining the processes for application and enrolment, which says 'steam-lining,' which, I think, is possibly an error. We have those issues with local students and where we have the international students, we're just adding another layer. Basically, we've got a lot of systems that don't talk to each other properly, at both an IT level and at a human level. Surely, we can sit down and actually do some analysis of what the process is, where the gaps are, and how we can plug those gaps. That doesn't seem like rocket science.

**Rachel Huxley** APVC partnerships in SHE College. Thanks very much. I've got a few comments. The first one is around our international third-party programmes. We run programmes in Singapore, in China, in Hong Kong. The feedback that I see is that the student experience associated with these programmes – the students are La Trobe students enrolled in these programmes – have a less-than-optimal experience with La Trobe. So, I think that's an issue, there. I think it points to a system issue, regarding how they're managed and enrolled and tracked through their courses. I think the international student mobility is a really interesting point. Within the SHE College itself, last year, we had approximately 350 students who went on a semester exchange. So, a tiny fraction of our student cohort. But, the feedback is overwhelmingly positive. But, we have a very haphazard approach across the College, in terms of the level of support that we give to these programmes. My question is, do we value them? If we value them, we need to resource them appropriately. One of the schools which does this incredibly well is the School of Nursing, and feedback is that ten to 20% of the nurses who enrol into the School of Nursing do so specifically because we have an international opportunity for them to spend time abroad.

The third comment I have is around bringing international partners and students on study tours to La Trobe.. I was approaching it this morning. Do we have study programmes, non-specific, where they provide an opportunity for 20 to 30 students to come and spend a couple of weeks at La Trobe? If only one of them converts into a full-time student, it would be worth the effort, but there's no – I was trying to find the website the other day – if there's a dedicated webpage for this – and there isn't.

**Catherine Itsiopoulos**, School of Allied Health. My comments are similar. Having had experience in the international mobility and third-party delivery overseas, the positives are that it enables us to have an international footprint, and also, access students of different socioeconomic backgrounds. Otherwise, if we focus on incoming students, the cost of education in Australia and living costs are very, very high. We do have to resource it properly. We do have study tours. We had an ongoing programme with several Universities in Asia.. We need to care for and support those relationships and expand relationships and partnerships. Singapore is an excellent example. We can look at concentrating on and expanding those because they do give us a footprint. I was previously in an Associate Dean International role travelling overseas, we don't have as much visibility in some of these countries because we don't have a consolidated footprint. So, I support more of that, and it does need a different financial model.

**Suzane Vaasilo**, Allied Health School. My question, really, is about products, and it pertains to the third point on the previous slide, and it was about some relation to the gap in ours – what we don't offer. So, I clearly need to ask the question, do we have the programmes that international students actually want to do? I understand they do IT, predominately, and accounting. But, what is it, in fact, that they do come to Australia to undertake, and what it is that we can, then, produce, to enable that to happen?

**Simon O'Mallon** from Education in Bendigo. In terms of student experience for international students coming to Australia, one of the things that would be quite important to them is the lived experience. One idea, maybe, in the different areas – so, business, allied health, whatever it is – that we look at partnerships with – like, an education tourism project, where international students come in. They've got a certain amount of work at the university. But, then, there are partnerships in regional and remote areas. They go and actually have hands-on experience, and the Australian tourism experience, out in those areas. That would be more of a life-changing thing that would give them ideas and concepts to keep here or to take with them when they return.

**Chris**. Thank you. We're going to have to draw this to a close. As you can see from the slides, there is a process for anybody to provide feed back about the internationalisation plan more formally to the PVC International. I'm just going to ask each of the panel members to make a last comment.

**Nick**. Two quick things. On the partnerships that we mentioned earlier – at La Trobe Asia, one of the things we do is monitor that. So, if you don't know about it, we have country briefs for 28 countries and territories in the region, in which we monitor everything from who's been recently doing what, to what partnerships we've got, how old they are, and

everything in between. So, if you're not aware of that, check out the La Trobe Asia website and click on the country briefs page. That might be useful to have across the university. We're able to do it because Asia's big but it's not the world.

On mobility, I think the point Rachel raised is a really important one, which is – mobility is not cheap to do, and we need to think about how we finance and resource it. We do spend above our fighting weight, in terms of the support we provide. LTI is extremely good both financially and in terms of the admin and professional support they provide to students going abroad, but I think we need to do more, both in terms of that basic finance, but also thinking about – if we want students to go and spend two or three weeks doing prosthetics and orthotics in Cambodia, or want to do a nursing practicum in the Philippines, or wherever they might be going – the workload for the academic staff member is going to be different from a conventional subject. We've got to build all of that in. It gets back to that point that I made, that internationalisation needs to fit in. It needs to shift all the processes that we do, and it doesn't always need to be fit in as just as adjunct that you plonk on top of what we've already got.

**Phil.** Just on the question that student experience matters – I had the extremely bad fortune and timing to be on a marketing trip in India a few of years ago, when a couple of Indian students in Melbourne were beaten up. It was the lead story on the six o'clock news in India that night, and the students are very active users of social media. They share their thoughts and views on things very quickly. So, if they're not having a great experience, people will know about it very quickly.

The other question about products that might be of interest to them – international students are, generally, very pragmatic. They want to make sure that – they're making a big investment, in terms of their family income. They want to ensure that that pays off for them when they go home. You see it particularly with Chinese students. A lot of the Chinese students are now in the second generation of the one-child policy. You've got four grandparents and two parents all focused on this one student, with no pensions and social security back in China, who want to ensure that that student has a successful career. I think there's a lot we can do to help that happen, but we need to make sure that we're giving them what they want.

**Nick.** Kelly Smith, PVC International has been drafted to produce the internationalisation plan for the university, and this has acted as the first part of his consultation process. We'll make these slides available, but please email other ideas to [\[internationalplan@latrobe.edu.au\]](mailto:internationalplan@latrobe.edu.au). There will also be broader consultations at school departments. We look forward to hearing what you think we should be doing in this space.

## Academic Board Discussion 14 March 2018. Internationalisation

**Introduction Chris Bigby.** Internationalisation runs as a thread all the way through LaTrobe's new strategic plan. It pops up, in terms of excellence of research - international collaborations and the impact of research internationally; in terms of student employability - student mobility and experience of the student; one university, many communities - we have a lot of teaching partnerships on international campuses, with international universities - and; importantly revenue growth - in terms of recruitment of international students. So, this is a very important issue for everybody to grapple - how can we further this part of the strategic aims of the university.

Today I am going to orchestrate a conversation between myself and Professor Nick Bisley, who is the outgoing Director of La Trobe Asia, who has been running this for the last four and-a-half years. His mandate was to make La Trobe known in Asia, and make Asia known within La Trobe. So, it's a really good chance for him to give some reflections on that as a strategy for internationalisation, and some of the successes and learning from that programme.

The other person who's joining us is Professor Phil Dolan, who, as you know, is the PVC for the ASSC College. He has had a very long career at a number of universities where he's had a lot of experience of international university partnerships. He's currently tasked with the job of developing a strategy for international student recruitment. I just want to acknowledge that Kelly Smith the PVC for international can be here. He is currently overseas doing international work and he's tasked with developing the internationalisation plan for the university.

This is a chance for academic board members to hear and reflect on, "What is internationalisation and why is internationalisation important?" and to contribute ideas to the next strategy - what are the strategies for increasing internationalisation in many different parts of the university?

So, I want to start with Phil - When we say 'internationalisation,' what does it mean? What would it look like if we were successful? What are some of the key indicators about where we are now?

**Phil Dolan .** What I thought I might do to set the scene, prior to answering that question, is - because I'm not sure how widely-known it is - just run through some numbers that set out exactly where we are getting our international students from, what they study with us when they come here, what sort of partnerships and agents we have in place already, and so on. Some people may know some of this. Some people may know all of it. But, I thought, perhaps, just in setting a level of base knowledge, that that would be helpful to go through.

I have a couple of charts and tables here that will make that point [slides included with this doc]. If you look at what international student load means for us - I've used 2016 numbers because they are the most recent available where we can compare across the sector, not just look at our own performance. If you look at how we compare with the other universities in Australia, all of whom attract some international students - some more than us - you can see how we compare. We are slightly below the national average. Now, there's obviously a size effect, there. With some universities that are bigger than us, you would expect to have more international revenue. On average, international students are a somewhat higher margin, insofar as they're about 20% of the enrolment but about 28% of the student fee revenue that we get. So, they provide a higher-than-average margin and are, therefore, in a purely financial sense, students that we would like to attract.

You can see that the highest in the sector is \$620 million, which is Melbourne. Obviously, a much bigger university. But, they have also attracted a higher percentage of international students, as well. It's above 30%, in terms of enrolment, at Melbourne. Some of the other Go8s are of comparable number, as well. So, scale matters in this market, because there are significant fixed costs to attract an international student, in terms of having a presence offshore, conducting a marketing operation, and so on.

We are increasingly seeing what's referred to as a 2/4 preference amongst international students. Increasingly, international students are focusing on two cities: Sydney and Melbourne. Larger cities, obviously - more cosmopolitan - and the four Go8 universities within those cities, as well. The market is becoming very competitive. All universities are trying to attract more international students, for the financial reasons that I mentioned, and for other reasons. Brand matters to decision-makers. Often, the decision-makers for where international students will go and study, particularly at undergraduate level, are not so much the students but their parents. They are very focused around having a strong brand that would be well-known when those students return back to their home countries and start to seek employment.

Non-traditional pathways are growing, as well. In the past, it has tended to be – students who have come through agents, who provide visas and compliance with other rules, and so on. Agents provide a lot of that background information for students. That has been the more traditional pathway by which international students undertake their studies. We are seeing more non-traditional pathways where universities will enter into partnership arrangements with partner universities on the ground in those countries. I'll talk about some of these, where students might do two years at a well-regarded university in China, for example. They then come here. We give them a year's credit and they do what's called a two-plus-two degree. We are also seeing one-plus-one arrangements at the postgraduate level. So, these non-traditional pathways are becoming more common. Having those pathways relies on each partner being seen to bring something to the table, and this is where research links, reputation and esteem matter a lot, in terms of being able to find partners who want to work with us.

In terms of where, at La Trobe, the students come from – you can see here that the bulk of our international students come from three or four countries. The reason Australia is on the list, there, is that some international students are already in Australia when they choose to come to us. You can see that it's quite a concentrated market, at the top end. That's different to the rest of the sector. For most universities, those India and China numbers would be reversed, if not more so. Other universities, the bulk of their international students would be coming from China. We're less exposed to that market, which is not necessarily a bad thing because political and other considerations can impact on students choosing to come here. But, it does mean that we're different from the rest of the market, along that dimension.

In terms of what they study when they come here, these are the main programmes into which international students enrol. I hope people can read that okay. As you can see, it tends to be concentrated in business programmes or information and communication technology, and so on. These are areas that are seen to provide students with more job opportunities when they return home, or if they choose to stay in Australia, as well.

As I mentioned, we have partnerships with a number of offshore universities – East China Normal University, Sichuan, Jiangsu University of Science and Technology, and so on. The revenue that's involved in attracting those students – particularly if they come and do a two-plus-two arrangement, where they're with us for two years. As I said, these kind of partnerships are becoming more important in the market, in terms of how students choose to study and where they go.

It's a very concentrated market for us. 60% plus of our international students are coming from just three countries. In China, we have 4% of the total market of Chinese students who come to Australia. By contrast, we have 12% of the Indian market, which is higher than you would expect, given our size. And, 19% of the Vietnamese market. 50%-plus of the students are enrolled in just ten programmes, and 80% in just 30 programmes. So, students are very selective about what they do. Those results are typical across Australia.

In terms of what's planned for 2019 – I won't go through each of these individually. But, you can see here, there's a range of strategies that are planned to keep growing our student numbers internationally, above where they are in 2018. This would be one of the areas in which we're interested to get people's comments and thoughts on what's proposed, in terms of growing the numbers, the countries, the programmes, and so on, that we think will be attractive.

In terms of our own students going, with regards to mobility offshore, we don't send a lot of students, relative to our size. You can see, the countries they choose tend to be more traditional, English-speaking countries, rather than going up into Asia. In terms of mobility, they're relatively small numbers for longer programmes. For short programmes, it tends to be students prepared to be a little more adventurous, perhaps, in their thinking, and choose a wider range of countries that they're prepared to go to for short stays. It's relatively low take-up. Some of our competitors are using this as a marketing strategy. My understanding is, at Monash – students enrolled in the BA degree at Monash are guaranteed that they'll have some form of international experience, as part of that. Perhaps, study abroad – they might send them to one of Monash's offshore campuses, and so on. For students, this is something that they find quite attractive. Cost and flexibility of study programmes can be an issue with getting students to take these up, and that's something else for us to think about.

**Chris.** Phil's talked a lot about students – recruiting international students, and how important that is, and what some of the statistics are. So, what's the other aspects of internationalisation that you've been particularly concerned with Nick?

**Nick Bisley.** When La Trobe Asia was established, there was a very clear firewall between student recruitment and the rest of the academic engagement with Asia. In many respects, what we were trying to do was an Asia-targeted version of

internationalisation. What we took our mission to be entailed a full range of activity at the university. But, essentially, as you said, we want Asia to know La Trobe better – so, to be well-known in the region for what we do, for our research, for our teaching, and for our outreach and public engagement – but, also, for the region to be known better here. And, by that, what we meant was – particularly, we wanted our researchers to be better positioned to collaborate with partners in the region. This is not just about helping the traditional Asian Studies folk go and do fieldwork in Indonesia, or China, or Japan, but getting the full spectrum of researchers in the university to orient themselves, pardon the pun, to the region.

If you look at the amount of investment in China and India – to a lesser extent, Japan, Korean, Taiwan and elsewhere, in research capacity, it is truly eye-watering, eye-opening – whatever it might be. The scale of investment puts what's going on in this country seriously in the shade. So, we felt that, strategically, whether they're physicists, philosophers, chemists, political scientists, or whoever – for our researchers to be at the cutting edge, internationally, we need to engage the region. What we knew is that some researchers are good at this, but, as an institution, there was a range of things that we needed to help them with. Some of them might simply be financial and administrative. Some of it might be about ideas and networks. Some of it might be cultural stuff, like, “How do I go about doing a partnership with a lab in China?” It's different from working with a lab in Canada, or North America, or western Europe, where we know the cultural norms and ways of doing business. There's a certain choreography, if you like, that you have to go about.

So, we wanted to help people to think about the region with their research and help them go about it. But, when we think about what internationalisation, more generally, is – from a research story, it's about positioning our research and thinking about what we do with our research in that broader, international context. What I mean by that is, when we're thinking about who we partner with, when we're thinking about where we get money to fund our research, when we're thinking about where we place the findings of our research – what I think a successfully internationally engaged university looks like is one where the international is the first thing you think of when you're pondering those research collaboration questions.

**Chris.** So, Phil, why is internationalisation so important to La Trobe University? Why is it something we pursue? What are the elements?

**Phil.** Well, I think for a number of reasons. As I've alluded to already, financially, it's important that the university diversify its sources of revenue, and international students, as you've seen, are high-margin students. But, beyond that, increasingly, international esteem is going to matter, in terms of positioning the university. The notion that you can conduct all your research and teaching within the context of a single country has completely broken down, if it was ever true. Also it's important to be able to offer our students opportunities of establishing an international mindset – it's very likely that a significant fraction of our students are going to live and work in other countries, at some stage during their careers. The extent to which we can internationalise our curriculum is also important, as well. International research collaborations are going to become more important as funding bodies look for those kinds of links when they're deciding what they're going to support. And, also, it gives us an opportunity to attract potential colleagues and faculty members from a much wider range of sources if we're seen to be an outward-looking, internationally-focused university.

**Chris.** Nick, we tend to focus on recruitment of international student, and they tend to come from wealthy, middle-class backgrounds. How does recruitment of international students and internationalisation fit with the significance that La Trobe puts on equity and diversity?

**Nick** It is a big challenge, in some sense. There's a couple of things. One is, firstly, part of the reason the number of students from La Trobe that go abroad is slightly below where we would like it to be, and where you see the national average is – because going abroad is expensive and more difficult. We know, for our student cohort, we need to make that task easier, whether it's through the partnerships we have with each country, or whether it's with financial and other support. So, that's partly the story.

I think, also, there is an interesting moral question which Australian universities don't necessarily ask themselves enough, which is – we have turned to the rising middle class of the emerging economies of China and India to fund a funding shortfall for higher education in Australia. Just under a third of La Trobe's revenue comes from India and China. If you look at those countries, they are a lot less well-off than us. Now, the people who are coming are, as you say, largely, in a position to afford that. But, that doesn't mean they're all kleptocratic elites who are sending the ill-gotten gains back to La Trobe. Often, it's

people who are making very hard choices about their resources, for whom spending \$25,000 to \$30,000 on fees, plus probably the same amount again on living expenses, is a meaningful cost to them. That is a very hard choice that they've made.

So, there are some interesting ethical dilemmas. One of them – we do – as a university, we have taken one little step in this direction of I'd like to see us do more – and that is, establish a couple of equity scholarships to provide students from India to come to Australia who couldn't otherwise afford it. So, we have taken a step in this direction and have established a scholarship funded by La Trobe International for a young student from India – female student from India – to come to La Trobe. So, there's little things to be done, but I think there's a lot more that could be done in that space. I think, partly, it's just – we are driven by pretty hard financial demands to meet funding shortfalls, and these students from Indian markets are there and are keen to come. For a university such as us, it's important that we do ask ourselves these questions, of being able to take some steps to take that broader equity story that we have beyond the confines of our immediate communities.

**Chris.** So, just leading on from there, do you want to talk a little bit about – how successful the La Trobe Asia strategy been?

**Nick.** Extraordinarily successful! – let me count the ways. I could tell you about podcast downloads, if you want. We had more than half-a-million podcast downloads earlier this year, which was nice. So, this was something that we established, in the first instance, it was about allowing the many communities that the university serves access to things that we were doing. So, one of the streams of our work is public awareness and intervention and public debate on Asia-focused matters, where the university had something to say and something to contribute. Because we have this diverse community that we serve, we couldn't provide that everywhere we go, so we recorded everything and put it on a podcast to allow people to listen to it. We've been hugely successful and the reach that we've had through it is quite remarkable.

I think, more generally, as a strategy for impact and engagement – I'm looking at you, Keith – podcasts and digital media stuff is something we should think hard about. If you look at – I edit a journal in the hours between two and four in the morning on weekdays. A successful article download for my journal, if it's good, is probably 1000. If it's super-successful, it's 4000. If it's unbelievably successful, it's 10,000. We get that on a weekly basis. So, we can get our material out there to a really wide audience, using this platform.

One area where the La Trobe Asia programme, small and targeted though it has been, has been able to influence research – every year we provide finance to allow between four to six visiting senior scholars from the region, to come to La Trobe, to do research collaboration, but, also, to contribute to the research culture, so that there's not just – you know, you bring your chum from Beijing University to work on your math problem. But, also, that chum gives a lecture, gives a masterclass to PhD students – whatever it might be that's appropriate to the discipline – and, ideally, connects with the PhD students. Where we'd like to go, if I was still in the La Trobe Asia chair, would be establishing multigenerational tiers of collaboration. So, you start with research, but you build connections at the PhD, at the post-doc, at the junior faculty level. And then, you've got a long-term, durable partnership that involves really useful collaborations moving both ways – students, as well as staff, working together and building those rich partnerships that are not just dependent on one person.

You could read our annual report, which, I think, is in the academic board papers today, to see what we did last year.

**Chris.** So, Phil, as a new comer to the University – would you like to reflect on how successful you think our strategies have been since Future Ready, in terms of internationalisation? And, what do you think should be the key strategies we should be pursuing over the next five years?

**Phil.** My sense is, the university is doing okay, but would certainly need to aim to increase the percentage of international students they have through the sort of things that Nick talked about. Other links that could feed through to that would be an important part of that. Essentially, every university in Australia is evolving towards the same model, which is – they're trying to diversify their funding base away from reliance on the government. International students, because of the fact that they're relatively high-margin students, has to be a key part of that.

We're also meeting an unmet need by doing that. If the rate at which young people in India attended university matched that in developed countries, particularly Australia, India needs to build 1200 universities. They're just not going to do that in the short term. So, there's huge, pent-up demand from countries where you're seeing a growing middle class that we can help meet, and

we're contributing to the development of those countries by doing so. So, it's not just about us and what we get out of it. There's a scope there to contribute, as well.

Australia has a relatively open economy – outward-looking. Exports are a big part of the total economy. So, us being able to play a part in producing students who go on to be able to have an outward-looking, international outlook, is a very important part of what we do. La Trobe is reasonably well-placed, insofar as it hasn't become overly reliant on any one market, particularly the Chinese market. Diversifying further across countries – maybe an Indian Ocean rim strategy, where we're also looking at India, Sri Lanka, Malaysia – developing countries, where you've got a growing middle class who are prepared to invest in their children's education, will be an important part of that.

Some of the strategies on that slide I showed a second ago – are ways to achieve that – what we've done here is add a list of questions that we'd be interested getting the thoughts of the academic board on. So, what products should we be offering? What programmes? Are there gaps? Are there ways in which we could encourage international students to want to come to Australia, but study in one of our regional campuses, rather than coming to Melbourne, to try and reverse that trend where the international students seem to be clustering in the capital cities, for example? Are there ways we can streamline the process to make it as easy as possible for an international student to come? For people coming from outside, it can be quite opaque – not just for La Trobe, but coming to Australia, more generally. Are there things we can do to make it easier for students to come to us? Are there things we can do that builds knowledge of us, as an institution, through research links, partnerships, profile-building exercises, sending our own academics offshore? That can help build a reputation that will make us top of mind-awareness when the students and the decision-makers – often their parents – are deciding where they want to send their children.

**Chris.** I want to ask Nick before we open for questions, if you were starting La Trobe Asia today, what would you do differently?

**Nick.** Apart from get more money? The one missing piece of the La Trobe Asia story is around students. So, we had an ambition to be more focused on students and curriculum – student mobility – and we could really only help around mobility, partly because we were resource-constrained, and the scale of getting into curriculum, getting into the teaching programme, was beyond three people. But, on the question of what I think we need to focus on – for me, there's three priorities for an internationalisation plan. One is around research internationalisation. Although in parts of the university, particularly the social sciences, international collaborations are very strong, as an institution as a whole, we're uneven. Research collaboration and publications with international partners, if you take those as a proxy – we do not do well at all.

The second thing is around student experience. If you look at – if we say outstanding student experience, an international component has to be part of that. And there's a third element, which is around employability. The global market our students are going to be entering into – it is deeply international, and our students needs to have both basic technical skills and intellectual skills, but also, the cultural capital to manage a really globalised workplace. Those are the big three, from my point of view. Collaboration, student experience and employability.

**Chris.** Thank you. Okay. So, we'll open it up for comments ideas about where we might go forward, where we might have stumbled in the past.

**Christopher Fisher,** Australian Research Centre in Sex, Health and Society. Two comments. One is a lesson learned from my previous university. They had a relatively ambitious recruitment programme in India, and they lost control of the situation because we ended up with a large cohort of Indian students. They came from tier-three institutions. So, on paper, they looked good. When they got there [Curtin], we had to fail almost the entire cohort because they could not cope with postgraduate study and were not prepared for masters level. So, a word of caution. We don't want to sacrifice our academic standards and admissions standards to bump up our numbers. Some schools, sometimes, feel the pressure to – “I've been given this cohort that La Trobe has invested in, and so, I must accept them.” We need to avoid that situation. So, that's just the first comment.

The second comment is about – it goes to that last question you had up on the screen, in terms of research and partnerships. I'm an international myself who's come to Australia, and I'm very thankful for the opportunity. I was very fortunate at Curtin I received an employer nomination for my residency, which was necessary to keep me in Australia, and to meet the obligations of my contract which went beyond the 4 years covered by a 457 visa. I have other colleagues at other universities in Australia

who went through a similar process. The difference at La Trobe, right now, is in the process of a colleague trying to get employer-nominated for residency, they have been asked to pay all of La Trobe's fees, which is not something that any other university in Australia I know of is doing. So, one, it's inconsistent practice with what other universities are doing. Two, it's a little bit unfair. If La Trobe wants to build its international reputation, and people who have had international research collaboration, and draw more international students, then, La Trobe needs to put its money where its mouth is and pay for some of those costs.

**Sue Martin**, Associate Pro-Vice Chancellor, Research, for the ASSC College. So, Nick, unfortunately the ARC research impact/ engagement measures do not count hits on web sites or downloads. So, impact needs to be about life-changing impact. I guess, my question is about whether either of you have any comments about how we can make those kinds of changes [inaudible].

**Carol McKinstry** from the Rural Health School. I work in the health area, and we want to send students abroad on placement. One of the things we've found is a major barrier that's just come in is the requirement for agencies taking our students to have \$10 million in public liability insurance. That's increased dramatically, and particularly we're looking to send students to Asia, that's been a real deal-breaker, in terms of being able to do that. I know that there's a number of disciplines, not just in the Rural Health Schoook which have had that issue. So, just any comments about how we can manage that?

**Nick**. I might address the second point first, and that is, what internationalisation says is that you need to not just add 'international' into the mix, but you've got to integrate it into the processes. The first point that was made about, essentially, HR stuff and public insurance – both of those highlight that, at the moment, the processes we have are not necessarily well-equipped for dealing with exchange as soon as you go outside Australia, or, god forbid, if you start hiring people from outside Australia. So, I think that the imperative, then, if we're serious about the international as key to what we do, whether it be financial, intellectual, research, or general student experience – we've got to shift some of those things, and say, "If this is a strategic priority, we need to adjust how we operate," to reflect that reality that we're not just an Australian labour market. Or, where we send our students to do internships is not just within Australia. It's beyond our borders, and sometimes in places where public liability insurance simply doesn't exist because the rule of law, as we understand it, doesn't exist in the way that we conventionally understand it. The university can make this work. There's no reason why we shouldn't be able to do so.

On the other question, the ARC measurement of impact is not without its problems, shall we say? I think the mistake is to get too bound by that. Yes, we need to work out how we operate within that system. We also need feedback. Other people can measure it and say, "You need to work this out." La Trobe Asia has only been around for four-and-a-half years, so it's hard to gauge the game-changing impacts of things that we've created. What we have done is monitor things and, as much as possible, get as much data and as much feedback, so that we can see – you know, with our podcast data, we know who's listening, how long they're listening, what bits they're listening to. It's interesting that people subscribe to the podcast. It comes in every second Tuesday, but the listenership varies enormously, depending on the subject, and often in ways that you don't anticipate. The most listened-to episode in 2017 was about gender in politics in Japan, which was really surprising, because it's a pretty niche topic. But, it obviously got into certain networks and got around.

So, part of it – particularly if we're entering into a new area where we want to monitor this stuff, we've got to cast the net wide. Keep an eye on things, and, also, shape – what we think impact is? Listenership is impact, but what else comes from that? What feedback comes from that? I'm still surprised by – I'll be giving a talk in Japan and someone will come up to me and go, "I listen to 'Asia Rising.' It's really good." It's like, "Oh, cool!" It's a bit odd when people say, "I follow your Twitter feed," and I go, "Oh. Oops."

**Greg Powell** from the School of Education. I'm a regular visitor to Japan and, last year, was offered a tour of Hiroshima University when I happened to be visiting the town. I met the staff, and it was interesting for them to say that we used to have an agreement, an arrangement, with that particular university. My point to everyone might be that, perhaps, due to the cutbacks and – people who have left our university since 2014 may have had contacts across lots of universities across the world. We've actually either dropped those contacts without knowing or have lost them. So, it's a good plan for each school or college to look into that and just see back into our history, and say, "What universities around the world have we had partnerships with, and are we currently still running with those partnerships?" Thank you.

**Rwth Stuckey** from Psychology and Public Health. The question about streamlining the processes for application and enrolment, which says ‘steam-lining,’ which, I think, is possibly an error. We have those issues with local students and where we have the international students, we’re just adding another layer. Basically, we’ve got a lot of systems that don’t talk to each other properly, at both an IT level and at a human level. Surely, we can sit down and actually do some analysis of what the process is, where the gaps are, and how we can plug those gaps. That doesn’t seem like rocket science.

**Rachel Huxley** APVC partnerships in SHE College. Thanks very much. I’ve got a few comments. The first one is around our international third-party programmes. We run programmes in Singapore, in China, in Hong Kong. The feedback that I see is that the student experience associated with these programmes – the students are La Trobe students enrolled in these programmes – have a less-than-optimal experience with La Trobe. So, I think that’s an issue, there. I think it points to a system issue, regarding how they’re managed and enrolled and tracked through their courses. I think the international student mobility is a really interesting point. Within the SHE College itself, last year, we had approximately 350 students who went on a semester exchange. So, a tiny fraction of our student cohort. But, the feedback is overwhelmingly positive. But, we have a very haphazard approach across the College, in terms of the level of support that we give to these programmes. My question is, do we value them? If we value them, we need to resource them appropriately. One of the schools which does this incredibly well is the School of Nursing, and feedback is that ten to 20% of the nurses who enrol into the School of Nursing do so specifically because we have an international opportunity for them to spend time abroad.

The third comment I have is around developing, in conjunction with several of our key international partner universities, an international study or immersion tour whereby 20 to 30 students would spend 1-2 weeks at La Trobe allowing them an opportunity to gain insight into what undertaking a postgraduate program at La Trobe would mean. I’ve received several enquiries about whether we operate a study tour from Chinese institutions with whom we have an MOU. Do we have study programmes, non-specific, where they provide an opportunity for 20 to 30 students to come and spend a couple of weeks at La Trobe? If only one of them converts into a full-time student, it would be worth the effort, but there appears to be no such scheme at present.

**Catherine Itsiopoulos**, School of Allied Health. My comments are similar. Having had experience in the international mobility and third-party delivery overseas, the positives are that it enables us to have an international footprint, and also, access students of different socioeconomic backgrounds. Otherwise, if we focus on incoming students, the cost of education in Australia and living costs are very, very high. We do have to resource it properly. We do have study tours. We had an ongoing programme with Kobe Health Services in Japan for services in Allied Health. We need to care for and support those relationships and expand relationships and partnerships. Singapore is an excellent example. We can look at concentrating on and expanding those because they do give us a footprint. I was previously in an Associate Dean International role travelling overseas, we don’t have as much visibility in some of these countries because we don’t have a consolidated footprint. So, I support more of that, and it does need a different financial model. Obviously, revenue models from those partnerships are different (lower) so we need different margins and to invest more.

**Suzane Vaasilo**, Allied Health School. My question, really, is about products, and it pertains to the third point on the previous slide, and it was about some relation to the gap in ours – what we don’t offer. So, I clearly need to ask the question, do we have the programmes that international students actually want to do? I understand they do IT, predominately, and accounting. But, what is it, in fact, that they do come to Australia to undertake, and what it is that we can, then, produce, to enable that to happen?

**Simon O’Mallon** from Education in Bendigo. In terms of student experience for international students coming to Australia, one of the things that would be quite important to them is the lived experience. One idea, maybe, in the different areas – so, business, allied health, whatever it is – that we look at partnerships with – like, an education tourism project, where international students come in. They’ve got a certain amount of work at the university. But, then, there are partnerships in regional and remote areas. They go and actually have hands-on experience, and the Australian tourism experience, out in those areas. That would be more of a life-changing thing that would give them ideas and concepts to keep here or to take with them when they return.

**Chris.** Thank you. We're going to have to draw this to a close. As you can see from the slides, there is a process for anybody to provide feed back about the internationalisation plan more formally to the PVC International. I'm just going to ask each of the panel members to make a last comment.

**Nick.** Two quick things. On the partnerships that we mentioned earlier – at La Trobe Asia, one of the things we do is monitor that. So, if you don't know about it, we have country briefs for 28 countries and territories in the region, in which we monitor everything from who's been recently doing what, to what partnerships we've got, how old they are, and everything in between. So, if you're not aware of that, check out the La Trobe Asia website and click on the country briefs page. That might be useful to have across the university. We're able to do it because Asia's big but it's not the world.

On mobility, I think the point Rachel raised is a really important one, which is – mobility is not cheap to do, and we need to think about how we finance and resource is. We do spend above our fighting weight, in terms of the support we provide. LTI is extremely good both financially and in terms of the admin and professional support they provide to students going abroad, but I think we need to do more, both in terms of that basic finance, but also thinking about – if we want students to go and spend two or three weeks doing prosthetics and orthotics in Cambodia, or want to do a nursing practicum in the Philippines, or wherever they might be going – the workload for the academic staff member is going to be different from a conventional subject. We've got to build all of that in. It gets back to that point that I made, that internationalisation needs to fit in. It needs to shift all the processes that we do, and it doesn't always need to be fit in as just as adjunct that you plonk on top of what we've already got.

**Phil.** Just on the question that student experience matters – I had the extremely bad fortune and timing to be on a marketing trip in India a few of years ago, when a couple of Indian students in Melbourne were beaten up. It was the lead story on the six o'clock news in India that night, and the students are very active users of social media. They share their thoughts and views on things very quickly. So, if they're not having a great experience, people will know about it very quickly.

The other question about products that might be of interest to them – international students are, generally, very pragmatic. They want to make sure that – they're making a big investment, in terms of their family income. They want to ensure that that pays off for them when they go home. You see it particularly with Chinese students. A lot of the Chinese students are now in the second generation of the one-child policy. You've got four grandparents and two parents all focused on this one student, with no pensions and social security back in China, who want to ensure that that student has a successful career. I think there's a lot we can do to help that happen, but we need to make sure that we're giving them what they want.

**Nick.** Kelly Smith, PVC International has been drafted to produce the internationalisation plan for the university, and this has acted as the first part of his consultation process. We'll make these slides available, but please email other ideas to [\[internationalplan@latrobe.edu.au\]](mailto:internationalplan@latrobe.edu.au). There will also be broader consultations at school departments. We look forward to hearing what you think we should be doing in this space.