

Internationalisation Plan 2014–2017



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Welcome



PROFESSOR JANE LONG
Senior Deputy Vice-Chancellor
and Vice-President

La Trobe University is a world-ranked, globally engaged university with a bold future as described in *Future Ready: Strategic Plan 2013–2017*.

In response to rapid change in global societies and economies, the rise of Asia, the growing importance of intercultural capabilities in employment and increased international competition for students, staff and careers, La Trobe will equip our students with an ‘...**identifiably modern, globally relevant education and send them out to be successful and to make the world a better place.**’ (*Future Ready*, page 2)

The University will strengthen our standing among the world’s top universities.

We will deepen and broaden our global engagement through our student body as we grow the number of incoming international students, and increase the number of those who undertake an overseas study experience as part of their La Trobe degree.

Ultimately, we will be judged locally and on the world stage by the quality of our graduates.

This *Internationalisation Plan 2014–2017* is built on our past achievements and describes a significant escalation in La Trobe’s approach to internationalisation.

It is time to move from a series of related and linked programs and activities driven and supported largely through an international office, to one where the entire institution is more actively engaged in building a more international University through its leadership and its teaching, research and service delivery.

This approach toward more comprehensive internationalisation of the University will support the achievement of the international targets and aspirations set out in *Future Ready*, and it will do so in a way that recognises the current resource realities.

Implementing the *Internationalisation Plan 2014–2017* must be a University-wide endeavour.

Coordination and collaboration will be essential to achieve the *Future Ready* targets, as well as the international and intercultural outcomes of the University’s *Research Plan 2013–2017* and the *Learning and Teaching Plan 2013–2017*.

I look forward to working with colleagues in the colleges and divisions to realise these goals.

Our campus network

Our campuses are active and diverse learning communities.



Melbourne Campus latrobe.edu.au/melbourne



City Campus latrobe.edu.au/city



Sydney Campus latrobe.edu.au/sydney



Bendigo Campus latrobe.edu.au/bendigo



Albury-Wodonga Campus latrobe.edu.au/aw



Mildura Campus latrobe.edu.au/mildura



Shepparton Campus latrobe.edu.au/shepparton

Becoming future ready



In 2013, La Trobe University committed itself to *Future Ready* – a five-year plan to become a university known for its excellence, creativity and innovation in relation to the big issues of our time; and its enthusiasm in providing the leadership needed to make a difference.

We will lay claim to areas of teaching and research which address issues fundamental to the future of human societies and their environments and our graduates will be renowned for their employability, their deep understanding of the most pressing challenges facing the global community and their ability to address those challenges intelligently and decisively.

These are global ambitions that require a significant escalation in our approach to internationalisation.

OUR VALUES

At La Trobe University we:

- take a world view
- pursue ideas and excellence with energy
- treat people with respect and work together
- are open, friendly and honest
- hold ourselves accountable for making great things happen.

**“THE TRUE MEASURE OF
A UNIVERSITY’S GREATNESS
IS THE TOTAL EFFECT IT
HAS ON HUMAN WELFARE
AND PROGRESS.”**

Professor David Myers

Comprehensive Internationalisation at La Trobe

The time is right for La Trobe University to take a more comprehensive approach to internationalisation.

The strategic direction set by *Future Ready* and amplified in the *Learning and Teaching Plan 2013–2017* and the *Research Plan 2013–2017* indicate a strong commitment to, and provide the foundations for, a more outward looking and internationally focused university.

The vision of the University as among the best, not only locally and nationally, but also globally as we aim for a place in the top 300 in the world is an important first step on this path. Now more than ever, our focus is on implementing curriculum and conducting research for the benefit of the global community.

We’ve developed the La Trobe Framework to distinguish our curriculum, and identified Global Citizenship as one of three Essentials to feature in all our coursework degrees. We’ve also identified overseas study experiences as one of four Learning Enrichment elements available to our students. This is part of our commitment to equip our students with an ‘identifiably modern, globally relevant education and send them out to be successful and to make the world a better place’ (*Future Ready*).

The University has established five Research Focus Areas to address pressing national and global problems and identified significant partnerships to ‘raise our research efforts to new levels of national and international significance’ (*Research Plan 2013–2017*).



Comprehensive Internationalisation

Comprehensive internationalisation is a commitment, confirmed through action, to infuse international and comparative perspectives throughout teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise.

It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalisation not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations.

The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalisation and the motivations and purposes driving it.

Professor John K. Hudzik (2011)

Hudzik, JK 2011, *Comprehensive Internationalization From Concept to Action*, NAFSA Association of International Educators, Washington D.C.



The Internationalisation Plan 2014–2017

This plan identifies six goals and related strategies to support the fulfilment of the University's international aspirations. We will move our internationalisation efforts from a series of linked programs and activities supported largely through an international office to one where the entire institution is more actively engaged through its leadership and its teaching, research and service delivery.

Overarching purpose

The overarching purpose of the *Internationalisation Plan 2014–2017* is to:

1. Articulate strategies which will support the achievement of the international elements and targets of *Future Ready*, the *Research Plan* and the *Learning and Teaching Plan*.
2. Provide colleges, divisions and the University community with strategies which will move us all toward a more comprehensive approach to internationalisation at La Trobe.

We aim to increase the number of students who undertake an overseas student mobility program.

GOAL 1

Deliver on the La Trobe Essential – Global Citizenship – and improve opportunities for all La Trobe students to develop the skills and knowledge they need to operate confidently in a global working environment.

TARGETS

1. Increase the number of La Trobe students who undertake an overseas student mobility program as part of their degree to 20% of the graduating cohort (FR).
2. Extend mobility programs with China, Indonesia, Japan, Korea, Singapore, Thailand, Vietnam and other countries (FR).
3. Continue to teach priority languages such as Mandarin, Japanese, Indonesian and Hindi (FR).
4. Graduate capabilities and student involvement in the Essentials recorded on the Australian Higher Education Graduate Statement (AHEGS) for all students (L&TP).
5. Involvement in at least one learning enrichment activity recorded on the AHEGS (L&TP).
6. At least 60% of the University's subjects offered by blended delivery mode (L&TP).
7. 60% of La Trobe courses incorporate blended learning by 2017 (L&TP).

STRATEGIES

RESPONSIBILITY

Make internationalisation a critical part of the La Trobe experience for all students.	DVC (A), PVCs of SHE and ASSC
Embed La Trobe Essentials into the curriculum or as required subjects; and develop mechanisms for recording student learning in global citizenship, innovation and entrepreneurship and sustainability thinking. (L&TP 1.1)	DVC (A), PVCs of SHE and ASSC, VP (A)
Integrate cultural literacy into course design and assessment.	DVC (A), PVCs of SHE and ASSC
Include international and/or intercultural engagement in the La Trobe Award.	DVC (A)
Integrate mobility experiences, including those supporting work-integrated learning (WIL), into the curriculum.	PVCs of SHE and ASSC, DVC (A)
Identify and promote foreign language pathways and opportunities to students.	DVC (A), PVCs of SHE and ASSC
Integrate indicators of internationalisation of the curriculum into course and subject review.	DVC (A), PVCs of SHE and ASSC

GOAL 2

Strengthen the University's global presence and positioning by identifying and developing a small number of sustainable international partnerships to support research, teaching and student and staff mobility.

TARGETS

1. Improve our current ranking in the world's top 500 universities as assessed by the ARWU (FR).
2. Establish at least six new external partnerships – three international and three national (FR).
3. Strengthen regional partnerships with Asia and Pacific nations (FR).
4. Support science and technology partnerships in India and China (FR).

STRATEGIES

RESPONSIBILITY

Encourage international collaboration and research partnership activity in the Asia-Pacific region, particularly China and India. (RP 6.7)	DVC (R), PVCs of SHE and ASSC
Encourage international collaborations with high-profile international researchers by providing small grants to support these collaborations. (RP 6.8)	DVC (R), PVCs of SHE and ASSC
Implement La Trobe Asia, including establishing its coordinating role with the China Studies Centre, Confucius Institute, and other Asia-focussed centres in the University.	DVC (R), DVC (A), PVCs of SHE and ASSC
Identify a small number of key teaching partnerships in Asia, North America and Europe and implement a plan to deepen engagement with each.	DVC (A)
Review existing partner identification and engagement frameworks from other universities and consider appropriateness for adaptation and use at La Trobe.	DVC (R), DVC (A)
Decide by end 2014 the future and scale of offshore transnational education (TNE) to be delivered and, if approved, specify, fund and implement appropriate resourcing to support high quality program development and delivery.	DVC (A), VP (A)

KEY TO ABBREVIATIONS

FR: *Future Ready, Strategic Plan 2013–2017*

L&TP: *Learning and Teaching Plan 2013–2017*

RP: *Research Plan 2013–2017*

SHE: College of Science, Health and Engineering

ASSC: College of Arts, Social Sciences and Commerce

GOAL 3

Grow and diversify our international student body, and create student experiences that improve their relationships with Australian colleagues, friends and communities.

TARGETS

1. Increase the number of onshore international students to 6000 EFTSL (FR).
2. Increase the number of source countries of the onshore student body so that no more than 35% are from any one country and four additional countries represent at least 10% each (FR).
3. Increase the total number of postgraduate coursework students to 17% of projected load (FR).
4. Increase international revenue to 20% of underlying revenue (FR).

STRATEGIES

RESPONSIBILITY

Investigate and develop new markets and new environments through flexible, blended and online learning. (L&TP 2.1)	DVC (A), PVCs of SHE and ASSC
Improve collaboration between students, teachers and peers, locally, regionally and globally. (L&TP 2.4)	DVC (A), PVCs of SHE and ASSC
Develop and improve pathways to higher education through sustainable partnerships with TAFEs and other education providers. (L&TP 3.5)	DVC (A), PVC (Regional), PVCs of SHE and ASSC
Improve brand awareness and positioning in key international markets and build the profile of La Trobe's regional campuses. (L&TP 3.8)	DVC (A), PVCs of SHE and ASSC, PVC (Regional)
Research and evaluate the potential of new international markets for La Trobe through brand building and/or partnerships arrangements. (L&TP 3.9)	DVC (A), PVCs of SHE and ASSC
Coordinate resources to improve the effectiveness of orientation and the first year experience to ensure a successful start to University life. (L&TP 4.2)	DVC (A), VP (A), PVCs of SHE and ASSC
Establish an Higher Degree by Research (HDR) Student Recruitment and Marketing Strategy in liaison with La Trobe International (LTI), Marketing and Engagement (M&E) and faculties, particularly to broaden the market for potential students, in line with expanded HDR postgraduate training and alternative PhD modalities (e.g. PhD by publication). (RP 5.8)	DVC (R), PVCs of SHE and ASSC
Strengthen HDR load planning and planned scholarships growth to support <i>Future Ready</i> target to double research income by 2017. (RP 5.9)	DVC (R), DVC (A), PVCs of SHE and ASSC
Launch new LTM/LTI building in 2014 and leverage to build recruitment outcomes.	DVC (A)
Launch La Trobe University Sydney Campus in 2014 and ensure delivery of three additional diploma/degree pathways for 2015–2016.	DVC (A), PVCs of SHE and ASSC
Develop and implement the University Marketing Plan across identified international markets to build the La Trobe brand and identify leads.	DVC (A), VP (A), PVCs of SHE and ASSC

To complete at least one professional development workshop related to an aspect of internationalisation.

GOAL 4

Recruit, support and reward staff for engagement and success in internationalisation within the University and overseas.

TARGETS

1. Staff recruitment, selection, performance and promotion criteria include consideration of skills and experience relevant to internationalisation.
2. 50% of staff have completed at least one professional development workshop related to an aspect of internationalisation (e.g. teaching international students, internationalisation of the curriculum).

STRATEGIES

RESPONSIBILITY

Include the University's internationalisation approach, priorities and strategies in the induction of all new staff.	VP (A), DVC (A)
Include international activity, engagement and success in academic (research and teaching) recruitment and selection criteria.	DVC (R), DVC (A), VP (A), PVCs of SHE and ASSC
Include engagement in at least one aspect of internationalisation in academic staff promotion criteria.	DVC (A), DVC (R), VP (A), PVCs of SHE and ASSC
Establish a professional development program to improve cross-cultural communication in face-to-face and online learning and teaching settings.	DVC (A), VP (A)
Establish a professional development program to improve understanding of internationalisation among University leaders and managers.	VP (A), DVC (A)

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GOALS, TARGETS AND STRATEGIES

COMPLETE

We have obtained Streamlined Visa Processing and CRICOS re-registration of the University under a single, national CRICOS provider code.

GOAL 5

Improve systems, policies and procedures to better manage international risk and compliance.

TARGETS

1. All identified areas of risk and compliance relevant to internationalisation are effectively and efficiently managed.

STRATEGIES

STRATEGIES	RESPONSIBILITY
Develop and implement international elements of University risk management strategy.	VP (A), DVC (A)
Enhance safety and security for travelling students and staff.	VP (A), DVC (A)
Obtain SVP and CRICOS re-registration of the University in 2014 under a single, national CRICOS provider code.	DVC (A)
Ensure compliance with all internationally-oriented legislation and regulatory frameworks including, but not limited to, the <i>ESOS Act 2000</i> , the <i>National Code of Practice 2007</i> , and the <i>Autonomous Sanctions Regulations 2011</i> .	DVC (A), VP (A), PVCs of SHE and ASSC
Finalise and communicate the internationalisation of all University academic administration and student administration policies and procedures.	VP (A), DVC (R), OVC

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GOAL 6

Actively support the comprehensive internationalisation of the University.

TARGETS

1. Staff and student interaction and engagement across cultures is valued and rewarded at La Trobe.
2. La Trobe is recognised as a University in which interaction and engagement across cultures on campus is understood as a valuable learning tool.

STRATEGIES

RESPONSIBILITY

Identify and engage key stakeholders, champions and latent champions of comprehensive internationalisation (CISN) within the La Trobe community.	DVC (A), DVC (R)
Develop and implement the CISN Implementation Plan.	DVC (A), DVC (R), VP (A)
Identify, communicate and celebrate stories and case studies of different elements of CISN at La Trobe.	DVC (A), DVC (R)
Students and staff regularly share and reflect on their international and intercultural experiences.	DVC (A)
Develop metrics and evaluate and report annually on progress against the CISN Implementation Plan and the <i>Internationalisation Plan 2014–2017</i> .	DVC (A), VP (A)

“INTERNATIONALISATION CONNECTS INSTITUTIONS TO THE GLOBAL MARKETPLACE OF IDEAS, BRAINS AND DISCOVERY. IN SHORT, IT IS NOT AN END BUT A MEANS TO MANY ENDS.”

Professor John K. Hudzik (2011)

**LA TROBE UNIVERSITY
FUTURE READY: STRATEGIC PLAN 2013–2017**

**LEARNING AND TEACHING PLAN
2013–2017**

**RESEARCH PLAN
2013–2017**

Financial Plan

Strategic Asset
Management
Plan and
Capital Plan
(10 years)

Brand and
Marketing
Plan

Workforce
Plan

Partnerships
Plan (including
Regional
Engagement)

Sustainability
Plan

International-
isation Plan

Student Load
Plan

Annual Statement of University Operational Priorities

Annual University Budget

Faculty Business Plans (5)

University Research Institute
Business Plans (4)

Vice-President Portfolio
Business Plans (2)

DVC Services Area Portfolio
Business Plans (3)

Each staff member annually agrees a Performance Development Plan

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