

The background of the entire page is a photograph of the University of Auckland's clock tower, a large Gothic Revival building with a prominent clock face and multiple spires. In the foreground, four young people (three women and one man) are smiling and looking towards the right. The image is overlaid with a large, faint, stylized star logo in the center. A small yellow horizontal line is positioned above the main title.

Te Aka Whakaranea ā-Ao

2021–25 Internationalisation Framework

Introduction from Acting Vice-Chancellor Professor Helen Nicholson



Professor Helen Nicholson
Acting Vice-Chancellor

One of the unique features of the modern university is the focus on serving the needs of our local and national communities along with engagement at an international level. The adoption of the Internationalisation Framework 2021–25 in late 2020 confirmed the University's ongoing commitment to global engagement and partnership at a time of unparalleled disruption and change as a result of the COVID-19 pandemic.

Our experience of the past 12 months has underscored the importance of universities being globally engaged and partnering in the areas of research and discovery for the betterment of humanity, as well as providing life-changing educational opportunities for students from around the world.

This Framework, in conjunction with the University's other strategic documents, outlines Otago's commitment internationally, and will guide our decision making as we reset and rebuild our activity outside the country's borders.

The Internationalisation Framework 2021–25 was developed prior to the onset of the pandemic, and was subsequently reconsidered and revised in the second half of 2020. I would like to take this opportunity to thank and acknowledge all those involved in the development of the document.

Although conceived and developed prior to the pandemic, the Internationalisation Framework 2021–25 is one of the University strategic documents that will provide direction and impetus to our recovery.



Introduction

During 2019, an Internationalisation Framework was developed following an extensive round of interviews with Vice-Chancellor’s Advisory Group (VCAG) members and other senior staff, as well as a number of divisional forums including most Associate Deans. In addition, student input and feedback informed the development of this document, facilitated by the OUSA 2019 International Student Representative.

Following the “discovery” phase, a draft Framework was developed which in turn was tested with feedback from the Deputy Vice-Chancellor External Engagement, as well as senior staff in the International Office, the Strategy, Analytics and Research Office, and the Associate Deans (International). The document was ready for formal consideration, and initially planned for submission to VCAG in February 2020.

However, following the COVID-19 outbreak in China and subsequent global pandemic, the decision was made to put this process on hold, and to allow the document to be reconsidered once it was clearer what the post-COVID-19 environment would look like.

The COVID-19 pandemic and the various Government responses to it have had a profound and immediate impact on the international education industry, resulting in a significant reduction in the numbers of international students travelling to study (either by choice or necessity). At this stage, a best-case projection is that international student numbers will decline significantly (YoY) in 2020 and 2021, before slowly beginning to grow again from 2022.

The Internationalisation Framework reflects not only long-term initiatives and responses to changing patterns of international student mobility, but the disruption of COVID-19. Due to the delay in the Vision 2040 process, the Internationalisation Framework status will be interim, but operative.

Linked to and reflecting this document will be an International Office strategy that will cover the period 2021–23 and focus on the immediate response and recovery post-COVID-19, while a second and subsequent strategy covering the period 2024–26 will focus on growth and transformation.

It is now clear that there will need to be a concerted effort to rebuild the international student cohort, and we should not be planning for a “snap-back” to numbers prior to the onset of the pandemic.

Background

The University of Otago has engaged globally and welcomed international students over much of its 150-year history. In 2019, the University hosted 2,972 international students, and sent more than 600 undergraduate and postgraduate students abroad on exchange, placements and internship opportunities, and collaborated with more than 200 international partners in the areas of exchange, study abroad, articulation and research. In addition, more than 70 per cent of our academic staff were either born overseas or hold their highest qualification from a university outside of New Zealand; this contributes to ensuring that the Otago experience is internationally orientated.

Otago is recognised as one of the leading research universities in the Asia-Pacific region, reflecting our commitment to our neighbourhood as well as honouring our unique place in the world. Anchored in the Southern Pacific, with strong and historic ties to South Asia, South East Asia, North Asia, the Americas and Europe, the University has been growing its global footprint by attracting the best and brightest to Otago to study, as well as undertaking research co-operation and academic engagement.

Otago has admitted international students for much of its history, with notable intakes following World War II with the establishment of the Colombo Plan in the 1950s, and from the South Pacific since the 1960s. Since the 1990s, the number of international students has increased significantly, especially from Asia and North America.



Why internationalisation?

Internationalisation is an integral part of the modern university, reflecting not only academic collaboration and student mobility, but the real benefits attributed to greater cultural understanding and insight. Our ability to respond to the global challenges of today through the development of innovative research and discovery will only be enhanced by collaborating with the best and brightest from around the world.

Internationalisation supports the University's mission to serve our local and national communities, in alignment with Government goals and initiatives. The benefits of international connectedness, especially in relation to research through collaboration, while difficult to quantify, would not be achievable without international partnerships and hosting a vibrant international student cohort. An international student cohort also delivers real learning and cultural benefits to our domestic student cohort, and reflects New Zealand's general outward-looking and multicultural approach.

International student cohorts provide a degree of diversity in our programmes that would not otherwise be possible. Diversity of the student cohort brings a richness of thought and culture to campus and the wider community. The recruitment of international student talent provides the University with a significant postgraduate and doctoral cohort it would not otherwise be able to achieve.

There are also economic advantages attributable to internationalisation. The New Zealand Government recorded the economic impact of International Education in 2019 at \$5.1 billion, making it the fourth largest export (*Otago Daily Times* 31 October 2018). There are also significant economic benefits to our host communities, with the same New Zealand Government report estimating an international education economic value to the southern region of \$310 million dollars and supporting 3,450 jobs (*Otago Daily Times* 31 October 2018). A recent estimate by the University's Strategy, Analytics and Research Office has the value of international tuition fees and related funding at \$62 million (2019). Clearly, the pandemic will significantly affect the financial return from international education, and the 2018-19 figures may represent a high-water mark for the industry in New Zealand for some time.

The University's role as a good global citizen, acting as the critic and conscience of not only New Zealand society, but also at a global level, has never been more critical. The opportunities to engage proactively with our Pacific neighbours as they meet global challenges has become increasingly important. Ensuring that the University Otago is well-connected internationally, and specifically across the Pacific, will mean that we are in a good position to contribute and engage locally, nationally and globally. Through engagement, we can provide students with opportunities that develop the attributes required to address global challenges.

Aspects of internationalisation are one component of rankings, which in turn are drivers of student choice of study destination. Whether it be international student numbers, numbers of international faculties, academic citations, employer reputation or academic reputation, our efforts to recruit international talent, and to partner and engage globally, all impact on the ranking of the University of Otago. More importantly, rankings are in turn used by students when choosing an institution, governments and sponsors when deciding where to fund study, universities and funders when determining who to partner with, and academic staff when deciding where to work.



Why an Internationalisation Framework?

This Framework will set an institutional narrative around internationalisation, setting the tone and direction of how Otago will engage globally. It will provide critical context for investment and decision making across the University, allowing the academic divisions to make decisions around programme development and delivery.

The Internationalisation Framework will also ensure that there is a collective understanding and focus when it comes to agreed positions and shared goals as they relate to international engagement and activity.

The Internationalisation Framework will become a foundation document for the International Office, guide and inform its decision making, and provide direction around where to invest resources and time. Other related plans will be shaped by the Internationalisation Framework.

This Framework is structured into three pillars: Otago as a Global Citizen, Internationalisation of the Student Experience and the Recruitment of International Student Talent. Under each pillar, there are specific objectives, goals, and targets.



Pillar One Otago as a Global Citizen

This first pillar forms the basis under which Otago engages globally, specifically those foundation “drivers” that inform how we act globally. This pillar is linked to the current strategic imperatives Commitment as a Local, National and Global Citizen and Strong External Engagement.

1.1 The University acknowledges the Treaty and the bi-cultural setting within which it operates, its relationship with Ngāi Tahu and other iwi, and the institution’s responsibility to ensure that there is a commitment to the ethos of partnership, as well as ensuring equity and accessibility for all.

1. The MoU with Ngāi Tahu and the Māori Strategic Framework will inform international engagement.

2. Programmes such as Tūrangawaewae, Pōkai Whenua and the Matariki Student Exchange Programme will remain flagship programmes and examples for future initiatives.

3. The University will ensure that the international students we host

appreciate what makes Aotearoa New Zealand and the University of Otago unique, especially as it relates to our commitment under the Treaty and our agreement with Ngāi Tahu and other iwi.

Targets

- Over the period of the Framework, the number of Māori students taking part in Tūrangawaewae, Pōkai Whenua will increase to 20 annually.
- International Orientation and induction will incorporate a greater degree of Te Reo Māori and Tikanga Māori
- In conjunction with the Office of Māori Development, develop an induction to Aotearoa New Zealand programme, which will be provided to all commencing international students.

1.2 The University acknowledges its location in the Pacific and New Zealand as the country with the world’s largest Pasifika population. As

such, our efforts need to be consistent with our geographic and demographic situation, and our commitments under the Pacific Island Strategic Framework.

1. Consider ways in which the University can engage with partners, governments and NGOs in the Pacific to mitigate the impact of climate change and global warming.
2. Continue to find ways to engage in the fields of research and mobility with our key institutional partners in the Pacific.
3. Fully leverage opportunities for international Pacific students by way of the New Zealand Scholarships programme and other programmes to provide pathways to Otago.
4. Identify new opportunities by which engagement can occur in the South Pacific.

Targets

- Bilateral exchange agreements will be developed with two South Pacific universities by 2023.
- Extend and promote opportunities for Pacific-based placements for Otago students.
- Develop bilateral staff exchange opportunities between the University and Pacific partner universities, including residential fellowships for academic leaders.
- Explore opportunities for the promotion and sharing of specialised regional knowledge (this could include workshops, conferences and policy forums).
- The number of Pacific New Zealand scholarship students will continue to increase over the period, reaching 100 by 2025.
- The University will develop with South Pacific partners two co-taught programmes in areas that meet the development goals of the region by 2025.

1.3 The University acknowledges the important and mutually beneficial relationship it has with its host communities, especially with the city and people of Dunedin. As such, it is important that when considering internationalisation, we identify the real benefits for our host communities from our activities.

1. Engage with our host communities' international education organisations, such as Study Dunedin, Christchurch NZ and Study Queenstown.
2. Provide opportunities for international students to engage with organisations and groups within our host communities while studying with us.
3. Look to create pathways for international students currently studying within the secondary education sector to transition to the University.

Targets

- Maintain our membership of, and active participation in, Study Dunedin, ChristchurchNZ and Study Queenstown.
- Implement the recommendations of the Education NZ / Study Dunedin Pathway pilot programme.
- Explore the possibility of joining the Wellington and Auckland international education organisations by 2022.

1.4 Climate change and global warming is presenting humanity with a transformative challenge, and the University has an important part to play in meeting this challenge. As well as minimising our own impact on the environment, the University has a role to play in scientific discovery and creative solutions around mitigation and responses to the impacts of climate change.

1. Ensure that internationalisation measures and initiatives are in keeping with the University's Sustainability Strategic Framework.
2. Continue to develop and use technology and methods that allow for ongoing global engagement without the need to travel.
3. Seek opportunities for international students to actively contribute to resolving sustainability issues within the Aotearoa/ New Zealand context.

Targets

Targets to be developed with the Sustainability Office following the release of the Air Travel Project report.

1.5 The University is committed to engaging in key global partnerships, and in doing so acknowledges that multilateral collaboration and co-operation is a powerful and important component of internationalisation.

1. Membership of the Matariki Network of Universities will remain our principal global partnership.
2. The maintenance of bilateral partnerships with exchange, study abroad and other partners will continue to be an important part of our strategy to recruit international

- student talent and provide pathways for exchange and other mobility opportunities for our full-degree students.
3. Partnerships with high-quality universities, in which we deliver joint programmes and pathway arrangements, will continue to expand in number and take greater importance.
 4. The University will continue to develop strategic relationships with governments and their education agencies.
 5. The University will continue to actively engage with a range of multilateral global opportunities, such as the Association of Commonwealth Universities.

Targets

- The University will continue to remain a foundation member of the MNU.
- The University will establish ten additional bilateral articulation partnerships with high-quality institutions that are aligned to the University's strategic goals by 2025.
- The University will maintain its membership of the ACU.
- The University will establish five additional MoU's with foreign governments by 2025.



Pillar Two

Internationalisation of the Student Experience

Otago prides itself on the unique student experience that domestic and international students enjoy when studying on campus. International students enhance the University and ensure that our domestic students enjoy an enriched on-campus experience and further develop important cross-cultural skills. Traditionally, the Otago experience has had a heavy New Zealand flavour and been characterised by the “scarfie” tradition. Increasingly, it has meant much more, and has not had a Dunedin-only face to it. The opportunity to study at a partner institution through the exchange programme, or undertake a placement or internship outside of New Zealand, or collaborate on a research project or joint publication with academics from other parts of the world is also now part of the Otago experience.

Research is a globally connected activity, with University staff having research connections to academics in most countries of the world. Graduate research opportunities for inbound international students (currently more than 640 international students are enrolled in PhD study)

enhance the departments they are based in, as well as the experience of their colleagues and peers. Inevitably, global connectivity flows from research and vice versa.

This pillar is linked to the current strategic imperatives Outstanding Student Experiences Citizen and Strong External Engagement.

2.1 Providing opportunities for Otago students to have an international mobility opportunity as part of their programme of studies is an important part of the University’s commitment to the internationalisation of the student experience. The Student Exchange Programme has provided the opportunity for more than 2,000 students to study abroad since 1997, and while this will remain an important pathway for an international education opportunity, there is a need for diversification in this area.

1. The Student Exchange Programme will remain a central part of our outbound mobility programme.
2. Academic divisions will consider how to

integrate either student exchange or a bespoke international experience into the curriculum.

3. Further development of international internship and placement opportunities should be prioritised in those programmes that lend themselves to this activity.

Targets

- The University will set a target of 400 outbound exchange students by 2025.
- Academic divisions, working with the International Office, will review all programmes and identify which international partners are most appropriate for a given programme by the end of 2022.
- The Career Development Centre and the International Office will develop a series of pilot internship programmes by 2022.

2.2 Mindful of the fact that a number of our students are not in a position to spend time overseas during their course of studies, and the increasing awareness around the carbon impact of travel as well as the impact of the COVID-19 pandemic on travel, there is a need for diversification in this area. It is important that Otago considers ways in which technology can be better used to connect our students with students from partner institutions.

1. The University will establish and prioritise pilot programmes that provide opportunities for students to interact and collaborate virtually with students from partner universities.
2. The development of Collaborative Online International Learning (COIL) opportunities will be explored to complement traditional international education mobility.

Targets

- The International Office will support

the divisions in developing three pilot COIL programmes in the 2020–22 period, and a further five in the 2023–25 period.

2.3 The vibrancy provided by international student groups, and international events and activities – such as international food festivals and celebrations to mark national days – provides a further dimension to the internationalised student experience. This not only facilitates important support and comfort to international students, but also allows domestic students, staff and the wider Dunedin community to engage with international students in their own cultural setting, and where they take a lead culturally.

1. The University will continue to creatively engage with international student groups and encourage events and activities that help to share their cultures.
2. The University will look for opportunities for our host communities to engage with international student groups and cohorts.
3. The opportunities for engagement through the Centres for Asia-Pacific Excellence and the Confucius Institute will be more fully utilised.

Targets

- In collaboration with the OUSA International Representative, include the international cultural group presidents in a review of International Office orientation and support activity across all campuses in 2021.
- In conjunction with the Marketing Office, identify key cultural group activities to support on an annual basis.
- Undertake a review of international student group organisation, activity and engagement at UOC and UOW in 2022.

2.4 The University promotes its unique collegiate experience as distinguishing it from all other New Zealand universities and most international universities. Accommodation is a critical factor in the decision-making process for students when selecting a university, especially one in another country. While some undergraduate full-degree international students have experienced and benefitted from a year in a residential college, the majority have not. The reason for this historical under-representation is largely the result of an application process that is designed for the domestic market and does not account for different academic calendars and international education market factors. Making the necessary changes to the college application process will ensure this important student cohort has the same access as domestic undergraduate students, and thus increase the number of undergraduate full-degree international students in residential colleges. It will also ensure that the residential colleges reflect more closely the full diversity of our undergraduate cohort, and provide important opportunities for international and domestic undergraduate students to integrate and engage.

1. The residential college application process will be modified to enable more equitable access for international students.
2. The University will set a goal of increasing the number of undergraduate international students in residential colleges.

Targets

- The application process to residential colleges will be reviewed, and changes

made, to ensure that current existing barriers for international students to apply are removed in time or the application process for 2022.

- The number of international students in colleges will increase over the period of the Framework to represent a greater share of commencing undergraduate international students.
- In 2021, the University will undertake a feasibility study to consider the option of guaranteeing an accommodation place for all international students.

2.5 An active and internationally connected research culture will remain a central tenet of the University's mission. While research ties are interconnected with other areas of international co-operation such as mobility, commercialisation and partnerships, they remain a core activity.

1. Otago will remain a research "powerhouse" in the Asia-Pacific region.
2. The University's Research Action Plan will inform global research engagement.
3. Otago's commitment as a research-intensive university will inevitably have a positive impact on our global rankings and our ability to recruit international students.
4. Outstanding research and discovery will play an important role in meeting global challenges and changes.



Pillar Three Recruitment of International Student Talent

The third pillar represents the recruitment of international talent. Having a sizeable and vibrant international student cohort on campus is one important outcome of the International Framework. Otago will continue to maintain robust and competitive standards as they relate to the admission of international students. The University needs to be conscious of student demand when developing and marketing programmes where there is an expectation that international students will form part of the cohort. It is important that we are mindful of our strengths, and that we maintain a focus on delivering quality programmes and experiences with a focus on value over volume.

This pillar is linked to the current strategic imperative *Sustaining Capability*.

3.1 Diversity of the international student body has always been an important part of the Otago approach, with a firm commitment to avoiding over-reliance (and the associated business risk) on any one or two markets. Currently, students from close to 100 countries are studying at the University, and as an institution, we remain

committed to this mix of international students.

1. No more than 25 per cent of our international cohort (EFTS) will be from any one market.
2. No more than 75 per cent of our international cohort (EFTS) will be from any four markets.

Targets

- The International Office will develop a country categorisation criteria in 2021 which will inform the investment in specific markets.
- New market exploration and development will form a part of the two medium-term recruitment plans (2021–22 and 2023–25).

3.2 A 15 per cent international student cohort remains the goal, while ensuring a high-quality and diverse "Otago experience" enjoyed by both international and domestic students. The impact of COVID-19 has meant an immediate reduction in the number of international students in the

near future. The development of articulation agreements will become a key focus, as will the development of taught joint degrees.

1. Otago aims to rebuild its international student cohort during the period of the Framework.
2. Academic divisions are encouraged to set appropriate, individual international growth targets in conjunction with the International Office for specific programmes.
3. Otago will continue to identify different pathways for recruitment (acknowledging that not all students will undertake their entire study in campuses in New Zealand).

Targets

- Otago will aim for an international cohort of 12 per cent of our domestic cohort (EFTS) by 2025.
- An average of two new articulation agreements that align with the University's strategic goals will be established annually over the period 2021–25.
- The International Office will support the divisions in piloting three joint degrees (taught) aligned with the University's strategic goals.
- The University will grow the number of international students that undertake distance learning at the postgraduate level, increasing these numbers by 5 per cent annually during the period of the Framework.

3.3 In 2019, 37 per cent of the international student cohort were studying at the postgraduate level; this number was up from 25 per cent a decade ago. This shift reflects a general rise in the proportion of postgraduate students at the University. In particular, the number of international doctoral students has increased significantly, to half of all students in

the PhD programme. This trend is desirable on a number of fronts. It represents the University's dedication to being a leading Asia-Pacific research institution, with international students underpinning the PhD programme in many departments. International doctoral candidates also facilitate and strengthen research collaborations and connectivity. It also means that the University is strategically positioning itself in the part of the international education market that is likely to experience growth in the coming years, and in doing so supports the development of further coursework masters' programmes, a key growth product for a number of our markets.

1. Otago will continue to increase the number of postgraduate international students.
2. Otago will maintain strong graduate research programmes at doctoral and master's levels.
3. Otago will complement this with the strengthening and promotion of coursework masters' programmes – led by divisional strategies and imperatives.
4. Otago will review its postgraduate scholarships offerings, including ensuring increased numbers of scholarships are available to international students undertaking coursework master's studies.

Targets

- The number of international students enrolling in coursework masters' will increase on average by 10 per cent annually over the period of the Framework.
- Divisions will strengthen and develop an appropriate number of cohesive internationally attractive coursework masters' programmes by 2025.

3.4 With any business model, diversification is important and, as such, it is important to continue to innovate and evolve practices.

1. Otago will continue to develop its offering of bespoke short courses, directed largely by, or in conjunction with, academic divisional imperatives.
2. Greater use will be made of the Auckland Centre and other locations as delivery centres for bespoke international programmes.

3. Departments and schools will take a more proactive role in the maintenance of relationships with key strategic international partners, especially in the case of pathway and articulation arrangements.

Targets

- The University will identify and pilot a minimum of two bespoke short courses designed to attract international students outside of the main teaching periods during the 2022–25 period.

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