1. Background

For many years the Faculty of Commerce and Economics has been following a strategy of becoming progressively more international in orientation. The outcomes are readily illustrated in terms of:

* increasing admissions of ‘international’ students in each session of the year, at both undergraduate and postgraduate levels (25%);

* increasing numbers of ‘local’ students for whom English is a second language (61% of undergraduate students and 59% of postgraduate students do not speak English at home);

* a ‘cultural mix’ of students drawn from 50 countries of domicile, 80 countries of birth, and speaking over 60 languages other than English;

* a clear movement towards the teaching of most subjects in the Faculty from a comparative, cross-national perspective (as distinct from an ‘Australian’ perspective);

* an increasing offering of subjects that are ‘international’ or ‘regional’ in focus, or which treat countries other than Australia;

* the addition of language teaching in Japanese and Korean to the Faculty’s portfolio of offerings;

* the offering of a program with an international focus (International Professional Accounting) in China, taught collaboratively with Chinese academic colleagues;

* the introduction of streams in International Business at both undergraduate and postgraduate levels, drawing on disciplinary resources across the Faculty;

* the creation of a School of International Business (absorbing the School of Asian Business and Language Studies);

* the focusing of attention and effort on language and learning issues arising from the diversity of the student base of the Faculty;

* the introduction of a capacity for conducting and managing continuing education in the Asian region, through the School of Information Library and Archive Studies; and

* the maintenance of research outputs that are of international interest and quality (eg; publications) and involvements (eg; editorships, professional leadership) that are international.

The cumulative impact of these initiatives has drawn the Faculty to the point where it needs to consolidate and refocus its thinking on what ‘being international’ or ‘internationalisation’ is to mean. A recent Report within the Faculty on teaching and learning posed the issue thus:
* Does ‘being international’ mean to teach students from overseas, to teach overseas, to offer subjects which address regional or international issues, to teach all subjects from a comparative perspective, or to teach most subjects from an international perspective?

* Does it mean viewing the world as the workplace for the Faculty’s graduates, and embedding this realisation appropriately in all courses, programs, and subjects?

* Does it mean advantaging ‘local’ students, by teaching them from an international perspective to prepare them for worthwhile careers in the world of work?

* Does it mean to draw on the Faculty’s international students as a resource, for bringing local students into meaningful contact with the diverse realities brought under the label ‘international’?

* Does it mean to know how to manage a diverse student population effectively, to the point where this competence becomes a major ‘selling point’ for the Faculty at large - with graduates representing the Faculty’s aspirations in internationalisation, and becoming its ambassadors internationally?

Indeed, does it mean all of the above?

This document addresses this issue in relation to teaching and learning, by establishing a Policy on Internationalisation for the guidance of staff and students of the Faculty.

2. Internationalisation

‘Internationalisation’ refers to the process by which an individual, organisation or institution pursues the outcome of ‘being international’.

The outcome, ‘being international’, is characterised by a distinctive focus (on international matters or issues), distinctive capabilities (for functioning internationally), and distinctive contributions (made internationally). In relation to the Faculty of Commerce and Economics these might be represented as follows:

**Focus**

- Global economic interdependencies and market places
- Human interactions in a global village
- Global/local imbalances and cleavages in terms of affluence and empowerment
- International ‘best practice’ as a benchmark
- Learning in, and through cultural diversity.

**Capabilities**

- High quality, multi-lingualism and cultural diversity in students of the Faculty
- High calibre staff who have an international perspective on both their disciplines and the inculcation of learning, and who have ongoing exposure to/involvement in leading-edge developments at an international level
- Management processes within the faculty that embrace direction setting, experimentation, innovation, enterprise, flexibility and progression
- A culture within the Faculty that is inclusive, in embracing cross-cultural differences and settings sensitively and effectively whilst sustaining a global perspective.

**Contributions**

- Contribute to understanding within Australian society about the nature of its global involvements and capabilities
• Contribute to the capabilities of Australian organisations for competing globally
• Produce graduates who are capable of working internationally, in professional and managerial capacities
• Position the Faculty as an effective global player, in selected areas
• Contribute positively to global understanding through the work of the Faculty.

The attainment of these outcomes will position the Faculty to operate from a global perspective in an increasingly interdependent world, in fulfilling its teaching, research and service obligations. The following diagram is illustrative:

The process of internationalisation, as it applies to the Faculty of Commerce and Economics, involves working with, and through a number of related variables;

• developing a global mindset in staff and students, in terms of
  - awareness of globalisation, interdependencies and other significant patterns and changes at the international level,
  - appreciating the significance of these changes on organisational functioning and professional work,
  - appreciating disciplinary insights from a global perspective;

• developing the personal competences associated with success in negotiating international landscapes, in terms of both
  - personal qualities such as openness, flexibility, adaptability, autonomy, self-awareness, emotional resilience, resourcefulness, and creativity,
  - interpersonal skills such as perceptual acuity (observational and listening skills), the use of emotions productively, empathy, understanding of the situations/motivations/aspirations of others, and co-operation;

• developing intercultural competences, in terms of
  - an understanding of the dimensions of cultural difference,
  - a capability to apply conceptual frameworks and analytical tools in self-directed culture learning,
  - a capacity to assimilate ‘other cultures’,
  - applied cultural sensitivity,
  - inter-cultural communication,
  - foreign language skills;

• developing capacities for accessing and utilizing country specific knowledge, in
- applying disciplinary insights,
- conducting tasks with an international dimension;

- incorporating cross-national comparisons and international issues within *disciplinary and professional programs*;

- providing opportunities for major studies focused on *international or global business*.

The process of working with, and through these variables involves *organisational learning* through

- the conduct or identification of *instrumental initiatives or actions* that can be experienced and studied,

- the conduct of investigations into such initiatives or actions to provide a common basis for *informed reflection*, and

- the focusing and facilitation of *dialogue of debate* between interested parties about the initiatives/actions and the outcomes of investigations.

The following diagram illustrates the various dimensions of the process of internationalisation, as it might apply to the Faculty of Commerce and Economics:

3. **Policy on Internationalisation**

Within the Faculty of Commerce and Economics the process of ‘internationalisation’ is to be guided by the following policy orientations:

3.1 The production of graduates from all courses, undergraduate and postgraduate, who have a capacity for being genuinely international in perspective.

This capacity is likely to be built on the progressive development of the following types of perspective.
* Locating oneself nationally, in terms of cultural and historical perspectives; and by personalising history and constructing personal histories.
* Becoming comparative cross-nationally, by establishing frameworks for comparison, and probing institutions, cultures and national histories for types and causes of similarities and differences.
* Taking an international focus, by identifying regional/international institutions and their sources of support/sustenance, and their relationships with, and effects on national institutions or activities.
* Becoming international in perspective, by being able to 'stand' outside one’s own national culture and history, seeing national institutions as localised ‘solutions’ to common problems or issues across the world, and establishing frameworks for appreciating and evaluating both national and international approaches to human and societal concerns world-wide.
* Viewing the world as your site for knowing, doing and being.

3.2 A focus on the preparation of graduates for work and careers in a global world, in each of the professional spheres served by the Faculty.

3.3 The incorporation of international leading-edge disciplinary understandings and professional developments in all courses offered through the Faculty.

3.4 The use of staff who have an international perspective on their disciplines and the inculcation of learning, and who have ongoing exposure to developments at an international level.

3.5 The capacity to embrace cross-cultural differences and settings sensitively and effectively in generating and managing learning.

3.6 The attainment of a reputation as a learning environment which both mirrors and capitalises on diversity, in promoting relationships and networks which can serve ongoing development in diverse, global contexts.

4. Targeted Initiatives

Within the Faculty of Commerce and Economics the process of internationalisation is to be pursued through the exploration of the following initiatives:

4.1 Student related initiatives:
* Actively participate in Study Abroad programs
* Promote student exchanges, through scholarships and appropriate guidance
* Involve student societies in assimilating students within the Faculty
* Involve students in the educational process or in support roles, wherever possible.

4.2 Staff related initiatives:
* Actively pursue international recruitment
* Actively support international exchanges, study leave, and affiliations
* Provide Fellowships etc. for visiting scholars to UNSW
* Promote involvement in best practice courses/teaching activities at an international level.

4.3 Course, program and subject related initiatives:
* Give most programs and subjects a comparative or international focus
* Introduce a wide range of elective foreign language majors or subjects within courses of the Faculty
* Invest in the purchase of teaching materials which have an international focus (e.g., videos, case studies, software)
* Invest in the development/writing of teaching materials that have an international focus.

4.4 Learning related initiatives:
* Actively continue English language support/Communication skill initiatives
* Continue, and if possible extend, student mentoring initiatives
* Undertake inter-cultural teaching/learning pilot projects
* Provide cross-cultural training for staff
* Institute a Faculty based Educational Development Unit for staff support
* Provide training for staff in facilitating student interaction/involvement in learning programs
* Institute an induction program for entering students
* Share staff innovations in capitalising on student diversity in learning processes
* Institute a program for providing close, relevant advice to students.

4.5 Learning environment related initiatives:
* Explore ways of drawing out and using the diverse knowledges of students
* Institute a program for exploring the nature of diversity in students, and how it might be addressed effectively
* Create an environment where students can ‘get together’ socially, or to focus on relevant topics in the commercial world (e.g., student sponsored talks/addresses, competitions)
* Explore other ways of building closeness/connectedness within the student body.

4.6 Reputation related initiatives:
* Explore avenues of building/securing identity of the Faculty
* Explore ways of building Alumni into the Faculty
* Consider the introduction of a student’s section into Comet
* Create linkages between international firms/organisations/institutions and the Faculty.

5. Priorities for 1998

Of the initiatives listed in 4 above, the following are to receive priority attention in 1998:

5.1 Student related initiatives:
* Involve student societies in assimilating students within the Faculty
* Involve students in the educational process or in support roles, wherever possible.

5.2 Course, program and subject related initiatives:
* Introduce a wide range of elective foreign language majors or subjects within courses of the Faculty

5.3 Learning related activities:
* Actively continue English language support/communication skills initiatives.
* Continue, and if possible extend, student mentoring initiatives.
* Undertake inter-cultural teaching/learning pilot projects
* Provide cross-cultural training for staff
* Institute a Faculty based Educational Development Unit for staff support
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* Share staff innovations in capitalising on student diversity in learning processes
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* Institute a program for exploring the nature of diversity in students, and how it might be addressed effectively.
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5.5 Reputation related initiatives:
* Explore ways of building Alumni into the Faculty
* Consider the introduction of a student’s section into Comet.