



Internationalizing Postgraduate Education and Training

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This paper proposes that a structured approach to internationalization, with comprehensive staff and community engagement, is critical in building a truly international university. Internationalisation means that an international dimension is integrated into all areas of activity, into our teaching, our research and our external engagement. Building a truly international university requires culture change both within and external to the University. Internationalization means that University staff and local communities must be sensitive to, and willing to accommodate, the needs and customs of international students and staff. In the last twenty years, internationalization of university education and research has become a major driver in the strategic development plans of many universities worldwide. For those universities looking to build a sustainable presence internationally, internationalisation has shifted from commercially motivated, student recruitment to embrace more collaborative, socially responsible approaches. The benefits of internationalization extend beyond the financial and there is an increasing understanding that more responsible and comprehensive approaches are needed.

Many of the world's top Universities like to promote the idea that they work on global problems. They do globally significant research in areas such as health, climate change and agriculture. Global problems require global solutions and positive engagement in an internationalization agenda can help facilitate global solutions. Internationalization provides both students and staff with a range of study and travel opportunities that help position them better for success in a global employment market. International collaborations help augment the impact of our research by encouraging staff to engage in global programmes where their personal expertise and that of their home Universities are recognised and valued. Internationalization therefore promotes cultural diversity and fosters intercultural understanding, respect, and tolerance among peoples. It can also mean more successful and globally relevant research outputs.

Many universities would argue that they are already international and many staff can show evidence of international collaboration through published papers or collaborative work with overseas colleagues. However, some commentators have argued that 'comprehensive internationalization is not possible without internationalization of the curriculum'. So, how do Universities seeking to internationalize provide transformative learning experiences for their students that help them acquire the cultural, linguistic and disciplinary skills needed to operate globally.

This paper will use a number of case studies to show how the Faculty of Science at UWA has tried to integrate research, postgraduate and undergraduate education in order to build its activities internationally. The paper will argue that true internationalisation cannot be realised without strong disciplinary strengths in research and in teaching. The presentation will draw on a number of international case studies to show how staff and student exchanges have been used to build productive and sustainable international partnerships in research and teaching in areas such as Agriculture and Environmental Sciences.