

DASSH Associate Deans (International) Network

Beyond the Study Tour: Strategies for Enhancing Short-Term Learning Abroad in the Arts, Social Sciences and Humanities

Friday 19 May 2017

University of Technology Sydney

**Building 10.14.201, UTS Faculty of Arts and Social Sciences
235 Jones Street, Ultimo**

This one-day forum is designed for leaders and managers in the Arts, Social Sciences and Humanities in Australia and New Zealand who are keen to expand and enrich short-term overseas study opportunities for students. Presenters from a range of institutions will consider the key strategic and operational challenges, share experience of successes and failures, and consider innovative approaches.

Attendees

NAME	POSITION	FACULTY/SCHOOL	INSTITUTION
Sven Schottman	Director of Internationalisation	Arts, Education and Law Group	Griffith University
Ralph Crane	Academic Director International	College of Arts and Law	University of Tasmania
Cecilia Hewlett	Associate Dean International	Arts	Monash University
Anna Cristina Pertierra	Director, International	Humanities and Communication Arts	Western Sydney University
Nick Carter	Director, International	Faculty of Education and Arts	Australian Catholic University
Jenna Robichaud	Deputy Manager, Student Mobility and Support Services	ANU College of Asia and the Pacific	Australian National University
Tilly Hickenbotham	Coordinator, Short Programs and Virtual Exchange	ANU Global Programs	Australian National University
Alastair de Rozario	Study Tour Coordinator	Mobility Unit	Swinburne
Stewart Collins	Manager, Global Mobility	Mobility Unit	Swinburne
Jacqueline Lo	Associate Dean International	College of Arts and Social Sciences	Australian National University
Mark Finn	Academic Director International and Pathways	Faculty of Health, Arts and Design	Swinburne University of Technology
Chris Ziguas	Deputy Dean, International	School of Global Urban and Social Studies	RMIT
Christina Rose	Senior Administrative Officer	College of Arts and Social Sciences	Australian National University
Susan Oguro	Director (Internationalisation)	Faculty of Arts and Social Sciences	University of Technology Sydney
Rachel Hains-Wesson	Director, Work Integrated Learning	Business Faculty	University of Sydney
Ellen Kent	Program Officer	Australian Consortium for 'In-Country' Indonesian Studies	University of Western Australia
John Buchanan	Engagement and International Coordinator	School of Education, Faculty of Arts and Social Sciences	University of Technology Sydney
APOLOGIES			
Karen Walker	Head, Student Affairs and Engagement	Faculty of Arts and Social Sciences	The University of Sydney

Program and notes

Strategic alignment

Facilitator: Jacqueline Lo (ANU)

Contributor: Nick Carter (ACU) & Cecilia Hewlett (Monash)

- Trends in provision of short-term learning abroad
- Rationales
- Bottom-up vs top-down initiation

Key messages of the session were around:

- Getting faculties to think strategically by implementing long term goals for learning abroad such as a 3-5 year plan.
- Ensuring the programs are safe and sustainable for students such as implementing protocols that are currently lacking around moving groups of students internationally including defining staff/student ratios; risk management and fieldwork policies.
- Implementing strong approval processes for faculty from the inception of a program, and student approval processes.
- Getting buy-in from all levels of the institution including developing evidence for why learning abroad is vital, developing collaborative programs that are co-taught with international faculties, and undertaking alumni study on the impact of employability outcomes.

The group discussion included:

- Equity in travel scholarships and gaps in between funds NCP might grant and the cost of a program to a student.
- Collaborative (Skype), co-online teaching for short courses, and reciprocal study tours.
- Utilisation of strategic partnerships to facilitate programs abroad.
- Tracking the impact of performance and collaborations as evidence to support the programs when seeking buy-in at all levels.
- Cross-institutional engagement to enhance academic leadership and processes which are lacking.

Making it work

Facilitator: Mark Finn (Swinburne)

- Risk management
- Workload models
- Working with partners
- Promotion
- Toolkits

Key messages of the session were around:

- Matching study abroad objectives with the wider university strategic objectives.
- Targeting recruitment to get the right of students for a particular program, including selection processes such as addressing criteria, interviews, and risk mitigation in the area of mental health.
- Strategy for rejecting students by having a defensible exclusion position, the need to write essays as part of the application.
- Risk management in the form of: student charters/agreements; “send home” provisions/conditions; staff training; vetting of third parties; reporting procedures; staff workloads and recognition.

The group discussion included:

- Risk mitigation in the area of mental health by: having the university health centre check the applicants medical history; have the students declare on the application that they will have to

see a medical practitioner before they depart; students to develop a health and wellness plan in preparation for any unforeseen issues arising when abroad; code of conduct and behaviours and mental health training for staff; incorporating accessibility into program at initiation; mandating of pre-departure/re-entry briefings including cultural preparation (even if online module); full risk and mental health debrief upon return.

- To compensate staff taking groups on study abroad programs who don't have their workload truly reflected, an international teaching award could recognise the effort, or internationalisation could be recognised for promotion.

Paying the bills

Facilitator: Christopher Ziguras (RMIT)

Contributor: Sven Schottman (Griffith)

- Financial models
- Funding support (NCP, Endeavour, OS-HELP, etc.)
- Use of incidental fees
- Sponsorship

Key messages of the session were around:

- The division of costs between students and the university; incidental fees in passed on to students in addition to tuition to fund partners and reduce academic workloads.
- Sources of funding available to students including OCL, NCP and Endeavour, with funding usually at a local level rather than a strategic level.

The group discussion included:

- Joint study tour initiatives to enable costs to be shared.
- Multidisciplinary programs – focussed vs cultural.
- Equity in funding allocation to students – elite vs first in families, and the selection, promotion and identification of suitable students by academics.
- Selection processes including: the use of GPA's; statements of personal and academic performance; and interviews.

Learning and assessment

Facilitator: Susan Oguro (UTS)

Contributor: Associate Professor Rachael Hains-Wesson, University of Sydney

- Pre-departure
- In-country
- Post return
- Integration of online and face-to-face learning
- Work integrated learning

Key messages of the session were around:

- Immersion assumption – ensuring the learning abroad experience is comprehensive and not superficial so that it is useful.
- Ensuring the program is not just about participation rates, that the educational aims are there and that it is not only about created an opportunity.
- Using blended learning and digital technologies (such as WhatsApp) and online learning systems whilst abroad to enable quick communication, facilitation for coursework, connection to a third party provider; and relationship building within the group.
- Issues around equity of not all students having a smart device enabling them to use the same technologies.
- Implementing roles, responsibilities and processes early in the program including policies on copyright and the use of photos that others share within the group.
- Enhancing workplace learning through mobile digital technologies (OLT)

<https://gps4wpl.wordpress.com/2015/06/19/241/>

The group discussion included:

- The importance of having an emergency group set up in WhatsApp and the ability to mute the other groups after hours to enable staff to enforce boundaries with students.
- Applications equivalent to WhatsApp and appropriate in different countries such as WeeChat in China.
- The importance of university policies and risk management in the intellectual property/social media space to protect staff and students from inappropriate use, and the institutions from reputational damage.

Future directions

Discussion around a theme for the workshop at the Melbourne DASSH on 13-15 September 17 at La Trobe:

- Research pilot project: short descriptions of everyone's roles; what percentage of full time load is committed to learning abroad; inventory of study abroad opportunities each university has (snapshot of 2015-16); collection of toolkits, best practice guides, curriculum design and assessment outlines; case studies; ACICIS permission to share good examples.
- Format for workshop could be: Session 1, '*Assessment practices in DASSH mobility units*' with a presentation on the day, and possible joint publications and long term ongoing project.
- Session 2, '*Mental health/wellness and inclusion*' with a sub-category of risk management and a professional in the field to attend as a guest speaker.
- Tilly Hickenbotham may be able to source examples from her previous workplace of templates and processes for mental health/wellness and inclusion.
- It was agreed that the topic for Session 1 would require substantial preliminary work and the timeframe until the workshop would not be sufficient to complete this thoroughly, so the workshop would be focussed on *Mental health/wellness and inclusion* only, ensuring issues such as managing distress, minor and critical incidents are covered.
- A public access folder is to be set up to share resources.
- Powerpoints of the day's presentations is to be circulated to attendees.