

International Postgraduate Research Students have a role in Internationalisation within the campus – a case study.

Terry McGrath¹, Sylvia Hooker²,

1 ISMNZ/ Massey University, terry@ism.org.nz

2 Massey University, s.d.hooker@massey.ac.nz

Often when we think of internationalisation we neglect the role our international postgraduate and research based scholars can play in internationalisation of the campus. This sector of the student body can be a significant resource for developing internationalisation within a campus. In this paper we discuss how intentionally involving and utilising international higher education students can enhance internationalisation within a campus. As a framework for discussing this we use Knight's definition of internationalisation:

Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post secondary education. (Knight, 2003)

And our case study looked at the five dimensions for internationalisation identified in the New Zealand national policy framework that responds to and uses the above definition:

- Institutional Strategy and Responses
- Teaching Learning and the Student Experience
- Internationalisation of Research
- International Student Programme
- International Outreach

The case study was conducted within one campus whose international student body is very culturally diverse with almost a third being post graduate students or visiting scholars. The study described in this paper focuses on how these students are being used intentionally or by default to further internationalisation and also identifies how at times they can be neglected as a resource. The discussion of our results which are drawn from interviews, observations and survey data explores the climate created within the context of the campus for internationalisation and how higher education international students are catalytic to achieving internationalisation aims. In so doing we identify key interpersonal roles to ensuring this group of students are integrated within the internationalisation process. The roles of persons such as supervisors, orientation providers, research technicians, teaching staff, local community and general campus staff emerge as both bridges and barriers to the internationalisation process.

The conclusion we draw is advisory and may be applicable in contexts beyond the campus in our case study. Certainly within the context of our case it alerts us to the contribution our higher education international students make and could make to internationalisation of the campus.

Key Words

Internationalisation, Higher Education , Supervisors, Research, Student experience.