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# Internationalization of Australian Higher Education: A Critical Review of Literature and Research

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### Introduction

This chapter critically reviews scholarly and professional literature produced since 1990 on the internationalization of Australian higher education. It considers not only journal articles and monographs but also research theses and publications produced by government departments and agencies, non-government higher education organizations and specialized companies providing higher education support services. The chapter discusses briefly the concept of internationalization, traces Australian developments in the internationalization of higher education since 1990 and then reviews a wide variety of literature under the broad headings of: the processes of internationalization of higher education; national policy and evaluation; export of higher education services; international students; and various other aspects of the internationalization of Australian higher education. A final section attempts an overall assessment, pointing to both strengths and gaps in the literature and the unfortunate lack of effective interaction between scholars with distinctively different theoretical orientations and interests.

Since about 1990, a large amount of material has been produced by Australian and visiting scholars on various aspects of the internationalization of higher education, particularly relating to developments in and with regard to Australia. By far the main topics of concentration reflect the major commitment of Australian higher education institutions and governments to the export of higher education services and to the rapid expansion in international student enrolments. In many respects it is reassuring that the dramatic expansion in Australian international higher education student enrolments has been supported by such an impressive amount of research effort, particularly related to the social and educational characteristics of overseas students, their learning and study experiences, English language competence and development, and student support.

This chapter is based on work completed for an extensive annotated bibliography on the internationalization of the Australian higher education sector (Harman & Nolan 2002) but it also takes into account more recent work. Material was identified mainly by library and web searches using a variety of general and specialist search engines.

## **Internationalization of Australian Higher Education**

Internationalization of higher education can be defined simply as a process of integrating international or inter-cultural dimensions into the teaching, research and service functions of higher education institutions. It is a process by which higher education is developed in a more international direction. As Hamilton (1998: 1) has observed, internationalization in the current context “is much broader than the export of education services; it involves scholarship, research and management issues as well as staff, domestic student and curriculum issues”. Across many countries, it is being increasingly recognized that internationalization is, or at least should be, an important mainstream element of higher education.

The term internationalization of higher education is frequently used today not only within universities and colleges but also by governments and international organizations, including UNESCO, the World Bank and various Non Government Organizations (NGOs). However, the term is used in a number of different senses in the literature, often without being defined in any precise way. As Knight (1999: 13) has observed, “it is clear that internationalization means different things to different people and as a result there is a great diversity of interpretations attributed to the concept”. Further, within the literature, frequently no clear differentiation in meaning is made between the terms internationalization of higher education and globalization in relation to higher education. There is also often some measure of confusion or overlap in the literature with related terms such as regionalization, nationalization and de-nationalization.

In practice, internationalization of higher education usually refers to one or a combination of the following activities:

- The international movement of students between countries;
- The international movement of academic staff and researchers;
- Internationalization of higher education curricula in order to achieve better understandings about other people and cultures, and competence in foreign languages;
- International links between nation states through open learning programs and new technologies;

- Bi-lateral links between governments and higher education institutions in different countries for collaboration in research, curriculum development, student and staff exchange, and other international activities;
- Multi-national collaboration such as via international organizations or through consortia such as Universitas Global; and
- Export education where education services are offered on a commercial basis in other countries, with students studying either in their home country or in the country of the provider.

In this chapter, the term internationalization of higher education is used to cover all these various aspects.

One notable feature of the world-wide literature on internationalization is that scholarly contributions and debate tend to be influenced by the geographic location of contributors and by local circumstances and issues. Thus, in many continental European countries, there is considerable interest in debates in internationalization of higher education on the impact of the European Union (EU) on higher education and its effects on the role of the nation state, especially in terms of higher education policy and provision. There also has been considerable interest in EU initiated student mobility programs. In contrast, in countries such as Australia and New Zealand much of the literature is related to the export of education services, education markets and marketing, and the characteristics and learning styles of international students, particularly those from Asian countries. Still again in other parts of the world the internationalization debate is primarily about international power and dominion, and new forms of neo-colonialism and western cultural domination.

The terms internationalization of higher education and globalization are sometimes used as being synonymous. However, it is helpful to make a clear distinction between internationalization and globalization. For the purpose of this paper, the term globalization is used to refer to systems and relationships that are practised beyond the local and national dimensions at continental, meta-nation regional and world levels. These relationships can be technological, cultural, political and economic as well as educational. They can be expressed in flows of ideas, images, and people, or in terms of flows of money, goods and services. In a broader sense, globalization means simply becoming more global.

Over the past decade or so, Australian universities have made some important developments towards the goal of internationalization of higher education. With government encouragement, many universities have put efforts into internationalizing curricula and expanding the study of Asian languages in order to facilitate understanding of other cultures and to support further expansion of Australia's trade, although generally progress in these areas has been far less than hoped for. University research is now more closely linked internationally by close collaboration with research groups and networks in other countries. However, by far the most dramatic and, in many respects, important developments in the internationalization of higher

education have been the expansion in enrolments of fee-paying international students (Harman & Nolan 2002).

Today Australia is the third largest exporter of higher education services internationally, coming in rank order after the United States and the United Kingdom. In 2002, Australian public higher education institutions enrolled 185,000 international students and these enrolments constituted over 21 per cent of the total student load. Twelve years earlier Australian universities had only 29,000 international students. About two thirds of current international higher education students are enrolled on university campuses in Australia while the remainder are enrolled 'offshore'. 'Offshore' enrolments refer to students enrolled with Australian universities but who study entirely or largely within their own countries. Such enrolments include students enrolled in overseas campuses operated by Australian universities, in joint programs with overseas partner institutions, in institutions that offer Australian courses on a franchised basis and as independent distance education students. In addition, approximately an additional 30,000 international students are enrolled as foreign 'study abroad' students in Australian universities and as students in private higher education institutions. Recent figures indicate that international higher education enrolments generate well over AUSD2 billion annually for Australian universities (Nelson 2002: 52-54) while in addition substantial amounts are spent by international students in living expenses and by their visiting families and friends.

The large-scale export of higher educational services is a relatively new and somewhat controversial aspect of the internationalization of higher education. In many countries, the export of educational services is not even considered as a legitimate aspect of internationalization while in some cases the idea of selling a public good such as higher education is seen as being undesirable and even offensive. On the other hand, the export of education services is one of the new realities of internationalization. Recently it has received increased attention with the General Agreement of Trade in Services (GATS), which aims to promote freer trade in services including education by removing many of the existing barriers. Even within the Asia and Pacific region, the GATS negotiations are controversial, dividing nations into supporters and opponents.

### **The Processes of Internationalization of Higher Education**

Australian scholars have contributed significantly to the recent world-wide debate on internationalization and globalization and their impact on higher education, although in more recent years the bulk of the Australian research effort on higher education internationalization has been directed to specialized aspects related to the dramatic and important expansion in the export of higher education services, especially in the Asia Pacific region. To a large extent, especially in the early 1990s, Australian work addressing broader global issues largely mirrored other contributions to international

literature, covering a wide variety of topics and ranging from being highly critical of aspects of internationalization to being strongly supportive. More recently, work has concentrated on the precise meanings of the two terms, globalization and internationalization, and how they are applied in different situations, the main drivers of internationalization and globalization, the effects of globalization on university organization and academics, and recent developments with regard to GATS and what the possible implications might be for different forms of higher education, and higher education in different countries. The Australian literature also includes discussion of the benefits and threats from globalization and internationalization, trade in higher education services, the application of new technologies to higher education delivery, the impact of internationalization on quality assurance and Australia's international links in scientific cooperation. Australian scholars also have shown increasing interest in the higher education systems of those countries that have become Australia's main markets for overseas students.

Issues related to internationalization and globalization have been discussed by a variety of Australian scholars and visiting overseas scholars who have researched aspects of Australian internationalization of higher education. For example, Jones (1998, 1999) has put forward conceptions of globalization and internationalism that are somewhat different to those of European scholars (e.g. Enders 2002, Teichler 2002) and Australian government agencies. Jones sees globalization:

... as economic integration, achieved in particular through the establishment of a global market-place marked by free trade and a minimum of regulation. In contrast, internationalism refers to the promotion of global peace and well-being through the development and application of international structures, primarily but not solely of an intergovernmental kind. Despite important conceptual difficulties in formulating the case for internationalism and despite the world's patchy record in putting its principles into effect, the essentially pro-democratic logic of internationalism stands in sharp contrast to the logic of globalization (Jones 1998: 143).

Jones attributes the term globalization as having come from the business world where it has been referred to as a "means of conducting business more efficiently, more profitably and more discreetly" (Jones 1998: 144). He comments:

It will come as no surprise to claim that an integral part of this aim was the intention to open up the world's markets and minimise the supervisory role of public authorities within them. Much of this globalization process came to be dependent on the adoption of reduced roles for government, not only as regulator but also as a provider of public services funded in a large measure through taxation (Jones 1998: 144).

In contrast, the well-known overseas scholars Jane Knight and Hans de Wit (1997), who undertook project work for the International Development Program of Australian Universities (IDP Education Australia) and had a significant impact on thinking on Australian higher education, took a less ideological and more pragmatic view, a view that has considerably influenced Australian thinking on internationalization and globalization. In her contribution to an influential OECD conference, Knight explained the concept of globalization “as the flow of technology, economy and knowledge, people, values, ideas ... across borders”, pointing out that globalization “affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (Knight 1999: 14). Knight saw internationalization of higher education as being “one of the ways that a country responds to the impact of globalization yet, at the same time, respects the individuality of the nation” (Knight 1999: 14).

The positive and negative impacts of internationalization and globalization have been dealt with by many scholars, including Welch and Denman (1997), Yang and Welch (2001), Meek (2002), Pratt and Poole (1999/2000), McBurnie (2000a), and McBurnie and Pollock (2000). Combinations of Australian based and overseas scholars have produced valuable collections of essays dealing with various aspects of the impact of globalization and globalized economies on university organization and management, and the academic profession (Currie & Newson 1998, Currie, DeAngelis, de Boer, Huisman & Lacotte 2002, Currie, Thiele & Harris 2002). In a number of these works, globalization is seen as being closely linked to the spread of a more strongly managerial culture within universities and a loss of traditional autonomy by academics. The global market for education services is discussed in detail from a strategic and services marketing perspectives by Mazzoral and Soutar (2002) while global quality assurance issues and their impact on and implications for Australia are dealt with by Woodhouse (2001) and Vidovich (2002). McBurnie (2000b) provides a useful case study of a review organized by GATE (Global Alliance of Transnational Education) of offshore courses operated by Monash University. A number of scholars have emphasized that the costs and benefits of internationalization should not be seen merely in economic terms.

Some of the few Australian scholars to deal with recent developments with regard to GATS are Meek (2002) and McBurnie and Zигuras (2003) who provide detailed discussion of GATS and Australia’s involvement to date. GATS is administered by the World Trade Organization and its purpose is to promote freer trade in services by removing many of the existing barriers. Not surprisingly, GATS is strongly dividing nations, with supporters highlighting benefits in terms of innovations through new providers and delivery modes, greater student access, and increased economic gains while critics focus on threats to the role of government in higher education, public good issues and threats to the maintenance of high quality provision. Already a number of countries including the United Kingdom, the United

States, New Zealand and Australia have made commitments in relation to education. Australia's position in 2002 was as follows:

Australia currently enjoys the benefits of having a relatively open education and training regime. This openness is reflected in the significant number of commitments that Australia has entered in its current GATS schedule for the following education services: secondary education, higher education and other education services. Australia believes that all Members should, in the context of the current round, consider entering commitments on education services similar to those already entered by Australia. This particularly applies to those Members who have previously failed to enter any commitments in relation to education services (Australian Department of Foreign Affairs and Trade 2002).

While the Australian Government is playing a leading role in promoting trade liberalization, it is also pursuing a more diversified approach to trade promotion including building confidence in international quality assurance mechanisms and demonstrating the benefits of trade-driven internationalization to importing countries (McBurnie & Ziguras 2003).

Work by the 'borderless higher education team' in Queensland has dealt well with the development of for-profit higher education, e-universities, universities on line, and the application of new media, and has been well recognized (Cunningham, Tapsall, Ryan, Stedman, Bagdon & Flew 1998, Cunningham, Ryan, Stedman, Tapsall, Bagdon, Flew & Coaldrake 2000, Ryan 2001). This work shows that while there has been considerable 'hype' about the likely involvement of global media networks in higher education, to date such developments are relatively small and the greatest single involvement by corporations is via the corporate university model. Work by this team has usefully complemented other work undertaken in the UK.

Other Australian research has included discussion of the role of OECD (Henry, Lingard, Rizvi & Taylor 2000), UNESCO and the World Bank (Jones 1997, Jones 2001), the regulation of transnational higher education (McBurnie 2000b, McBurnie & Ziguras 2001) and conceptual work by Marginson and Rhoades (2002) who put forward the idea of a 'glonacal' agency heuristic with the intersecting planes, emphasizing the simultaneous significance of global, national and local dimensions.

## **National Policy and Evaluation**

There is now an extensive literature dealing with the recent policies and efforts of Australian governments (especially the Commonwealth Government) on various aspects of internationalization. This includes material tracing substantial shifts in government policy, ministerial policy statements, the reports of committees of enquiry, evaluations of government programs, and material relating to links between internationalization and immigration, studies of population flows and the labour market,

and material on international agreements on the recognition of professional qualifications, and international scientific collaboration.

Australia's development as a higher education exporter has been prompted by important shifts in Commonwealth Government policy since the mid-1980s with regard to foreign students, the funding of higher education and economic reform. Particularly important were decisions to actively recruit foreign students on a commercial basis, to actively encourage higher education institutions to raise more of their own revenue, and to restructure the economy encouraging a broadening of the formerly narrow export base to include specialized services. These changes have been well documented by various scholars, such as Harris and Jarrett (1990), Marshall (1993), Borsheim Stundal (1999) and Smart, Volet and Ang (2000), while two key government reports (Jackson 1984, Goldring 1984) provide important perspectives on factors which drove policy changes.

Australia's policy shift from aid to trade took place in the mid-1980s, driven partly by concerns about the effectiveness of the sponsored overseas student program but more particularly from recognition of the commercial possibilities in selling specialized services. From 1985 to the early 1990s, the policy focus was almost entirely on the commercial export of higher education services. However, in 1992, in response to criticisms and pressures from particular nearby Asian countries, the Commonwealth Government signalled a broader vision for international education that was expressed in detail by a Ministerial statement by Education Minister Beazley in 1992:

The Government recognises that international education is an increasingly important part of Australia's international relations. It uniquely spans the cultural, economic and interpersonal dimensions of international relations. It assists cultural understanding of all parties involved. It enriches Australia's education and training systems and the wider Australian society with a more international outlook (Beazley 1992).

Various reviews and commentaries have attempted to evaluate the results and impact of different policy initiatives. Some of this is historical, going back to the beginning of the Colombo Plan scheme and beyond (Auletta 2000, Back 1994). Internationalization strategies employed by Australian higher education institutions have been well documented by Back, Davis and Olsen (1996), while Grigg (1996) has provided an in-depth evaluation of the Overseas Postgraduate Scholarship Scheme, Smith and Smith (1999) have considered the internationalization of Australian vocational education and training while Baker, Robertson, Taylor, Doube and Rhall (1996) have assessed the impact of the presence of overseas students on the demand for and supply of labour and the efficiency of the labour market. A large number of papers have been generated for annual IDP Education Australia conferences, with papers being made available in published form (eg Davis & Olsen 1998, Olsen 2001).

A recent review by the Victorian Auditor General points to the clear benefits of export education and demonstrates that increased international student enrolments have not impacted adversely on access to university by domestic students (Cameron 2000).

Various types of international comparisons between Australia and comparable other countries have been attempted, mainly with government funding for project work. For example, Anderson and Johnston (1998) explored university autonomy, while Bourke and Butler (1995) and Matthews and Johnston (2000) analysed international research links and trends in public support for research and development, and Harman and Meek (2000) and Anderson, Johnston and Milligan (2000) explored Australia's quality assurance issues from an international perspective.

Overall the strong messages that emerges from the literature on national policy and evaluation are that Australia has achieved considerable success with the expansion of export education and that this has produced various positive impacts but that achievements in the internationalization of courses and capturing the benefits of internationalization for domestic students have been more limited.

### **Export of Higher Education Services**

An impressive and detailed literature has developed dealing with various aspects of the export of higher education services, including studies of comparative costs to students, economic benefits derived by institutions and nationally from export of higher education, overseas student markets relevant for Australia, and marketing and marketing strategies. Much of this has been developed with funding provided from government and university sources.

Since the mid-1990s, Australian Education International (a division of the Commonwealth Department of Education, Science and Training) in combination with IDP Education Australia have sponsored and carried out a series of valuable studies assessing comparative costs to international students of study in Australia, New Zealand, the United Kingdom, Canada and the United States. The first major study by Back, Davis and Olsen (1997) found that total costs, including living expenses, were consistently higher in the United States and the United Kingdom than in other countries. It also found that tuition fees in Australia were generally in the middle of the field and consistently lower than in the United Kingdom and American public universities. More recent updates of this study have confirmed Australia's continuing cost advantages for students (Australian Education International 2002a). Other work has considered additional benefits for both overseas students and the Australian community, including the impact of the presence of international students on the Australian labour market (Baker 1996).

The literature on overseas student markets and marketing deals with particular geographic markets, marketing and student recruitment strategies, how students make choices of the country and institution for study, and student satisfaction studies. For example, Hill, Romm and Paterson (1992) report on pre-purchase decision-making by

overseas students prior to their arrival in Australia, while Lawley (1993) identifies factors affecting choice of destination by students from Hong Kong, and Mazzoral and Soutar (2002) suggest strategies for higher education institutions to use in order to maintain a competitive edge in a rapidly changing education market. Significantly, the Australian Education International (2002b) study reports a high degree of student satisfaction amongst international students who completed a course of study in 1999 in an Australian higher education institution. Ninety-one per cent of respondents said that they were 'satisfied' or 'very satisfied' with the quality of education in Australia, 88 per cent were 'satisfied' or very satisfied with the quality of the course in which they were enrolled, while 92 per cent said that they would either 'strongly recommend' or 'recommend' studying in Australia to other students in their home country.

### **International Students and Student Experience**

As already noted, by far the largest amount of literature is on overseas students, including their social and educational characteristics, their learning styles, their mastery of English language, teaching methods and support services. It covers both full-fee and sponsored students. This literature has been generated largely by university academics and research students and demonstrates a strong commitment by academics and their departments to provide high quality and relevant education to both full-fee and sponsored students. Relatively little of the material on overseas students was the result of large-scale sponsored research projects while a high proportion was generated by academic staff and postgraduate research students. Some seventeen PhD and research masters theses were identified dealing with English language competence, teaching English to speakers of other languages (TESOL) and English language intensive courses for overseas students (ELICOS), while eight dealt with the characteristics and perceptions of overseas students.

Work on student characteristics and student perceptions covers a range of topics including students' aspirations, student experiences and perceptions of their courses and institutions, and the experience of particular groups of students such as women and students from particular countries. For example, Andressen (1997) reports on the characteristics of students from the major markets of Hong Kong, South Korea, Taiwan, Malaysia and Singapore, while Leong (1994) reports on the perceptions of Australian tertiary education by Hong Kong students studying at three universities in Melbourne, and Suen (1994) considers the adjustment experiences of mature age Hong Kong students studying in Australia.

The material on the study and learning experiences of overseas students is particularly rich and draws on substantial work carried out by scholars in Hong Kong, Britain and America as well as Australia. This literature covers topics such as the impact of culture and values on learning environments, learning autonomy, and styles of learning. Major issues that have attracted considerable attention are whether or not

Asian and Australian students adopt distinctively different study and learning approaches (eg Biggs 1997, Smith, Miller & Crassini 1998) and common stereotypes about the prior educational experiences of international students from Asian countries (Ninnes, Aitchison & Kalos 1999).

Intercultural and social relations between overseas and Australian students have been another major topic of interest. This literature has been particularly interested in how well overseas students adjust to the Australian social environment and cope with different kinds of problems, the impact of overseas students on Australian students, and social interactions between Australian and overseas students. In a major review of this literature and their research, Smart, Volet and Ang (2000) conclude that Australian and international students mix relatively uneasily and infrequently on Australian campuses. Their report:

...reveals a picture of two parallel streams of students proceeding through university – the Australian and the international - within close proximity but, in the majority of cases, with little or only superficial contact and interaction. A variety of exit and other surveys confirms this fairly common experience and record repeated expressions of disappointed expectations by international students who had hoped to meet and form close friendships with Australian students, visit Australian homes and experience local culture first hand (Smart, Volet & Ang 2000: 9).

What is not clear, however, is how seriously these failures in social interaction are viewed by international students themselves and to what extent this affects their course satisfaction. For example, Romm, Patterson and Hill (1991) concluded from in-depth interviews with international students that the lack of social interaction with domestic students was a major source of dissatisfaction for international students. International students reported great difficulty in communicating and/or establishing any meaningful relations with local students. On the other hand, the survey of international student graduates from 1999 (Australian Education International 2002a) reported that 62 per cent of respondents were ‘very satisfied’ or ‘satisfied’ with the quality of interaction with Australian students, although it must be admitted that the level of satisfaction here was considerably lower than that for other aspects of their experience as students in Australia (see also Prescott & Hellstén, this volume).

Teaching methods particularly suitable for overseas students have attracted considerable attention. These include material particularly designed to assist academics (e.g. Ballard & Clanchy 1996, Brick 1991) as well as specialist studies of such topics as dealing with racism (Lilley 2001), ‘deep’ and ‘surface’ methods of learning (McLaughlin 1995) and distance education delivery (Leask 1999, Sloper 1990). A number of papers deal with teaching of particular subjects including management (Sharma & Roy 1996) and visual arts (Leong, Power, Mason & Wright 1997).

Not surprisingly, issues about English language competence and strategies for teaching English as a second language have attracted a great deal of attention, parti-

cularly from serious researchers including a relatively large number of PhD and research masters students. A number of studies point to the combination of language and learning style problems (McLaughlin 1996, Cho 2002). Several universities have experimented with a variety of methodologies in developing English language skills, including the Reflective Practice Method and the use of computers. Serious work has also been carried out evaluating the utility of different methods of testing overseas student competence in English, including the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL) (Broadstock 1995). How Vietnamese culturally situated notions of politeness influence writing in academic English is explored by Phan (2003).

More limited work deals with postgraduate students, teaching strategies used for overseas students, the use of distance education and new technologies, and the role of libraries and support services. Some particularly important work has been carried out on particular problems relating to thesis supervision of overseas postgraduate students (Aspland 1999, Ingleton & Cadman 2002) and financial support for international PhD students and their career ambitions (Harman 2003).

### **Other Aspects of the Internationalization of Australian Higher Education**

While both the Commonwealth Government and higher education institutions have emphasized the importance of internationalization of the curriculum and encouraging increased numbers of Australian students to study abroad, as already noted, achievements have been far less than hoped for. At the same time, there is a growing literature on topics such as curriculum internationalization and there is evidence that particular universities are making impressive developments in internationalization of curricula. Literature on the institutional internationalization covers such topics as study abroad and student exchange by Australian domestic students and their international orientations; internationalizing the university curriculum; international links of university staff; and staff orientations with respect to internationalization in higher education.

Detailed general discussions of the internationalization of Australian higher education within institutions are surprisingly limited. At least a small number of universities have made serious efforts to develop detailed internationalization strategies and are proceeding with their implementation. The University of Western Australia (1999), for example, circulated a detailed discussion paper outlining a strategy for internationalization and has appointed a Dean for International Relations as a senior management appointment. While there is some information on arrangements for student exchange programs in particular universities, there is relatively little up-to-date information about the overall picture on student exchange and study abroad, although work by Corbie, McBurnie and Siribumrungsukha (1995), Clyne and Rizvi (1998), and Dethlefs (1998) indicates that the experience of Australian undergraduates on student exchange is strongly positive. Specialist professional programs in business,

agribusiness, engineering, science, and teaching in a number of universities have experimented with various kinds of overseas experience for their domestic students, including study tours, student exchange, international practicum and intensive periods of language study in a foreign country. Dethlefs (1998), for example, reports on a University of Wollongong course which has a compulsory in-country study program during the summer session in Japan for a period of 5-6 weeks. With this arrangement, the benefits are seen to extend further than simply to language and culture acquisition. An example is how groups of Tasmanian pre-service teachers deal with cultural differences during the school experience and rural homestay in Indonesia is provided by Harbon (2002).

From the literature it is difficult to assess the extent of internationalization of curricula for Australian students that has taken place across the sector. Back, Davis and Olsen (1997) reported that 30 of 36 universities had in place strategies for internationalization of the form and content of the teaching curriculum and 21 universities gave themselves at least a pass mark in assessing their achievements in implementing these strategies. All but one university reported a policy of internationalization in their mission statements and all included a policy of internationalization as part of their corporate plan. Twenty five universities reported an explicit commitment to quality assurance and international benchmarking for their international activities. However, there is little information on how deeply internationalization efforts at departmental and faculty levels in curriculum development have been implemented across the sector.

At the same time, there is evidence of important innovation at least in a small number of universities, all of which are leaders in terms of total numbers of international students enrolled. For example, such experiments at Curtin University include the areas of health promotion education, social work, mining, agribusiness, culture, science and pharmacy (eg Collins 1997, Graham & Govindarajalu 1997, Maynard, Saunders & Lawrance 1997). Another example is at the University of South Australia where the Flexible Learning Centre is providing support to academic staff and departments in internationalizing courses so that graduates will develop an international perspective, and in devising ways to assist both international and Australian students to work more effectively together (Leask 2001a, 2001b, 2002). The Flexible Learning Centre of the University of South Australia has available impressive resource materials to assist staff (University of South Australia 2002a, 2000b) while the Division of Business and Enterprise has completed an exemplar project on embedding graduate qualities (Page 2002).

In contrast, apart from information on overseas qualifications by Anderson, Arthur and Stokes (1997) and information of research collaboration, there is almost a complete absence of material on the active involvement of academics in internationalization, their perceptions of other cultures and people, the value they place on internationalization and their competence in speaking and reading other languages than English.

## **Assessment and Conclusions**

The review and discussion demonstrates the considerable recent interest by researchers in the areas of internationalization of Australian higher education and internationalization of higher education more generally. This has led to the development of a substantial and impressive literature that has proved to be of considerable interest to academics and other professionals working with international students and in international education endeavours in Australian universities, as well as to policy-makers in government and commercial agencies. This literature also has attracted considerable interest from abroad, not only from scholars and policy makers in other nations involved in the export of education services but from much broader groups including senior personnel in NGOs and in government agencies in countries which provide Australia with large numbers of international students.

The most detailed work on the internationalization of Australian higher education has focused particularly on processes of internationalization, discussion and evaluation of national policy and government initiatives, the export and marketing of higher education services, the social and educational backgrounds of students, the social and learning experiences of students, and the efforts of teachers and professionals to facilitate student learning and provide effective student support. Within these various areas, there are a number of nodes of particular concentration, such as evaluations of student experiences and satisfaction, costs and marketing studies, reports on patterns of social interaction between international and domestic students, learning and intercultural student experiences, and English language competence and ELICOS teaching. Australian researchers have also contributed to the worldwide literature on internationalization, with possibly the most substantial contributions relating to what has become known as borderless education and issues related to cross border trade in higher education services.

Somewhat surprisingly, apart from an officially commissioned review of the Overseas Postgraduate Research Scholarship Scheme (Grigg 1996), there have been comparatively few Australian Government commissioned evaluations of sponsored student programs and relatively little written about the views and experiences of NGOs, international agencies and home governments that support sponsored students. Neither is there available much in the way of detailed information on the views of particular Asian Governments about Australia's efforts in export education, or how the poorest nations in the Asian Pacific region view Australia's internationalization thrust or the impact of internationalization more broadly on their education systems. Comparatively little is available in the way of longer-term follow-up studies of international students' education in Australian universities.

The material on the internationalization of Australian higher education students, curricula and staff is relatively limited. While it is clear that student experiences with study abroad and exchange are largely positive, few detailed studies are available about the numbers of students involved in study abroad, where they go and for how

long, what credits students earn towards formal qualifications in their home universities, and how such programs are arranged and sustained. Very little is known about the foreign language competence of domestic students, or about the extent to which Australian institutions require foreign language competence as a basis for admission to particular courses. Neither does there appear to be much in the way of studies that deal with global understandings by Australian domestic university students, or of international graduate attributes among international students in Australian universities. Apart from the studies of social interactions of Australian and overseas students, there is relatively little in the way of work that assesses to what extent the presence of overseas students on Australian campuses contributes to internationalization of Australian education and training. A number of universities clearly are experimenting with internationalizing the curriculum, but the literature gives no detailed and up-to-date census of how extensive these initiatives are, the number of universities involved and the degree of success achieved.

The research push that has generated the impressive range of material on internationalization has come from the influence of different drivers. Students of comparative education quite naturally have been drawn to study the forces of internationalization and globalization, and their effects on different societies and education systems. Some scholars have been attracted by funds available for sponsored projects from government agencies, IDP Education Australia, NGOs and individual universities, while others have been successful in attracting competitive research grants from their own universities or from the Australian Research Council. However, a substantial amount of work has been achieved by academics and research students with relatively modest resources. Such work has concentrated particularly on such topic areas as international student characteristics and student learning experiences, and the internationalization of curricula.

Scholars from many different perspectives and disciplines have been involved in the research effort, but their interests have diverged to a marked extent so that work on any particular theme and topic usually has come from a limited group of scholars with shared interests. For instance, most of the work on internationalization of the curriculum and particular teaching efforts has come mainly from academics in such fields as accounting and business studies, management and computer science, and from specialists in university teaching and learning centres, while discussions of the globalization and the overall impact of internationalization has drawn interest mainly from scholars in comparative education and sociology.

Unfortunately, in many cases the various groups of scholars have gone about their research efforts largely in isolation from other scholars with different interests in internationalization. In fact, a relatively simple analysis of reference lists in various publications suggests that generally scholars in particular specialties seldom read literature outside their own specialization. This is unfortunate since a high degree of interaction could well be beneficial to scholarship generally on internationalization topics.

Associated with this is an urgent need to bring together some of the main findings, especially the in-depth work of higher degree research students on international students, student learning and language issues in order that academics generally might benefit in enhancing their approaches to the teaching of international students and internationalizing the curriculum. Possibly the Australian Department of Education, Science and Training (DEST) or IDP Education Australia could perform an important service by sponsoring a series of studies reviewing detailed research on particular topics and facilitating dissemination to academics and institutional managers.

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