

Internationalization of Higher Education; a Comparative Case Study Between U.S. and Australian Universities.

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Abstract

Universities around the world tag their mission statements and initiatives with *internationalization*. Internationalization has become a major factor in every sector of the world, to ensure national security and to foster relationships between cultures so they may benefit from each other. This paper examines the many definitions of internationalization of higher education by comparing American universities with Australian universities. This paper examines how globalization is the key factor in enforcing internationalization of higher education programs in each country. In this paper, internationalization is comprised of three categories: international students, international faculty, and implementation of international programs. Two case studies were reviewed for their implementations of each U.S. and Australian university to determine how efficient and beneficial each university is in integrating internationalization.

1. Globalization and Internationalization of Higher Education

According to Altbach and Knight who focus on the motivations and realities of internationalization of higher education in their journal article, globalization is defined as the economic, political, and societal forces encouraging 21st century higher education toward international involvement.¹ Globalization and internationalization are often mistakenly conflated; the causation of one another in the context of education is both multidimensional and multifaceted. Globalization enforces the need for internationalization of higher education purely by definition. According to Finkelstein, there is no clear consensus about the difference between ‘internationalization’ and ‘globalization.’² Jane Knight defines internationalization as “a process of integrating an international, intercultural dimension into the teaching, research, and service functions of the institution.”³ According to Qiang, internationalization of higher education is the reaction and response to globalization, and how national identity and culture are key elements to internationalizing education.⁴ The scholarly literature defines internationalization as the mobility and immigration of international students, faculty and programs, whereas globalization is characterized as a global theme of capital, and those who have it and those that do not. Globalization gives rise to the disparity of equal access of education, and the different types of internationalization of higher education. Aligning with these themes, Altbach defines globalization of higher education as being affected by broad worldwide trends.⁵ The three major reasons for internationalization caused by globalization are that it is the interest in international security, maintenance of economic competitiveness and developing human understanding and empathy across nations.⁶ According to Altbach the modern 21st century defines higher education through the combination of the global, the national, and the local, which is congruent with what Qiang believes that the country’s culture, history and unique traits shape its response to and its relationships with other countries.⁷

Traditional internationalization of higher education only included studying abroad and having international researchers integrated onto campuses. The major shifts of traditional internationalization to present day internationalization include the rise of the Internet, the commercialization of international study, and the transformation of study abroad as a mass phenomenon.⁸ This is important in understanding the roles that students, faculty and institutional curriculums play in the internationalizing of higher education.

2. International Students

A key factor in the implementation of internationalization of higher education is international students contributing to universities financially, culturally, and intellectually. The amount of international travel among students has rapidly increased over the 20th century due to globalizing trends of free-trade and increasing accessibility to countries that were not accessible before the rise of globalization.⁹ Globalization has motivated higher education institutions to internationalize for economic incentives. “Individual internationalization”, or individuals who directly enroll with universities are primarily self-funded by themselves and their families to pay for their academic career, resulting in the largest source of funds for international education overall.¹⁰ The recruitment of international students is caused not only by a university’s interest in income but also due to global competitiveness, according to Qiang.¹¹ Internationalization in higher education serves an important role in developing countries because of the nature of international student mobility that flows predominantly from South to North.¹² Students in developing countries who have access to international education tend to go to countries that can provide education that will be beneficial not only for the student but for them to bring back to their home country.¹³ Globalization has provided access to large numbers of students, resulting in the movement of higher education shifting from being an elite enterprise to a mass phenomenon.¹⁴ The movement away from governmental funding, not only by choice, but to other new sources of income to sustain higher education include students and their families, philanthropic foundations and individuals, corporations that pay for research and development, and consulting fees.¹⁵

International students contribute their culture and language to universities depending on the different approaches universities have in support for them.¹⁶ Because of the push of globalization, it is important that students have an understanding of the world around them and the people who inhabit it; therefore, international students integrated in universities will likely contribute to national students’ perspectives and benefit from going abroad to study.

3. International Faculty & Staff

Faculty, who are at the center of academic processes such as internationalization, act as catalysts and initiators of international programs, collaborations, and as the daily implementers of new developments in international education.¹⁷ Historically, the term “internationalization” has been referred to the physical mobility of faculty and students across national borders.¹⁸ Border crossing has been traditionally supported by government sponsored programs. For example the Fulbright Scholars program, allows nearly 1,000 U.S. faculty to travel up to 1 year to teach and conduct research in 45 countries worldwide, and allows 1,000 foreign scholars to come to the U.S. annually.¹⁹ International faculty and staff play an important part in internationalizing higher education.²⁰ Shaping higher education to be a more internationalized institution requires three different sectors: international students, international faculty and staff, and international programs that engage the home institution.²¹ Blackburn and Lawrence’s study on internationalization of faculty suggest that the internationalization of academic work does not automatically continue on from the increasing internationalization of the birth origin of U.S. faculty, presenting an issue that the US does not emphasize international faculty or scholarship.²² Another noteworthy finding of Blackburn and Lawrence’s study is that the internationalization of faculty work was largely limited to research collaboration and not the implementation of international programming, or internationalizing the curriculum and courses.

4. International Programs

Traditionally internationalizing approaches for higher education included studying abroad, or student exchange, that aims to foster relationships with other nations for national security.²³ Different types of traditionally based internationalization of higher education compromise of campus based programs including study-abroad experiences, curriculum enrichment, foreign-language instruction, and sponsorship of foreign students to study on campus.²⁴ These campus-based initiatives are rarely for profit. Since internationalization of higher education has expanded and become multidimensional, new initiatives have grown out of globalization. These initiatives are more focused on profitability and centered on the goals of privately undertaken partnerships to deliver cross-border education courses and programs.²⁵

To internationalize the curriculum would mean implementing international programs by utilizing faculty, staff and students and integrating them into an international knowledge system. International higher education initiatives exist in many countries especially the large English-speaking nations that provide an array of services to support international students, and facilitate programs with national students.²⁶

The driving forces of internationalizing higher education are no longer merely institutions and governmental policy but increasingly supranational organizations.²⁷ These organizations include international consortia, networking, advertising and recruiting specifically for international students both in developed and developing countries.²⁸ Qiang defines and narrows down this issue of internationalizing programs to three different types of approaches that are also considered to be critical in understanding how institutions try to integrate their respective programs.²⁹ The first approach is defined as the activity approach, which is an early definition of what international education was in the 1970s and 80s. It promotes activities such as curriculum, student/faculty exchange, technical assistance and international students. Qiang's study expands this definition of international education by looking through the history of the definitions of international education.³⁰ The competency approach emphasizes the development of skills, knowledge and values in students, faculty and staff.³¹ The current literature about international education shows us differences in how international education has evolved from a not for profit initiative to the globalizing world learning to profit off of its students, faculty and programs and consequently, to be economically competitive.

5. Background: Internationalizing Higher Education in Australia

Because of globalization, there is a need to form better relationships with nations to ensure national security, which has resulted in internationalization of higher education worldwide. In the 1980s a consensus emerged that higher education institutions needed to continue to expand and grow, but that the government could not afford to offer free higher education in Australia.³² Since the government could not afford free higher education, universities have used different strategies for funding. Australia has purposely commercialized international student recruiting by establishing the international education program agency to build higher education as an export industry.³³ According to Adams, "Federal government policy in 1986 moved the education of foreign students from a taxpayer-subsidized activity to a highly successful export industry."³⁴

Federal policy and government intervention created a market-led approach for internationalizing higher education allowing universities to set their own fee levels and make their own decisions on how they invested in marketing and recruiting, infrastructure, student support, and teaching.³⁵ This policy has dramatically affected the process of recruitment of international students from a smaller scale activity to a professionalized export industry.³⁶

Student and staff mobility, internationalization of curriculum and formal international research partnerships are vital factors in internationalizing higher education in Australia and were highly criticized on the delay on implementation on Australia's part.³⁷ Paradoxically, the delay in implementation enabled export education to provide funds and infrastructure and effectively implemented internationalization strategies.³⁸ The exportation of education has allowed the Australian universities to raise their own funds for higher education. At least 15% of the university funds coming from international student fees which has become an industry worth about US \$8 billion.³⁹

Because markets have globalized, a new business model is emerging based on rapid responses to market change.⁴⁰ International student recruiting has evolved into new Internet marketing strategies and promotions in attracting international students to Australia.

New internationalization of higher education includes internationalizing the curriculum, offshore programs, staff and mobility, and the formation of cooperative links between institutions.⁴¹ Australia's approach to internationalizing higher education has resulted in education being its third largest export. This has turned internationalizing education into a marketplace for recruitment, admission functions, academic and social support of students, provision of facilities and operations of teaching departments. This in turn has led to internationalization of higher education to see international students, and even domestic students, as clients instead of benefactors.

Through this view of a "value chain approach", where education is seen as a commodity, universities are managing their relationships with international students, and meeting the students' needs.⁴² Great Britain and New Zealand have adopted the "export" model for education whereas European countries are moving to a traditional viewpoint.⁴³ This traditional viewpoint consists of European higher education institutions as not viewing their education system as an export but a public good by providing affordable and even free higher education. Higher education officials need to be focused on the quality of education instead of the profitability of international students.⁴⁴

Adam defines "export education in the Australian context is an educational services approach based on a public-private partnership with market-driven services that may provide a surplus to the institution, high quality educational and pastoral services to students, and export income to the nation, within a strong national regulatory framework."⁴⁵ This definition applies to Australia, New Zealand and the United Kingdom as each implement an exportation approach to higher education.⁴⁶ However, the U.S. and Canada, traditionally the top two destinations for international students, do not use an export approach to higher education.

The U.S. does not have an export look or feel, according to Adams. The United States sees recruitment of fee-paying students as a minor part of their international strategy.⁴⁷ This might be because it is the top destination for international students and therefore has legitimacy and does not need as much marketing and recruitment as Australia does.

Evidence suggests that international students go to countries in which there are a range of services provided for international students such as visa assistance, pre-departure orientations, and quality of facilities and education.⁴⁸ However there are of course costs to these services, which, by definition, are international student fees.

Although Australia is providing international student services, and treating international education as a commodity, there are criticisms about the level of support offered for international students.⁴⁹ These concerns include quality assurance of services in providing a positive experience throughout international students' studies.⁵⁰ Because of Australia's priority of marketization in higher education, it may be assumed that there needs to be more effort to sustain and support students by maximizing their learning experiences through quality assurance of support.⁵¹ The international dimension in Australian universities has become multi-dimensional.⁵² Participation of traditional semester and year long exchange are declining in Australia. This may be explained of the fact that students are now too busy to take a semester or year away.⁵³ Short-term programs are growing instead of semester or yearlong programs, which have entailed some criticisms such as the integrity of these programs and how they are viewed more as vacations than having academic rigor.⁵⁴

6. Australian Case Study:

Many Australian universities strive to be world-leading universities, whereas American universities may or may not be seeking such goals. University of Technology, in Sydney (UTS) strives to be a world leader university of technology and sees internationalization as a means to enhance its university status. The advance of technology has played an important role in globalization, therefore influencing the multidimensional internationalization of higher education. Universities like UTS have embraced technology as a strong suit in providing world-leading higher education. UTS is located in the heart of Sydney, a four-million person city and the largest city in Australia. Sydney provides a stimulating multicultural environment, further driving universities to cultivate internationalization as a primary goal in strategic plans. UTS enrolls over 39,000 undergraduate students including 10,730 international students.⁵⁵

UTS's strategic plan includes partnering with fifteen international technological universities, building upon an international student mobility program. The plan spans to include short-term study abroad programs, volunteer and work placements, and internationalizing the curriculum through the integration of students, faculty and staff. This is done in the hope of being the preferable campus for international students in Australia. This would simultaneously foster an international alumni network of UTS graduates around the world to have a strong connection to the university.⁵⁶ Characteristic of Australian universities, UTS's strategic plan highlights a focus of recruitment of international students. Their primary goals are to develop competitive credit arrangements with partnering universities, to improve communication between new students and the university, to grow the study abroad program, and to develop management strategies for tracking progress of articulation cohorts.⁵⁷

With the focus on the mobility of students, the development of institutional research partnerships will not only increase UTS's reputation, it will aid in attracting the best international students around the world, thus adding to the funding of universities. UTS believes its partnerships will be more successful by focusing on strategic and research based partnerships.⁵⁸

UTS plans on implementing a flagship partnership program, defined as partnerships with different universities in different countries, and it is recommended the partnerships are negotiated over a three-year period and include China, India, Asia, North America, Europe, and possibly Latin America. UTS understands that student mobility is imminent; therefore, UTS's strategic plan places a high value on the improvement of student services. This includes the improvement of their outward mobility program in studying abroad for their national students. Other recommendations for the improvement of outward mobility include implementing short courses, conferences, intensive language programs, international summer schools, study tours, and international work and volunteer placements.⁵⁹

UTS understands there is a huge need for support of international students, especially with the expectation of being a leading institution for international students. UTS's internationalization strategy includes developing strategic institutional research linkages, enhancing student mobility, and internationalizing their curriculum. The plan also seeks to improve the international student experience through better campus and community integration, building a strong international alumni network, develop international aid projects with international partners, and recruit new international students. Their primary goal of internationalizing their university is to attract the best students and staff and to expand potential research funding to improve their research rankings.⁶⁰ The ultimate aim of

this strategic plan is to utilize resources to aid the development of a peaceful society throughout the world.⁶¹ UTS prioritizes equipping students with global skills and cultural competencies which are now required of them to survive in an international environment, globalization continues to demand.

UTS sees an importance in sustaining relationships with their international student alumni, by providing life-long services such as providing childcare for students full time students and setting up alumni chapters. UTS sees the significance of international alumni because they understand that the university can utilize these relationships as influencers in key markets and possible benefactors for the university in the future.⁶² UTS is very much aware of the global perspective and need of renewal of their reputation within the global context. With this notion, UTS sees the opportunity to enhance its reputation by contributing to international aid and development projects with its country partners.⁶³ They intend to start up two flagship programs in areas such as public health and training.

Recruitment of new international students is a priority for UTS, as it is with many Australian universities. Mirroring the stagnation of Australian incoming international students, UTS has seen a slump in growth. UTS's strategic plan calls for approaches like diversifying the current recruitment channels and developing new technologies to communicate with potential students with abilities in tracking progress of articulation of new students.⁶⁴ UTS has a strict business perspective on recruiting new international students. Characteristic of Australian universities they are very focused on implementations that will increase their revenue. UTS has determined that China and India are important "markets" in developing high quality articulation programs.⁶⁵ Their jargon and wording is very much an aggressive business tactic through their International Strategy Report. UTS is also appointing representatives to serve on the behalf of their university to ensure the quality of education and experience of study abroad. They want to implement consultants working in-country partnerships in South America because they believe that it would be rising to competitor standards.

In addition to enhancing communication lines between potential international students, UTS seeks to create e-brochures that engage enquiries that allow the users to build online, being able to select preferred study programs along with details relating to UTS. Information taken from the user will then be used by the international enquiry management system. UTS's goal of revamping their online presence for international students will greatly enhance their reputation and transparency among prospective students.⁶⁶ UTS understands there is a need to have a more modern, user friendly and sophisticated communication strategy for engaging prospective students.

The end of the report concludes that internationalization of the university is not just the International Office of UTS's implementation on campus initiatives. The challenge of this strategy is to gain university wide support of internationalization in every area of the university and for each department to understand the need to integrate these strategies.⁶⁷

7. Background: Internationalization of U.S. Higher Education

The United States is the leading provider of international student enrollments, with an impressive number of 819,644 international students coming to the United States for higher education in the 2012-2013 academic year.⁶⁸ This is 21 percent of the global total.⁶⁹ The United States higher education system faces many difficulties in their approach to internationalizing education. One particular issue is increasing enrollment of international students when the tuition and fees are increasing faster than inflation, with a second being the decreasing access to U.S. students to higher education.⁷⁰ Also, a staggering 283,332 U.S. students studied abroad in the 2011-2012 academic year compared with the average of 600,000 international students coming to the United States annually.⁷¹ This is about 1.5% of the total tertiary student population, making it look very small in comparison of how many international students the U.S. attracts.⁷²

Another issue is regulation of the for-profit sector of education, which is the fastest growing segment of U.S. higher education.⁷³ The for-profit sector is growing internationally, and as for-profit businesses become leading providers for international students it could alter the perspective for international students. Fifty per cent of funding for U.S. students' postsecondary education is provided by the federal government through grants and loans. This shows the concerns for being able to afford studying abroad or having accessibility to international experiences.⁷⁴

Short-term study abroad programs have grown in the U.S. due to job commitments and the increase of demand to graduate on time. Forty five percent of U.S. full time students work, and 44 percent work over 35 hours during their undergraduate career.⁷⁵ With this influence of job-oriented students, many students perceive their study abroad experience as something to enhance their job prospects.⁷⁶ There is a growing interest in internships abroad that further supports this claim.

Turnover of older faculty to younger faculty has the initiative to internationalize curriculum and is more open to internationalization policies.⁷⁷ Consequently, this challenges those professors, who could be put out of a job if the university sees younger professors with international experience as an improvement to their university. Additionally, the lack of support in many universities to engage faculty to internationalize is not there.

Matters of admission, curriculum, and institutional policies and procedures are largely campus matters, and changes do not occur within the system; rather, they occur one campus at a time. Internationalization emerges through the institution's mission, tradition and current situation.⁷⁸ "In recent years it has become somewhat of a cliché for the newly appointed presidents and provosts to stress the importance of internationalization to the institution's future and to announce a commitment to expanding its global reach," according to international educators.⁷⁹ U.S. institutions now see recruiting more international students as one solution to their fiscal woes, much like Australian universities do too.⁸⁰ Many U.S. universities are focusing on Asian students, particularly Chinese.⁸¹

As internationalization becomes a central focus for universities around the world, institutions are faced with new obstacles in retaining international students and sending them out. Universities are now grappling with new decisions for international recruitment, deciding if they work alone, collectively, hire representatives/agents or partner with a provider that combines recruiting with a bridge program. All of these options are intended to help students transition successfully into U.S. Higher education institutions.⁸² Many institutions do not have travel budgets to support travel initiatives for recruitment of international students. Since there is not a nationally coordinated initiative for recruitment of international students, statewide initiatives have spread as a cost effective way for institutions to utilize resources enabling smaller and lesser known colleges to reach the international student sector.⁸³ The U.S. is slowly realizing its capacity of international students. The proportion of international students in the U.S. higher education now stands at a close 4 percent, indicating that there is noteworthy capacity for U.S. institutions to host more international students.⁸⁴ Once states and universities understand their capacities for hosting more international students, then collaborations with other global providers will be enhanced.⁸⁵ The U.S. in the past has needed to catch up with global demands of sophistication because they have been the world provider of international higher education.

The U.S. has not traditionally used agents for recruitment of international students, but more U.S. institutions will turn to recruitment agents to expand their student populations.⁸⁶

An example for the university partnerships would be Duke University's offshore campus in China. Duke University commissioned a study on the planned Duke-Kushan University partnership and learned that their business partnership with Kushan had a problem. The study concluded that Chinese students were not willing to pay a premium price for U.S. degrees delivered in their home country; rather, they wanted to experience living in the U.S. This also led to prospective students to be skeptical of the quality of U.S. degrees delivered away from the U.S. campus. This has led to Duke University to readdress their business partnership and found a new approach in recruiting international students to their partnership campus. With support this example, it is reasonable to agree that U.S. institutions acknowledge the significance of internationalization, and that their approaches need reworking.

8. American Council on Education

ACE is a higher education association that is highly recognized within the nation for representing the presidents of U.S. accredited institutions. This association gives centrality to higher education representatives and those from different sectors to resolve challenges within higher education with the focus on improving access and preparing every student to succeed.

Not only is this association broadly focused on leadership and academic advocacy for students, it is focused on internationalization of campuses in the U.S. ACE's Internationalization Laboratory provides services for universities wanting to internationalize their campus by providing them with guidance and insight to review universities' internationalization goals to develop strategic plans, and to effectively implement them. The internationalization laboratory is an outgrowth of ACE's Internationalization Collaborative, which is a group of over 110 member institutions of all types that has made a commitment to internationalization.

9. Case Study: UNC Greensboro

For this case study I have chosen to review UNC Greensboro's initiatives for internationalizing their university, which encapsulates the three major factors of internationalization. This case study will represent what I have been discussing throughout my paper of internationalizing universities and their motivations to do so.

In 2010, UNC Greensboro's Provost David H. Perrin appointed a team called the UNCG Internationalization Taskforce (ITF) to serve as the campus leadership team for UNCG's participation in the American Council on Education's Internationalization Laboratory. This was a twenty-month study of the internationalization of UNCG. This was a collaborative study done in conjunction with seven other schools across the Nation to conduct reviews in a comparative perspective.⁸⁷

Under the guidance of ACE's Internationalization Laboratory, UNC Greensboro has set university-wide student learning competencies that future graduates should develop by the time they graduate.⁸⁸ The 2009-2014 UNCG Strategic Plan established as one of its primary goal areas to undertake initiatives that would foster **“Internationalization - by being a university where students, faculty, and community integrate teaching, research, and service into a global context characterized by international and intercultural experiences and perspectives.”**

UNC Greensboro has a well-established International Programs Center led by the Associate Provost who reports to the Provost and serves on the Deans Council. There are five departments within this center: Study Abroad and Exchanges (SAE), International Student and Scholar Services (ISSS), Undergraduate International Admissions (IA), INTERLINK Language Center (UNCG's ESL provider) and houses the University of North Carolina Exchange Program (UNCEP) which is the system-wide exchange office that manages multilateral exchanges on behalf of the sixteen university UNC system.

UNC Greensboro has incorporated internationalization into its campus life by not only establishing departments such as those listed above but also by integrating and meshing international students into cultural discourse by creating student organizations such as the International Student Association that organizes and facilitates a variety of intercultural activities. UNC Greensboro also participates in International Education Week activities, which is a weeklong event, supported by the U.S. Department of State and the U.S. Department of Education to promote the importance of cultural exchange between students. Many universities in North Carolina also participate in International Education, promoting their own status of internationalization in their universities.

One of the strengths for UNC Greensboro's internationalization implementation is that they have the institutional capacity to manage over 700 international students, with over 70+ partnership universities and facilitate a variety of international and cultural programs that integrates into domestic student campus life. UNC Greensboro is strong in attracting international students and sustaining them, but they are lacking in increasing their international scholar visits. This is due in the deficits in housing options, funding, and temporary office space provided for international researchers.⁸⁹ Because of this lack of support, UNC Greensboro is missing the opportunity to be well rounded in internationalizing their university by attracting international scholars and researchers including Fulbright scholars who come for short teaching and research programs.

Although UNC Greensboro is missing this component of attractiveness for international faculty to come on to campus, it does have initiatives to promote international activities such as providing endowments that have the purpose of internationalizing the curriculum, international travel awards for faculty, staff and students, and hosting international visitors. One endowment in particular is The International Travel Fund, which is used to fund faculty participation in international conferences. The International Programs Center is the focal point for all internationalization implementations on campus, and it works congruently with all departments on campus ensuring its internationalization mission is not alienated from the rest of campus. Internationalization by definition is the ability to have working relationships with our global neighbors; therefore, it can be applied toward working relationships with departments and institutions that are working for the same cause.

The International Taskforce of UNC Greensboro has initiated a capital campaign issuing this statement: “Given the significance of internationalization in today's global environment, we should find ways to highlight the transformational nature of international activities involving faculty, staff and students and provide tangible evidence to alumni, corporate sponsors, and potential donors so that they will choose to fund these important school- and university-wide initiatives. It would be helpful to create a long-term communication plan with University Relations and other units in order to capitalize on our successes and promote our programs.”⁹⁰

A subcommittee was also created in order to collect data about the current level of internationalization on campus to determine opportunities and challenges associated with comprehensive internationalization. This subcommittee's goal is to not only collect data on the campus but while doing so promote internationalization. One piece of interesting data collected by the subcommittee is asking the faculty of UNC Greensboro to describe what the focus of internationalization is in context of the departments and programs on campus. Three answers accounted for the majority of the responses are as follows: 24% of participants said study abroad as the core to internationalization where another 16% said that the development of international programs and 12% discussed curriculum changes. Then the matching 8% in three categories of international research, international service projects, and interaction with international students contributed to the core focus of internationalization.

During this time of collection of data, faculty also expressed one of the reasons for less engagement of the initiatives of internationalization within the university is the lack of resources and support for faculty to participate. Meaning, the goals, initiatives and programs are there but additional support for faculty was not. Therefore, the data collected suggested the need for resources to support faculty-led study abroad opportunities, teaching international related coursework, and collaboration that support internationalizing the curriculum. An overwhelming 55% of participants reported the need for additional funding to support their engagement in international teaching and research.⁹¹

In this survey data collected, the data showed that study abroad was the central focus of internationalization and where there is the need for resources. It seems that study abroad is still traditionally the main focus of internationalization and well integrated as the focus of UNC Greensboro's internationalization efforts.⁹² This reflects in the traditional perspective of internationalizing higher education its focus of study abroad. Whereas the new global world is changing, internationalization of higher education is multifaceted. UNC Greensboro does hold a variety of multidimensional programs that include internationalization and is an astounding initiative according to the American Council for Education. By far they are the leaders in internationalizing higher education in North Carolina because of their implementations not only focusing on the mobility of students but coordinating with all facets of university departments.

Another strength of UNC Greensboro is that revenue stream is not a priority in their initiatives. It is interesting to note that UNC Greensboro did not include their financial gain in initiatives for internationalizing their university. Though it is a positive strength because as I have discussed throughout this paper that the for-profit sector of internationalization of higher education is becoming a fast growing industry, and lacks credibility among accredited universities.

10. Conclusion:

The United States is the leading host for international students, which is the main measure of "internationalization" on university campuses. But as the world becomes more increasingly interconnected, countries and universities are realizing their potential in internationalizing through technology, implementations of international programs and recruitment of students, faculty and staff. The United States has never felt the need to attract more international students because they will continue to be the leader in providing exceptional higher education. Australia has more to worry about in regard with attracting and retaining students; therefore, they have more of an aggressive business strategy in recruitment of students and fostering the support needed for internationalizing its universities. Recruitment of international students is the main focus of internationalization in both the United States and Australia. Yet, Australia uses aggressive strategic planning to recruit more international students. Australia does not have the capacity to host the amount of international students like the U.S. does even though the U.S. has not filled its capacity.⁹³

Open Doors has recently published that only 10% of American graduates study abroad, which has been a concern but has not had more support in initiatives of state wide funding to encourage more American students to study abroad. It has been recommended that the United States should begin strategies to encourage American students to study abroad. Recommendations to revitalize internationalization are promoting studying abroad and revamping the importance of it through primary and secondary education. Americans have traditionally not seen the importance of studying abroad or immersion of culture because the United States has been the "leader" of innovation, expertise and significance.

According to recent studies, Australia has seen a slump in international students coming to Australia for higher education. This could be due to the international student fees that are imposed on student visas and a lack of support viewed as an international student. Australian universities like UTS have started to understand the implications of overlooking the support needed for international students and are now delivering more international student services. Even though Australia has many highly ranked universities, the perceived support and treatment of international students is one of the biggest factors in deciding to come to Australia. Australian universities have created offshore universities in conjunction with their national universities in hopes of having quality assurance and attracting more international students to enhance their own reputation. At this time the outcomes are not clear because these initiatives are in the beginning stages of internationalizing and adjusting their strategies.

Future trends point to declining numbers in international student enrollments in Australia. With this in mind the government of Australia made changes in student visa requirements in hopes that they will maintain its internationally competitive education sector. This has led to competitive advantages of residency pathways for international students with ambitions to work and to live in Australia. International students have and always will increasingly judge the quality of Australian education and its opportunities against competitor nations such as the U.S. and the U.K.⁹⁴

In terms of internationalization of higher education worldwide, a combination of demographic and economic drivers, bilateral trade patterns, and shifts in inbound and outbound student flows linked to growing global competition and rapid expansion of tertiary education capacity, will reshape the global higher education landscape by 2020.⁹⁵ The U.S. is projected to increase the amount of international students, as it has been a trend. The worry for Australia is its relevancy and reputation among international students in attracting the best and the brightest.

To conclude, internationalization in the United States and Australia differ on the basis of legitimacy and credibility within the global context. The United States may never have to market and strategize to attract international students

as much as it has to convince its institutions of higher education that internationalization of higher education is relevant and important for global competitiveness.⁹⁶ As discussed before, the U.S. is about 100,000 short of hosting one million international students in the country and has the capacity to hold more, yet it only produces 10% of its domestic student graduates that go abroad. Australia on the other hand seeks international recognition, and markets itself to be a top competitor in the international education sector.⁹⁷ Recently, Open Doors reported there was a 10 percent decrease in American students studying abroad in Australia, which traditionally is a top destination. Although it is just American students losing interest in studying abroad in Australia, this reflects the overall struggle that Australia will face in internationalizing higher education and attracting international students. What the future holds for Australia in the international education sector will be determined by its effectiveness in attracting international students by providing exceptional and globally competitive support services. Australia has the potential to be a greater international competitor due to their proximity and access to Asia, and by being able to support international student services, internationalizing the curriculum and implementing technology strategies at universities.

11. Endnotes

1 Altbach and Knight. "The Internationalization of Higher Education: Motivations and Realities," *Journal of Studies in International Education* 11, no. 3/4 (2007): 290-303, 290.

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