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DOCTOR OF PHILOSOPHY

ON..... 2 August 2002 .....

.....  
for Sec. Research Graduate School Committee

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**Internationalisation of the University**  
**Implications for the Academic Library**

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A thesis submitted in fulfillment of the requirements for the degree of  
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## **Abstract**

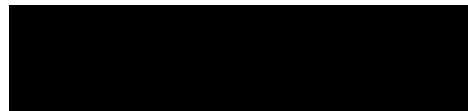
The thesis investigates the internationalisation of the university and the implications of this phenomenon for the academic library. The primary focus of the thesis is to explore social and cultural changes associated with the internationalisation of the university and the academic library. These changes have an impact on the library user group, and on the use and provision of information resources made accessible through the library. They call into question the perceived role of the library, and add another dimension to policy and planning issues for the management of the library.

The thesis goes beyond the operational level and places the study in its sociological context, giving due consideration to cultural dimensions and theories, and to differences in teaching, learning and research backgrounds. It is expected that the most valuable outcomes of the research will stem from these considerations.

A qualitative approach has been used for the study. The thesis consists of two main parts. A conceptual study develops a schematic framework and examines the context and influence of global trends and internationalisation on the university and its library. In order to demonstrate the implications of these influences, the second part of the thesis is a multi-site case study. The central case investigated is Monash University and its offshore campus in Malaysia. The findings of the case study are discussed in the light of the conceptual study. The thesis makes recommendations for further research and concludes with specific implications for professional practice.

## **Declaration**

This thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university and, to the best of my knowledge and belief, it contains no material previously published or written by any other person except where due reference is made in the text.

A solid black rectangular box used to redact the signature of the author.

Carolyn McSwiney



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## **Chapter 1**

### **Introduction**

#### **1.1 Preamble**

The thesis investigates the internationalisation of the university and the implications of this for the academic library. The focus of the research is on identifying social and cultural changes in the university environment and examining the effect these have on the academic library. The background to the study is the internationalisation of higher education in Australia.

The study was designed to explore internationalisation as a response to the effects of global change. The research was undertaken at a time of extraordinary transition with major changes taking place in the university, in the library, and in the way society regards both of these entities.

#### **1.2 Rationale**

The current and more comprehensive approach to the internationalisation of higher education challenges the familiar structures and predictable procedures that once did justice to a cohort of international students that was comparatively small and therefore 'manageable'. As internationalisation policies are being implemented, significant changes are also taking place in the social structure of the university community. The sector is characterised by a proliferation of academic partnerships, alliances and consortia onshore and offshore as institutions respond to the policy. The

current tertiary scene, the future of which is closely linked to this policy, has become sensitive to the vagaries of global economies and political change.

These are issues that simmer beneath the rhetoric of policies and announcements of a broad approach to internationalisation and global expansion in Australia's higher education sector. Added challenges include economic pressures, and a style of management in university life based more on corporate concepts than the traditional idea of the university as a centre for scholars. There is the challenge to live out an educational philosophy that lays claim to both equity and quality in education while at the same time questioning if what is offered is in fact deliverable, especially when it involves crossing national boundaries. These changes are closely associated with the economic rationalism that dominates much of our decision-making, including education. They also stem from the transformation effected by the processes of globalisation, and the need to educate for living and working in a global context.

The university's library is called to respond to this changing scenario if it is to remain relevant and viable in the university community. Librarians are challenged to deal with the tensions that arise from these changes. In the context of information use and provision, there are considerable implications for the academic library. At the departmental level in the university, whether school, faculty or with a central function such as the library, staff members are interacting with a student community that represents a range of learning backgrounds and cultural experiences and widely differing educational expectations. Academics and librarians are asked to meet the demands of a student population increasing in size and diversity, while adapting to an institutional climate of financial constraints and corporate entrepreneurship. An academic library needs to keep pace with these changes and to assess its strategic planning and policy-making in this light.

Across the library sector, members of the profession have voiced the challenges they face arising from changes in professional practice associated with global trends and internationalisation. The research is, in part, a response to the expressed needs of the profession and a means towards addressing the complex problems associated with a rapidly changing information environment. Characteristic of this environment are significant changes in the content and genres of information resources, as well as sociological changes to the group of information-seekers using the library. Locating the library within the contextual framework, defining sociological concepts and their interrelationship, and connecting concepts of culture dimensions and education

principles to a library context are incorporated in the thesis as a response to these needs.

This is an interpretive study with an emphasis on cultural issues. The research design was oriented towards understanding factors affecting the library's user group, the information resources they access, as well as associated library management issues. The belief was that such an holistic approach would be of greater benefit in generating further research and contributing to the body of knowledge in library and information studies in an area that has largely remained uncharted.

### **1.3 Background**

A study that researched *The Academic Library Needs of International Students* in 1993-94, and the subsequent publication of the findings<sup>1</sup>, provided a base from which to move from the pragmatic 'searching for patterns of library needs' of a group of international students, to investigate broader issues concerning planning and policy.

The researcher's personal involvement in education in Asia over a period of twenty years has lead to an acute awareness of the implications of internationalising higher education. Subsequently, in professional library practice, the researcher's focus has been on issues of internationalisation in the academic library. This combination of cultural awareness and professional insights has contributed to the research and has influenced its orientation.

The import of this background is expanded in chapter two, where the research design and process are discussed.

### **1.4 Aims, objectives, scope**

The primary aim of the research was to contribute to the body of knowledge that underpins library and information studies, and to provide a platform that would encourage further research into the relationship between the academic library and its social context in this period of concentrated international expansion. An immediate application of the research is the support it will provide for policy-making and strategic planning in the higher education sector.

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<sup>1</sup> *Essential Understandings: international students, learning, libraries*. Auslib Press, Adelaide, 1995.

Defining the scope of the study presented the researcher with what Hargreaves calls the 'map-makers dilemma' where decisions about the scope and limitations of the thesis have to be monitored throughout the study. Hargreaves (1985, 34) suggests that 'the more complex and comprehensive our maps become, the more closely they resemble the actual territories they represent, and the less useful they are in their function as guides' through that terrain. The dilemma, in this case, was to make the study broad enough to establish a platform for future research and to generate a range of topics for further investigation. At the same time the research needed to be focused and rigorous enough to be able to draw conclusions with validity and present them cohesively. From the researcher's perspective, one of the benefits of the study was the opportunity it provided to build a literature base from a wide range of disciplines thus revealing the complex links between libraries and their social contexts.

The conceptual study draws attention to key factors that influence the connectedness between globalisation, internationalisation, and the place of the academic library in the internationalised university. It offers a synthesis of these factors as they impinge on the academic library.

The reasons for identifying and exploring these factors are to:

- assist information managers, university librarians and information technologists to develop sound policies
- provide education policy-makers with pragmatic guidelines to ensure that valued features of Australian education relating to the provision of information services are retained and promoted
- raise the level of sensitivity to those cultural issues which have an impact on information resourcing, information literacy programs and academic library services in the higher education sector
- contribute to the quality of academic information services and information literacy programs in the higher education sector
- move towards redressing limitations in the quality and quantity of literature which connects information resourcing and the academic library to the concept of the university in its social context.

These objectives incorporate the intention of making a theoretical contribution to librarianship, while providing practical guidelines and insights for those in professional practice.

## **1.5 Definitions and principal concepts**

### **1.5.1 Internationalisation and related terms**

Internationalisation is a term being used increasingly in the current context of education (Knight, 1999,13). For clarity and consistency it is imperative to define it, and its related terms, in the initial stages of the study. One of the difficulties in defining these terms is their extensive use in education and the diverse ways in which they are interpreted and applied (Knight, 1999,13). Differences of interpretation are apparent between institutions even within the same educational system.

The authority for the interpretation of the key concepts, *internationalisation* and *transnationalisation*, is the 1999 OECD publication *Quality and Internationalisation in Higher Education* (Knight & de Wit, 1999). The working definition of *internationalisation* adopted for the thesis is:

Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution (Knight, 1999, 16).

This definition is congruent with the Australian Vice-Chancellors' Committee (AVCC) interpretation of the term. The AVCC defines the internationalisation of higher education in its *International Relations Strategic Plan* as 'the complex of processes that gives universities an international dimension' (AVCC, 1997). The Executive Officer of the AVCC spells out internationalisation as being relevant to 'all facets of university life, including scholarship, teaching, research and institutional management'. He sees it affecting students, staff and curriculum management (Hamilton, 1998).

In defining terms for the OECD publication, Knight suggests that the 'imprecise use of terminology illustrates the complexity and the evolution of the international, global/transnational/regional dimension of higher education' (Knight, 1999, 14). She also points to confusion about the definition and use of related terms such as *intercultural education*, *comparative education*, *transnational education*, *global*

*education, and multicultural education.* The semantics become increasingly complex as the momentum of globalisation intensifies and as 'the importance and implication of internationalisation [in higher education] grows' (Knight, 1999, 14). At the outset, therefore, it is necessary to be clear about the interpretation and definition of the terms as they are used in this study.

*Globalisation and internationalisation* are terms that are closely linked but are not interchangeable. Globalisation is a broad movement and its effects can be felt across the social domains including the environment, world economy, popular culture, the migration of peoples, transportation, communication and information exchange. Internationalisation, as it is interpreted in the higher education sector, finds its energy and context in the process of globalisation.

*Globalisation* finds its origin and orientation in world consciousness and world systems. It is described as 'a central driving force behind the rapid social, political and economic changes that are re-shaping modern societies and world order' (Held et al., 1999, 7; citing Giddens, 1990; Scholte, 1993; Castells, 1996). Held et al. define globalisation thus:

Globalisation is a process (or set of processes) which embodies a transformation in the spatial organisation of social relations and transactions – assessed in terms of their extensity, intensity, velocity and impact – generating transcontinental or interregional flows and networks of activity, interaction, and the exercise of power (Held et al., 1999, 16).

This definition was used as a point of reference for the study. It is the sum of these processes that provides the overarching framework for the thesis. It is examined in chapter three in the context of higher education and its related issues though a detailed study of the concept and its definition is beyond the scope and purpose of the thesis.

There are some differences in the way Monash University, the major case study site, understands the terms. In its strategic plan, *Leading the Way: Monash 2020*, internationalisation is taken to mean 'a way of thinking and acting which is not constrained by national boundaries or traditions and which actively seeks inspiration, understanding and input from outside Australia'. *Becoming global* [sic] is the term used by Monash University to describe its 'process of locating operations, either

physically or virtually, around the world' (Monash University, 1999a, 7). This narrow interpretation is specific to Monash and is more restrictive than the interpretation used in developing the conceptual study in the thesis.

*Transnationalisation* is another term used extensively in the thesis. In its *Certification Manual*, the Global Alliance for Transnational Education (GATE) offers the following definition:

Transnational education denotes any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country) (GATE, 97, see also Knight, Adams & Lenn, 1999, 210).

According to this definition the Monash process of 'Becoming global', demonstrated in crossing national boundaries to establish campuses and academic partnerships, can be classified as transnationalisation. The Malaysian campus of Monash University, the focus of the empirical study in the thesis, is an example of a transnational project. The purpose in adopting a transnational setting for the case study was to examine the effects of internationalisation on the academic library in one of the most extreme forms of its expression.

Transnationalisation describes a project or process which crosses national boundaries, but one which respects the wishes and cultural subtleties of the other. Transnational education projects are used as a means of internationalising the university and educating the community of staff and students to operate effectively in a global environment.

### 1.5.2 Defining Culture

*Culture* is a concept used extensively in the thesis. It is used as a point of reference in the research to denote the 'set of characteristics which distinguish one group from another' and as an expression of a 'socially organised system of meaning' (King, 1997, 1, 2). Alasuutari (1995, 25) describes it as 'something like collective subjectivity: that is, a way of life or outlook adopted by a community or social class'. King, Hofstede and Alasuutari amongst others, draw attention to the collective connotations of culture. These writers differentiate the interpretation used here from the more arcane usage that culture is 'hierarchical', that some are more 'cultured' than others, or that culture refers to degrees of literacy and appreciation of the arts as



in 'refinement of the mind' (Hofstede, 1991). Similar distinctions are made in definitions of culture in the *Chambers* (1992), *Macquarie* (1997) and *Oxford* (2000) *Dictionaries*.

The *Macquarie Dictionary* (1997) definition that culture, in the context of sociology, is:

the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to the next...

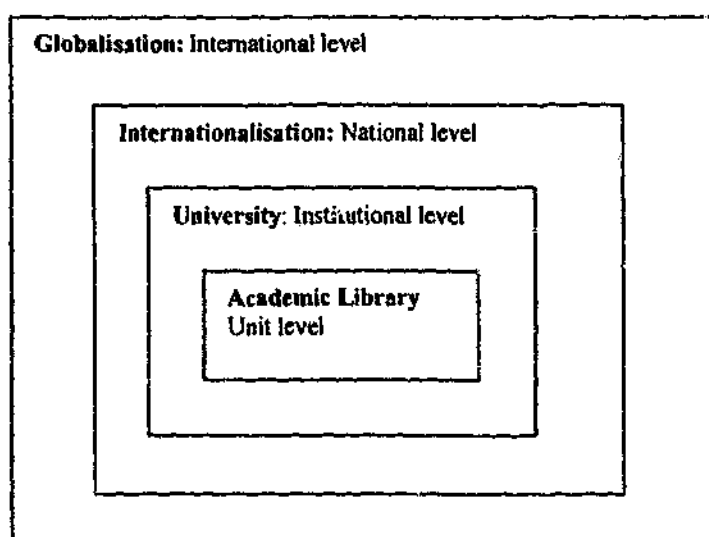
best describes the use of the term in the thesis.

### 1.5.3 Contextual framework

To establish the contextual framework, the thesis explores relationships between globalisation, internationalisation and the university in order to better understand the driving forces behind policy, planning and their outcomes at the university and library levels.

The university is identified at the institutional level within the framework of globalisation and internationalisation while the academic library represents the 'functions and services level' of the model. The concept of the university is explored extensively in chapter five and the academic library is located in this contextual framework and examined in this light in chapter six. *Figure 1.1* below is a diagram of this schematic outline used to explore the context for the thesis.

**Figure 1.1** Four Level Conceptual Model



The processes of globalisation are driving world systems towards an increasing interconnectedness. The effects of this are evident across social domains. The individual person is central to the transformation of social trends including communication, migration patterns and market forces. In the light of globalisation, nationhood, culture, and the relationship between time and distance are being re-thought (Giddens, 1999a; 1999b). Technological advancement is one of the hallmarks and a key factor giving energy to the pace of this transformation.

Some aspects of globalisation call for a response at the national level. Internationalisation is one such response, expressed in many social and economic contexts including education. Internationalisation of education then is a response to the process of globalisation and the connectedness it generates between nations. It fosters cultural complexity and diversity within and across national boundaries.

Internationalisation at the national and institutional levels is a response to globalisation and the need of the community and the individual to think and operate beyond their traditional national boundaries. At the institutional level, the effects of globalisation are manifest in contextual changes, for example in communities of persons with an increasing sense of their global and local identities, and with the ability to move quickly and easily between nations and between regions. At this level, globalisation and internationalisation have influenced changes in the exchange of information and knowledge, and forced institutions to rethink their identity in relation to the global and international communities, as well as to review their position within the nation.

The internationalising university in Australia is a response of the higher education sector to global and international forces. Its aim is to provide an education relevant to global and international trends. The response is not homogenous. At the university level, individual institutions have responded to internationalisation through diverse patterns of transnational alliances, offshore campuses, international consortia of tertiary institutions, and academic partnerships. Social and economic forces have emerged to become key factors in implementing the policy to internationalise the university. As social contexts grow in complexity, and national and cultural boundaries become blurred, such questions as meeting the differential learning needs of a culturally diverse student body, and the provision of equitable services to all

students of the institution, become major issues. The thesis examines some of these issues as they are presented in the university's library.

An examination of the academic library in the conceptual study focuses on those factors relating to internationalisation that are manifest in the three entities that make up the library, that is, the group of people that use the library, the information resources that they access, and the library management that makes this access possible.

**Figure 1.2**                      **The Academic Library**



Figure 1.2 above is a simple representation of the library and illustrates the three key entities that define the library. The model provides the organisational structure for the discussion on the academic library in chapter six. The presentation of the data from the empirical study and the analysis of the case study findings are also based on this model.

## **1.6 Thesis outline**

The thesis is made up of two major parts: a conceptual study and an empirical study. The original purpose of the conceptual study was to provide a contextual framework in which to analyse the findings of the empirical data. In the course of developing the framework, contextual layers of influence emerged and it became apparent that there was need to explore at greater depth the connectedness between these strata in order to understand better the factors that are substantially changing the context of the university and its relationship with its academic library.

Further justification for the attention given to the social context is a 1997 report from Harvard University in which the need to emphasise and explore the social context was identified as a distinctive trend in current scholarship. Dowler reports a research trend that is characterised by a shift 'toward examining the context or frame of reference' within which the text and ideas of research or theory might be understood (Dowler, 1997, 17).

Chapter two of the thesis presents the research design and process. The relevance of interpretive social science and characteristics of qualitative research, especially in relation to library and information studies, is discussed, and the methods and process used to gather empirical data for the thesis are outlined. The rationale for discussing the design and process of the research at this stage is that the conceptual study is a major part of the thesis, as distinct from simply providing a background to the study. It establishes the social model of the relationship between international, national and institutional responses to internationalisation in addition to providing a contextual framework for the empirical data.

The substance of the thesis, then, is made up of the conceptual model, plus an interpretive case study. The findings from the case study are analysed in the light of the findings of the conceptual study.

#### **1.6.1 Conceptual study**

Chapter three, which focuses on globalisation, is the first of four chapters that make up the conceptual study. Current literature is used to identify trends and discuss theories and influences of globalisation. Issues of culture and identity, the relationship between the person and the place in a global environment, and changes in technology and communication are major themes in the education sector. These are examined in the conceptual study so that their influence on the internationalising university can be traced through to the functions and services of the academic library.

Chapter four examines the background to the national response to internationalisation of the higher education sector in Australia. By touching briefly on the history of student mobility, it is easier to see and understand major influences and circumstances that are driving current changes in higher education, and to position the sector within the process of change at global and international levels. Attention is drawn to sociological issues, including cultural differences and cross-cultural communication. Education-specific issues such as changing patterns in teaching, learning, and in the composition of the university community are examined. Issues influencing institutional management at national level are introduced here and are raised later in the context of the institution.

Chapter five focuses on the concept and 'idea' of the university in Australia. It investigates the notion of community, and social, as well as academic contexts of the

institution. The paradox of the university being both a keeper of tradition and an agent of change is explored. Themes of change, tradition, and community, introduced in the chapters on globalisation and internationalisation, are then further investigated in the light of the divergent views expressed in current literature. The discussion points to the tension that exists between the notion of the university as a place of learning and intellectual pursuits, against the notion of a corporate venture listed in terms of its export dollar value. The second part of the chapter examines these trends as they are manifested in the university in Australia.

The academic library is the focus of chapter six. The library is in a period of transition and is subject to the effects of global trends and international and national influences that are bringing about change to the university community and the way it is managed. The library is also directly subject to major influences of globalisation, most notably changes in information technology, the volume of information that is now being exchanged and the ways in which information can be accessed. Changed factors relating to internationalisation in the library are presented under three headings: effects on the library user group, effects on the information resources facilitated by the library, and effects on library management and the role of the library in the university.

#### **1.6.2 Case study**

The second part of the thesis is an empirical study of a single case that incorporates a dual perspective. To highlight issues of internationalisation, two groups of academics and library staff attached to Monash University - eleven 'onshore' in Australia, and eight 'offshore' in Malaysia - were interviewed in depth about library issues pertaining to Monash in Australia and its relationship with the campus in Malaysia.

Chapters seven to nine present data gathered from interviews of academics and librarians from Monash University campuses in Australia and Malaysia. Chapter seven focuses on responses relating to management issues and the role of the library, chapter eight is about the library community including both librarians and library users, and chapter nine is centred on the information resources to which the library provides access.

The case study and the conceptual study are brought together in chapter ten where the findings from the case study are analysed in terms of the conceptual study. The chapter identifies and examines the key findings of the study.

Conclusions are presented in chapter eleven. The most significant implications for the academic library identified in the thesis are summarised under three headings: management issues relating to the role of the library and its place in the internationalising university, the importance of understanding the cultural diversity of the university community as it is revealed in the group who use the library, and the provision, globally, of academic information resources and the recognition of transnational factors that influence this provision. A fourth heading is given to equity. Difficulties associated with providing equitable services in an internationalising environment surfaced in the course of the research as a constant challenge for librarians and one that carries significant implications for library management: hence its separate treatment in the concluding stages of the thesis.

Finally, reference is made to current trends and directions that have been taken during the closing phase of the research, recommendations for further research arising from the study are offered and specific implications for professional practice are identified.

## **Chapter 2**

### **Research design and process**

#### **2.1 Overview**

The nature of the study, with its social-historical context and focus on social and cultural change, was the justification for adopting qualitative research methods. The aims and projected outcomes of the study were also factors in determining the qualitative approach to the topic. The empirical data was captured from personal observations and discussions, and a transnational data-gathering process required the flexibility that is characteristic of a qualitative study. Finally, the conceptual study called for an examination of the literature and concepts from several disciplines, while the social context needed to be interpreted in a period characterised by rapid change: both of these factors required the breadth of approach that is allowed for in qualitative research.

The chapter describes how the context was studied in depth, social concepts were developed and the relationships between these concepts were explored in order to reach a credible level of generalisation (Darke et al., 1998; Walsham, 1985). An interpretive multi-site case study, with two supplementary case studies involving groups of participants with different perspectives, was used to gather data about the impact of internationalisation on an institution and on the institution's library (Gordon & Clayton, 1997, 54). The researcher's background of many years 'in the field', as an educator and as a tertiary student in Asia and Australia added to the authenticity of the research.

## **2.2 Background to the study**

The researcher's study in 1993-1994 of the academic library needs of international students in Australia, and the subsequent publication of the findings in *Essential Understandings: International Students, Learning, Libraries* (McSwiney, 1995) provided the motivation and basis for this study. This previous research invited further enquiry especially in the light of a revised policy of internationalisation of higher education in Australia (Hamilton, 1998). This thesis builds on the earlier project and is designed to move from a focus on differential needs in the academic library within Australia, to an exploration of wider issues associated with policy and planning for the library and the university in an international context.

### **2.2.1 Influences from previous research**

The academic library in Australia in the 1990s was the setting, and transcultural experience was the background, for the previous study. The subject of the study was a particular cohort of sojourning students who capitalised on the academic library services available to them through their host institution. The interdisciplinary nature of librarianship and the role it plays in facilitating the acquisition of scholarly information, called into the discussion related issues including teaching and learning styles, cultural influences, psychological stressors and social interaction, and their bearing on information-seeking behaviour and the use of the academic library.

The earlier research project generated a number of questions about the differential library needs of international students. The subject had been students from overseas studying in Australia, but a recent trend for universities to expand offshore raises a new set of questions about differential needs of an extended user group in a complex transnational setting. The 1993 study was largely confined to the traditional mix of print and electronic resources found in a library collection a decade ago, but remarkable changes in technology from that time have led to high expectations of access to a wide range of information networks and the seemingly limitless possibilities of the virtual library. In the earlier project questions had begun to surface for library management about their responsibilities towards offshore academic partners. Since then universities have continued to expand globally, establish campuses offshore, and join international consortia, so that some of the issues that now need to be addressed are questions of increasing diversity, the role of the library in a period of change, and the part the library plays in the overall strategic planning for the internationalising university.



### **2.2.2 Research orientation**

Involvement in education in Asia – at one stage in an almost unbroken period of ~~twenty~~ years – has resulted in the researcher's awareness of the complexities and implications for the library arising from the internationalisation of education. As teacher, administrator and graduate student, I have moved between regions making the transition from one culture to another. Each time this transition involved adapting to learning styles and communication, and a very different approach to information management, library use, and the development of information-seeking skills. In a wider learning environment that was largely teacher-directed, and where the majority of students expected to be passive 'receivers' of knowledge and information, it was challenging to teach out of a different educational philosophy that laid stress on student initiative, and encouraged the development of the unique creative and intellectual talents of the individual. Throughout this period there was also a growing awareness of the respect warranted by the customs, traditions and cultural richness of the region.

An outcome of this personal experience and the findings from previous research left me conscious of the need for staff to address issues of cultural diversity in the library setting, as well as in the classroom. Another outcome of earlier research and personal experience was a belief in promoting self-directed learning and self-initiated information-seeking. This became a focal point in professional practice. More specifically, the complex role played by the academic library, as it endeavours to meet the information needs of a culturally diverse learning community, began to take on a distinct significance and importance in the overall education experience.

Professional practice as a University Librarian, and involvement in presenting staff development programs and seminars (Appendix I) has kept me in touch with current practice and policy, and convinced me of the need for further research of this kind.

## **2.3 Qualitative research**

### **2.3.1 A qualitative approach**

The nature of the study, the centrality of cultural issues, and the background of the researcher were the basis for a qualitative approach to the study and accounted for the holistic nature of the research (Hamilton, 2000; Hale, 1991). The study draws on a range of qualitative research methods that typifies an approach to a social enquiry of

this kind (Punch, 1998; Neuman, 2000). Blaikie comments that 'no one approach or strategy... provides a perfect solution for the researcher; and there is no one ideal way to gain knowledge of the social world' (Blaikie, 1993, 215) and Hirschheim (1985) supports this view advocating a methodological pluralism 'irrespective of our epistemological biases'. Miles and Huberman describe this type of qualitative research as 'more a craft than a slavish adherence to methodological rules' (Miles & Huberman, 1994, 5).

The overall research design comprised a conceptual study followed by an empirical study involving data collected from a single multi-site case study. These two major strategies were considered to be the most effective ways of achieving the generic aims of the research which were the development of concepts in a new social context, the drawing of specific implications (for the academic library), and the contribution of 'rich insights' into this inter-disciplinary domain (Walsham, 1995; Darke et al., 1998). Authenticity and trustworthiness were the underlying principles in selecting a suitable approach to the study.

### **2.3.2 Researcher and the researched**

Qualitative methodologies require the exercise of 'individual judgment and decision-making on the part of the researcher' (Glazier 1992, 212). These are subjective processes and the researcher needs to be aware of the effects that personal experiences may have on the data.

People, particularly those who form the university community - students, academics and education administrators - were central to the study. In a paper on qualitative research, Margaret Slater remarks that 'all social research and indeed much that is designated as scientific research, has qualitative aspects and subjective elements'. Slater also observes that when 'the objects of study are human beings,' uncontrollable and qualitative elements are introduced into the investigation (Slater, 1990, 107). The interpretive approach to the study reflects the attitude of the critical theorists who see 'the researcher and the researched engaged in dialogic communication' (Blaikie, 1993, 210). The researcher's background, ongoing interaction at a personal and professional level with academic staff and students, and familiarity with their teaching and learning experiences in a range of cultural environments, influenced choices made in the research process and added insights to the findings.

The individual person is at the centre of interpretive and social research, where both researcher and the researched can be described as 'thinking, self-aware person[s] capable of sophisticated communication through a spoken written language' (Shipman, 1997, 39). Darke et al (1998, 276) confirm the centrality of the human factor in a research study of this kind, stating that such research is 'based on an ontology in which reality is subjective... a social product constructed and interpreted by humans as social actors according to their beliefs and values systems'. This was the philosophical assumption behind the research.

An interpretive study requires of a researcher 'awareness and self-awareness' of her impact on the outcomes of the project (Glazier, 1992, 213) while showing evidence of grasping and explaining the rationale behind actions and processes (Lee, 1989b; Cavaye, 1996, 233). Flexibility, reflexivity and maintaining adequate distance on the researcher's part helps to ensure the validity of the study (Glazier, 1992, 213) and counteract the natural bias of the researcher. Shipman's warning that the 'most vulnerable research is the single investigator using one method on a politically sensitive issue' (1988, 115) was heeded from the initial stages of the research and led to the adoption of triangulation as a research principle, and the collection of complementary data from multiple sources. Equally, awareness of self, and of the risk of bias, also needed to be monitored throughout the course of the study (Miles & Huberman, 1994, 278). Blaikie explains that the human perspective the researcher brings to the project, and the articulation of this perspective impacts not only on the sociological scenario on which it comments but also on the researcher's awareness of the situation through the process of exploring it (Blaikie, 1993, 75).

The researcher's background included twice making the transition from one culture to another for protracted periods. As documented in the Australian Library Journal (McSwiney, 1994) this involved:

...the adaptation of learning styles and communication, and each time involved a very different approach to library use and development of information-seeking skills. The Bombay experience [as a graduate student] involved adapting to copious note-taking and much memorising. Individual research was often looked on with suspicion. The library was 'out there'. There is no simplistic explanation for this learning style nor is it unique to India. The reasons are complex and varied and depend as much on practical consideration of restricted facilities and sheer numbers,

as on tradition and cultural influences... yet this is also a system that produces scholars (McSwiney, 1994, 199).

These observations continue to provide the foundation for interpreting the transnational context of the current university scene and the implications of the policy of internationalisation for the academic library.

### **2.3.3 Qualitative research in library and information studies**

Changed values in library and information studies, from a 'preoccupation with collections (numbers and statistics) to a preoccupation with user needs, 'call for a shift to qualitative research in the discipline to accommodate the focus on the human agent' as the key player in research in library and information studies (Hale, 1991, 344). Traditionally, in library studies and practice, undue attention has been given to numbers and statistics and the emphasis has been on quantitative data (Grover & Greer, 1991). This focus on statistics and statistical library surveys has been replaced for the most part with greater emphasis on client services and qualitative management issues. Technological innovation, which has introduced new concepts of information access and transfer, is another contributing factor to the shift away from a pre-occupation with the measurement and statistics of a predictable collection of resources by a stable user group. Grover and Greer observe (perhaps simplistically) that 'every library has the potential of every other library, regardless of size' and maintain that in current library practice 'a value system indexed by size becomes meaningless' (Grover & Greer, 1991, 103). Martha Hale sees it more as an orientation that has changed 'from standardisation to customisation, from large to small, from possession to utility, and from general to specific' (Hale, 1991, 344).

Major changes in information-related applied sciences draw attention to new social issues that require investigation and are fundamental to the discipline. A focus on the information user, and the social environment in which the user operates, has seen an increase in qualitative research in various fields of both Information Management and Information Systems (Powell, 1991; Hale, 1991). This 'change of lens' calls for a shift to interpretive approaches (more often associated with the social sciences) and a greater readiness to adopt those taxonomies used in social enquiry (Shanks et al., 1993; Walsham, 1995; Galliers, 1993; Hale, 1991; Harris & Isotoga, 1991).

Writing of qualitative research in library studies, Glazier and Powell (1992,1) suggest that 'successful research is not necessarily measured by the formality of the approach

but by its success in achieving its ends'. Of research approaches used in library studies, Hale suggests that is not a matter of choosing between simple alternatives, but the use of 'heterarchical, integrated patterns of study' (Hale, 1991, 345). The study reflects this holistic approach.

#### 2.4 Credibility, trustworthiness and authenticity

Incorporated into the objectives of the research was the need to establish credibility, trustworthiness and authenticity. These terms, often associated with the validity and reliability strived for in positivist settings (Bruce, 1997, 106; Miles & Huberman, 1994, 277) can also be applied to qualitative studies that aim at consistency, dependability and truthfulness (Neuman, 2000, 170; Blaikie, 1993, 212; Gorman & Clayton, 1997, 61). The following steps were taken to ensure authenticity and trustworthiness:

- *Multiple sources of evidence:* A multi-site case study was the source of the data. A system of triangulation was used to gain different viewpoints or angles on the study. Triangulation, according to Shipman, is the introduction of ways of reducing dependence on the one-person, one-model, one-method collection of evidence (Shipman, 1988, 114; 1997, 106; Glazier 1992, 209; Neuman, 2000, 124). Onshore responses were compared with offshore responses; and in some cases, the opinions of academics were compared or contrasted with librarians. Evidence from the two informal case studies was used as a foil against which the central case findings could be substantiated. Yin describes the strategy of using multiple sources of evidence as 'a major strength of case study data collection' (1994, 91). Another important advantage of this technique is the development of converging lines of inquiry with findings based on 'several different sources of information, following a corroboratory mode' (Yin, 1994, 92).
- *Multiple methods were used to gather and confirm data:* A series of individual interviews were followed some months later by group sessions where findings from individual interviews were tested. Neuman (2000, 369) refers to this process as *member validation* where members recognise and understand the researcher's description as reflecting their social world.

- *Interviewing techniques and consistency:* For consistency, interviews were all conducted, recorded and transcribed by the researcher. As well as ensuring a high level of consistency, there was the added advantage of the researcher's experience in cross-cultural communication, alertness to the nuances of phonic and semantic accents, and familiarity with cultural contexts.
- *Researcher bias awareness:* Previous research had highlighted the dangers of bias of a sole researcher, so there was awareness of the risk of displaying personal preferences or assumptions. The criterion that a researcher needs a deep understanding of the phenomena being investigated (Darke et al., 1998, 277) was met by the researcher's personal history. Long-standing familiarity with Asian cultures was balanced by a consciousness that the study was emanating from a university with a Western tradition and in this sense some Western bias was inevitable. It was also acknowledged that there was an unusual degree of empathy for those working to deliver a quality education course under some disadvantage, as well as the acknowledgement that, like much social research being done, the study would show evidence of Western bias (Neuman, 2000, 408). Awareness of the possibility of such bias, and an ongoing discernment of authenticity both in professional practice and in the field were the chief ways of remaining sensitive to this issue.
- *Rigorous documentation and analyses:* A rigorous approach to documenting the research process and analysing and coding the text of the interviews, added to the authenticity of the reported findings. These are detailed later in the chapter in the account of the research methods.
- *Feedback and authenticity:* Conference papers and seminars presented in the course of the research (Appendix I) and the discussion they generated provided additional feedback and served as further audit of the process.

In sum, the multi-level, multi-source approach provided a check and 're-check' of the findings. Multiple sources of data and multiple levels of evidence were used in the research in order to establish the credibility of the findings and to protect the outcomes of the research from the possible bias of the researcher. Feedback was sought and follow-up visits offshore were conducted.

Cultural sensitivity was retained during the course of the research interviews and procedures by:

- conducting the interviews *in situ*
- opening and closing the interview meeting in a manner appropriate to the culture in which I was operating
- monitoring the vocabulary I used, avoiding the use of colloquialisms, library jargon, and keeping to basic (essential) English as far as possible
- avoiding topics that were culturally inappropriate
- making no reference to local politics (institutional or national)
- making no value statements in general, and specifically regarding 'standards' of education, teaching/learning approaches, qualifications, equipment, technology and other references to differences in lifestyles, social customs and 'standards of living'.

## **2.5 Research design**

### **2.5.1 Research stages**

The proposal for the thesis was developed first in 1997 and the formal research process covered the period between February 1998 and July 2001. Except for very minor changes, the title of the thesis, and its aims and objectives have remained stable in the course of the research. Access to offshore participants, time and financial constraints, and the consideration of keeping the project manageable, were pragmatic considerations that influenced the scope of the research.

There were six stages of the research process (see *Figure 2.1*) in which two broad research strategies were used.

Prior to the research there was a preliminary phase that covered a period of twenty years in the field, first in South Asia and later in Mauritius, when the foundations for the research were laid. It was during this time that the researcher was exposed to differences in learning styles and approaches to learning, and first became aware of their relationship to the role of libraries and patterns of information-seeking at school and college levels.

Teaching and managing schools and colleges where young people were educated 'to be creative and independent thinkers' had to be carried out 'while remaining sensitive to the local learning environment ... that was largely teacher-directed' (McSwiney,

1994). Translated into the school and college library this meant that the institutions in which I was involved were developing library collections that provided research opportunities for students, even from a very young age. This was the exception rather than the rule and contrasted with a very large majority of other institutions in the region where the library was a low priority resource centre, often un-staffed, which attracted minimal funding and held rows of multiple copy textbooks. Allocating finances in this learning environment required ongoing discernment of the relationship between information resourcing and teaching/learning approaches, and ongoing education of teaching staff in the creative use of extended reference use information resources. Unlike the general perception of the role of libraries in the region, at both college and school levels, the library was accepted as a central function in the education institution. The role of the librarian and the library was constantly being articulated and reviewed. This first hand experience provided the foundation for the questionnaire to discern the differential library needs of students used in the researcher's 1993-94 project and the context from which interview responses could be elicited and interpreted. The context has subsequently been well documented by the researcher (McSwiney, 1994; 1995; 1997).

The potential impact of different cultural contexts on such issues as cross-cultural communication, organisational behaviour and corporate practices also became apparent during the period spent in Asia and ultimately provided the motivation to draw on knowledge of the cultural context to pursue research in the area.

A visit to the South East Asia took place in 1998 in order to assess the appropriateness of the Monash Malaysia site for this research project. This was an opportunity to observe first hand the existing collection of information resources, and through interviews with staff offshore, including the institution's librarian and the Monash Malaysian-based Pro Vice Chancellor, to gain some idea of their expectations and concepts of the library's role. The visit was formally reported to the Associate Dean International of the Faculty of Information Technology who sponsored the visit.

The first stage covered a period of many years in the field when the foundations for the research were laid. Formal research projects followed from this period until 1997 when a formal research project was formulated. A visit to the field took place in 1998 in order to assess the appropriateness of the case sites.



In stage two, a conceptual study drawn from current literature established the schematic rationale for the thesis. Globalisation, internationalisation and their relationship with the university and its academic library were explored in some detail. This first section of the thesis did more than provide background to the research: by examining current literature in each of the major areas and piecing together interdisciplinary theories, key issues emerged which threw light on a social context that is still evolving. A conceptual model incorporated these key issues and themes, and the evidence from the empirical study was interpreted and organised within this framework.

The third stage was a case study. This stage involved multi-level interviewing of senior stakeholders, *in situ*, onshore (Australia) and offshore (Malaysia). Data was gathered from these case studies and the findings of individual and group interviews were recorded and collated. The interviews were designed to gain additional insights on the central questions and to respond to the stated aims of the research.

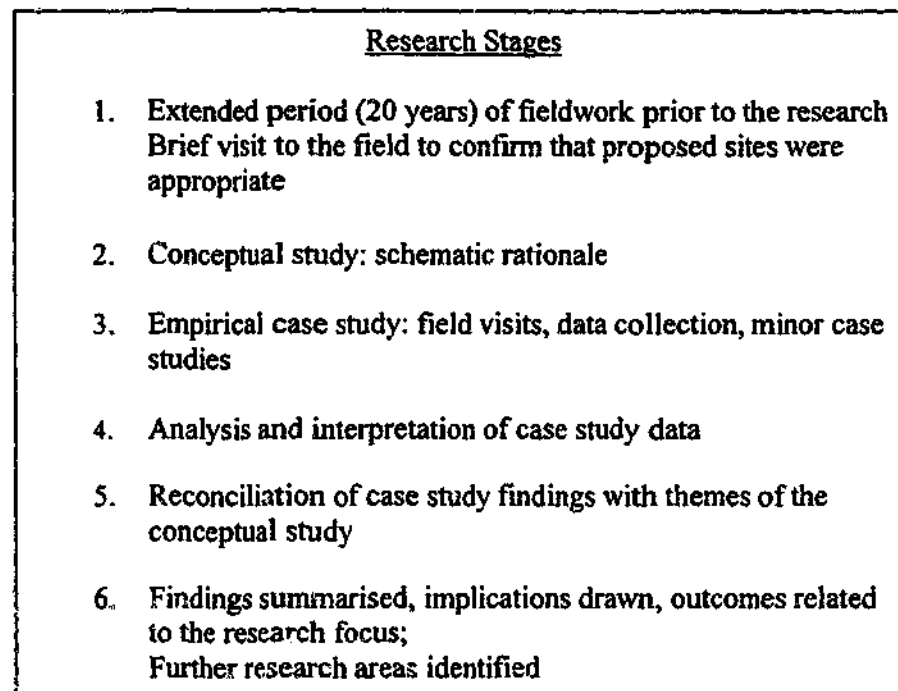
Data gathered from the interviews was coded and analysed in the fourth stage.

Stage five involved identifying key issues and relating them to the conceptual study. Implications for the academic library emerged as credible and sustainable from this stage.

In the final stage, the findings were summarised, specific implications for the academic library identified, and the outcomes related to the original aims and objectives of the thesis.

**Figure 2.1**

**Six Stages of the Research Process**



These multi-level investigations were used to substantiate the findings of the research. They are designed to ensure fidelity to the original focus of a project that is multi-disciplined in content, and is embedded in a context that is both dynamic and complex. The rationale of each stage is addressed in the following discussion.

**2.5.2 Research Process**

The research did not progress in a linear fashion even though the main steps had been mapped out early in the study. In the course of the study circumstances changed that called for a revision of the time frame and the order in which the interviews and the conceptual study were completed. This is typical of a qualitative study of this kind (Walsham, 1995,76; Neuman, 2000,124) and the flexibility was advantageous. The process became recursive, with a 'movement forward and back' between the conceptual study and the interviewing process (Gordon & Clayton, 1997,40). This allowed the inclusion of valuable literature references that emerged in the course of the study (particularly in 1999 and 2000) and thus the data could be analysed in the light of current opinion and theories including those found in *Global Transformations* (Held et al., 1999) *Enterprise University* (Marginson & Considine, 2000) *Quality and Internationalisation in Higher Education* (Knight & de Wit/OECD, 1999) and *From Gutenberg to Global Information Infrastructure* (Borgman, 2000).

The most unexpected development in the design of the research was the value that came to be assigned to the conceptual study. The outcome of many years of reading and interest in the research area, the depth of the material being published currently, personal insight into the issues being raised in the light of professional practice and a long period in the field, resulted in a [narrative] model that represented both 'product' and 'process' of the thesis.

## **2.6 The conceptual study**

For a better understanding of the implications for the academic library in the context of the internationalising university, an approach was adopted in which the social context and social meaning were an essential aspect of the research (Neuman, 2000; Shipman, 1997).

The first phase of the thesis is a conceptual study that investigates the relationships between the university, the academic library and the broader social context. While providing background to the research, the conceptual study is, in itself, a component of the thesis (Shanks, Rouse & Arnott, 1993; Keen, 1991). It was used to investigate contemporary issues and to develop a critical analysis of the situation based on views expressed in seminal texts in library and information studies, as well as in related fields.

The report on the conceptual study spells out the relationships between globalisation, internationalisation, higher education and the academic library. The thesis develops the concepts surrounding these relationships, and in doing so provides a framework that suggests areas for further theoretical development (Walsham, 1995,80). Finally, by reconciling data from the case study with key issues that emerged in the conceptual study, implications could be drawn, and 'rich insights' added to the current understanding of the phenomenon when the findings were interpreted in the light of the researcher's background.

## **2.7 The case studies**

A case approach was selected to gather the empirical data used to substantiate the research. In a social enquiry of this kind, this provided the scope and the versatility needed to allow for the qualitative nature of the study (Cavaye, 1996; Darke et al.,

1998; Ragin & Becker, 1992). In this instance, the case approach allowed for the pragmatism and flexibility that is considered necessary for a study such as this: embedded in a social context that is in a period of dynamic transition and change.

Case study is a generic term applied to a range of research approaches. Cavaye (1996) believes that there is 'no generally accepted definition' of case research and it is easier to list its characteristics, its strengths, and its weaknesses. According to Cavaye, the approach is 'multi-faceted' for it can be either a highly structured, positivist, deductive investigation involving multiple cases, it can be 'an unstructured, interpretative, inductive investigation of one case', or it can be 'anything between these two extremes in almost any combination' (Cavaye, 1996, 227; Darke et al., 1998, 275). This research project falls into the latter category: it is a qualitative, semi-structured exploratory investigation selected to support the insights gained from the conceptual study (Punch, 1998, 152).

#### **2.7.1 Case study process**

The selection of the case study was largely opportunistic (Hamilton, 1999) and was determined by several pragmatic factors:

- the Melbourne location of the home base of the institution
- the small number of institutions, which, at the time of the commencement of the study, had established an offshore campus in the region
- the geographical proximity, plus the high level of participation, of South East Asia in Australia's higher education programs, and
- the likelihood of access to senior stakeholders in those institutions.

#### **2.7.2 Overview of the case design**

The central multi-site case study involved Monash University and its offshore campus at Kuala Lumpur, Malaysia. The 'newness' of the offshore involvement of Monash at the campus level was the reason why additional case studies were undertaken in the early stages. It had been thought that a very new campus might yield little that would contribute to the development of theory. In fact this was not the case. There were a number of factors that added depth to the study including the 'elite' nature of the interviewee group, the willingness of the interviewees to participate in the study, and the informed positions they held in the institution (Neuman, 2000, 152-154). Resulting from the pace at which development is taking place, and significant

changes in the use and provision of library services to the campus at Malaysia, the Monash case proved to be far more productive than was originally thought possible.

The flexibility of the qualitative approach allowed for data from supporting case studies to be used to monitor the validity of the findings without being directly reported. Additional background evidence was gained from cases involving two other Australian universities: The Swinburne University of Technology with its off-shore campus in Laem Chabang, Thailand and Deakin University with its academic partner, Stamford-Disted Kolej in Penang. Interviews were conducted at six sites (three onshore, and three offshore) thus providing the possibility of 'shifting the lens' to detect issues common to more than one institution. Study tours of academic libraries in Asia and Australia added depth to the investigation likewise by providing the opportunity to observe first-hand the social and library contexts.

Study tours of academic libraries in Asia and Australia added depth to the investigation by providing a background against which data could be interpreted in its regional and educational context. For instance from these on site visits it was possible to gain some idea of challenges that were peculiar to the library, its parent institution, or generally to the region, particularly in relation to technological infrastructure and developments, and the balance between analogue and digital resources. They also provided the opportunity to observe first hand how students accessed resources, and to hear how librarians perceived their roles. In addition to visiting and conducting interviews at the three case sites, I also visited the academic libraries of eleven other institutions in India, Thailand, Malaysia and Singapore including the University of Sains, Malaysia and the National University of Singapore where interviews took place in each case with the University Librarian or his/her deputy, as well as with other senior librarians. This extended trip was recorded in detail in weekly reports to the principal supervisor of the study.

The case-study provided for a multi-disciplinary approach using a range of techniques including individual interviews and group interviews conducted *in situ*. The empirical data was gathered from research into a central Monash University context, while the minor cases and field visits provided for comparison and confirmation, a richer description of the phenomena, and an aid to the development of theory.

Results of studies of this type are not claimed to be conclusive but can be used for generalisation (Walsham, 1995,79). Walsham identifies four types of generalisation

that can be the outcome of an interpretive case study: development of concepts, generation of theory, drawing of specific implications and contribution of rich insight (Walsham, 1995,79).

### **2.7.3 Central case: Monash University**

Monash University, with its home base in Melbourne, was the central case study for the thesis. The University was established in 1958 and enrolled its first students in 1961. By 1999 it was described as Australia's largest university with more than 42,000 students and over 5,000 staff (Monash University Library, 2001). In 2001, the Monash website describes the University as 'a global university' with eight campuses (McBurnie, 1999). Six of these campuses are situated in or around Melbourne; another is in Malaysia, and one in South Africa.

Monash University describes itself as 'energetic and dynamic' and committed to 'leading the way' in higher education and research (Monash University, 2000a). The University's vision for 2020 is to be global, self-reliant and broad-based (Monash University, 1999a, 5). In the University's *Global Frameworks* document (Monash University, 2000) the Vice-Chancellor reiterates that Monash aspires to be both international and global. The University's approach to internationalisation is essentially threefold: the internationalisation of the student body, internationalisation of the educational experience of students and faculty, and the establishment and enhancement of the Monash presence overseas (McBurnie, 1999, 140).

Monash University Library is one of Australia's major research libraries. The library is located at eight sites within Australia, and of recent times, another in South Africa. By 2001, the library has also developed a liaison role with the Tun Hussein Onn Library at Sunway College, which is situated on the shared site of the Monash Malaysia campus but remains under the administration of Sunway.

The Monash University Library contains 2.6 million books, 17,000 serial titles, an extensive collection of works in other formats and 'provides access to thousand more resources via electronic networks' (Monash University Library, 2001). The Library is widely recognised as one of the most innovative academic libraries in Australia and is at the forefront in the use of information technology.

As one of Australia's largest universities, and one of the first Australian universities to establish a full campus offshore (Malaysia in 1998) the institution and its library

lent itself to a study of this kind. Another factor was the willingness of senior academics and administrators to take part in the research. The campus in Malaysia was established at the invitation of the Malaysian Government and the campus operates through a joint-venture partnership with the Sungei Wei Group (Monash University, 2000). The business element in this partnership was to be significant to the research.

#### 2.7.4 Supplementary cases

Originally it was proposed that the research would focus equally on three cases. However, the expansion of Monash Malaysia and significant changes in the relationship between the university and its academic library resulted in the Monash case study becoming central to the research. The 'fluidity and openness to change' demonstrated in this amendment to the initial design, is typical of a qualitative study (Gordon & Clayton, 1997, 41; *see also* Fidel, 1992; Glazier & Powell, 1992; Neuman, 2000).

Despite this change of emphasis, the other two institutions were retained as supporting case studies. Though data from these interviews is only incidentally reported in the thesis, information gathered from Deakin University and Swinburne University of Technology interviews provided rich insights and the opportunity for valuable comparisons.

The Swinburne University of Technology was established in 1992 by an Act of the Victorian Government. Swinburne was founded in 1908 as a provider of technical education and training. It continues to be one of the few Australian universities whose programs range from apprenticeships to doctorates. A flexible curriculum structure allows articulation for students in some instances from vocational training courses to degree courses (Swinburne University of Technology, Website 2001). The 1999 Swinburne Annual Report, states that the Swinburne Libraries on each of the six campuses 'provide learning and information resources and services in support of Swinburne's teaching and research programs' (Swinburne University of Technology, 2000). Swinburne Tummasiri Laem Chabang School of Engineering is a campus established by Swinburne in 1997 as a joint venture with Technology Supply Group (Thailand). It was Swinburne and its campus at Laem Chabang that was the subject for one of the supplementary case studies.

Deakin University in Australia has six campuses across the State of Victoria. Established in 1974, Deakin recognised from its foundation, the relevance of *distance education* at tertiary level in a country as vast as Australia (Deakin University, 2001). The flexible delivery of its courses offshore was a natural extension of this policy. Rather than establish offshore campuses, Deakin has chosen to set up strategic alliances and academic partnerships with a number of offshore institutions, including Kolej Stamford Disted in Penang, Malaysia (Deakin University, 2001). It is this alliance that was the subject of the second supporting case study.

The Deakin Library's motto: "We help people learn", and the Library's objectives stated in the Annual Report for 1999 indicate that its focus and priorities are to:

- satisfy demand for information from library and other sources
- build financial strength to develop library services and assets
- provide value to clients to help them achieve their goals
- excel at processes for fast, effective delivery of services and resources
- enable staff to lead and innovate (Deakin University, 2000).

Although Deakin's interest in Penang (unlike Monash and Swinburne's offshore campuses) is an academic partnership, Deakin's long history with distance education and flexible delivery, and the philosophy and policies of the offshore institution, Kolej Stamford-Disted, suggested that it would provide valuable contrasts and comparisons with Monash and Swinburne.

Deakin and Swinburne fitted the criteria given in 2.7.1 and the University Librarian in each case accepted the invitation to participate and offered to make the initial approach to the senior management onshore and their offshore counterparts.

## **2.8 Data collection**

### **2.8.1 Field visits**

Visits to South and South East Asia over three years were used to gather data for the case study. They added support to the validity of the study and visits to other academic libraries added to the contextual value.



These offshore visits were used to confirm case sites, establish contacts and conduct interviews. They took place in August 1998, February/March 1999, and March 2000. An extended field trip in February/March 1999 included visits to fifteen academic libraries in West Bengal, Bangkok, Penang, Kuala Lumpur and Singapore. Each library visit lasted at least a half-day, had a declared research focus, and in each instance involved discussions and meetings with the chief librarians or their deputies, and other senior library staff.

Professional experience and familiarity with Asia provided the platform from which these visits and meetings could take place. Personal observation of such a wide range of sites proved to be invaluable in interpreting and analysing data from the case study.

### **2.8.2 The interview**

A series of individual interviews provided most of the data for the empirical study. There were a number of factors that led to the decision to adopt a semi-structured interview approach, including the researcher's experience of intercultural communication and its challenges. The researcher conducted the interviews on the two campuses onshore and offshore. The location of the interviews, especially those conducted offshore, provided additional contextual data (Gorman & Clayton, 1997, 24). Consistency and accuracy were major considerations in recording and transcribing the interviews.

### **2.8.3 Interview structure**

The interview was semi-structured and the same outline was used for all cases both onshore and offshore. The interview approach was tested as a pilot study with senior library staff at Swinburne before the format was adopted.

The first part of the interview was an unstructured discussion of the concepts of the university, the academic library and internationalisation in the context of higher education. This proved to be the most productive part of the interview. The purpose of the unstructured discussion was to:

- elicit through a free discussion, what the interviewee discerned to be the key issues facing the university, the higher education sector, and the library in the context of internationalising
- establish communication and achieve some consistency of terms and concepts

- gather data from senior stakeholders on perceptions of key concepts and issues relating to the research topic.

The second part of the interview was a semi-structured exploration of the interviewee's perceptions of the impact of internationalisation on the Library's collection, its role, its infrastructure and how it is perceived to relate to its user group. This section was in the form of a guided questionnaire with provision for a free text comment after each question. The data from this section also provided additional observations on the perceived role of the library and provoked comments on the library's collection and infrastructure. An important objective of this section was to establish some consistency between academics and librarians on the concept of the library.

#### **2.8.4 Participant profile**

Across the three cases, thirty-eight senior academics and librarians responded to the invitation to take part in the research. Onshore participants were approached by email. Contact was established with offshore administrators and librarians through fax and email, while academic participants offshore were approached personally on site. University Librarians and their colleagues had knowledge of the 1993 - 1994 research project and were willing to participate. Overall, thirty-nine were approached, with only one person failing to respond to the invitation.

The selection criteria had originally been simply that the respondents would be 'senior stakeholders, academics or library managers, whose portfolio included some direct interest in the offshore venture'. The level of willingness to participate indicates the high-level concern and interest in the topic. In accordance with Monash ethical guidelines, all participants received a written explanation of the study, and each signed a statement of consent to being interviewed. The interviews were tape recorded and transcribed by the researcher.

Of the respondents, nineteen were from Monash and nineteen represented Deakin and Swinburne universities. In total there were nineteen onshore staff and nineteen offshore. The distribution of academic and library staff can be seen in *Figure 2.2*.

**Figure 2.2****Distribution of Interviewees**

	Onshore Academics	Onshore Librarians	Offshore Academics	Offshore Librarians	Total
<b>Monash</b>	8	3	6	2	19
<b>Deakin/ Swinburne</b>	4	4	8	3	19
<b>Total</b>	12	7	14	5	38

The onshore sample included a Deputy Vice-Chancellor, two Pro Vice-Chancellors, a university Vice-President, a Faculty Dean, two Associate Deans (International), Director of the Monash Asia Institute, the University Librarians of all three cases and three Associate University Librarians. Although in many respects this represented an 'elite group' (Neuman, 2000, 153) there was no difficulty in gaining access to the members of the group, and all were generous with their time. In many cases, the interviewees were prepared to continue the discussion beyond the allotted time and the data was enriched by their expertise. I was alert to the possibility of being offered only a 'party-line' response, but in fact was aware of very few instances where institutional politics might have significantly coloured responses.

The offshore sample was more restricted due to the pragmatics of travel schedules, the different attitude in the region about keeping to time frames and the small size of the academic and library staffs compared to the onshore institution. In each case, the Campus Director or most senior representative of the university agreed to participate. In Penang, there was an invitation to meet and interview the President of Kolej Stamford-Disted, D'Ato Dr Sharom Ahmat, an eminent educator in South East Asia.

In the case of the libraries offshore, at the time there were only two or three professional librarians in each institution and my interviews covered almost every one of these.

Aware of the subtleties of cross-cultural communication, and for consistency, the decision was made to conduct all the interviews myself. This had the advantage of my being able to move freely from natural English-speakers to speakers from non-English speaking backgrounds without compromising the content of the interview. My background as an educator in Asia, sensitivity to changes of cultural contexts and my earlier research and professional practice added authenticity to the project and helped create a climate of trust.

Group sessions followed six to twelve months after individual interviews. These sessions provided an opportunity to clarify ideas and to confirm the validity of data from individual interviews. The transcripts of these provided feedback to the participants and additional insights to the interview data.

Figure 2.3 shows the distribution of interviewees for the Monash case study and the codes used in the Report. M1 – M8 represent Monash academics interviewed in Australia. M9 – M11 are the codes used for the three Monash library managers also interviewed in Australia. KL1 – KL6 identify the six academics interviewed in Kuala Lumpur (KL) at the Monash campus in Malaysia, and KL7 – KL8 denote the two librarians interviewed at the Malaysian campus who also manage the Tun Hussein On Library – the facility shared between Sunway College and Monash Malaysia.

**Figure 2.3**                      **Superscript interviewee code identifiers (Monash Case)**

<b>MONASH</b>	<b>Onshore Australia</b>	<b>Code</b>	<b>Offshore Malaysia</b>	<b>Code</b>	<b>Total</b>
<b>Academics</b>	<b>8</b>	<b>M1-M8</b>	<b>6</b>	<b>KL1-KL6</b>	<b>14</b>
<b>Librarians</b>	<b>3</b>	<b>M9 – M11</b>	<b>2</b>	<b>KL7-KL8</b>	<b>5</b>
<b>Total</b>	<b>11</b>		<b>8</b>		<b>19</b>

The source of data is identified by superscript code where comments are required to be reported as block quotations (AGPS, 1994,32). To highlight differences in perspective, offshore comments are reported in italics.

## **2.9 Data analysis**

Analysis of the data was not an isolated 'step' in a linear research process but followed a recursive progress as succeeding stages uncovered data and suggested ideas in the manner already described (Gorman & Clayton, 1997,40). The study took place during a particularly dynamic period of change and the research process reflects the flexibility needed to cope with this dynamism. Patterns emerged, and re-formed throughout the study as reading of current literature continued and concepts developed.

### **2.9.1 Data organisation**

A 'spiral' pattern is the closest description that can be offered of the process of coding and analysing the findings of the data (Neuman, 2000, 124). There were four definable stages in the analysis.

By the time the data was to be analysed, the following questions had formed in the mind of the researcher:

- What are the key policy/planning issues in this data for information managers, university librarians and information technologists arising from the global/international context?
- How are social and cultural changes effected by globalisation and the policy of internationalisation impact on the library user group and its information-seeking behaviour?
- What issues surface in the data about the changing nature of providing and developing information resources in a global context? And what links can be made with globalisation and the policy of internationalisation?
- Have any 'hidden' issues surfaced?

The first stage in the analysis of the data involved a system of open coding (Neuman, 2000, 422) in which the major themes and keywords that had emerged at various levels of the conceptual study and the interviews were broadly identified and

associated with one of the three entities of the library model. In some instances this was straightforward, with terms such as 'strategic planning', 'staffing issues' and 'policy' being readily associated with 'management'. However, as in a study of this kind, the allocation of terms was not always clear-cut, and decisions had to be made about whether such terms as 'teaching and learning' were used in the context of 'management', or the 'user group' (that is with the emphasis on the human factor). In such a case, the social and cultural issues that were the focus of the research, and the context in which the terms were used in the discussions helped determine under which entity of the library model ('management', 'user group', or 'resources') they would be grouped.

Thus the second stage of the process moved from broad familiarisation and reflection on the general themes of the literature and the interviews, to a closer identification of the recurring themes and issues through listening to tapes and personally transcribing the interviews (Miles & Huberman, 1994, 86). From this stage, the process of analysing findings from the interviews was characterised by an ongoing search for emerging patterns, recurring themes, and unexpected findings (Finch, 1990, 132) in the transcripts. In this way, patterns of themes and issues then emerged and re-emerged. This approach (summarised below) was used for individual responses as well as group responses:

- themes identified and coded according to library model entities
- familiarisation through reading and re-reading to identify keywords and sequences identified in stage one
- sub themes then identified by margin codes
- further classification using numerical coding of changes associated with internationalisation.

In this way a selective coding of categories (Neuman, 2000, 423) was constructed (Appendix II).

Data from the unstructured section of the interview, and brief one-line comments from the semi-structured section of the interview, were collated and organised separately and merged in the fourth stage of the process.

The process is illustrated in the four examples given in *Figure 2.4*.

**Figure 2.4**

**Example of 4 step process (Stage 2)**

i Library Model	ii Theme	iii Issue	iv Sample Codes	Change
Library User Group	T/L/R Teaching Learning Research	Information Literacy	2.2.b	Learning Background/ Expectation
Collection	Delivering services	Acquisition of print	3.3.a	Operational difficulties
Library Link	Strategic Planning	Inappropriate collection	1.2.c	Different Offshore expectations
Library User Group	Client-focused services	Social space	2.3.d	Social gathering/ collectivist expectations

In stage three, brief comments from the semi-structured section of the interview were collated and organised according to the library model. The value of this stage lay in the range of responses, the possibility of scanning for overall reactions and the overview that could be gained from these summaries. For example, early in this process it became apparent that there were first, marked differences in some instances between onshore/offshore perspectives, and second, almost unanimous and often emotive reactions from onshore and offshore respondents on aspects strategic planning.

In the fourth stage, brief comments were matched and integrated with responses from the narrative text.

Finally, the data was presented in the thesis in three chapters adopting the structure from the library model and its three entities:

- policy and planning issues of the library,
- the library user group,
- the collection of information resources.

The findings gained in this way were then interpreted in the light of the literature studied, and the concepts that were developed in the conceptual study. These led to conclusions and recommendations for further research and specific implications for professional practice in the final chapter.

Throughout the process of analysis attention was paid to 'what was absent' from the data as well as to underlying meanings that were underpinned by the social and cultural context of the study. Neuman, in *Social Research Methods* draws attention to the worth of 'what has been unsaid' (Neuman, 2000, 435) and he also underlines the significance of what geologists would term 'outcroppings' of an issue that might appear initially to carry less weight, but in terms of the emerging overall picture, can prove to provide the key to an explanation (Neuman, 2000, 441).

## **2.10 Summary**

The research was characterised by an inter-disciplinary approach, recognition of the relevance of interpretive research in library studies, and a focus on social and cultural change relating to the context of the internationalising university.

The aim of the thesis is to deepen understanding of current and complex issues for the university and for the academic library, to contribute the body of knowledge in librarianship, and to identify specific implications for the library relating to underlying issues of internationalisation.

Blaikie suggests that in adopting an approach to social enquiry, the researcher is buying into a set of choices with far-reaching implications (Blaikie, 1993, 75). This could have been achieved by using various approaches and other strategies. Using a four level schema, the conceptual study examines literature and develops the concepts central to the study. The case study structure was carefully selected and revised, the interviews were designed to elicit a balance of semi-structured and unstructured responses and a series of checks were used to add to the credibility and trustworthiness of the findings.

The remarkable dynamic of the current tertiary scene, the dynamic of globalisation and its effect on the concept of the academic library, and the provision and use of information resources, called for a research approach that was flexible, creative and cohesive.



## **Chapter 3**

### **Globalisation and related concepts**

#### **3.1 Overview**

The conceptual model developed as an orientation for the research is introduced in the first part of this chapter. The concept of globalisation is then discussed in the light of the broad frame it provides for the thesis, with special attention given to those key aspects that are particularly relevant to the context of the thesis. This leads to following chapters where there is a more detailed discussion of internationalisation as a response to the world trends and influences that have been identified. The university and its academic library are investigated in that context.

#### **3.2 Statement of conceptual framework**

There are changes in the global order that are reflected in the higher education sector and are pertinent to the study. Evidence that globalisation has brought with it a new global consciousness is relevant to a study of this kind. Also significant are theories that globalisation gives rise to a renewed sense of national and/or cultural identity. 'Crossing boundaries' no longer refers only to an arrangement directly between neighbouring states or territories. Increasingly, nations are forming alliances and sharing projects that span continents and involve cultures that appear to have little in common, except that they belong to the same global order.

There are key sociological issues that need to be investigated and identified within the global and international context of the study in order to gain a better understanding of the influences and circumstances that contribute to this conceptual framework. Issues of culture, race, priorities and practices are raised where they are important to

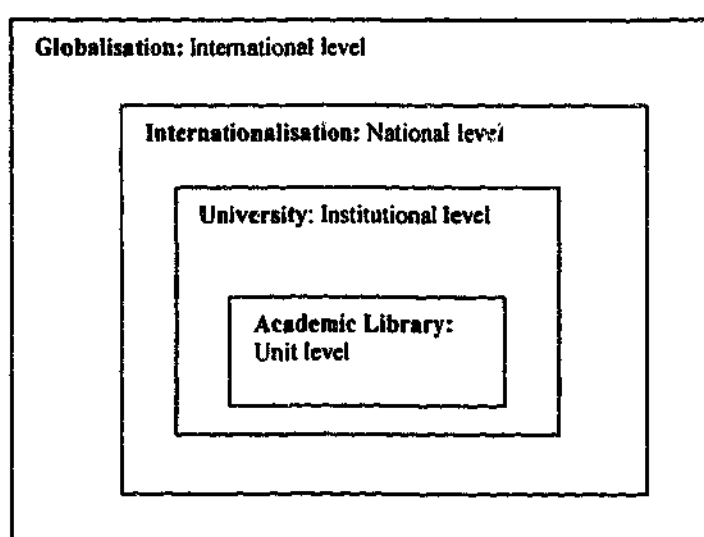
explanations of social and cultural changes in the university and the academic library, and where they have particular relevance to data gathered in the case study.

### 3.2.1 Introduction of the conceptual model

As an aid to understanding a complex social context, a four level conceptual model was developed. By identifying four levels of response to current social phenomena, it was possible to develop a layered approach to the analysis of changing circumstances affecting the university and the academic library.

*Figure 1.1* introduced briefly in chapter one and reproduced here, is one way of describing this schematic framework. It is explored in the first part of the thesis and forms the context for the empirical study that follows.

*Figure 1.1(reproduced from chapter 1) Conceptual Model*



The four levels of response as they are summarised here provide the structure for the conceptual study that is developed in the first part of the thesis.

*Level one:* At the international level, the processes of *globalisation* are driving world systems towards increasing interconnectedness and this is evident across the social domains. Technological advancement drives the pace of this transformation. The individual person is central to the transformation of social trends including changes in communication, migration patterns and market forces. Nationhood, culture, and the relationship between time and distance are being re-thought.

*Level two:* At the national level, global transformation is a powerful force and context. *Internationalisation* is one response to the process of globalisation and is

based on an increasing awareness of the need to interact with ideas and people that find their point of origin outside immediate national boundaries. It is expressed in various social and economic contexts including education. Internationalisation fosters cultural complexity and diversity within national boundaries, and highlights the multi-layered contexts in which the individual person operates.

*Level three:* At the *institutional* level, globalisation is bringing about contextual changes including a heightened sense of global and local identities within communities. Globalisation and internationalisation have influenced changes in the exchange of information and knowledge, and created pressures associated with institutional identity within the community.

The *internationalising university* is a response of the higher education sector to a need to provide an education that is relevant with respect to global and international trends. At the university level, individual institutions have responded to internationalisation through various patterns of transnational alliances, campuses, consortia, and academic partnerships. Social and economic forces have emerged as major issues affecting attempts to internationalise the education sector. Contextual overlays have become more complex and cultural boundaries have become blurred.

*Level four:* At the unit level, the *academic library*, and its functions and services in the institution are examined in the thesis in the light of the social and cultural changes that have been identified at the higher levels.

### 3.3 Globalisation

Globalisation provides the over-arching, supranational background to the study. Globalisation and internationalisation are processes that are closely linked. There are certain aspects of globalisation that relate closely to changes in higher education and academic libraries. Global trends have influenced the way we regard culture, identity and race, and therefore have an impact on the way we regard the university and other communities. The pace at which these changes are taking place is itself a sociological issue. Also closely identified with the process of globalisation is technological innovation and its impact on the university, especially its academic library.

### **3.3.1 Concept and meaning**

Globalisation is a process, or set of processes, that affects all aspects of contemporary social life. Its effects are particularly manifest in the advancement of worldwide interconnectedness.

Globalisation is a dynamic movement of thoughts and ideas and processes which affect our everyday lives. The suggestion that globalisation is a 'process or set of processes rather than a singular condition' is a consensus reached by a number of sociologists and theorists (Held et al., 1999, 27; King, 1997, 1; Giddens, 1997, 99). Globalisation is construed here as a dynamic and ongoing process (rather than a fixed 'crystallised' state) and is seen to have provided the higher education sector and the providers of academic information with the energy and the impetus for radical change and transformation.

### **3.3.2 Globalisation and change**

Changes in the relationship between the internationalising university and the academic library are significantly influenced by the rapid social, political and economic change that has come about as a result of globalisation and the transformation it has wrought in society, particularly in the last half century. The rapidity with which these changes are taking place, and the energy which results, inevitably impact on institutional management and relationships. In this context, major changes in higher education and academic information resourcing are natural outcomes of globalisation.

In their initial definition of globalisation in *Global Transformations*, Held et al. (1999) acknowledge the dynamic nature of the concept, describing it as a widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life (Held et al., 1999, 2). Anthony Giddens (1999) repeatedly focuses on the dynamic aspect of globalisation using language such as 'radical change', 'emergence', and 'transformations', to describe the concept. Giddens draws attention to the pace at which changes are taking place and refers to our 'runaway world', or the 'world of wholly radical change' (Giddens, 1999a, 1999b). This contrasts with the view of those theorists, including Roland Robertson, who see globalisation as a fixed social state and the 'crystallisation of the entire world as a single place' (King, 1997, 10).

Globalisation is a process with a long history. The existence of world religions and the trade networks of the medieval era demonstrate this (Held et al., 1999,13). The rise and fall of empires, the development of trade routes, the spread of world religions, the movement of peoples, and the grouping and re-grouping of cultures are outcomes of various processes that have resulted in the re-shaping of world systems over centuries. Globalisation has given rise to the 'emergence of interregional networks and systems of interaction and exchange.... [and to] complex webs and networks of relations between communities'(Held et al., 1999,27). This statement can be applied to numerous systems throughout history and is therefore not unique to the twentieth and twenty-first centuries. What is happening now in the global marketplace, to the global economy, and to communications and technology, has been preceded by centuries of trade and travel and global awareness; and the movement of peoples and ideas and goods throughout history.

Current interpretation of the term *globalisation* does, however, mark a new era. There are 'new forms... new rhythms... new impetuses' in the globalising process (Hall, 1997b, 20). Some consider the start of this new era to be as recent as the middle of the twentieth century. In the 1999 Reith Lectures, Anthony Giddens indicates that many of the recent developments, for example in communications, date back 'only to the late 1960s' (Giddens, 1999a). He suggests that the globalisation movement we are now witnessing has been influenced 'above all by developments in systems of communication' and he cautions against seeing the current phenomenon of globalisation solely in economic terms. Giddens suggests that the global changes we are witnessing affect 'almost every aspect of what we do... for better or worse we are being propelled into a global order that no one fully understands' (Giddens, 1999a). We live in an era of rapid change marked by a new global awareness.

### **3.3.3 Globalisation: theories and approaches**

This thesis views globalisation as an open-ended process and recognises it as a driving force behind the rapid social, political and economic changes that are 'reshaping modern societies and the world order' (Held et al., 1999, 7; Giddens, 1999a; 1999b).

Held et al. (1999) state that despite a vast and expanding body of literature, there is no cogent theory of globalisation, nor even a systematic analysis of its primary features. The writers suggest that globalisation is 'in danger of becoming one of the cliches of our times' and seek to redress this by developing a distinctive account of

globalisation that is historically grounded and informed by a rigorous analytical framework (Held et al., 1999,1).

An important aspect of globalisation is the extent to which it gives rise to a sense of unease and insecurity. This is evident in the higher education sector, and surfaces throughout this study, as stakeholders (whether they be academics or institutional planners) deal with the gathering momentum prompted by the processes of globalisation.

This fearful attitude and defensive response to globalisation is evident across society. Stuart Hall writes of the 'older, corporate, enclosed, and increasingly defensive' response to globalisation, which seeks a return to nationalism, and national cultural identity, in a 'highly defensive way, and try to build barriers around it before it is eroded' (Hall, 1997b, 33). This is a perception of globalisation that is acknowledged by Held et al. (1999,1) when they discuss a particular approach to globalisation as being also associated with 'a sense of political fatalism and chronic insecurity'. They suggest that 'the sheer scale of contemporary social and economic change appears to outstrip the capacity of national governments or citizens to control, contest or resist that change' (Held et al., 1999, 1). The fear is expressed that nations will be 'denationalised' and that there is a risk of wide scale cultural 'homogenisation'.

Giddens considers that the changes brought about by globalisation are being propelled by a range of factors though he admits that economic influences are recognised as being among the driving forces, especially the global financial system (Giddens, 1999a). This differs from the theory of the Japanese thinker, Kenichi Ohmae, who suggests that globalisation is primarily an economic phenomenon in which peoples everywhere 'are increasingly subject to the disciplines of the global marketplace' (Held et al., 1999, 2; Ohmae, 1990, 95). This perception has given rise to a school of thought linked with those who see the end of the nation state, and regard globalisation as being responsible for a 'growing polarisation between winners and losers in the global economy' (Held et al, 1999,4).

The thesis adopts the middle view espoused by Held et al. (1999) and Giddens (1999a; 1999b) that economic and technological developments are not the sole reasons for globalisation, but that they can be readily recognised as major factors driving the globalisation process. It also acknowledges the theory suggested by Held et al. that globalisation reflects a widespread perception that the world is being shaped

into 'a shared social space' by economic and technological forces (Held et al., 1999,1).

Globalisation is an open-ended process in which territorial boundaries have taken on a new significance, as governments become more outward looking, and political processes become more complex, in response to a more interconnected world.

#### **3.3.4 Globalisation and its influence**

There are few areas of social life that escape the reach of the processes of globalisation. The influence of globalisation extends across all the social domains including politics, economics, law, culture and ecology, and across networks of relations between communities, states, international institutions, non-governmental organisations and multinational corporations that make up the global order (Held et al., 1999, 27). It is a phenomenon that is political, technological and cultural, as well as economic (Giddens, 1999b).

Held et al. argue:

[Globalisation] might be better conceived as a highly differentiated process which finds expression in all the key domains of social activity including the political, the military, the legal, the ecological, the criminal... (1999,12)

and that the distinctive patterns of globalisation must be acknowledged in the different aspects of social life, from the political to the cultural.

In exploring the effect of globalisation on the cultural domain, and in that context on education within that domain, the complexity of the relationship between globalisation and education begins to emerge. Contributing to this complexity are a number of issues and influences from other social fields such as law, migration and politics, all of which are relevant to this study.

#### **3.3.5 Globalisation, culture and diversity**

There is a strong link between globalisation, culture and education. As defined earlier, *culture* is used in this context to denote 'the set of characteristics that distinguish one group from another'<sup>2</sup>. The sociologist, Geert Hofstede writes that

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<sup>2</sup> This definition of culture is distinct from the narrower sense of the word that in many Western languages refers to 'refinement of the mind' in the *belles lettres* sense (Hofstede, 1991, 5; King, 97, 2).

culture in this sense of the word is learned, not inherited, and he believes it is always a collective phenomenon because it is at least partly shared with people from the same social environment (Hofstede, 1994,5).

Culture and cultural issues are fundamental in identifying changes in an institution in a global/international context. Taken in the Hofstede sense that culture is a 'collective phenomenon', the study is sensitive to the significance of *the group* or community, and the power of cultural influences within the group. The richness of cultural diversity can make a positive contribution to the ethos of an institution and can lead to a re-forming and re-shaping of cultural profiles. There is interplay between this ongoing evolution of cultural identities and the process of globalising social phenomena, including education.

Globalisation has also been seen as a world move towards homogenisation of cultures. Ulf Hannerz, for example, suggests that globalisation has resulted in 'one world culture' but concedes that it is 'marked by an organisation of diversity rather than the replication of uniformity'. He suggests that the homogenisation of systems of meaning and expression has not been 'total' (Hannerz, 1990, 237, 240). Hannerz believes that one of the outcomes of globalisation, and the interconnectedness it has engendered, is to see the world as becoming increasingly a 'global ecumene of persistent cultural interaction and exchange', and a single network of social relationships (Hannerz, 1990, 237).

The perspective adopted for this study is primarily concerned with the diversity of this 'ecumene' rather than its uniformity. The study explored the implications of cultural diversity and cultural grouping in the context of internationalised education, and in relation to academic information management, use and provision. This accords with King's view that there has been a trend to cultural differentiation and cultural complexity rather than to homogenisation (King, 1997,16).

Whatever position one takes along the cultural continuum, the complexity and richness of cultural groups and sub-groups is particularly evident in the domain of higher education. The process of globalisation and the trend to internationalise the higher education sector provides a fertile environment for displays of cultural diversity, and calls for the recognition of differential needs of students, academics, institutional managers, and the cultural differences of the institutions themselves.



### 3.3.6 Identity and globalisation

A greater sense of self-awareness and a keener sense of identity have been identified as outcomes of globalisation. This heightened awareness of self, and the tendency to examine in a new light the values and traditions which have often been accepted without question, are evident in the current trend to question gender attitudes, religious practices, attitudes to the environment, and cultural traditions and customs. Globalisation, Giddens believes, 'isn't only about what is out there, remote and far away from the individual... it influences intimate and personal aspects of our lives' (1999a, 1).

Ethnicity, and a sense of 'self' and 'other' which cultural awareness engenders, is a critical issue integral to the study. Stuart Hall, for example, writing from the perspective of a Jamaican-born Englishman, suggests that the nature of cultural identity can partly be traced to a 'certain point at which particular forms of [English] identity feel that they can command, within their own discourses, the discourses of almost everybody else' (Hall, 1997b, 20). Hall writes that to be English, for example, 'is to know yourself in relation to the French, and the hot-blooded Mediterranean, and the passionate, traumatised Russian soul'. Hall suggests that one should look at the entire globe and 'when you know what everybody else is, then you are, what they are not'. Hall asserts that this exercise in itself is a certain kind of ethnicity (Hall, 1997b, 21). In the corollary to his discussion, Hall locates ethnicity in relation to a set of notions about territory, about where is home and where is overseas, 'what is close to us and what is far away'. Ethnicity is the place or space from which people speak (Hall, 1997b, 22, 36).

Hall's example has been quoted at length. It would be simple to construct similar scenarios substituting other nationalities, other vantage points, other national 'eyes' to re-create scenes where cultural identity is identified by describing 'what it is not'. When a nation begins to import education, and entrust, in part, to another nation an aspect of social life that is so fundamental to forming the nation, the elements of cultural identity which one is importing need careful evaluation and examination.

It is assumed here that education in the global order needs to recognise this need for cultural identity. Every player and every level of decision-making in the globalisation and internationalisation of education is affected by attitudes and concepts relating to ethnicity, to identity of self, and identity of 'the other'. Internationalisation should therefore not be equated with an homogenised form of globalisation. Cultural

awareness and respect for cultural identity and ethnicity must be integral to policy and planning whether at national, state or institutional level.

### 3.3.7 Globalisation, technology and communication

Of major significance to the education sector is the link between globalisation and information technology. Communication and the transfer of information are central to globalisation processes. The scope and complexity of globalisation associated with global interconnectedness is evident in the observation of Held et al. that:

[Globalisation] reflects the emergence of interregional networks and systems of interaction and exchange... complex webs and networks of relations between communities, states, international institutions, non-governmental organisations and multinational corporations that make up the global order (1999, 27).

Giddens suggests that globalisation is about the 'transformation of communication structures' effected by technological change (Giddens, 1999b) and the consequent rethinking associated with the concepts of distance and speed. Events that happen at a geographical distance make a far greater impact on us now than they did before. We live in a world where the developments of one region of the world can have profound consequences for the life-chances of individuals or communities on the other side of the globe<sup>3</sup> (Held et al., 1999,1). The use of technology, global expansion of the media, and advances in telecommunication has altered our concept of distance. The importance of physical (face-to-face) presence and absence has been re-thought in terms of virtual possibilities and global communication.

The concept of globalisation and its effects implies a stretching of social, political and economic activities across frontiers such that events, decisions and activities in one region of the world can come to have significance for individuals and communities in distant regions of the globe. In this sense, globalisation implies the widening reach of networks of social activity and power, and the possibility of action at a distance (Held et al., 1999,15).

Global interconnectedness has resulted in a *speeding up* of global interactions and processes as the development of world-wide systems of transport and communications increase the potential for the rapid spread and distribution of ideas, goods, information, capital and people. To speak of 'real-time' transactions across

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<sup>3</sup> The horrific attack on September 11, 2001, on the World Trade Centre in New York is a graphic example of this.

vast distances, illustrates what Held calls the growing extensity and velocity of global interactions. The sociological concepts of the 'local' and the 'global' are no longer so clearly defined and differentiated. Distant events can affect local situations with greater intensity while 'even the most local developments may come to have enormous global consequences' (Held et al., 1999, 15). Held et al. explain that this can result in the blurring of the boundaries between domestic matters and global affairs<sup>4</sup> and is one of the major challenges facing institutional managers and academics in the higher education sector.

### 3.4 Summary

Global transformation is a powerful force that calls for some response at the national level. It is expressed in various ways across the social domains and has resulted in a growing interconnectedness between nations.

Globalisation is understood here as a process or set of processes that reflect 'the emergence of interregional networks and systems of interaction and exchange' (Held et al., 1999, 27). Seen in this light, the influence of globalisation on education is evident. Technological innovation has led to greater interaction across national boundaries, while within national boundaries, societies become more culturally complex and diverse and the multi-layered contexts in which the individual person operates becomes more apparent.

Internationalisation is understood in the thesis as a response to contemporary trends in the process of globalisation. The next stage in developing the sociological framework for the thesis was to investigate the concept of internationalisation, and to identify factors relating to national identity and issues underlying the national response to global trends.

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<sup>4</sup> *Global Transformations* gives the following definition of globalisation which includes these spatio-temporal dimensions of globalisation:

*A process (or set of processes) which embodies a transformation in the spatial organisation of social relations and transactions - assessed in terms of their intensity, velocity and impact - generating trans-continental or interregional flows and networks of activity, interaction and the exercise of power (Held et al., 99, 16).*

## **Chapter 4**

### **Internationalisation and higher education in Australia**

#### **4.1 Overview**

As defined earlier in the thesis:

The internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution (Knight, 1999, 16).

This chapter adds a further dimension to the schematic design of the thesis by exploring the concept of internationalisation, its influence on higher education in Australia, its background and its relationship to the process of globalisation.

Social issues relating to the internationalisation of the sector are discussed and the emphasis on cultural issues and a focus on the human factor are maintained. Education-specific issues that relate the functions of the university to the ongoing process of internationalisation also are introduced. Matters relating to teaching, learning and research in an international context are explored, as are the motivating forces and policies that drive universities in Australia to respond to the policy of internationalisation.

Internationalisation has been identified in earlier chapters (*Figure 1.1*) as a response at the national level to the forces of globalisation. Globalisation has led to a re-thinking of such concepts as nationhood, culture, and the relationship between time and distance. There is perceived to be a renewed awareness of nation, nationhood and ethnicity, much of which has been attributed to the gathering momentum of

globalisation. It has been shown in the previous chapter that the process of globalisation is driving world systems towards increasing interconnectedness at the international level and this relates directly to developments and policy changes in the education sector.

## **4.2 Internationalisation**

Internationalisation focuses on the relationships between nations. It is about countries developing a greater awareness of the need to interact with ideas and people that find their point of origin outside immediate national boundaries. Internationalisation differs from globalisation: for where globalisation etymologically finds its origin and point of reference in world systems and world consciousness, the focus of internationalisation is on the nation and interaction between national entities, whether it be across boundaries or within the state itself.

Internationalisation, as in the case of globalisation, is not a recent development. The desire or need to extend thinking and living beyond political or geographical boundaries, whether through a desire for power or curiosity, has been manifest through centuries.

## **4.3 Concepts of nation and national identity**

As a prelude to investigating the policy of internationalisation and the changes it is effecting in the university, the concept of nation and nationalism was explored.

*Nation* is used here as the term to describe a group or community of people who are identified or bounded together by a common or shared culture, heritage or identity.

Held et al. describe a nation as:

A cross-class community, whose shared sense of identity, solidarity and interest is rooted in an ethnic identity and common historical experience... and whose central political project is the possession of a distinctive state in a bounded territory (Held et al., 1999, 335).

This concept of nation enriches the definitions given by both the *Chambers* and *Oxford Dictionaries* where *nation* is defined as a group or community of people who are 'marked off by common descent, language, culture or historical tradition, whether

or not bound by defined territorial limits of a state' (*Chambers Dictionary*, 1992) or are 'united by a common descent, culture or language, inhabiting a particular state or territory' (*Oxford Dictionary*, 1999).

The social system places considerable emphasis on a nation being bounded by national or state borders. The 1999 *Oxford Dictionary* states in its definition of *nation* that it is a social group that 'inhabits a particular state or territory' (*Oxford Concise Dictionary*, 1999). The issue of 'territory' is a factor in understanding the concept of internationality and what takes place in the higher education sector between nations and across national boundaries.

#### 4.3.1 National identity

Concepts of nationalism and a sense of national identity are seen to be closely linked to the process of globalisation and are considered by some as a 'fundamental means of responding to globalisation' (Holton, 1998, 157). The granting of independence and the 'de-colonisation' of countries has contributed to new expressions of nationalism. Political unrest and the need to declare one's national identity (as currently seen, for example, in the nations on the African continent) can be identified as part of the aftermath of colonialism and a result of the lifting of the imposition of European or British cultural norms. In Eastern Europe, a similar pattern is emerging in the Balkans as the political dominance of Soviet Russia declines. A remarkable number of recent events are characterised by declarations of national pride and awareness expressed variously through territorial disputes and religious fundamentalism to extreme forms of sporting hooliganism.

The desire to identify with a national group, to identify oneself as belonging to that group, and to being different from those in other (national) groups has been fostered by various forms of national representation and rituals at the national and international level. Nationalism, according to Held et al. (1999, 335) can then be seen as 'both a psychological and a cultural affiliation'. They see this cultural affiliation as associated with 'complex bodies of real and imagined practice, belief, ritual and attitude' (Held et al., 1999, 335) and Holton (1998, 155) refers to the 'robustness and persistence of national identity and nation-focused sentiments'.

The emergence of the nation and the nation-state (of national awareness and identity as we now know it on a worldwide scale) is a comparatively recent phenomenon, even though global awareness and the identity of social groups with common interests

and histories have existed through the centuries. The sociologist Geert Hofstede suggests that the 'invention of nations' as a worldwide phenomenon emerged as recently as the mid-twentieth century. He reasons that the nation-system followed the colonial system and it was only then that the entire world was divided into nations and everyone was given a national identity (Hofstede, 1994). A strong and consistent sense of national identity was particularly evident in the latter part of the twentieth century when the move to internationalise higher education gained momentum.

Hofstede suggests that societies and nations can be identified as 'historically developed wholes' (Hofstede, 1994,12). Most nations identify an official or national language, and seek to establish some control over a national education system, national press and media, postal service and telecommunications. Held et al. suggest that these organisations and cultural practices are 'consciously used to construct national histories, define national identities and inculcate national allegiances' (1999, 338).

The need to 'belong nationally' is a cause for tension, and in some cases failure, in the implementation of projects that do not recognise the power of this need. The delivery of higher education courses across national boundaries stirs up a number of issues relating to national heritage and national identity. The phenomenon of *national identity* is evident at the level of the individual, the institutional, the national and the international, and is manifest more powerfully in education than is often recognised.

#### **4.3.2 International interdependence**

Juxtaposed with this issue of national identity, and closely linked with globalisation, is an increasing sense of international interdependence. It is becoming more difficult to conceive of events being driven from within a single nation without linking them in some way to other nations or regions in that (or any) part of the world. Familiarity with interactions that now happen over great distances is one of the outcomes of the development of new technologies and global communication networks. As a result, we live in a world society with a highly developed global sense. National events are seen to have been the outcomes or products of a complex network of events and brokering across a range of social domains, whether political, economic, environmental, military, or a combination of these. It is hard to conceive of a scenario in which a happening of significance at the national level has been solely generated or instigated from within the nation. Generally the effects and outcomes of major events

extend in some way to other nations whether in the same region, or the other side of the globe.

New concepts of distance and presence and 'real-time' mean that the world media, the international stock market and global trade exercise extraordinary power over single nations, and in turn generate a profound shift in the way sovereignty and the nation-state are conceived. Political upheaval in the smallest state or an ecological disaster in a remote island can have an immediate political or financial impact on a nation - whether large and 'powerful' or small and comparatively insignificant - in another region or hemisphere.

#### **4.4 Internationalisation of higher education**

Global economy and advances in technology have motivated educational policy-makers to recognise the need, and devise the means, for internationalising education. Philosophically, and pragmatically, those researchers, academics and students who make up the higher education cohort, live and work in a world in which the concepts of time and distance and social structures are being dramatically altered.

##### **4.4.1 Internationalisation of education: concept and definition**

The internationalisation of education has, through the centuries, been associated with the global dissemination of knowledge through the personal exchanges between scholars. Initially, these academic exchanges took place in face-to-face situations. As trade and transport developed (and with these advances, postal and telecommunication services) so, too, did the means of exchanging knowledge. The delivery of education courses onshore and offshore became more flexible. As people became more globally aware, advances in technology, trade, migration and transport enabled patterns of education to reflect this awareness.

Through most of the twentieth century the internationalisation of education was seen still to be centred on student mobility, but there was also the development of technology that made possible the flexible delivery of courses both intra-nationally and internationally. In the international context, the interaction took place between a *home* nation and another neighbouring or offshore nation.

Another dimension was added to the internationalisation of education in Australia towards the end of the twentieth century. A change of policy shifted the focus from



student mobility and economic benefits, an 'us and other' stance, to a more wide-ranging approach of seeking to broaden the traditional perspective of what had been predominantly nation-centred learning and research. The aim of the new framework was to add an international dimension to curriculum development, staff development and educational philosophy. This approach recognises - and aims at responding to - the global aspect of the academic, political and workplace environment in which staff and students are now finding themselves.

By the end of the 1990s in Australia, this comprehensive approach to internationalising higher education had begun to take form. The internationalisation of the sector was described by the Australian Vice-Chancellors' Committee (AVCC) in its International Relations Strategic Plan of 1997, as the 'complex of processes that gives universities an international dimension' (Hamilton, 1998). Expanding on this definition, in a speech to an Education Forum in Sydney, 1998, Hamilton, AVCC Chief Executive Director, added that internationalisation must then be seen as being relevant to 'all facets' of university life, 'including scholarship, teaching, research and institutional management'. In the same paper Hamilton draws attention to the scope of internationalisation with the reminder that it affects students, staff and curriculum management (Hamilton, 1998).

Supporting the AVCC statement are the writings of Jane Knight and Hans de Wit in the 1999 OECD publication *Quality and Internationalisation in Higher Education*. They describe internationalisation in this context as:

The [concept and<sup>5</sup>] process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution (Knight & de Wit, 1999, 16).

This definition articulates the scope of the international dimension of education by naming teaching, learning, research and service as the 'primary and universal' functions of an institution of higher education. The *intercultural dimension* that has been incorporated into the definition is particularly significant to this study. This acknowledgement of intercultural issues reflects the emphasis placed by the study on the sociological dimensions of internationalisation in education.

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<sup>5</sup> The word 'concept' is inserted into an almost identical definition in the Foreword to the same title.

Internationalisation here, and throughout this study is interpreted as a 'dynamic process rather than a set of isolated activities' (Knight & de Wit, 1999,16).

#### **4.5 Historical background**

There are significant movements in the history of Australian education that have left their mark on the policy of internationalisation and continue to throw some light on the genesis of the current policy. Patterns of student mobility, the legacy of the Colombo Plan (Evans & Grant, 1995) and the influence of the *Jackson and Goldring Reports* to the Australian Parliament in 1984 are of particular significance to this study.

##### **4.5.1 Higher education and foreign policy**

The field of higher education has long been associated with 'inter-nation' *aid and trade*. The pendulum has swung between the two, as countries have lurched from 'helping mode', to being motivated to shore up the domestic economy by adding education to their export portfolios. The foreign and domestic policies of a country determine, to a large degree, the extent of the country's involvement in education offshore, the extent to which offshore education can be driven by economic or welfare factors, and the migration patterns of 'study abroad' programs and student-sojourners. Australia's involvement in the Colombo Plan, as described in 4.5.3, is a particularly relevant example of this in the context of student mobility and the sharing of opportunities for scholarship.

Issues and priorities that drive the making of foreign policy at government level, also determine the directions taken by planning and policy-makers in transnational and international education projects. Foreign aid in Australia, for example, is driven by a search for global and regional security, a desire to be a significant presence and influence in the region and in the global arena, the fostering of trade, a degree of commercialism and a commitment to basic humanitarian concerns (Evans & Grant, 1995). Altruism and commercialism (aid and trade) are not necessarily mutually exclusive. For example, the policy of using Australian goods as far as possible in providing aid from Australia is considered to be practical economics. There is both realism and idealism in having Australian scholarship programs using Australian education institutions for students from offshore (Evans & Grant, 1995).

These policy issues and priorities continue to drive offshore expansion in the higher education sector. They are themes that at best complement each other in a balanced manner, and at worst, run close to becoming exploitative.

#### 4.5.2 Student Mobility

Discovery and exploration, expansion of trade, military conquests, and often a combination of these, have motivated peoples, through the centuries, to move out beyond their territorial boundaries, across continents and the High Seas. Curiosity and a thirst for knowledge have also motivated scholars to travel vast distances into unfamiliar lands and cultures. In medieval Europe, much of the energy of the times is communicated through the vivid descriptions of travelling scholars. Far from their home countries and cultures, European scholars were present in the courts of the Moghuls<sup>6</sup> in Northern India and the Kingdom of Siam<sup>7</sup> as early as the sixteenth century.

Student mobility, which has long been the focus of international education, provides a nucleus for the current trend towards a broader interpretation of internationalisation. Many of the challenges associated in the past with *sojourning students* (students entering the country for a fixed period of time with the intention of completing an academic course and returning to their home country) are now being encountered, on a greater scale, by institutions as they plan and implement expanded internationalisation programs. Social issues, differential needs and political challenges are still to be faced - and appear to grow in complexity - as the concept and context of internationalisation in the education sector spirals to encompass curriculum, faculty and the entire student cohort.

The Australian context for internationalisation of the university is the result of a number of government policy changes through the twentieth century. At the outset, Australia's multicultural background needs to be recognised as a significant factor in providing an environment that is conducive to the internationalisation of the higher education sector (Back, Davis & Olsen, 1996). Stuart Hamilton observes that internationalisation 'ought to come easily to Australia', a nation which has been 'built on migration and trade' (Hamilton, 1998).

<sup>6</sup> The Spanish Jesuit, Rudolph Aquaviva in the court of Akbar at Fatchpur-Sikri.

<sup>7</sup> Spanish Jesuits can be seen in early engravings among a group of court astronomers in the Royal Court of the 16<sup>th</sup> Century Kingdom of Siam. (Now on display in the National Museum and Cultural Centre in the ancient capital, Ayuthaya, in Northern Thailand.)

#### **4.5.3 Post War Australia: The Colombo Plan**

Before the Second World War, signs of internationalisation in higher education in Australia were minimal. Student mobility was almost entirely confined to Australian scholars travelling *out* to the United Kingdom, North America or Europe to undertake higher degree studies. There were comparatively few students travelling *to* Australia for study programs. Australia's geographical remoteness was one of the more obvious reasons for this outward movement of scholars (Back, Davis & Olsen, 1996, 5).

The post-war period saw Australia under the Chifley Government taking a new look at its external policies in a realistic and progressive way. Bill Hayden records that in 1948 Chifley sent a senior mission to South and South East Asia to investigate how Australia might help, especially in the areas of education and technology. In 1950 Australia was to initiate the Colombo Plan (Evans & Grant, 1995, 23) involving a program of bilateral economic and technical assistance in the region with strong links to the tertiary education sector. The hallmark of the Plan was 'change and advance in economic and social relationships' (Hayden, 1986). In Hayden's opinion, Australia's commitment to the development of assistance programs has dated from this time. For a long period, 'investing in people' was a recurring theme of such programs, and education was given high priority in human resource development and within the Colombo Plan itself (Hayden, 1986). The Colombo Plan marks a significant milestone in Australia's international relations and is an important indication of how the country positioned itself in relation to neighbouring countries and overseas aid after the Second World War.

#### **4.5.4 Government direction: The Jackson and Goldring Reports**

Of marked significance in the context of the study are two different Government Reports in the mid-1980s. These Reports, both commissioned by the Australian Government and released in 1984, caused a major shift in policy and led to changes in the direction of Australia's interest in education programs of neighbouring countries. *The Jackson Report* introduced a strong emphasis on the commercial benefits and the view that 'education should be regarded as an export industry' (Back, Davis & Olsen, 1996, 7) whereas the *Goldring Report* rejected the 'market-based approach' of the *Jackson Report*, emphasising instead the two-way 'mutual advantage' for Australia and its partners in the international programs of education (Back, Davis & Olsen, 1996, 7). Back, Davis and Olsen remark that 'the Jackson view prevailed' (1996, 7). Each Report in its own way was to have a lasting effect on Australia's education

program, but from that time there has been a discernible shift from 'a philosophy of educational aid to educational trade' (Back, Davis & Olsen, 1996, 7).

### **The Jackson Report**

In 1984 *The Committee to Review the Australian Overseas Aid Program* (Jackson Report) recommended that education should be regarded as an 'export industry in which institutions are encouraged to compete for students and funds' (Jackson Report, 1984, 87). The language in the Report referred to education in the same terms used for any other sector of the economy. It spoke of 'economic returns on investment in education', and compared them with 'returns on alternative investments' (Jackson Report, 1984, 87). It suggested developing Australia's education institutions into a 'major export sector' (Jackson Report, 1984, 93-94). The Jackson Report was contentious and remains so. It introduced a significant commercial element into the education sector recommending that Australia's aid program should have a 'considerable commercial orientation' (Joint Committee, 1985, 8) and this emerged as an important factor influencing the implementation of the policy of internationalisation in the higher education sector.

The Jackson Report (1984) and a response called for by the Australian Parliament from a Joint Committee to Review the Report (1985) marked a turning point in the development of the Australian higher education sector, and promoted an emphasis on the commercial aspects of the sector. The Joint Committee stated that 'The Jackson Report advocated a market approach to the promotion of education' (Joint Committee, 1985, 40). The Committee suggested that educational institutions should be in 'open competition for students and funds'. It also recommended that overseas students 'should be recruited in greater numbers' and 'pay full economic cost fees' (Joint Committee, 1985, 40). It is difficult to marry the claim that humanitarian concerns were to be the prime motivator in Australia's aid program, with the hard-line commercial language and style of both Reports.

The commercial element introduced at this time into Australia's education policy has remained. 'Competition', 'export potential' and 'earnings'; students and courses described in terms of 'commodities'; are all concepts that have continued to constrain institutional planners and to disturb academics. This commercial thrust has had a marked effect on the process of internationalising education and the Australian higher education sector as a whole.

### **The Goldring Report**

The *Report from the Committee of Review of Private Overseas Student Policy* (Goldring Report) begins with the words: 'Mutual advantage!'[sic]. This 1984 Report was more moderate in its approach to the Overseas Student Policy than the Jackson Report. It advocated a *festina lente* approach in contrast to the commercial emphasis and expansionist thrust of the Jackson Report (Joint Committee, 1985, 41). One of the directions coming out of the Goldring Report (and in sharp contrast to the Jackson Report) was the rejection, 'after very careful consideration', of a number of submissions advocating a market-based approach to education for overseas students. The Goldring Committee maintained that 'many costs and many benefits of educational activities are unquantifiable' and that 'education, while in some senses a commodity which can be bought and sold, is far more than that' (Goldring Report, 1984, 5).

The title itself, *Mutual Advantage*, signalled a change in dynamic of Australia's education policy. It was to move from a self-focused attitude to one of engaging creatively at the international level. The Committee made a number of observations and recommendations that pointed to the need for the nation to recognise cultural as well as educational needs, and drew attention to the benefits of interacting with those of other cultures in the region. One of the objectives that the Committee recommended regarding overseas policy and education, was to increase cultural exchange and to improve the quality of Australia's education and training resources (Goldring Report, 1984, 4). A recommendation was made that the overseas student program be integrated into Australia's educational planning.

### **In the wake of the reports**

Corporatisation and commercialisation introduced in the Jackson Report continue to play a major role in determining policy in the higher education sector. The mutual respect and collaboration advocated by Goldring (and the endeavour to balance and incorporate both aid and trade into the internationalisation of the sector) persists as an ideal.

Until late in the twentieth century, the majority of sojourning students (*overseas students* as they were then called) continued to study in Australia under a scheme that was heavily subsidised by the Australian Government. Those who entered Australia as 'sponsored' students had all the costs associated with their course borne by the Government as part of the aid program (Harris & Jarrett, 1990, 4). Private students at

this time fell into two categories: either they came in on a quota system and were heavily subsidised by Government, or from 1986, they had the option of avoiding the quota system and entering the country as full-fee paying students. Subsidised students, who formed a large majority of sojourning students at that time, paid an *Overseas Students Charge*. This charge had increased between 1984 and 1989 to AUD \$6000 – AUD \$7000 depending on the higher education course being taken. In 1990, the subsidised student scheme was dropped, and students enrolling for the first time in that year paid full fees, but were free from quotas (Harris & Jarrett, 1990, xiii).

Ten years later sojourning students, the majority of whom are full-fee paying students<sup>8</sup> are paying annual fees in the range of AUD \$12000 - AUD \$27000 (depending on institutions and disciplines) and generating 'export dollars' that neared \$1.5 billion in 1996 (Hamilton, 1998). The number of full-fee paying students has grown since 1986 from zero to 62,974 in 1997 and 83,111 in 1999 (AVCC, 1999a). The foreign market has become an attractive and indispensable source of revenue to universities embattled by shrinking Government funds (Chubb, 2001; Marginson, 2000a; McAlman, 2000; Karmel, 2000; Hamilton, 1998). At the same time the positive professional and cultural effects of the presence of international students were also recognised at the AVCC level with Hamilton writing:

The more profound value of such large numbers of international students to Australia... has been their impact on teaching, curriculum development and Australian students - through exposure to different ideas and cultures (Hamilton, 1998).

Higher education staff, students, and the curriculum are all beneficiaries of the cultural advantages of internationalising education. In the context of globalisation, the benefits from exposure to different ideas and cultures continues to be one of the motivating forces in fostering a more inclusive approach to the internationalisation of the higher education sector.

#### **4.5.5 The Asia -Australia focus**

1904 is the earliest date given in Australian Government reports to indicate the presence of overseas students in this continent and is used here as a point of reference (Goldring Report, 1984, 29). The Goldring Report shows that from the earliest days

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<sup>8</sup> Except for a small number of students on scholarships.

of overseas students in Australia, the greatest response was from Asia. In 1988, there were 18,208 overseas student enrolments in Australian Higher Education institutions and by 1999 there were 83,111 students enrolled, with the majority (44,144) from Singapore, Malaysia and Hong Kong.

As shown in *Figure 4.1*, the nine countries of origin with the highest number of overseas students in Australia were all in the Asian region.

**Figure 4.1** Table showing higher education overseas student enrolments by country of permanent residence, 1991-1999 (selected years)

Country	Overseas Students				
	1991	1994	1997	1998	1999
China	1,558	1,648	1,855	2,275	3,292
Hong Kong	5,130	7,997	9,662	11,924	13,702
Indonesia	2,270	2,953	5,916	6,880	8,081
Japan	405	810	1,367	1,745	1,659
Korea	560	818	1,430	1,569	1,748
Malaysia	7,386	7,776	12,597	13,132	13,739
Singapore	3,540	6,973	12,064	14,104	16,603
Taiwan	467	839	1,618	1,908	2,211
Thailand	694	1,031	2,235	2,376	2,546
Other countries	7,620	9,649	14,252	16,270	19,568
<b>Total</b>	<b>29,630</b>	<b>40,494</b>	<b>62,996</b>	<b>72,183</b>	<b>83,111</b>

Source: *AVCC Key Statistics [accessed 06/15/01]*

There are a number of pragmatic and philosophical factors to explain this phenomenon. Foreign exchange and the value of the Australian dollar against the pound sterling or the US dollar make Australia comparatively attractive in the education marketplace, especially to the many middle-class Asian families for whom educating family members offshore is a great financial burden. Travel from neighbouring countries is economically more viable than travelling to Canada, the United States or the United Kingdom. Closeness to home in time of crises is also important to a cohort of students from collectivist societies where the welfare of the student abroad and the extended family at home is of prime consideration. For students studying Business or Economics, establishing a regional business network



for the future is an important part of the experience whether the students who form the network are from Australia or from other neighbouring countries.

#### 4.6 Current patterns of internationalisation

A report of an AVCC survey of higher education institutions revealed that by 1995 there were 1809 links 'established or being negotiated' between Australian universities and institutions offshore and as *Figure 4.2* shows by 1999 this was 3,243 (AVCC, 2001). This compared with 79 such arrangements in 1985.

**Figure 4.2** Table showing formal agreements between universities in Australia and overseas, 1980-1999 (selected years)

	1980	1985	1990	1995	1997	1999
Academic/Research Collaboration	8	40	195	1,129	1,397	2,227
Total agreements: Asia-Pacific	12	68	280	1,412	1,695	2,210
Total agreements: All countries	12	79	340	1,809	2,254	3,243

*Source: AVCC Key Statistics [accessed 06/15/01]*

These arrangements included research collaboration, student and staff exchange, and study abroad agreements. Fifty per cent of the links in 1995 were with institutions in the Asian region (Back & Davis, 1995, 131).

Arrangements between institutions onshore and offshore became a standard approach for Australian universities from the late 1980s. The shift towards the commercialisation of Australian education, as revealed in the Jackson Report, gave clear recommendations that 'institutions [should be] encouraged to compete for students and funds' (Jackson Report, 1984, 87).

From the Government viewpoint, both education programs, and the students at the heart of education, became commodities. This continues to be a cause for concern among those academics who approach education as an intellectual pursuit rather than a commercial venture. The Department of Employment, Education and Training (DEET) applied pressure on institutions by reducing operating grants to universities and other tertiary institutions and this in turn forced these institutions to make up the

shortfall by enrolling full-fee paying students. Looking offshore for markets was the next logical marketing move for institutional managers (Harris & Jarrett, 1990, 78).

#### 4.6.1 Academic partnerships

There is great variation in the type of partnerships negotiated. Until the last decade, internationalisation of education in Australia had been predominantly associated with sojourning students. There are now other expressions of internationalisation through various forms of alliance between institutions in Australia and those offshore.

At one end of the spectrum is the establishment of offshore campuses, for example those set up by Monash University in Malaysia and South Africa, or Swinburne University of Technology's campus in Thailand. There is also a raft of academic partnerships including 'twinning' arrangements between two institutions, or a less formal, signed agreement between institutions, which, in some cases, is no more than a Memorandum of Understanding (MOU). A more recent development is the trend for institutions to form themselves into consortia, ostensibly for research and to gain a more general academic advantage for faculty and students. In other cases, formal academic partnerships are agreed upon.

Currently, alliances between institutions are either based on tertiary courses written and largely designed for delivery from the 'home' institution, or they are a combination of courses designed and delivered by both the home and the host institution. In many cases there is little reference to the curriculum needs or sensitivities of the offshore host nation. Some of these courses articulate into a further qualification or degree at the home institution. In many cases a component is included where staff from the home country travel offshore to deliver part of the courses on the site of the partnered institution. In many cases local staff teaching the same curriculum, supplement this teaching. The offshore site in other cases is no more than 'an office suite downtown' with a few rooms that serve as an administrative centre and a few shelves of resource materials.

As technology develops, more tertiary courses are being offered by *flexible delivery* or in *distance education* mode. Higher education courses are available to a student cohort irrespective of whether the students are based within or beyond the national boundaries of where the course is sourced. Global trends and technological innovation are blurring the divide between students who are classified as *on campus*, *off campus*, or *offshore*. From the 1990s the Internet made it possible to access

information and deliver tertiary courses to students off campus by using a range of creative approaches and media including both print and electronic. In theory, delivery and access became 'flexible', and provided they had computer access, it was expected that students would be able to enrol in courses irrespective of whether they were within Australia or outside it. Administrative and infrastructure difficulties currently curtail the delivery offshore of many such courses. Issues relating to equity of access have been raised, and a range of sociological and cultural challenges has emerged. These are significant challenges that are revisited in later chapters.

*Study Abroad* and *student exchange* programs, which have been part of the tertiary scene in the US for some years, have been introduced on a smaller scale into Australia. Universities are encouraging these schemes with offers of scholarships and grants.

#### 4.6.2 Principles of transnationalisation

As the delivery of courses offshore becomes more complex the principles of transnationalisation gain in significance. *Transnationalisation* is a term used increasingly in the sector as broad policies of internationalisation are implemented and universities show an increased interest in offshore expansion. In its *Certification Manual*, the Global Alliance for Transnational Education (GATE) defines transnational education as:

A term that denotes any teaching or learning activity in which the students are in a different country [the host country] to that in which the institution providing the education is based [the home country] (GATE, 1997; Knight, Adams & Lenn, 1999, 210).

In the context of the study it is important to note that this definition comes with the caveat from both GATE (2000) and the OECD (1999) that as transnational education affects a 'significant population elsewhere' its quality should be reviewed within the cultural context (Knight, Adams & Lenn, 1999, 212). Knight and de Wit further assert that 'the notions of nation and culture are key elements of internationalisation' (Knight & de Wit, 1999, 202).

The principle behind the transnationalisation of education is that it implies the need for cultural awareness and sensitivity, rather than being purely a supra-national process which, in crossing national boundaries, shows little regard or respect for the

wishes of the other state or country (GATE, 2000). Sensitivity to local laws, traditions and the cultural milieu of the host country is implicit in the concept of transnational education and GATE maintains that transnational courses must comply with all appropriate laws and approvals, respecting the wishes and cultural subtleties of the host country.

The term transnationalisation is used in the thesis to describe a project or process, which crosses national boundaries, but one which respects the wishes and cultural subtleties of the other.

#### **4.7 Social issues**

The impact of globalisation and internationalisation on education is neither predictable nor closed: it depends significantly on the power and reflexivity of the human agent/agents involved in that process. Contrary to the thinking that globalisation can absolutely determine the actions of the human agent, there is an element of human freedom in almost every situation where the human agent is involved (Giddens, 1987, 3).

The human factor is central to this thesis and to the higher education process, in considerations of the individual and in the context of the group. Fundamental to internationalisation are the forms that differentiate one group of human beings from another, and one individual from another. Even within each particular individual there is more than one cultural identity or what Hofstede refers to as 'layers of culture' (1994, 10). A person can be identified by his/her locality, nation or region and at the same time identify with cultural groups by religion, language group, ethnic origin. These classifications overlay each other. They are not mutually exclusive. The recognition of culture difference and similarities is central to understanding the nature of internationalisation and the implications of the policy for the university and its functions.

##### **4.7.1 Cultural influences and the Hofstede study**

Geert Hofstede developed a four-dimensional model of cultural differences in the 1980s testing it initially on 116,000 employees across forty countries of a multinational company. Of particular significance to this study is the 1986 paper in which Hofstede applied his early findings to cultural differences in teaching and learning (1986). Analysis, and further testing of the theories identified four 'problem areas' in

the culture of organisations: i) social inequality, including the relationship with authority, ii) the relationship between the individual and the group; iii) concepts of masculinity and femininity; and, iv) ways of dealing with uncertainty. Hofstede labeled the four corresponding dimensions or 'measurable differences' that characterised cultural groups as i) *power distance* (from small to large); ii) *collectivism versus individualism*; iii) *femininity versus masculinity*; and iv) *uncertainty avoidance* (from weak to strong).<sup>9</sup> Within countries there were patterns in the differences arising from different regional, ethnic and religious cultures that co-existed within a national area (Hofstede, 1994). Despite the risk of national stereotyping, the findings that emerged from Hofstede's study have proved to be valid in the context of professional development and international education, and a valuable aid for educators and for librarians in understanding the more complex and culturally diverse institutional environment in which they work (McSwiney, Gabb & Piu, 1999, 257).

In terms of Hofstede's theories, the cultural characteristics demonstrated most strongly in the education sector relate to *power distances* and to differences along the *individualism* and *collectivism* continuum. In societies that tend to display *large power distances*, the expectation, for example, is that less powerful people should depend on the more powerful, inequalities among people are both expected and desired, children treat parents with respect, and students treat teachers with respect. At the institutional or corporate level, there is a clear hierarchy in organisations that reflect the inequality between 'high-ups' and 'low-downs'. The ideal employer is a benevolent autocrat or father figure and subordinates expect to be told what to do. Indexed highly in high power distance countries are Malaysia, the Arab countries, Mexico, Indonesia, India, Panama and Guatemala (Hofstede, 1994).

Countries indexed at the lower end of the power distance scale include Austria, Israel, the Scandinavian countries, Great Britain and Australia. In these *small power distance* societies there is a trend to consider that inequalities among people should be minimised and that the ideal employer is a 'resourceful democrat'. Privileges and status symbols are frowned upon and hierarchy in organisations means that although superiors and subordinates are existentially equal, an inequality of roles has been 'established for convenience' (Hofstede, 1994). The trend in these societies is for

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<sup>9</sup> At a later stage a fifth dimension: *long-term orientation to life vs short term orientation to life* was identified and added to the model.

parents and children to treat each other as equals, and for teachers and students likewise to treat each other as equals.

Key differences also identified by Hofstede are used to describe *collectivist* and *individualist* societies. Countries indexed as being highly individualist include USA, Australia, Great Britain and Canada. In an individualist society, identity is based on the individual who reaches adulthood expecting to look after him/her-self and his/her immediate family. The relationship between employer and employee is based on mutual advantage and 'task' tends to prevail over relationship. The purpose of education is 'learning how to learn' and academic qualifications increase self-respect and/or economic worth. On the other hand, in a collectivist society the trend is for identity to be based in the social network to which one belongs and people are generally born into extended families. Harmony should always be maintained and direct confrontations avoided so that relationship prevails over task. Academic qualifications provide entry to higher status groups and the purpose of education is 'learning how to do' (Hofstede, 1994). Hofstede's study found that countries at the collectivist end of this continuum include Panama, Venezuela, Indonesia, Pakistan, Thailand and Singapore.

These and other trends that emerge from the Hofstede study indicate some of the dynamics that are in operation in the board room and the lecture hall, and in the planning and delivery of an education program to a culturally diverse group domestically, as well as internationally. Hofstede's theories are becoming increasingly relevant as the higher education environment becomes more internationalised.

#### **4.7.2 Cultural differences in the education context**

As both students and staff become more mobile and move more frequently between regions, those cultural differences that impact on transnational corporate organisations also affect the education sector. Consideration of value differences, for example power differences, gender attitudes, and issues arising from individualist/collectivist differences, are as relevant to the internationalised classroom as they are to the corporate environment. With the change to a multi-directional dynamic in the internationalisation of education, the notion of a 'home' institution begins to assume a different connotation. The 'us and other' perspective is no longer firmly entrenched in a particular cultural setting.

With the growing emphasis on corporatisation of the higher education sector, the teacher/student relationship is gathering connotations of an employer/employee relationship, or even a corporate/client arrangement. This attitude does not sit well with the traditional teacher/student relationship prevalent in many Asian cultures with its marked hierarchy, greater power distances between teacher and student, and the traditional respect of student for teacher.

To be considered, also, is a range of issues associated with other social domains that impact on the teaching, learning and research activities of an institution. Economics and finance, various aspects of the law - including freedom of information, copyright and privacy laws, as well as family traditions and values - have a greater impact on policy and decision-making in the education sector than is often acknowledged.

#### **4.8 Education-specific issues**

##### **4.8.1 Teaching and learning**

There are a number of education-specific issues arising from culture differences within an internationalised teaching/learning environment. A range of social issues and values directly and indirectly affect the implementation of education projects in an internationalised context.

The contemporary higher education 'classroom' in Australia is a culturally diverse workplace. Some of the cohort have been born in the 'home' country of the institution, some have migrated to the country and are now permanent residents, some are sojourning students (in Australia, it is not uncommon for these to form a majority in the class) and a significant group of students may study by distance education (these can be either onshore or offshore, local or remote, and culturally belonging to any of the other groups). The cultural backgrounds of lecturers and tutors, likewise, can be as diverse. The location of the 'workplace' can be lecture halls, tutorial rooms or desktops at home, with 'home' being within or beyond the national boundary of the site of the source of the course. The 'classroom' today is a complex construct, both 'real' and 'virtual'.

As the mobility of educators, students and administrative personnel increases, the effect on the teaching environment is significant. Cultural tendencies towards collectivism and individualism have an impact on the way people learn, teach, and interact and different learning patterns within the group are evident in the classroom.

Hofstede, writing of the perplexities of cross-cultural learning situations suggests two possible strategies: the first is 'teach the teacher how to teach'; and the second suggestion is to 'teach the learner how to learn' (Hofstede, 1986,301). In identifying these strategies, Hofstede suggests that the onus is on both the academic and the student to become culturally aware and sensitive to the fundamental issues of learning in a different cultural environment.

#### **4.8.2 Research and scholarship**

Research practices have always tended to involve collaboration at both the local and international levels. From the nineteenth century, Australian scholars have travelled to the United Kingdom and Europe for higher degree studies, and from their foundation, Australian universities recognised the need to meet international standards. *Internationalisation and Higher Education: goals and strategies*, the 1996 Report of a project commissioned by the Department of Employment, Education, Training and Youth Affairs (DEETYA) on behalf of the Australian Government, (Back, Davis & Olsen, 1996) suggested that prior to World War II the international dimension was focused on this outward flow of Australian scholars for research purposes. Australia was conscious of its geographical remoteness and placed great store by the standards of centres of learning in Europe and North America (Back, Davis & Olsen, 1996, 5).

The implementation of the Colombo Plan from the 1950s stimulated interest in Asia and this was sustained by an inward flow of scholars from that region to Australia for the purpose of research and study. This served to alert the Australian academic community to the needs and research interests of neighbouring countries. It also fostered cultural understanding of all the parties involved (Beazley, 1992, 1) and provided the community with some of the wider and indirect benefits that flow from internationalising the education sector.

The Higher Education Council (HEC) of the National Board of Employment, Education and Training (NBEET) issued a Statement of Purpose in 1992. The statement referred to the 'advancement and creation of knowledge' and promoted the leadership role Australian universities were expected to play in the intellectual, cultural, economic and social development of the nation and of its regions'. Australian universities 'whatever their location, and whatever their selected profile' were to enable their graduates to 'operate anywhere and in any sphere... consistent with best international practice' (NBEET, 1992, 12). The Statement promoted a wider



focus on scholarship and research and indicated the need for an international orientation for tertiary institutions.

In *Strategies for Internationalisation of Higher Education*, Hans de Wit refers to research as a fundamental purpose of universities and describes it as both implicitly and explicitly international (1995, 17). Collaboration with international partners and opportunities for the dissemination of research results has improved remarkably in the last two or three decades, largely due to developments in technology and transport. Research topics and comparative studies are now more likely to include an international perspective, or focus on international issues. De Wit says elsewhere that an international approach to scholarship and research avoids parochialism and stimulates inquiry about international issues (1995, 13). Greater international co-operation between institutes and faculty is one of the outcomes, and interim reports of 'research-in-progress' benefit from international seminars, conferences and international reviews (1995, 18). Electronic publishing of research journals is another factor in the prompt communication of current research findings.

#### **4.8.3 The student cohort**

The self-directed learning approach, typical of an individualist society, and characteristic of the approach to learning at all levels in a number of 'Western' countries including Australia, is alien to many Asian and Latin American cultures (Ballard, 1997; Hofstede, 1994; McSwiney, 1995). The work of Brigid Ballard at the Australian National University (ANU) Study Skills Centre in Canberra in the 1990s drew attention to the effect that different learning styles can have on the learning environment and on the personnel involved. Ballard believes that many of the problems that occur when interacting with a culturally diverse student cohort are connected with differing expectations of the student and of the teacher. Ballard suggests that these expectations 'relate, at a fundamental level, to culturally shaped and derived attitudes to knowledge and processes of education' (Ballard & Clanchy, 1997, 13).

The individualist approach to education is manifest in student behaviour by extensive questioning on the part of the students and involves thinking and speaking critically and leads to 'learning how to learn'. This is the norm in many education cultures, including Australia. This individualist and analytical approach to learning is culturally foreign to the majority of sojourning students - as well as offshore students studying through Distance Education - who, for the most part, have been nurtured in

collectivist societies and for whom the teacher is almost the sole source of knowledge. Such students expect that the formal harmony of the class must always be maintained, and that no one (teacher or student) must 'lose face'. Individual questioning is not the norm. These styles represent the extremes of a learning continuum, and students from learning backgrounds representing these extremes arguably are present in the majority of real and virtual tertiary classroom situations today. Their expectations of teaching, learning and assessment will therefore differ widely.

In other respects the student cohort is becoming more culturally complex as student mobility becomes both inward and outward bound and students are encouraged to spend at least part of their tertiary study time in a culture other than their own.

Internationalisation of the cohort means that:

[Universities have] the opportunity and responsibility through teaching and research to increase awareness and understanding of new and changing phenomena that affect the political, economic and cultural/multicultural developments within and among nations (de Wit, 1995, 13).

In this way all students are subject to the influences and circumstances brought about by the policy to internationalise higher education and the impact of globalisation and internationalisation.

#### **4.8.4 Academic staff**

The academic cohort is also subject to the effects of globalisation and internationalisation. Simon Marginson refers to the 'profound transformation' that the academic profession in Australia is undergoing. Marginson describes the effects of cultural diversity and globalisation on Australian universities and on academic staff as 'invasive, disruptive and also enormously stimulating' (Marginson, 2000b, 24-26). The 'more intensive and extensive' international environment, and the associated pressures and opportunities it creates, has had a substantial impact on the academic profession.

The mobility of staff and students generates more intensive cross-national and cross-regional interaction and exchanges of knowledge. It also seeds the development of more sophisticated information systems and communication technologies.

Universities and their academic staff are key players in this movement (Marginson, 2000b, 24-26).

As Australian universities relate increasingly to diverse cultural, linguistic and pedagogical traditions, there is an imperative to rethink and rework curricula and pedagogies. Globalisation and cultural diversity stimulate research and scholarship across a number of sectors. Cultural sensitivity is becoming more essential to the practitioners in the sector (Marginson, 2000b, 26). Marginson claims that the strategies most employed by academics faced with the internationalisation of the sector are 'avoidance strategies' and that academics coping with the increase of daily pressures associated with globalisation, tend to leave the internationalisation of education and associated globalisation issues to specialists. International education and its associated activities are readily perceived to be an extra burden (Marginson, 2000b, 26).

#### **4.8.5 Internationalising the Curriculum**

One of the key components of the internationalisation of education is a curriculum that will meet wide-ranging demands of internationalisation. As an ideal, this is a desirable and sound policy. Pragmatically, it implies responding to the need to create new courses and to revise existing ones so that they are inclusive while retaining quality standards and responding to more generic globalisation demands. These demands need to be met in spite of diminishing funds from Government (Chubb, 2001; Marginson 2000a; Hamilton, 1998) a significant increase in student numbers, and the need to cater to semi-mass education needs.

Some disciplines lend themselves more readily than others to transnational delivery but those disciplines, such as economics or law, in which much of the content hinges on the national government policy of the 'source' country encounter major difficulties in attempting to internationalise many of the courses they offer.

In Australia, strategies designed to add an international dimension to the curriculum of the higher education sector include introducing joint degree courses which combine a professional degree with an international studies/language course; courses which include a study abroad component; offshore fieldwork or industry placement offshore; and comparative and cross-cultural approaches to more traditional courses. As the student cohort becomes more culturally diverse, interaction in the classroom

and on campus - whether virtual or real, onshore or offshore - constitutes an international experience (Back & Davis, 1995).

Asian Studies Centres represent a focused effort to offer a culturally diverse education experience at the tertiary level. In Australian higher education institutions, Asian Studies Centres have increased significantly. In 1985 there were just ten such centres, but by 1995 there were fifty located in nineteen Australian universities (Back & Davis, 1995, 135). The Australian National University's Centre and the Monash Asia Institute (MAI) are two of the more prominent and older Centres. These courses are supported with special collections in their respective university libraries.

#### **4.9 Institutional management**

##### **4.9.1 Internationalisation: a broad approach**

Institutional management is one of the key areas named by the AVCC through which policies of internationalisation of the higher education sector are to be implemented. There have been various organisational responses to promoting the policy of internationalisation in institutions of the sector. The DEETYA Report of 1996 (Back, Davis & Olsen, 1996) acknowledged that the situation was in a stage of 'dynamic evolution' and many universities were in the process of reorganising or refining their organisational structures for internationalisation. General principles, which had by then emerged for implementing the policy, left room for universities to set up a structure that reflected the institution's own culture and individual needs (Back, Davis & Olsen, 1996). This latitude for diversity of interpretation and implementation has resulted in the many and varied types of international partnership described earlier in the chapter.

Although the title of the 1996 Report, *Internationalisation and Higher Education: Goals and Strategies* suggested a broad approach to internationalisation, the main emphasis of the Report was on student mobility. Other organisational strategies named, included the introduction or expansion of International Offices, the commitment of senior staff to internationalisation and the appointment of senior academic staff designated to attend to and monitor international matters. Responsibilities included setting priorities, policy development, curriculum development, student recruitment, offshore activities and research collaboration (Back, Davis & Olsen, 1996). That these strategies were taken seriously is reflected in AVCC figures which show that in 1991 there were just four positions at the Director

level, and by 1997 there were twenty three positions including four Deputy Vice-Chancellors, seven Pro Vice-Chancellors and two Deans (Hamilton, 1998).

There were other positive signs that internationalisation was beginning to expand into a multi-form, multi-directional program. There was the promotion of professional development in the area, and opportunities for cross-cultural training for general as well as academic staff. It was seen that faculty-based academic initiatives, regular contact with overseas academic colleagues, and the formal appointment at the faculty and departmental levels of academic advisers with appropriate expertise, underlined that academic support was considered to be a key factor in maintaining commitment and initiative.

#### **4.9.2 Commercial interests**

Although the 1996 DEETYA Report underlined the value of academic initiatives and academic commitment to internationalisation, there were signs that the AVCC's focus was on economic competition and financial advantages. Hamilton's paper, for example, refers to the growing importance to institution's budgets of the income from full-fee paying international students. He encourages institutions to retain their commitment to, and 'maintain the momentum' of internationalisation 'in the face of strong international competition for international students' (Hamilton, 1998). The broader focus that includes other international activities is categorised as a 'spin-off' from the growing importance and interest in budgetary matters. Hamilton suggests that the importance of the broader focus of internationalisation is important 'if Australia is to repair its somewhat tarnished image in some Asian markets as a mercenary harvester of international students' (Hamilton, 1998).

A decline in Government funding (Chubb, 2001; Marginson 2000a; McCalman, 2000; Karmel, 2000; Hamilton, 1998) is a key factor in the growing emphasis on economic interests and commercial strategies. The weight has shifted significantly with the stress on the economic viability of projects, and much of the implementation of the policy of internationalisation and global expansion is in the hands of business planners and financial advisers.

#### **4.9.3 Commodity or cultural agreement**

Also to be considered is the difficulty of maintaining a balance between the primary goal of internationalisation, which is to improve the quality of higher education, and the general trend to focus on developing international export markets. In 1999 Knight

and de Wit drew attention to the trend of referring to education in terms of an 'export product' rather than a cultural agreement. In their OECD publication they considered it essential that a balance be found between income-generating motives and academic benefits (Knight & de Wit, 1999, 18, 19). The shift of emphasis to commercial benefits continues to disturb many in the sector for whom academic quality remains a prime concern.

The 1996 Report commissioned by DEETYA sees it as a challenge to continue to develop the vision that internationalisation of the higher education sector involves more than the commercial element of exporting education services, and must be seen to involve scholarship and research as well as management issues. The policy affects students, staff and the curriculum, and recognises the challenge in satisfying international demand for Australia's higher education. A third and greater challenge is facing the question of whether new technologies - which in theory allow widespread borderless access to information and education - do in fact benefit 'that half of the world's population which is without electricity' (Back, Davis & Olsen, 1996, 120-121).

Theoretically and rhetorically the benefits of internationalisation are recognised in the Australian university system. In practice, internationalisation is yet to be fully integrated into the system in a way that gives due respect to balancing fiscal and humanitarian concerns.

#### **4.10 Summary**

This chapter developed the theme of increasing interconnection and interdependence of nations conceptualised as internationalisation and identified in the earlier discussion on globalisation. An increased awareness of national identity, coupled with the expressed need for education to respond to globalisation and the connectedness it generates between nations, has given rise to a policy of internationalisation of higher education that poses a number of challenges.

Highlights from the historical background of this movement in Australia - including patterns of student mobility, the legacy of the Colombo Plan, the commercial thrust of the Jackson Report, the mutual advantage of international education underlined in the Goldring Report, and Australia's focus on Asia and the Pacific - add depth to the context of the study. They also help to identify and understand the influences and

circumstances that have shaped the implementation of the policy of internationalisation in the sector.

Social issues, especially the cultural dimensions identified in the Hofstede study assist in interpreting the diversity that characterises the university community. Education-specific issues of teaching and learning styles, a research tradition that has always been characterised by its internationality, and management challenges associated with a broader interpretation of the policy to internationalise were discussed. The next chapter is concerned with the expression of these issues at the institutional level in the university.

## **Chapter 5**

### **The university and change**

#### **5.1 Overview**

Globalisation and internationalisation have had a profound impact on the higher education sector and on the way the university itself is conceived. The influence of globalisation across the social domains, and specifically on the education sector, is challenging many long-held traditions associated with the university and its library. Internationalisation also brings into question the role of the university in relation to the social context that it serves, and the global system in which it operates.

In this chapter the university in Australia is discussed in this light, as is its relationship with the Australian Government, and the expectations of society. Issues and challenges which are currently confronting the Australian university, and which relate to the process and context of internationalisation, are identified.

Corporatisation, technological change, and the move to expand globally, are singled out as dominant trends.

#### **5.2 Historical background**

The intervention of the Commonwealth Government at significant stages in Australia's history have brought about changes of direction in higher education particularly concerning the financing of the university sector. The long-term effects of these changes can still be felt in the sector in the creative tension that continues to exist between *aid* and *trade*, and the tension between economic rationalism, and the pursuit of learning and scholarship, as the ends of education.



At the time of the Second World War, the university system in Australia consisted of six universities and two university colleges. According to one Government Report, there was a total of 14,236 students, more than half of whom were enrolled at two universities, in Sydney and Melbourne. More than a quarter of the students were enrolled in non-award courses and 'higher degree work was almost non-existent' (NBEET, 1992b, 3). In post-war Australia, nation building and national security were understandably at the forefront of educational planning.

The 1950s and the 1980s saw significant changes in direction in the educational planning that followed the War years. These changes were to have a lasting influence on internationalisation of the sector and they are examined here in this light.

#### **5.2.1 The Murray and Martin Committees**

The Murray Committee in 1957 was established to address the concerns raised in a formal submission of the AVCC describing the crisis in the finances and development of Australian Universities. The Vice-Chancellors remarked on the government's 'alarming degree of apathy' regarding university affairs. The Committee's Report to the Australian Parliament commented on such issues as the emphasis universities in Australia placed on their teaching role, and expressed serious concern about the lack of research and post-graduate studies in the institutions. The Committee also identified an important civic role for the universities and cited 'financial stringency' as the main cause for the weaknesses (Murray Committee Report, 1957, 121). The report advocated more money to support the sector and a greater focus on research.

The Martin Committee followed in 1964/65 and reiterated that the university was to be a place of intellectual inquiry with a strong research orientation 'remote from the mundane concerns of society' (Macintyre & Marginson, 2000, 63). Economic growth and increased federal funding saw the higher education student population increase to more than 200,000 in the early 1970s. The 'bounty of the new dispensation', as Macintyre and Marginson describe it (2000, 61) included 'new universities, new disciplines, proper libraries, modern laboratories, tutorials, research funds, and provision for overseas travel and study leave'. Gay Baldwin (1997, 279) remarks on the 'strong belief in the value of higher education' demonstrated in the willingness and generosity of the Australian public in funding the sector from the public purse. From the Martin Committee came the recommendation to establish a binary system with a university sector and an advanced education sector. The Colleges of Advanced

Education were to have a vocational training focus. These Colleges were expected to complement the work of the universities.

### **5.2.2 A Unified National System**

In the 1980s John Dawkins, then Minister for Education, initiated a notable change of direction in education policy. The structural, organisational and funding changes, which were to ensue, were consistent with changes in a number of other countries at the time (NBEET, 1992a, 4; Teichler, 1996, 103). The Green and White papers of 1987 and 1988 respectively, (the 'Dawkins Papers') re-conceptualised higher education and re-positioned the sector 'as an essential part of the economy of the country and to call it to account in these terms' (Baldwin, 1997, 279). The most obvious outcome of the Dawkins Papers was the abolition of the Binary System, which, in terms of funding, separated the nineteen universities of the time from forty-seven colleges of advanced education, to be replaced by a Unified National System. This meant that Colleges of Advanced Education (CAEs) were renamed in some cases, and in others were amalgamated or absorbed into universities. The single campus identity of an institution had to change. The process was complicated and was carried out with little respect for geographical locations or administrative logic. Growth in the flexible delivery of courses at tertiary level was, in part, an outcome of the reforms. The new structure also gave rise to an extraordinarily complex situation for academic libraries, which, with little warning, were expected to support the teaching, learning and research of these multi-campus institutions and their scattered student cohort.

A focus on research funding and structure (Brett, 2000, 145; Klein, 2000, 109) the expansion of university places, and an exponential growth in the number of graduates (Karmel, 2000, 160-162) were all outcomes of the Dawkins' reforms. There was also a strong shift of policy that placed political and economic values ahead of the 'intrinsic value of university studies' (Gaita, 2000, 29). The shift that saw many of the decisions affecting academic life made by economic rationalists was to have a long-term and serious effect on the future of the university in Australia.

The legacies of the 1950s and the contrasting outcomes of the 1980s have left the sector with two strong under-currents that remain in the system today. The rhetoric of education policy continues to lay claim both to the intrinsic value of study as well as to the economic prosperity of the nation. University functions and services reflect this

as a continuum (at best) and a dichotomy (at worst). Close to the surface lies the old tension between *aid* and *trade*.

### 5.2.3 Academic freedom

Education imparts power to individuals and to the group. Over time the Australian university found itself in a privileged position in society and for many years it revelled in its autonomy and cultivated its special status. The Murray Report recognised that the public and 'even statesmen' could be 'vexed by the inconvenient exercise' of academic freedom. But the Report also recognised that academic freedom was essential if universities were to carry out their duty as 'guardians of intellectual standards and intellectual integrity' and whose duty it was 'to seek the truth and to make it known' (Murray Report, 1957, 11). This conception of the university, enjoying its scholarship, oriented towards research, and remote from the 'mundane concerns of society', gave rise to a romantic myth that, according to Macintyre and Marginson did not always match reality (2000, 63).

### 5.2.4 Expectations of society

In spite of the apparent involvement of the Government, the Australian university managed to remain a place apart, 'self-contained and conscious of its difference' (Macintyre & Marginson, 2000, 57). Macintyre and Marginson indicate that up to the middle of the twentieth century, the professors were expected to conform to community expectations, and although members of academic staff were not public servants (as were teachers and staff of technical colleges) the governing body of the university used its disciplinary powers widely. There are examples of academics of The University of Melbourne being 'fined for assault', 'suspended for drunkenness', and a professor of music was dismissed for the 'immorality of his poems' (Macintyre & Marginson, 2000, 57).

Macintyre and Marginson (2000, 59) also note that the university in Australia has traditionally presented itself as 'a place of open enquiry that should lead and inform public discussion'. Co-operation with society, and service to society, was part of the university's orientation (Bowden & Marton, 1998, 5). This was achieved in large measure through the teaching and research activities of the institution. Claims that the nation's security, economic progress and welfare depended largely on the disciplines of science, engineering and medicine held some substance. Social problems were ameliorated by contributions from the disciplines of economics, psychology, sociology and the social sciences, and the humanities and arts were respected for their

place in the civilised nation (Macintyre & Marginson, 2000, 62). These claims were true to a greater extent before privatisation and partnerships with industry diluted the power and control universities had traditionally exercised over intellectual discoveries. The vulnerability of universities in relation to the government of the day, according to Gaita, has shifted from being subject to the 'requirements of political idealism' in the sixties, to current pressures to serve the 'economic imperatives of the nation' (Gaita, 2000, 30).

#### **5.2.5 The social context**

The university is inherently linked to its wider social context. When this social context becomes global, and when the universities themselves declare in their policies their intention to function beyond national boundaries, there is need to look at how the university has conceived its relationship with its social context in the past. There is also a need to look at how much of this heritage is likely to influence how the university operates and evolves as it attempts to encompass a number of cultural contexts and education practices in the process of internationalisation.

Once a university's activities and services begin to cross national boundaries, the central cultural and ethical roles of the university are difficult to discern. Different cultural traditions, customs and value systems come into play and need to be carefully considered.

### **5.3 The university concept**

There are major influences and moments of history that have significantly influenced and shaped the university, as we know it. The university is a gathering of people for the purpose of exchanging and creating knowledge through learning, teaching and research. This section explores various interpretations of this concept, and the factors that have contributed to those understandings, with the aim of understanding more fully the situation of the contemporary university. The focus is especially on those elements of the university that significantly affect the relationship between the university and its academic library.

Elements that form the basis for discussions on the concept of the university include the human factor, the notion of gathering, the place of tradition, and the creation of knowledge. Past attempts to define and describe the university are wide-ranging. They range from the grandiose view of Fichte:

A visible representation of humankind's immortality: the university is the institutional appearance of truth, the place where each age consciously and methodically hands down its highest intellectual formation to the coming ages... (Papastephanou cited by Bowden & Marton, 1998, 4)

to John Henry Newman's description of a university as:

a school of knowledge of every kind, consisting of teachers and learners from every quarter... a place of communication and circulation of thought (Newman, 1927, 464).

### 5.3.1 Modern influences

There are enduring attributes of the university that are still valid in a modern setting. There are also a number of dramatic changes, which have taken place in recent times that are currently shaping the university. Many of these changes, according to Dill and Sporn, characterise the post-industrial environment and require universities to be aware of the demands of this environment, but they also call for the university to realise and capitalise on the strengths of those traditions that have long been at the core of the traditional university (Dill & Sporn, 1995, 212-213).

Elements of global transformation, including changes in technology as well as changing roles of governments in relation to policy making and control of higher education, are leaving their mark on the university system. Corporatisation and commercialisation, into which government policy and dramatically reduced funding has forced the sector, have resulted in institutions that 'bear little resemblance to the guilds of masters and gatherings of students around which the earliest universities of Europe formed' (Rothblatt, 1995, 32). It is the speed with which many of these policy changes have had to be implemented that is a cause for consternation. A lack of reflection on tradition, and a lack of forward planning in the light of sound tradition, appear to dominate this changing scene.

### 5.4 The university community

The etymology common to both *university* and *universalism* has particular implications today in a society answering the demands of extreme cultural diversity and universalism. The further an institution expands offshore the more difficult it is for it to retain the cultural identity of its country of origin. This is nowhere more

apparent than in the modern institute of higher education: the internationalising university. The idea of the university as a community or gathering of scholars, functioning out of, and reflecting many centuries of tradition, raises a number of key issues that are axial to a study of universities at this particular stage of transformation.

In the current social context, gathering and community take on new overtones especially in the context of the modern university. In an age of virtual place and virtual communication, physical presence and face-to-face dialogue, although once thought to be an intrinsic part of scholarly exchange, are no longer given factors of being part of a university community. *Virtuality* has been defined as *potentiality* (Chambers, 1991) and in that sense, and at this moment in history, it is accepted that being 'present to another' is not to be confused with physical presence.

#### 5.4.1 Place and Identity

In recent times, there has been concern about the 'disappearing boundaries of the university' (Rothblatt, 1995, 30). Universities, which had formerly been discussed in terms of 'institutions with hard edges' were thought, by some, no longer to possess a 'central animating idea' (Rothblatt, 1995, 30). It is questionable whether corporate-style mission statements can capture this central animating idea and it is also questionable whether 'an animating idea' can be measured in commercial outputs and outcomes.

Early last century, Newman, in one of his discourses on the *Idea of the University*, observed that 'greatness and unity go together' and that 'excellence implies a centre' (Newman, 1927, 472). Referring to the ancient phrase *Studium Generale*, or *School of Universal Learning*, Newman writes that the 'assemblage of strangers' - professors and students - that form the university community have gathered 'from all parts' and through a 'wide extent of the country... in one spot' to form a school. Newman further claims that for a university to be characterised by greatness and excellence, there must be unity and there must be a centre (Newman, 1927, 464). As the university's *locus* becomes more virtual and less visible, the importance of the central ethos or point of reference needs to be revitalized if the university is to retain its distinctive identity.

A community of scholars, a community of teaching, of learning and research, the place in which to search for truth, or exchange ideas or engage in scholarly conversation, have all been traditionally associated with a set of physical structures

and a specific location. This was not always so. In a discussion on 'culture and the universal', Wallerstein notes that *universitas* in medieval Europe was a term used to describe a particular cultural community (1997, 103). This interpretation shifts the emphasis away from the physical location of the institution and more accurately denotes the nature of community in the age of the virtual campus and the virtual university.

## **5.5 Tradition and change**

The link between tradition and academic life is strong. Giddens observes that it is tradition that gives continuity and form to life and he singles out academic life for particular reference (Giddens, 1999a, Lecture 3). Tradition in academe plays a significant role in the way the individual functions in the environment, and a significant role in the way disciplines are passed on and continue to evolve. Giddens believes there is a particular need for focus and direction in academe, and that those involved in academic life, as well as the academic disciplines in which they work, function within the framework of traditions.

Focusing on the individual, and with overtones of human reflexivity, Newman adds a further dimension observing that 'one generation forms another' and that the 'existing generation is ever acting and reacting upon itself in the persons of its individual members' (Newman, 1927, 464). It is through the reflexive relationships between generations and the institution that academic life finds its form and continuity.

A further explanation offered by Giddens for the importance given to tradition, is that it is not possible to work in a totally eclectic fashion, and that without intellectual traditions there would be no focus or direction for ideas (Giddens, 1999a). The autonomy which academic work has been accorded in the past has been thought to have shielded faculty members from direct contact with the changing forces in society and the academic community. This gives rise to structures that are particularly resistant to change.

### **5.5.1 Challenging tradition**

Change must balance tradition. Dill and Sporn, (1995, 232) writing of the social demands on the university, are of the view that unless change is recognised and 'new traditions' are established, the limits of existing traditions will cease to be explored and challenged. As well as the duty to draw on past academic traditions and provide

a sense of continuity, the university has a duty to challenge the *status quo* and use its privileged, informed position to reconceive ideas that are ceasing to be relevant in the current sociological context. An important role of universities is to foster the evolutionary aspect of university life. The place of tradition in academic life is not simply one of preserving the status quo, nor of offering a secure unchanging structure within which the disciplines can be passed on. Giddens suggests that one of the roles of the university has been to 'continually explore the limits set by traditions' (Giddens, 1999a, Lecture 3) and to generate and expand the confines set by those traditions.

### 5.6 Social parameters

While there is the need for tradition to be challenged and reshaped from within, there are also external social demands that are altering and challenging the traditional structures of the university. The modern university has been described as being in a revolutionary period, and changes in public policy and social demands, coupled with technological and scientific change, are changing the academic environment appreciably. The social contract that has traditionally existed between the university and society is being profoundly reshaped by a number of factors. Signs of the changing relationship between the university and the social order include greater and easier access to higher education, the demand for university teaching and research to be more relevant to the wider community, and a greater focus on vocational academic programs (Dill & Sporn, 1995, 234).

Another response to external pressures, and pressures from within the institution itself, is recognition of the need for universities to clarify and articulate their particular mission and examine their traditional role and function in a complex and dynamic social context (Dill & Sporn, 1998, 212, 220). If the processes of globalisation and internationalisation are to have a transforming, rather than destructive effect on higher education, there is need for the university to be clear about its essential role, what enduring values it will retain, and how it sees itself developing in the social context. The university will then have some chance of realising its full virtuality (potentiality) and operate effectively as a community for the exchange of knowledge.



## 5.7 The academic context

Fundamentally, the function of the university is to provide learning and research opportunities for the exchange and creation of knowledge. This remains constant whether the university sees itself contained in a single geographical location or campus or whether the institution is made up of an amalgamation of campuses. Those aspects of the academic context of the university more closely related to the functioning of the academic library need to be discussed in relation to the changing scenario of internationalisation.

A university is not confined solely to academic pursuits within its own formal learning and research arenas. Neither is its library developed simply to support the 'classroom activities' of the institution<sup>10</sup>. The aim of the university, educationally and administratively is, according to Newman, the cultivation of the intellect and the cultivation of knowledge expressed in the 'educated person' or the 'philosophical mind'. Tony Coady appeals to Newman's *Idea* with his claim that universities should be 'first and foremost centres of a certain type of learning' (Coady, 2000, 6-7). Coady expands on this by noting that the virtues that accompany this 'integrative perspective' would include 'honesty, intellectual courtesy, indifference to mere fashion in ideas, and a dedication to the regulative ideal of truth'.

Macintyre and Marginson state that a university is 'a place of learning and intellectual inquiry', but they also raise issues relating to a broader context, suggesting that its function extends beyond formal teaching and learning to a place where 'new friendships are formed and horizons widened' (Macintyre & Marginson, 2000, 51). This is effected within the university by promoting opportunities for more serious intellectual exchanges with those 'for whom learning, ideas, clarity, criticism and exploration of significant, difficult thinking really matter' (Coady, 2000, 11) as well as a range of holistic activities.

### 5.7.1 Learning, Teaching and Research

During the twentieth century, teaching and research were the dual functions of academic staff in universities, and until late in the century it was the research element, or the creation of knowledge, which distinguished the university from other institutes of tertiary learning. Governments recognised the value of research by rewarding

<sup>10</sup> This argument is developed in a subsequent chapter.

universities with additional funding calculated by complex formulae based on output of publications and past records of research quality. In writing of the university as a *Learning University* Bowden and Marton (1998, 4) suggest that the *Learning University* is where the knowledge 'developed by the few' (through research) is made 'available to the many' (through teaching).

Social and fiscal pressures are reshaping the university, thereby transforming the role and function of both teachers and students. Nunan et al. (2000, 86) believe that functions in the university structure that support or are adjunct to teaching and learning, are also undergoing fundamental changes. The academic library is one of these functions within the university particularly sensitive to technological developments and, therefore, likely to feel the full force of the changes.

One of the fundamental effects brought about by economic change and higher staff/student ratios is that the student is under increased pressure to self-regulate his or her learning. In countries such as the United States, Canada and Australia this is not totally new to the student for whom an individualistic style of learning is already a familiar part of the culture (Ballard & Clanchy, 1994). This greater emphasis on an individualistic approach to learning does, however, create considerable problems for sojourning students who form a significant sector of the cohort. These students who are studying outside their own countries and cultures, find that a self-directed approach to learning is unfamiliar, or even alien to their own culture. This calls for staff and universities to ensure that both courses and methodologies are inclusive and that they take into account the diversity of the student body. Nunan et al. (2000, 93) suggest that this diversity of cultures and learning backgrounds should also be utilised to enrich the learning experience of all students.

Diversity can be taken too far. Education of the masses in a host of diverse disciplines results in campus situations that Rothblatt describes as a *multiversity* and likens to a village fair (Rothblatt, 1995). When universities advertise 'academic' courses that focus on golf-playing, circus-arts and drink-waiting, Rothblatt's colourful description has validity.

### 5.7.2 Mass education

In the latter part of the twentieth century there was a shift in the sector to make tertiary education available to a much wider cross-section of society. This modern mass higher education movement created a number of challenges for teachers and

administrators. It called for greater diversity in the courses that were offered and the revision of learning/teaching methods that were used so that they catered for a more diverse student cohort. The mission and purpose of the institution itself needed to be reviewed in the light of the greater diversity within the learning community.

New demands have been placed on institutions to compete in the global market place 'selling' education as a commodity, as well as accommodating the diversity of international and local students and fitting them to 'graduate into an increasingly global economy' (Nunan et al., 2000, 86). Government funding has not increased in proportion to the increase in the size and number of classes and this has meant, at a very practical level, that staff are faced with less flexibility in delivering their courses, larger marking loads and a significant increase in administrative tasks.

As universities changed from semi-elite to semi-mass education there was a dramatic growth in student numbers, and the student cohort represented a much wider cross-section of the socio-economic profile of the state or country. Staff and administrators had to adjust to greater diversity in the university student cohort. Nunan et al. (2000, 93) sum up the needs arising from the extended cohort. Academics are now required to develop sensitivity to different cultural assumptions, language conventions and group communication. It follows that the academic library also must meet the needs of a new user profile in the development of information resources and the services it provides.

The emerging teaching and learning environment has been described as being increasingly 'socially complex, technologically advanced, and internationalised: less well funded and more corporate driven' (Nunan et al., 2000, 86). The statement aptly applies to the university in Australia at the turn of the century.

## **5.8 Global trends**

The last decade of the twentieth century saw the immediate aftermath of the Dawkins revolution in the higher education sector. The Unified National System, and a number of emerging issues in the Australian and international higher education sectors, were to become themes that were to have a significant influence on education policies and their implementation in the university in both the domestic and international contexts. The policy statement issued by the Department of Employment, Education and Training (DEET) in July 1988 (*The White Paper*) and circulated by Dawkins,

recognised the far-reaching influence and importance of the higher education sector. The paper named the sector as the 'primary source' of the skills the nation needed in intellectual life, industry, the arts and culture. It acknowledged that the sector was 'often at odds with majority attitudes' and through public debate the sector contributes to the development of a 'more just and tolerant society' (DEET, 1988, 7).

#### **5.8.1 Access and Equity**

Reflecting a worldwide trend of shifting university education from being the privilege of an elitist group, and moving it further into the domain of the general public, the White Paper (DEET, 1988, 6) made the statement that 'access to education is vital'. It stated that in the national spirit, exemplified by 'consistently voiced... demands for a fair and free society', Australians 'expect and deserve' equal opportunities to succeed in life. Dawkins signaled that university education was no longer to be available only to the privileged, and that access and equity were keys to the reform of the sector (DEET, 1988, 6).

In 1992, the AVCC in a submission to the National Board of Employment, Education and Training said that diversity, one of the main outcomes of greater access to university education, was central to the success of mass education. It stated that Australia's system was 'unified' not 'uniform' and that the variety of needs of students, employers and the community were reflected in the differential policies of the universities (NBEET, 1992a, 68). In 1996, NBEET was to reinforce the theme of *access and equity* in describing a system that 'embraces the full diversity of the community', and setting the ideal that the student profile should 'fairly reflect that diversity' (NBEET, 1996b, xiii). By 1996, the student cohort not only reflected the diversity of the Australian people, socially, culturally and economically, but it also included over 50,000 students from other countries. These international students, by their presence and interaction on campus, were contributing from their cultures (as well as from their finances) to the development and diversity of the Australian nation.

#### **5.8.2 Lifelong learning**

One of the features of the mass education movement was the emergence of a learning society where 'training and re-training were taken for granted' (Nowotny, 1995, 82). The need for continuing professional development became apparent and *lifelong learning* became a catch phrase. To cope with rapid change in the workforce, and as a by-product of semi-mass education, people became aware that they could not become too closely focused on one occupation or a narrow set of skills. Neither could they

afford to depend on the tertiary courses and the qualifications received in the immediate years following secondary schooling. The nation's economy and fluctuations of employment opportunities required a flexible workforce and one that was prepared to pursue knowledge and develop skills throughout a working life (NBEET, 1994).

The Report *Developing Lifelong Learners through Undergraduate Education* (NBEET, 1994) established that universities had 'an essential role' to play in promoting continuing education. The objective of lifelong learning was to establish a 'learning community' that would be able to respond to shifts in economic and social pressures and the changing demands of the workforce. The diversity of the student cohort, which was one of the outcomes of the access and equity policy, not only encompassed diverse social and economic groups: it also stretched across age groups and generations. Learning was to be seen as 'simply part of the social or community fabric' (NBEET, 1996a, 7). Lines became blurred between discreet sub-sectors of the cohort as well as between the disciplines that were studied and the courses that were offered. The student cohort could no longer be identified as representing a particular age group, no more than it could be matched with a particular cultural profile or socio-economic background.

The principle of *Lifelong Learning* is congruent with the self-directed and creative approach to learning which is a typical learning style in Australia described in the *Discussion Papers on Quality in the Higher Education Sector* (NBEET, 1992a). The assumption is that:

Knowing how to learn, to solve problems, to be able to think logically as well as laterally and independently, to be intellectually rigorous, to integrate information and to communicate effectively... are skills every graduate should have regardless of their discipline or field of study (HEC, NBEET, 1992a, 9).

From primary school through secondary school the emphasis is on doing and 'finding out', rather than on rote learning. Skills developed in this way are retained through life.

### 5.8.3 Quality and excellence

At the time of the Dawkins Papers the Government was quick to forestall accusations that the reforms would compromise academic standards. 'We want a society that

aspires to excellence... rather than one that tolerates mediocrity and stagnation' was one of the claims early in the paper (DEET, 1988, 7). It then established that measures would be implemented to encourage institutions to be 'efficient, flexible and responsive to changing national needs' and that this would be 'consistent with the Government's objective of excellence' (DEET, 1988, 10). The Government thus signaled its intention to monitor and reward 'excellence' and 'quality' in the sector. By 1992 discussion papers on *The Quality of Higher Education* had been published (NBEET, 1992a) and later in the year the report *Achieving Quality* (NBEET, 1992b) was also published.

This shift, from the organisation and structural changes of the late 1980s to a focus on monitoring the quality of education, was also a reflection of trends in OECD and other countries (NBEET, 1992a, 13). It was felt that universities 'should not be left to their own devices' and part of the rationale was that there was 'no single owner' of the system and the stakeholders' views should have legitimacy (NBEET, 1992a, 5). Many words were invested in various reports, but there was never a satisfactory definition of what was precisely meant by *quality*. There were many incentives at stake including additional funding according to a range of performance indicators. The plurality of the system made it difficult to find what was common to the process. Institutions were asked to set up their own systematic and coherent system for quality assurance and the process was based on portfolios prepared by participating institutions. Participation was voluntary and the incentives were not high, yet, in spite of much public debate and criticism, all publicly funded institutions participated. With the change of Commonwealth Government in 1996 the existing quality audit system was abandoned (Baldwin, 1997, 281-283).

## **5.9 The current scene in Australia**

Currently, there are thirty-six publicly funded universities in Australia and two private ones. According to the Australian Vice-Chancellors' Committee (AVCC), in 1999 there were 686,267 students enrolled in higher education courses in Australia, and 80,832 Full- Time Equivalent (FTE) staff. The AVCC's website states that the purpose of Australia's universities is 'to create, preserve and transmit knowledge' and that they set out to educate undergraduates and post-graduates, undertake research and scholarship and provide 'expert advice and comment on issues of national and international importance'.

Simon Marginson lists among the distinctive aspects of the mission of the Australian university:

the primary orientation to the production, circulation and transmission of knowledge; the pastoral approach to the formation of the personality; preparation for work in a broad intellectual setting in which student exploration is encouraged; a longer term and critical view of social developments; and an explicit role in building national institutions and national identity (Marginson, 2000b, 32).

This statement admirably sums up the core function of the university and its concern for the development of the whole person, while, at the same time recognising the institution's role and responsibilities towards society and the nation.

#### **5.9.1 Australian Vice-Chancellors' Committee (AVCC)**

The AVCC describes itself as the council of Australia's university presidents, and the peak organisation representing Australian universities nationally and internationally<sup>11</sup>. According to the AVCC *Website*, the Committee was established in its present form in 1966 to serve the best interests of the universities and, 'through them, the nation' (AVCC, 2001). The Committee sets out to provide a forum for discussing issues of teaching and research in relation to higher education. It develops policies and guidelines for the sector and acts as a liaison between Government/Industry and the higher education sector, encourages international cooperation and generally promotes the sector.

Diversity and autonomy are singled out by the AVCC as 'central features' of Australian universities. This plurality of approach is considered to be one of the strengths of the Australian system, and is discernible in the range and variety of courses that are offered. Institutions are free to specify their own mission and purpose and to decide the focus of the various disciplines. Reductions in funding potentially curtail some of this freedom. The Commonwealth Government, which takes the principal responsibility for public funding of the thirty-six public universities, also issues policy statements and reports for the sector and thus exercises a degree of control. Furthermore, the policy recently adopted by the Government encourages the universities to seek funding from outside the sector and the Government. In a growing trend, industry and the private sector have significant investments in the higher

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<sup>11</sup> The AVCC grew out of an organisation established at a Conference in Sydney in May 1920 involving Australia's then six universities (AVCC, 2001).

education sector. It remains to be seen how far the prized autonomy of the institutions will be threatened by the control that usually accompanies such levels of corporate sponsorship.

Through the AVCC, universities also claim to maintain strong links with higher education institutions and organisations throughout the world. UNESCO and the Commonwealth provide a framework for many such links, while recognition of the growing importance of Australia's position in its own region has led to links being forged with South East Asia and the Pacific Rim. University mobility in encouraging the movement of staff and students between campuses and between countries, and a host of agreements with countries across the globe is part of the expanding policy.

### **5.9.2 National expectations**

The duty of the university to engage with the community extends beyond the local community and the state, to the national level. In 1990, the Australian Government described the sector as 'an indispensable element in a civilised society' (NBEET, 1990a, 1). The vision was of:

A vibrant higher education system fulfilling its obligation to the community through its traditional roles - the preservation, transmission and advancement of knowledge, of learning and thinking - while acting as a centre for the critical social and cultural analysis and debate of important issues (NBEET, 1990a, 1).

In the course of history, the university might not always have met these elaborate ideals, but it has been seen to be a fundamental contributor to nation building. As expressed through the AVCC (and by Marginson in his definition of the mission of the university cited above) the sector continues to be committed to nation building. At various stages, governments have recognised that commitment: pragmatically through funding, and philosophically, through status and varying degrees of autonomy.

In Australia, universities were established along with parliamentary democracy from the middle of the nineteenth century as a particular kind of public corporation. Macintyre and Marginson described the university's status during the twentieth century as:



Autonomous but accountable, state-funded yet fee-charging, open to all yet selective, enjoying special privileges but expected to fulfil a range of functions for the public good (Macintyre & Marginson, 2000, 56).

The Australian Government's ongoing relationship with universities was described as a '*deus ex machina*' that 'created the university then injected or withdrew resources' (Macintyre & Marginson, 2000, 53-54). During the last century, universities on their part, assumed responsibilities that established in the public mind their government and civic roles. Government sponsored endowments and scholarships linked the institution, as far as the public was concerned, to the state and to the nation. Government also influenced the development of particular disciplines when it was seen to be for the national good.

### **5.10 Dominant trends**

Despite the elitism and separatism that universities enjoyed in various stages of their history, they are now firmly situated as part of the social framework. Coaldrake comments that Australia's universities are not 'magically immune' from the transforming process that is taking place across the world and more pertinently in Australia (Coaldrake, 2000, 9). He identifies three main forces that according to the Karpin Report (1995) are influencing the business sector, namely, 'globalisation, technological innovation and the pressure to customise services' (Coaldrake, 2000, 9). Coaldrake further asserts that 'with minimal modification' these forces aptly identify major issues in the university sector today.

#### **5.10.1 Internationalisation and global expansion**

Globalisation and its relationship to higher education have already been discussed at length. The purpose of this brief section is to place globalisation and internationalisation within the context of the Australian university and acknowledge that it is a major influence and a dominant trend.

'Becoming global' is a phrase that is now being used by some Australian universities to indicate that their process of internationalisation involves some long-term strategic planning with global expansion as one of its main objects. There are various patterns that provide a foundation for global expansion including study abroad and student exchange programs, short and long term movement of academics and general staff,

academic partnerships and twinning arrangements between onshore and offshore institutions.

No two institutions follow the same pattern. To date, this global expansion is being expressed through investment and interest in setting-up offshore campuses or projects with a *transnational* foundation in that i) they involve crossing national boundaries, ii) the source country of the project (Australia) is clearly definable, and iii) the foundation has been made showing a sensitivity and awareness of the culture of the host country. Ideally, the Government and education community of the host country have been involved from the preliminary stage in negotiations.

Coady cautions that those in the sector need to be alert to the threats that now exist 'to the integrity and ideals that make the universities worth having' (Coady, 2000, 24). Coady then warns against becoming so focused on the negative aspects of the system that one fails to recognise the positive. He argues that although 'the paths trod by universities in our time are more dangerous... [they] sometimes lead to important destinations' (Coady, 2000, 24). Coady classes international education and the mutual advantage to be derived from it as an important destination. He writes:

This is true, I believe of the turn towards Asia which, in spite of the many exaggerations and distortions to which this turn has been subject, offers possibilities for a profounder understanding of ourselves and others, and for the eradication of long-standing Australian myths and prejudices... Nonetheless we need to be alert (Coady, 2000, 24).

Philosophically, this is an holistic and positive view. Whether provoked by economic pressures or academic ideals, Australian universities have now reached a point where they evidently feel the need to look beyond their regional interests in Asia to countries further afield. The scope of this study does not investigate in any detail regions beyond Asia, but it does acknowledge the growing trend of universities to expand globally. It likewise acknowledges that many of the underlying social issues that surface in a study of offshore interests in Asia, must be also be part of the general 'becoming global' matrix if quality in university education is to be retained.

#### **5.10.2 Technological innovation**

Virtual universities vie with virtual communities in the corporate, military and other social domains for setting the paradigms for the possibilities or potential of

establishing what is and is not physical space and virtual space, what is physical communication, and what is virtual (Ward, 1999). Ward (1999, 98) writing of 'cyber-ethnography and the emergence of the virtually new community' suggests that 'factors of geographical proximity and sense of place (or the virtual community's lack of) have led to controversy and scepticism within academic discussions'. Ward's central argument is that in spite of the myths set up by popular computer culture that the virtual and cyberspace are 'out there', and somehow magical, there is in fact a merging of the physical and virtual. This merging 'creates a new hybrid space that is neither wholly physical or virtual' (Ward, 1999, 95). It is in this hybrid space that much of the dialogue of the university community for administrative and for academic purposes takes place.

Australia's geographical isolation - at the national level between communities, and at the international level with other nations and continents - has been a factor in driving the pace with which Australian society as a whole has adopted technology for the purposes of social and business communication and information exchange.

#### **5.10.3 Technology and institutional management**

At the institutional level, technology is making a significant impact on administrative communication and social networks between institutions and within institutions. This is an area where universities are calling upon their tradition of establishing traditions. Institutions are using their privileged position of being close to the forefront of technological innovation and employing it for the expansion of the commercial enterprise as well as for the enhancement of their academic programs.

There is a need to be able to exchange 'increasingly rich and complex information independent of time, space, or person', to be able to directly communicate with members of the academic community, to communicate shared values and essential information, and to be able to integrate different units within the university and link the university to organizations in the external environment (Dill & Sporn, 1995, 229). Dill and Sporn suggest that understanding how a network organisation 'can be welded together' with the traditional informal networks of academic life 'to meet new corporate-level challenges of the university is the critical and creative task of the next generation of university leadership' (1995, 218).

#### 5.10.4 Technology and academic functions

There are multiple effects of technological innovation on teaching, learning and the exchange of information. Technology, while helping to sustain a dispersed learning community, provokes change in the design and delivery of academic programs.

Addressing a conference on *The Virtual University?* [sic] in 1996, the Vice-Chancellor of The University of Melbourne expressed a similar concern to that of Ward about creating an artificial dichotomy between the virtual and the real, and emphasised that a fascination with emerging technologies does not mean that communication must be virtual (Gilbert, 1996; Ward, 1999). Gilbert believes that we live in a world where people continue to 'communicate best when physically present to each other' and that even if traditional teaching and learning settings disappear, 'authentic learning communities will persist' (Gilbert, 1996). This idea contrasts with the view of Bowden and Marton, who suggest that face-to-face teaching is decreasing in importance with the rise of 'more flexible, more electronically distributed, more open, more learner-controlled forms of learning' (Bowden & Marton, 1998, 12). Semi-mass education, greater student numbers, and the pressure of less funding are factors that contribute to the phenomenal growth in the flexible delivery of courses.

Nowotny (1995) believes that an increase in the use of information technology (IT), and changes in the relationship between technology and the delivery of academic courses, have caused boundaries to be blurred in terms of both the institution and the disciplines it teaches. Nicholls describes the 'explosion in information and communications technology' as one factor that renders national boundaries 'less relevant and more permeable' (1998, 30). With the use of the Internet and technology it is possible, in theory, to deliver courses to any place, provided that place or person has access to the social and economic infrastructure and literacy skills to effectively access those courses.

Dill and Sporn name the academic library as one function of the university that is particularly sensitive to the profound effect that information technology is having on the learning community in the university setting (Dill & Sporn, 1995, 13). In many courses, it is pre-required that students be able to access and interact with online material, and successfully search for, and evaluate, vast quantities of external information. In *Globalising Education*, Mason describes scholarly information as 'no longer something to organise, transmit and memorise, but... something to work with,

think with, discuss, negotiate and debate with...' (Mason, 1998, 157). In this approach to education lies the crux of information literacy and the role of the academic library.

### **5.11 Economic rationalism and the corporatisation**

The university has had a history of contributing to the welfare of the nation through academic leadership and research. The nation, in turn, has recognised the national role of the university essentially through funding, and for a number of years by granting institutions academic freedom and a semi-elitist existence. Semi-mass education and economic rationalism has dramatically altered this relationship. With the exception of the two private universities, Australia's universities are publicly funded and, as such, they function as large public sector organisations. The same principles of reform and financial management driving other areas of the public sector have been foisted upon the university sector (Coaldrake, 2000, 9). The university is functioning as a publicly funded corporate entity under increasing pressure to find supplemental funding from local private industry and offshore interests.

The university's research focus and interests are now much more closely linked to practical and commercial uses. The public funding of universities and their research projects are seen by the Government and represented to the Australian tax-payer 'more as a cost than as an investment' (Macintyre & Marginson, 2000, 67). Courses offered by universities are expected to place a greater emphasis on vocational training and to fulfill national objectives. Institutions are encouraged to become viable commercial enterprises rather than take on the less quantifiable role of being custodians of national culture and research.

The subjection of the contemporary university to commercialisation and corporatisation has resulted in its no longer being romanticised to the same degree as it was in the mid-twentieth century. Rothblatt goes so far as to suggest that some universities retain their original aura only through 'favourable circumstances of history or architecture' (Rothblatt, 1995, 33).

The role of Government, with its high degree of control on university funds and policy, gives rise to the perception that the 'chief function of education is to serve the immediate or future needs of the economy' (Bowden & Marton, 1998, 221). Higher education, through the recruitment of overseas full fee-paying students, has become a major export earner for Australia. This has further highlighted the place of the sector

in the nation's economy. When international education can be identified as 'Australia's eighth-largest export earner... marginally worth more in terms of earnings than wool'<sup>12</sup> (Goddard, 2000) the likelihood of corporate issues dominating academic standards in the sector becomes greater.

The domain of the university as the controller of academic excellence is no longer sacrosanct. Private institutes, industrial and government laboratories, and other institutes of higher learning bearing corporate titles have claimed some of the teaching and research territory that traditionally belonged solely to the university.

There has been no tradition in Australia of wealthy benefactors playing a major role in supporting higher education. The Australian economy is not structured to promote such benefaction as is the case in the United States and some parts of Europe and, except in a few notable cases, there is not that level of wealth in the nation. Generally, it has been noted that the most highly endowed departments in the higher education sector are those promoting medical science and management schools. Coady (2000, 14) suggests that the reduction of government funding and a lack of benefactors, forces universities to raise a significant proportion of the necessary funds in order to survive. Competition for full fee-paying students is one of the outcomes, and this kind of pressure can lead to doubtful marketing strategies and some questionable ethical standards such as enrolling students into inappropriate courses<sup>13</sup>.

Corporate practices and signs of the corporate culture dominate university communication and procedures, and the general vocabulary and the semantic accent used in many of the documents issued by university management reflect a commercial orientation. Gaita (2000, 31) deplores the 'ubiquitous use of Managerial Newspeak' in university circles and Coady (2000, 14) concludes that these and similar activities have 'depressingly little to do with the search for truth and its accompanying reflective attitudes'. As education becomes more overtly a 'marketable product', and the language of commerce begins to dominate campus discourse and decision-making, international education onshore and offshore has come to be a more obvious bargaining tool. Marginson (2000b, 32) signals the danger facing Australia's universities that 'by becoming a corporation, the university will cease to be a university'. The Australian media gave further cause for concern when it reported in

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<sup>12</sup> Goddard, in this unpublished address, was speaking in defence of quality services for international students. He wryly added to this statement the comment: 'We have a little way to go to pass wheat'.

<sup>13</sup> *Ethics in International Education* was the theme of the ISANA International Education Association's Victorian State Conference which addressed these issues in 2000.

August, 2000, on a Report of the Australian Research Council (the peak funding body for research in Australia) which promoted the policy that 'commercialisation must become an integral part of the research process in universities' (*The Australian*, 9 Aug 2000, 35). It follows that in this atmosphere, corporate issues are likely to be given precedence over those relating to the essential academic function of the university. Marginson believes that the corporate and the academic need not necessarily be mutually exclusive. He sees a possibility for an organisational restructuring that would enable the university to be redesigned so as to 'enhance its particular academic character in a knowledge economy' (Marginson, 2000b, 32). Marginson's concern is that this redesign is not happening.

With these economic pressures, the internationalisation of the university begs this question: how does the institution meet its educational ideals and extend transnationally with any degree of quality, while at the same time responding to government demands to be not only commercially viable, but commercially profitable? The tension generated by these demands engenders a number of paradoxes of significance to the academic library and to library professionals working in the sector.

## 5.12 Summary

Aid and trade have been in tension through much of the history of Australia's higher education sector. Government interventions in the sector through the Martin and Murray Committees in the 1950s, and the Jackson and the Goldring Reports in the 1980s, have all addressed the fiscal viability of Australia's tertiary institutions domestically and, increasingly, in terms of export value. The expectations of the nation, meanwhile, have struggled to balance economic concerns with expectations of academic quality. The tension between delivering quality education courses while maintaining economic viability is evident in the implementation of the current policy of internationalisation. The actions and reactions of international students, onshore and offshore, as they struggle to identify as both 'scholars' and 'customers'; and the global expansion of universities, endeavouring to meet the high ideals of quality in education while shoring up their fiscal base, are both examples of the dilemmas in the sector that the policy of internationalisation brings to light.

The notion of the university as a place of learning and scholarship, and a community and gathering 'place' where knowledge is exchanged, has to be re-thought and

situated in a dynamically changing social context. The new social paradigm is that of the virtual community. World trends have transformed comparatively discrete nations and cultures into a migratory, culturally diverse society that is reflected in a university community.

The next chapter explores how the effects of these issues are experienced in the academic library, and what implications they raise for the library.



## **Chapter 6**

### **Internationalisation and the academic library in the Australian university**

#### **6.1 Overview**

It follows from the preceding analysis that the academic library is now faced with the challenge of providing client-focused services and meeting differential needs in an environment where the university and the library itself are in a period of dynamic change. The library is also challenged to articulate an educational philosophy that lays claim to both equity and quality in education while questioning if what is offered is in fact deliverable, especially when it involves crossing national boundaries in programs of global expansion.

This chapter focuses on the library user group, information resources, and the library's role. It explores how social and cultural changes in the internationalising university, become evident in the academic library.

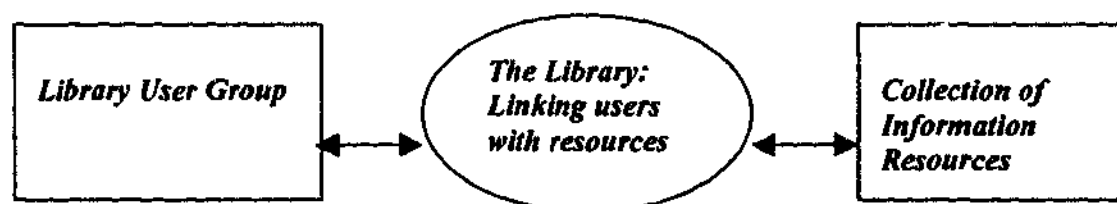
First, the library is confronted with a user group that is culturally diverse and complex, representing different library experiences, different learning backgrounds and operating from a wide range of cultural perspectives. A second challenge for the library is to develop and maximise access to information resources capitalising on innovative technological developments to meet the demands of an expanded international context. These challenges raise additional questions about the role of the library as it responds to world trends and internationalisation in this changed environment.

Before addressing these key issues, the chapter examines the concept of the academic library. The role of the library, the nature of the user cohort and the nature of the 'collection' of information resources are then investigated in some detail.

## 6.2 Defining the academic library

The library, its role, and its key components, were identified earlier and are reproduced below in *Figure 1.2*. The library is represented in this simplified form for the purpose of clarity, and in order to convey its changing dynamic and its related concepts. The three entities of the library are the user group, the information resources, and the library's role in linking the two. For consistency, this model is used initially as a framework for this chapter and later to report the findings from the case study.

**Figure 1.2** The Academic Library  
(reproduced from chapter 1)



The two-way arrows represent the dual dynamic of the library: its active role of negotiation and education for its user group, as well as its active role in the development and management of information resources and networks. On the other hand, both the user group and the collection influence the library's response: the user group influences changes to library services and functions, while the collection's history and potential (especially developments in information technology) play a large part in determining how the library develops and manages its collection and networks.

Vision statements of the Library of the Royal Melbourne Institute of Technology (RMIT) and The University of Queensland Library ground the definition. The Mission Statement of the RMIT Library reads as follows:

The Library exists to link staff and students with recorded knowledge in an appropriate time, place and way, enabling them to achieve excellence in teaching, learning and research (RMIT, 2000)

while The University of Queensland Library describes the changed paradigm in this way:

The 'virtual library' exists within a 'wired university'. The Library is a scholar's workstation, providing navigational tools and access through a single gateway and window to a multitude of resources held locally and throughout the world (The University of Queensland, 2001).

These conceptual statements succinctly highlight the connection between the core group that use the library (staff and students) and academic information resources (recorded knowledge). They present the fundamental role of the library as an enabling one of linking the library user with information resources in the context of goals of the institution. In keeping with the aims and objectives of this study, both statements place the emphasis first on the user cohort of staff and students.

*The collection* is used in the following discussion as a generic term that refers to those information resources, both analogue and digital, that the academic library makes accessible to its user group, either physically or virtually. These academic information resources are referred to as 'the collection' even though they might not actually be housed in the physical space that is labeled 'the Library', nor even necessarily have been acquired by the library.

### **6.3 The concept of the academic library**

Traditionally, the academic library in Australia sees itself as central to the provision and use of scholarly information resources. Its services are primarily for the university community of the parent institution, but extend to include the wider academic community of other universities and academic groups internationally and worldwide (Ross Report, 1990; Radford, 1990; 1993; Yerbury, 1993). The library is closely connected with the teaching, learning and research functions of the university and closely aligned with (in some cases under the same umbrella as) the university's Information Division comprising such components as, information technology services and multimedia education units.

In the context of internationalisation, implications for the academic library cluster around two entities that are linked by the library, that is, *the library user group* (representing the university community of students and academics) and *the collection of information resources* that the library makes available to its users. The importance placed on human and cultural issues throughout this study places the community of library users - staff and students - at the centre of the consideration of the academic library. The chapter develops each of these components and relates them to the policy of internationalisation.

### **6.3.1 A Time of Transition**

Changes in higher education and the university have had an impact on the profile of the library user cohort, the library's collection, and the role the library has to play within the university. Wilkinson (1997, 183) describes a convergence in three distinct movements in the current academic library context. These involve new forms of information, new financial constraints, and new technologies, which have transformed the library (whether actual or virtual) in ways that he describes as 'dramatic'. In addition to enabling access to digital resources, technology plays a major part in making it possible to organise and access information resources that make up the collection.

The roles of the library and the librarian are also in a state of transition. Describing the profession of the librarian, a US academic observes that it was once a 'relatively well-defined job with clear boundaries' involving the acquisition and management of books and journals and their circulation (Rockwell, 1997, 114). The same writer then describes the boundaries of the library and the profession as having become 'more permeable' and the role of the librarian as 'one of the most exciting and demanding jobs on campus' as the volume of information to be managed increases exponentially, and technological innovation transforms the way it is organised and accessed.

### **6.3.2 Tradition and change**

The library represents both continuity and change ('tradition' and 'risk'). It has long been associated with preserving knowledge and with helping to conserve tradition and cultural heritage for future generations (Dowler, 1997, viii; Chodorow & Lyman, 1998, 75). It can be argued that the library, more than any other university department, typifies the dialogue between change and continuity, and between risk and tradition in the university.

Writing of continuity and change in higher education, Donald Kennedy (a former President of Stanford University) makes this observation:

Universities are in a dynamic equilibrium with society. On the one hand, they appear to lag behind it, acting as conservators of its history and archivists of its highest cultural achievements. On the other hand, they are seen as leaders, adventuring into new knowledge domains, developing transforming technologies, and serving as the seedbed for novel and often disturbing ideas (Kennedy, 1998, 13).

Kennedy, in this passage, reiterates one of the paradoxes and key observations of the previous chapter, that the university is a conservator of both tradition and continuity. It lives out a particular tradition of 'risk' in creating new frameworks and extending the boundaries of society (Giddens, 1999a). The library has also been associated with change and risk. New knowledge domains and transforming technologies have, in recent times, thrust the library into a position where much of its relevance lies in providing a vehicle for 'novel and often disturbing ideas' (Kennedy, 1998, 13). The library is thus caught in the same paradox of marrying tradition with risk, as it reflects the tensions and anomalies of the university in a new phase of change, expressed, in part, in its response to global influences through global expansion and internationalisation.

### 6.3.3 Misconceptions of the Academic Library

Describing the academic library as a dynamic entity conveys a different image from the more common dictionary definitions. *The Oxford Dictionary* (1999) defines a library as 'a building or room containing a collection of books and periodicals for use by the public or the members of an institution'. *The Macquarie Dictionary* (1997) likewise focuses on the 'locus' of the library defining it as a 'place set apart to contain books and other literary material for study or reference'. In both instances the focus is on the physical space of the library as a 'room', 'set of rooms', or 'building'.

A traditional attachment to the physical space of the library distorts the real nature of the modern library and belies the extent of its role in the institution at a time of technological innovation and virtual access. In a recent paper, Johanson, Schauder and Lim (1998, 134) draw attention to this common misconception of considering the library primarily as 'a place'. They comment that many people retain an emotional attachment to the physical structure and atmosphere of scholarly libraries, and to the

library's role as a storehouse of knowledge.<sup>14</sup> This traditional model has been operative since Alexandria where the library's resources were available to those scholars who were able to go to the library. Now, as Lawrence Dowler observes, 'the new library is brought to the scholar' (Dowler, 1998, 145).

A narrow understanding of the concept of *library* is a common cause for confusion and misinterpretation within the academic community generally, and particularly with university administrators. The AVCC, in a document as recent as 1998, referred to the academic library as 'an ancillary service' to the university (AVCC, 1998). Partial awareness of the full extent of the library's role, and a limited understanding of the access it can provide to scholarly communication, can have far reaching effects on institutional planning, the allocation of finances and communication. This issue is revisited later in the thesis.

#### 6.3.4 The academic library in the Australian context

The academic library in Australia has weathered the demands of sudden change over the last twenty years. The effect of the 'Dawkins' changes to higher education late in the 1980s created major challenges for managers of tertiary libraries (Lim, 1992). The amalgamation of institutions and the creation of multi-campus universities had a profound effect on the management of academic information resources for the sector (Steele, 1992).

Issues that confronted university library managers at this time included the provision of equitable services for university communities located, in some instances, with hundreds of kilometres between campuses<sup>15</sup>. The changes also created a pressing need to rationalise collections that had been developed for different education sectors (with a vocational, rather than a research focus), and to address such issues as the duplication of material and the restructuring of staff.

In 1990, shortly after the implementation of the Dawkins changes, NBEET commissioned the Report *Library Provision in Higher Education Institutions*, commonly referred to as the Ross Report. NBEET, through the Report, made a number of recommendations promoting networking, co-ordination of collection

<sup>14</sup> Another commentator, Richard Rockwell, refers to this phenomenon as an 'edifice complex' (Rockwell, 1997, 112).

<sup>15</sup> La Trobe University, for example, has its main campus in outer Melbourne and a campus library in Albury/Wodonga at a distance of some 300kms. The Australian Catholic University, a publicly funded institution, in the mid 1990s had a library system composed of four divisional libraries located in four states, each of which comprised three multi-campus libraries.

development and resource sharing between tertiary institutions, noting that these libraries 'do not and could not exist as islands' (NBEET, 1990b, 3). The Report presented the academic library as a central function of the university and advocated the inclusion of the University Librarian or her/his representative 'on Academic Board, Faculty Boards and similar bodies' (NBEET, 1990b, xiv-xv). Very significantly, the Ross Report emphasised information literacy and the educational role of higher education libraries and discussed this role in considerable detail (NBEET, 1990b, 66-71). It can be argued that if these recommendations had been more vigorously promoted in Australia, and the library profession had established that they had an active education role and academic function to fulfill in the university, a number of difficulties relating to internationalisation, including confusion about the role of the library and involvement in strategic planning, could have been forestalled.

## **6.4 The role of the library**

### **6.4.1 Provision and use of academic information**

The role of the library is to link its academic community to the resources, print and digital, physically located within its geographical space. The library also plays a key role in linking its clientele with an extensive global network of resources. Dowler observes a recent tendency of academics to define the role of the academic library as that of an 'active partner' (rather than a 'passive agent') in contributing to the educational mission of the university (Dowler, 1997, xvii). With the vast amount of information available, the library sees itself as strategically and professionally placed to facilitate and mediate the provision of information through an expanding network of academic institutions and information providers. This can be effected either through virtual or more traditional means. Negotiating and authenticating access to these resources is an important part of the library's role.

The library concerns itself not only with linking its academic community to the information required to support teaching and learning programs, but also with providing users with opportunities to develop their information literacy in order to locate, access and evaluate information resources. Sheila Corrall writes of the evolving role of librarians, moving from that of information co-ordinator who gathers and collates information, to information consultant (or 'the more fanciful cybrarian or knowledge navigator') with a greater emphasis on 'empowering the end-user in an educating facilitating role' (Corrall, 1995, 51). This is congruent with Australia's principles of lifelong learning (NBEET, 1994; Bruce, 1997) and places the academic

library in an educational partnership role (Bundy, 2000) with a focus on the university community, rather than on the collection and management of information.

#### **6.4.2 Client-focused services**

Reflecting the trend to corporatise the university, client-focused services have become a policy emphasis for the academic library in Australia during the last two decades. This is a positive shift, in so far as it underlines the importance of the library client in planning for the library. The emphasis in library and information studies traditionally has been on the size of the collection and statistics surrounding the use of various library services (Corrall, 1995, 46; Pinder, 1996, 7). However, library profiles based on quantitative information were found to have limited application and effectiveness for the library professional (Melling, 1996, 28; Hawkins, 1998, 151).

Thus the 1990s saw not only an exponential growth in electronic services and resources, but also a significant shift to more client-focused services. The challenge to respond to the combination of these two factors finds the library needing to clarify the role it plays in educating both the learner and the researcher in selecting from, and evaluating, the vast amount of information that is readily available. As early as 1990, the Ross Report observed that Australian librarians working in the higher education sector 'had moved from curatorship to brokership of the increasingly complex information resources at their command' (NBEET, 1990b, 66). The challenge now for the library is to ensure that its users have:

[The opportunity and means] to find the right information or knowledge, to determine the quality of information, to understand the most efficient and cost-effective methodology for access to published knowledge, and to choose the technical format most appropriate to the content and use of a given kind of information (Lyman, 1997, 137).

In essence, the issue is to redefine the 'traditional' roles of the academic librarian for the contemporary academic context. The need is still there for the provision and use of information, but in the typical academic context, the information-seeker now needs to locate, access, and evaluate information by means of a virtual library, that encompasses both analogue and digital materials, and serves a virtual academic community no longer bound by physical location. The library now must provide for these needs.



#### 6.4.3 Images and metaphors

There are a number of images and metaphors that have been used to convey a clear shift away from the static, traditional view of the role of the academic library and that implicitly indicate the impact of technological innovation and globalisation on the library. Brian Hawkins, writing of *The Unsustainability of the Traditional Library*, suggests that the library of the future 'will be less a place where information is kept than a portal through which students and faculty will access the vast information resources of the world' (Hawkins, 1998, 153). Hawkins describes an integrated library that will 'bring together scholars and information resources without necessarily bringing either one to a physical building with a card catalogue and books' (Hawkins, 1998, 153). The library will be able to achieve this whether the scholar is 'at home, in her laboratory or in her classroom' and whether the information is in 'Kyoto or Bologna or on the surface of the moon' (Hawkins, 1998, 153). According to Hawkins, the library of the future will be about access and knowledge management, not about ownership.

The library has also been described as a 'gateway': a metaphor used to describe the role of the library, and to divorce it from the concept of a static 'repository' or storehouse. Peter Lyman points out that no library collection can be complete in itself and scholars must have access to information on a global scale (Lyman, 1997, 144). Lawrence Dowler, writing from a Harvard perspective, names four defining elements in the gateway metaphor. First, he sees the library as an electronic means of access to resources needed for research, whatever their format. Second, the library covers a range of services that support access to these resources and enhance the research and learning process, adding to its efficiency and effectiveness. Next Dowler sees 'the gateway' as conveying a flexible physical space that will be altered in response to future changes in technology and the needs of the library user. Finally, the gateway is seen as a coordinating organisation within the institution's library (Dowler, 1997, 98). Dowler's four aspects of the gateway metaphor effectively highlight the key roles of the library.

In the context of this study these images help in understanding the library expectations and perceptions of the university community. The diversity of universities in Australia, identified in the previous chapter, point to diversity between the policies and practices of the libraries within those institutions. Notwithstanding these institutional differences, there are certain elements that are common, such as the

dynamic nature of the library's role, the part it plays in brokering information, and the need for creative and flexible library management.

#### **6.4.4 Information literacy**

Information literacy for an internationalised library user group brings challenges to library staff, similar to those confronting academics committed to teaching effectively in an internationalised context. Appreciating differences in learning approaches and backgrounds is as important in the library context as it is in the context of the academic course.

In Australia there are few tertiary institutions that do not include in their mission statements some reference to the fact that they aspire to prepare all students for lifelong learning (Bundy, 1998) and it is clear that the library's role is 'to assist in the development of information literacy skills for flexible, independent and lifelong learning' (Curtin University, 1995, 47). More recently the Library of the University of South Australia documented its policy, outlining 'a cohesive library-wide information literacy program' in the report *Learning Place and Space* (Dorskatsch, 2001). In stating its commitment to advancing 'the educative role of the library', Dorskatsch, in the same report (2001, 7) sends a clear signal of the pro-active stance taken by her library, and in doing so establishes a benchmark for academic libraries nation-wide.

The Ross Report discussed in some detail the educational role of higher education libraries, and at the time of the Report it was stated that there was no higher education library in Australia that did not attempt some form of user education (NBEET, 1990b, 67). However, the need for user education extends beyond that of teaching library users how to use the library. The abundance of information that is now available through easy Internet access requires education in the selection and evaluation of the appropriateness and quality of information users access. Education in the use of the library increasingly needs to extend beyond the immediate on-site collection to include accessing and evaluating electronic resources from a remote point, as well as the selection, evaluation, and use of information resources in academic, professional, and personal contexts long-term.

Principles and approaches to education and cross-cultural communication in the international context apply to information literacy programs in the academic library as much as they apply to activities in the classroom. The current digital environment

creates an urgent need for programs that promote the development of new skills of selectivity, quality control and management of data, not only for professional librarians, but also for all users of the library. As academic information becomes more easily available electronically, and scholarship depends increasingly on networked access, the importance of providing library instruction and information literacy programs to enable library users to access and evaluate the vast amount of available material becomes more evident (Dowler, 1997, 97).

Information literacy is described in current literature as 'essentially a set of educational practices and applications focusing on skills, behaviours, attitudes and attributes of people related to information handling' (Todd, 2000, 30). The same writer suggests that the concept itself might be in 'theoretical limbo', nonetheless, there is a wealth of recent literature, locating it within the educational/librarianship framework (Bundy, 2000; Bruce, 1997; Todd, 2000). Information literacy, involving critical thinking and problem solving, is closely aligned with the principles of independent information seeking and 'lifelong learning'. Christine Bruce sums up the concept in quoting from the 1989 American Library Association (ALA) Presidential Committee on Information Literacy:

To be information literate a person must be able to recognise when information is needed and have the ability to locate, evaluate, and use effectively the information needed... Ultimately information literate people ...know how to learn because they know how information is organised, how to find information, and how to use information in such a way that others can learn from them (Bruce, 1997, 27).

In 2001 the Council of Australian University Librarians (CAUL) adopted for use in Australian libraries, a set of standards derived from the US *Information Literacy standards for higher education* approved in January 2000 by the Association of College and Research Libraries. Implementing these standards in an Australian setting is demanding, but a far greater challenge lies in applying them in a transnational context where the library user group is much more culturally and educationally diverse.

### **6.3 The library user group**

The core user group of the academic library is essentially made up of staff and students of the various campuses of the parent institution, whether they are studying

on campus or off campus, and whether those campuses are onshore or offshore. The library user group is, arguably, a reflection of the wider university community of staff and students, with the rider that some disciplines and some sectors of the community require greater access to recorded knowledge in certain genres and are thus more strongly represented in the library than others. While the extended user group encompasses a much wider academic community, incorporating a diverse cohort that includes scholars belonging in a variety of ways to an extensive academic network reaching far beyond the parent institution, the study focuses on the core user group, referred to from here on as the *library user group*.

#### **6.5.1 Diversity of the library user group**

The cultural diversity of the core user group of the academic library incorporates complex sub-sets of cultural contexts (McSwiney, 1994; 1995; 1999; Pinder, 1996; Rea, 1996). In each instance, these consist of overlays that include sub-groups associated with place of origin, language groups, divisions according to religion, age groups, places of domicile. The students who make up the major part of the user group of the academic library are more diverse than ever before (Melling, 1996).

One factor contributing to this diversity was the move in the late 1980s to make tertiary education more accessible to a wide sector of the Australian population encompassing a cross-section of socio-economic backgrounds and a wide range of ages. But as the discussion in chapter four revealed, the user group was even more dramatically altered by the significant increase in numbers of international students in the higher education sector, especially over the last ten years. This has resulted in a remarkable change in the cultural profile of the university community and the user group of the academic library. Global expansion means that the user group in many instances now embraces students offshore, thus adding a further cultural dimension to the library user group.

The growth in the number of full-fee paying ('international') students from zero in 1986 to 62,974 in 1997 and 72,183 in 1998, and 83,111 in 1999 (*AVCC Key Statistics*, 1999a) was also discussed in earlier chapters. An outcome of this significant growth is that the differential needs of library users have become increasingly complex.

In addition to this increase in numbers, *Figure 6.1*, below, graphically illustrates changing patterns *within* the cohort showing total overseas student numbers by region

for 1999 with predicted numbers and percentage change for the year 2000. An increase in student mobility between Australia and the regions of Europe, Africa and the Americas adds another dimension to the complexity of the library user group, and is having its own impact on the use of the academic library. However, despite these changing patterns within the cohort, Asia remains by far the most strongly represented region in Australian institutions.

**Figure 6.1** Overseas students in Australia by Region, 1999 and preliminary numbers 2000 (excludes offshore students)

Region	1999	2000	% change
Total Asia	109,375	121,459	11%
Total Africa	1,931	2,655	37%
Total Americas	5,482	7,542	38%
Total Europe	9,960	13,281	33%
Total Oceania	2,295	2,319	1%
Unclassified	2,449	2,901	18%
Total All Countries	131,492	150,157	14%

*Source: Australian Education International (Preliminary statistics, 2000)*

The exponential growth in numbers of full fee-paying international students, coupled with these kaleidoscopic changes of cultural patterns within the university community, is an indication of the complexity of this client group in Australia.

The other major group that makes up the user cohort of the academic library is the academic staff of the university community and the wider university community. Increasing staff mobility is another factor that creates an additional set of library needs. Greater investment in transnational interests necessitates greater staff mobility and in some institutions has created a new sub-group of offshore staff on temporary or short-term postings in a specific teaching or research role. Meeting the research demands and teaching needs of these members of the academic community with any degree of equity is an additional challenge to those who facilitate the provision of and access to academic information resources.

### **6.5.2 Expectations and Differential Needs**

Present-day libraries in the higher education sector are therefore called on to address a wider range of expectations and differential needs. These needs and expectations arise from cultural differences, cultural patterns, library backgrounds, and differences in approaches to learning, teaching and research.

As universities engage in transnational education projects the student body becomes further internationalised and the needs of offshore students accessing scholarly information resources from an onshore library become more complex. Policy changes encourage the mobility of students as well as staff. Universities are promoting 'Study Abroad' programs, and staff, as well as student exchanges, are being endorsed and supported in a variety of ways. As these programs expand, they, too, will provide further challenges to those responsible for facilitating access to - and use of - scholarly information resources, especially as these staff and students can claim to belong to the core user group of the university's library and are thus entitled to equitable services.

An earlier study by this researcher drew attention to the differential needs and the learning and cultural implications of this sector of the student body (McSwiney, 1995). The project found that the needs and expectations of library users cluster around cultural patterns and patterns of library use, expectations arising from previous library experience, differences in learning approaches and issues relating to cross-cultural communication (McSwiney, 1995; Melling, 1996; Payne, 1996). On the issue of equity, the 1994 project proffered the reminder that by improving services and increasing an understanding of this particular sector of the cohort, the student body as a whole is the beneficiary. The principles and findings from the study have been endorsed repeatedly in professional practice in the intervening years (McSwiney, 1999).

### **6.5.3 Hofstede's cultural dimensions**

Cultural differences manifest themselves in many ways in the library. The cultural dimensions identified by Hofstede were introduced in chapter four. These dimensions help to identify and explain differences in information-seeking behaviour patterns in the library. Hofstede's theory has, on repeated occasions, proved valuable in professional programs as an aid to understanding differential needs and cultural diversity in the library workplace (Appendix I).

In the indexes used by Hofstede to illustrate these cultural dimensions, Australia, for example, differs markedly from most of the Asian countries (Hofstede, 1994). This is significant when one takes into account that the greater majority of international students, and Australia's greatest higher education offshore interests to date, are linked to Asian societies.

The library provides a context in which differences relating to cultural customs and approaches to learning are particularly manifest. For example, Hofstede's theories on the cultural relativity of *power distances* help explain patterns of library behaviour, perceived to be not typically Australian. These are displayed, for example, in attitudes of deference and the use of honorifics between a number of international student groups and their teachers/library staff. This behaviour contrasts with the egalitarian (seemingly casual) attitude in this country between teachers and students, and between employers and employees.

Hofstede also argues that the relationship between the individual and the collective differs between cultural groups (in Hofstede's terms: *individualist and collectivist societies*). The importance of personal time, personal freedom and personal challenge is evident in individualist societies, whereas value placed on the power of the group, the extended family and organisational dependence fits with the image of a more collectivist society. This cultural dimension helps to explain some of the group behaviour and group dependency manifested in the library between some groups of co-nationals, compared with a willingness to use independent and often creative means in information-seeking that is more typical of the approach of Australian nationals.

Hofstede also claimed that some societies are more prepared to take risks than others (in Hofstede's terms *risk-taking versus uncertainty-avoidance*). The importance placed on examination papers by a significant number of library users, success measured in marks, and the oft-asked request in the library to 'find the answer', is generally associated more with staff and students from those particular cultural regions outside Australia which Hofstede's studies have found to display a high level of uncertainty-avoidance.

These are areas for investigation and documentation beyond the scope of the thesis. The theories are introduced here to illustrate the complexity of the current library user

group and the cultural dimensions that are becoming increasingly evident in the information-seeking behaviour in the library.

#### **6.5.4 Previous library experience**

This researcher's 1994 study also showed that an important factor that influences the expectations of staff and students from other countries is the variation in library backgrounds and experiences associated with differences in cultural and learning traditions (McSwiney, 1995). There are variations in the size of the collections students have accessed, the purpose and role of the libraries they have used, and the use of information technology.

In introducing these students to the Australian library, there is an increasing need to recognise these differences as well as the students' expectations of the role and services of the library in Australia. Students may not have had access to online catalogues, may have little or no training in library searching techniques, and may not have followed any kind of user-education training or information literacy program. Standards of information technology vary widely in the countries of origin of the international student cohort in this country. In countries of South Asia, for example, the technology might exist, but it is not necessarily adapted for use in a university library. In some regions of South East Asia, where both the availability of hardware and fine technological expertise are very evident in many libraries, it is the unreliability of the infrastructure that is cause for widespread concern.

The role of the academic library varies significantly between countries, thus sojourning students approach the library of a host institution with a range of expectations. With an increase in Study Abroad Programs, there is an increase in the numbers of students from Europe and the United States with more sophisticated library experience. Previous research and professional experience have also revealed other patterns of library use. Students from Korea have reported the experience of libraries in their home country being open twenty-four hours in the day to provide a 'place to study', and students from several countries, including Indonesia, have expected the library to provide multiple copies of textbooks (McSwiney, 1995). For those from countries at the extreme end of the learning spectrum is the expectation that the library will contain 'the Book' with 'the Answer' and that the library staff are there to produce that book. This is a mismatch with the general assumption of many librarians in Australia that students' information-seeking activities will be cross-disciplined and self-initiated. Disparity in expectations has been identified as a cause



of frustration and cultural misunderstanding for both parties (McSwiney, Gabb & Piu, 1999).

#### **6.5.5 Learning styles and information-seeking behaviour**

Varying patterns of information-seeking behaviour in the academic library are also closely linked with teaching, learning and research approaches and techniques found in the students' countries of origin. Brigid Ballard describes a 'continuum of attitudes', approaches and strategies based on learning backgrounds and traditions of various cultures. Learning attitudes range from the attitude of conserving knowledge through an analytical stance to the attitude of extending knowledge (Ballard & Clanchy, 1997, 12). As with the Hofstede studies on cultural dimensions, the traditional attitude to learning in Australia tends to lie at a 'significantly different' point along the 'learning continuum' from many Asian learning traditions (Ballard & Clanchy, 1997, 11).

Library staff report that international students are often observed in the academic library copying long passages of text by hand. This behaviour reflects an importance placed on memorisation and imitation as keys to the conservation of the knowledge that has been passed on from teacher to student. It strongly reflects the Asian tradition. With the desire to conserve knowledge comes the activity of summarising, describing, identifying and applying formulae to information received. For those from cultural backgrounds where, in Hofstede terms, the level of 'uncertainty avoidance' is high, the library is initially regarded as an access point or storehouse of wisdom, rather than as an opportunity to access a wide range of scholarly information, evaluate what is discovered, and be stimulated to add one's own insights.

Library reference interviews and enquiries have long been recognised as demanding particular listening and communication skills. As higher education internationalises, there are a number of implications relating to cross-cultural communication for the sector, and some special implications in the context of the academic library.

Communicating with users in a 'client-focused' situation – whether the communication is in a face-to-face situation, by telephone, or some other form of telecommunication – there are a number of factors that can create problems at the social level as well as at the professional level.

The policy to internationalise the higher education sector in Australia leads to sociological changes in the profile of the user cohort that need to be recognised and

better understood. The policy has implications for all aspects of the academic library just as it affects 'all facets of university life including scholarship, teaching, research and institutional management' (Hamilton, 1998).

## **6.6 Information resources: the collection**

There are key issues emerging from the policy of internationalising the university that affect the collection of information resources that are developed and managed by the academic library. The development of information technology, the concept of the virtual library, and, to a lesser extent, the content and orientation of the *collection*, contribute to the provision of appropriate and relevant academic resources for the university community. Changes associated with internationalisation call for the library to capitalise on the growing flexibility of the collection and the advantages of technological innovation to facilitate and deliver scholarly information worldwide.

### **6.6.1 Defining the collection**

Academic information resources, or the 'recorded knowledge' to which the academic library provides access, is generically referred to as the *collection*. The tacit understanding is that the collection encompasses the information resources that the library makes available to the learner, the teacher and the researcher. This includes the print and electronic resources stored within the library but it also includes those resources such as the Web and scholarly discussion groups that can be accessed from beyond the physical space of the library.

### **6.6.2 Digital resources: technological innovation**

Significant changes in technology have had a profound effect on access to the academic library, its collection and its extended network. While most libraries continue to maintain and develop collections of print material (Corrall, 1995, 47) technology is affecting what academic information is being exchanged, how it is being exchanged, and the institutional and administrative context in which it is being exchanged. Technology has been referred to in the context of the Harvard College Library as the 'defining issue for libraries today' (De Gennaro 1997, vii).

Globally-driven technological innovation and the interconnectedness it provides is one of the key enablers of the AVCC's broad approach to internationalising higher education. It is a key factor in globalisation and internationalisation (Giddens, 1999a, 1999b). The global interconnectedness and exchange of information that has resulted,

has provided the stimulus for the development of closer and more frequent links between nations in a variety of social patterns and contexts: the university, and its academic library, is one of these contexts.

The profile of the library's collection has been altered remarkably by the speed with which electronic information resources have been developed and introduced. There is an increasing volume of material, most notably scholarly electronic journals, being published in digital format. There is also an increasing volume of existing material - journals and monographs - that is being digitised (Lim, 2000). It is clear that these developments have the potential to change significantly the nature of scholarship (Hawkins, 1998; Katz, 1998; Corral, 1995).

As well as material that is now being published in digital form, and existing scholarly material that is being digitised, there is the considerable amount of information available via the Internet and the Web. Greenberg observed that new kinds of information resources dictate the creation of new forms of knowledge and new ways of communicating it (Greenberg, 1998, 111, 112). Lyman writes of pursuing research in a 'global reference room' where the problem is 'not scarcity but abundance' of information (Lyman, 1997, 141). Relatively easy access to this information for some sectors of the community has far-reaching effects for teaching, learning and research particularly in the context of transnational programs. It raises issues of equity where there are significant differences in technological infrastructure, and it raises issues where the quality of the information needs to be evaluated and the user needs to be trained to critically assess the information she accesses. Paradoxically, the more effective the library is in ensuring that sophisticated 'transparent' technological infrastructure in place, the more conceivable it is that the library will lose its identity, and its function become invisible. This is a factor that re-emerges later in the study.

The changing nature of scholarship requires and expects instant access to information. Researchers have discovered that texts stored electronically permit them to search vast amounts of information and to ask new questions across a number of disciplines with an efficiency of time and physical effort that would not have been possible with print material (Hawkins, 1998, 147). Those involved in developing the library's collection are challenged to match technological developments with the expectations and needs of academics whose scholarship has shifted 'toward examining the context or frame of reference' within which their research or theory might be understood (Dowler, 1997, 17). It follows from this that the development and management of a

library collection requires a keen awareness of the social context, including particular implications for the collection relating to the internationalisation of the sector.

### 6.6.3 The virtual library

The *virtual library* is one of a number of terms in current use that describes the library's 'collection' and distinguishes it from the traditional library collection that was essentially print-based. *Virtuality*, according to *Chamber's Dictionary* (1992) can be defined as *potentiality*. The potentiality of the academic library lies in the extensive range of media through which academic information can be recorded, stored and accessed whether physically within a library building, or remotely from a desktop or computer.

In his 1993 Report, the Monash University Librarian, Edward Lim, indicated how comprehensive the use of the term *virtual library* could be in the university context, and he forecast the shape of the library collection of the future in the concluding paragraphs of his report. The passage is quoted at length:

A more realistic view sees the future of the academic library not merely as an electronic conduit, but also continuing as a traditional print-based collection. In short, the future is one where librarians have to grapple with the paradigm of the parallel library, i.e., libraries based on both electronic and print media.

Developments in computer and communications technologies have removed the traditional limitations of geography to information access. Networks, originally created to provide access to supercomputers, have developed into an important medium for scholarly communication. There is no doubt that the nature of academic libraries will change with these developments. However, it is difficult to predict the future shape of academic libraries. The more euphoric view is that academic libraries will be transformed or 'reinvented in the electronic environment' (Lim, 1994).

This description of the academic library has since become very familiar to any serious library user. In 1996 Lim was using the term *virtual library* to describe 'a range of services and collections, linked together or made accessible through electronic networks' where these resources include a 'finely balanced mix' of a range of information resources in various media including print, electronic and multimedia (Lim, 1996). Two years later Lim, with two of his colleagues, produced an elegant definition of the ideal virtual library:

[The virtual library] is a term used to denote a logical system which provides users of information with self-revealing access to a range of services and resources, both analogue (print) and digital sources (Johanson, Schauder & Lim, 1998, 134).

This is a dynamic concept that continues to evolve with technological change. It is in this sense that the term virtual library is used in the study, and more specifically is applied to the collection of resources that the academic library manages, facilitates and makes available to its academic community.

## **6.7 Management issues**

There are fundamental concerns identified in the discussion in the previous chapter relating to the university in Australia and its internationalisation. Issues of corporatisation, quality and transnational expansion, pose a series of challenges for library managers in the context of an internationalising university.

### **6.7.1 Transnational expansion and corporatisation**

Reduced funding and financial constraints are a major concern for universities, and libraries are faced with similar pressures (Macintyre, 1993, 177). As discussed earlier, the university in Australia is in a period of transition that sees it faced with the paradox of balancing a long tradition of such ideals as the creation of knowledge and the pursuit of truth, with a vigorous search for financial returns and a competitive edge (Coady, 2000; Gaita, 2000; Marginson & Considine, 2000). In this climate, the academic library is confronted with the challenge of providing client-focused services and meeting the differential needs generated by the implementation of a policy of internationalisation. In practice, and in this complex context, how client-focused can library services be?

Advances in technology continue in 'an environment of diminishing resources and rising expectations' (Missingham & Warne, 1999, 278). There are positive aspects to technological innovation and the expansion of information networking as networked communities and online research communities provide new opportunities for libraries to expand the resources available to their library user group.

With the international student cohort overtly identified as a significant 'export earner' (Hamilton, 1998; Goddard, 2000) the full fee-paying students themselves are more conscious of their rights to fair dealing and they are more articulate about their

expectations (Payne, 1996). The AVCC's Code of Ethical Practice (AVCC, 1998) provides guidelines, which, if honored, would ensure that full fee-paying students receive the quality of education for which they have contracted. The current concern of the AVCC is the significant gap between what is promised by many of the marketing divisions of the universities, and what those universities actually deliver to the students at the academic and general service level (Goddard, 2000). The library, along with academic departments of the university, finds it is under pressure from the international full fee-paying student 'customer' to meet unrealistic promises made by those marketing Australian university courses offshore.

There are a number of operational issues that have to be factored into any transaction that crosses a national boundary. For example, there are significant variations between countries in costs associated with education, including the publishing and purchase of books, as well as the purchase of hardware and software. There are instances where cultural traditions dictate that these issues cannot be easily solved. These include bandwidth restrictions in a country such as Thailand, or issues of copyright or *Privacy Laws* in countries of South East Asia. Issues like this have a greater impact on the management of the academic library than is often recognised.

Institutions are creatively seeking ways of meeting the increased demands of an internationalised cohort and its differential needs. Attempts to bridge the gaps between learning traditions and expectations have been made through the introduction of various 'Academic Preparation Programs' (in Curtin University, for example) or specially designed information literacy programs conducted onshore, as well as offshore, by universities including the University of South Australia. Such programs can be viewed as either an effort towards ensuring quality in the education program, 'product enhancement' for a shrewd market, or a combination of these.

Needs created by the internationalisation of higher education and the expansion of transnational programs, provide additional motivation for the ongoing development of more sophisticated infrastructures for accessing and delivering information globally, and for supporting a global information network for the academic library. The information infrastructure provided by the library for electronic access and digital resources is for the most part unseen by those academics and students who access the information from their desktops. The need for further development of this infrastructure, as well as the development of the library's physical collection of both print and digital resources, is difficult to communicate, especially where economic

rationalists manage the universities' finances. Budget issues, which find their rationale in long-term benefits, are also difficult to negotiate in this educational and fiscal climate.

## **6.8 Summary**

### **6.8.1 The library's role**

The library has a central role as an active partner in the educational mission of the university: linking members of the university community to academic information, and providing academic information resources required for the academic activities of the institution. The AVCC's reference to the library as a provider of 'ancillary services' (AVCC, 1998) is a disturbing indication that the active educating role of the library is not fully understood by administrators in Australian universities. The library is responsible for providing for members of the university community to learn how to access, locate and evaluate these resources. The primary aim is to meet the immediate information requirements for the academic programs in which they are involved, and the long-term need is to develop those skills needed for the effective use and evaluation of information in the context of 'lifelong learning'.

Implicit in the provision and organisation of information resources are roles traditionally associated with analogue material as well as those associated with mediating and authenticating access to electronic resources. The changing nature of the collection calls for particular expertise as it reshapes to meet the academic information needs of an internationalised curriculum for a culturally complex user group of academics and students.

### **6.8.2 A diverse user group**

The user group of the academic library in Australia is culturally complex and diverse: statistics support this and earlier research projects endorse it. Extending university and library interests offshore adds several dimensions to the complexity and diversity of a cohort of library users that is internationally mobile, and becoming more so. Patterns of library and information-seeking behaviour are influenced by a number of complex issues that include previous library experience and backgrounds, different approaches to learning and information-seeking, group and social behaviour, and cross-cultural communication patterns.

Meeting the information needs of a changing university community challenges librarians to review how they interpret client-focused services in the light of internationalisation and global trends.

### **6.8.3 Key issues for information resources**

Global access to a wider range of resources is accompanied by the challenge to manage an extensive network of resources both digital and analogue, as well as to educate and develop skills for the library user to be able to access and evaluate appropriate and relevant material to meet the needs of their teaching, learning and research programs. Technological innovation has brought about profound changes in a short space of time to the concept of a library collection. There is a wealth of literature to support the ongoing need for access to both print and electronic resources for research and learning (Corrall, 1995; Dowler, 1997; Lyman & Chodorow, 1998; Hawkins, 2000). The concept of a virtual library that incorporates a combination of analogue and digital resources, and focuses on making these resources 'virtual to the end user' (Lim, 2000, 1996) provides a kernel from which can be developed a model for future libraries.

From another viewpoint, the quantity of information that technology has made available to a large percentage of the university community calls into question the reliability and quality of the resources, and challenges the library to provide programs for their own personnel - and for the university community - to develop the skills to evaluate and manage these resources effectively.

The academic library, like the university, is faced with the problem of balancing the effects of dynamic change with continuity despite corporate and economic pressures that drive much of the current decision-making in the university today. The challenge is to balance digital information resources, organised to meet the needs of a changing cohort, with the provision of a more traditional body of recorded knowledge largely in print form that also needs to be organised and accessible in a global context.

Based on findings from a multi-site case study, the thesis now presents empirical evidence of many of these issues at Monash University and its campus in Malaysia.



## **Chapter 7**

### **Interview findings Part I: Policy and planning issues**

#### **7.1 Overview**

The Monash University case study identifies issues introduced by the policy of internationalisation. The transnational context of the case studied throws into sharp relief existing concerns about policy, planning, and infrastructure intensified by the implementation of the policy to internationalise the higher education sector. The dual perspective, from onshore and offshore, also highlighted issues that will become increasingly significant as similar policies of global expansion in other universities are implemented.

Key themes emerged in the interviews in the context of global trends and internationalisation. These are presented in relation to the contextual framework as an orientation to the chapter. Three themes with major implications for the library dominated the discussions on policy, planning and management. These were first, strategic planning procedures, second, the role of the academic library, and third, issues of equity. Equity surfaced in the interviews as a major concern. This was not a predicted outcome and the theme emerged as a basic anxiety for academics with regard to students across the institution.

This is the first of three chapters that present comments and data extracted from the interviews. *Italics* are used in the reporting to identify *offshore* responses and to help facilitate interpretation.

## 7.2 Global trends and internationalisation

Globalisation provides an overarching context in which the institution and its library functions, and in which internationalisation is acknowledged as one way in which the sector responds to this. There was evidence in the interviews that 'educating for a global world' was a strong reason for university planners and managers to expand their offshore interests and global influences were a driving force in the process of internationalising the higher education sector. Findings from the interviews describe in detail how academics and librarians perceive the implementation of the early stages of the *Monash 2020 Plan* (1999a).

It was evident from interviews with senior academics and those involved at a high level in Monash planning, that global trends have had an impact on university planning and academic policy. The comment was made that 'as society becomes global, the University and the student have to respond to those processes'<sup>M7</sup> and that the university could not consider itself immune to the processes of globalisation. The interviews included discussions of a range of responses to internationalisation that included reviewing the curriculum, promoting and marketing study in Australia to students overseas, and encouraging student exchange. Offshore expansion was seen as a more recent and critical element in the overall response.

Respondents identified the University's awareness of global and international trends as the 'prime benefit' of offshore expansion, and that as a result, the University was much more aware of the global education scene. Globalisation was perceived to be 'opening up so many of our own institutions to influences from outside'.<sup>M4</sup> There was a consensus that the drive to offer students and academics a more global experience of education is accepted as sound educational philosophy.

A senior Monash administrator and academic said that the plan is for the University to have:

... a series of major campuses which over time may become in effect local universities embedded in the local system and networked to Monash Australia rather than being outposts of Monash Australia. And we will have a number of other sorts of centres and lesser campuses.<sup>M7</sup>

In the interviews, attention was drawn to the etymology of *university* and its 'inherent link' with global and international dimensions. There was discussion linking Monash's strategy to *Become global* with:

... a strategy that is really saying universities have always had elements that are international - perhaps more in the research than in the teaching. Most careers and working lives are becoming more influenced by global development. <sup>M7</sup>

The functions and services of the university have also to be reconceived in this light. The influences of internationalisation in general percolate through to the unit level of the university, and specifically to the university's library.

#### **7.2.1 Economic pressures and corporatisation**

Globalisation and the related policy of internationalisation are not the only rationales for developing offshore interests in education. As established earlier in the thesis, internationalisation of education is, in part, a response by the sector to make up for the shortfall in government funds by raising additional revenue from full fee-paying students, and by exploring the possibility of the financial benefits through offshore expansion.

The motives are complex, and economic pressures and commercial interests play a major part in driving universities to expand transnationally. Respondents in the interviews described a range of reasons driving Monash to grow substantially outside Australia. A senior academic and administrator explained:

We don't see a great deal of growth potential in Australia or the ability to become better financed in the Australian context. Clearly there is a possibility of income and growth -generation by operating offshore. <sup>M7</sup>

The interviews linked corporatisation to the global expansion of the sector. As universities develop their international interests, they are faced with dilemmas similar to those multi-national corporations involved in global mergers. A Monash (Australia) academic described one such predicament:

The big issue [is] how such a university operates with regard to governance and management. That's something which large companies face from time to time. It is something universities haven't really faced in terms of actually being a global

venture. The question of where you put your headquarters may become a real live issue. In 2020 if we have 40,000 students in Australia, and 40,000 students offshore, where we actually have our headquarters, or what our governance mechanism is, and the legal framework for it, I think is a very big issue. It is on the agenda, but by no means solved. <sup>M7</sup>

This response indicates some of the challenges facing university administrators who have to take into account in their management and planning for a new academic venture, the additional pressures of managing those corporate aspects of the venture that accompanies offshore expansion in industry.

Monash's campus in Malaysia – based on a business partnership – was seen to be inextricably linked with the concept of the corporatised university, and the tension generated between the notion of an academic community and the values of a commercial venture. This tension was reflected in the following comment of a Monash respondent:

I am sure there are some who would say we are in it because it generates revenue, but if you wanted to generate revenue you would do it in ways that are quite different from the way in which we are trying to do it. I think, that as much as we benefit by international students and the revenue they bring, fundamentally it is driven by the broader education considerations. And indeed it wouldn't be acceptable to many of the Monash constituencies unless it has that strong dimension. <sup>M7</sup>

The difficulty that exists for many of the respondents in separating the corporatisation of the university from the interest it is developing in offshore partnerships was described in this way:

It is another issue that makes our thinking about universities more complex... We suddenly have this idea of decentralising across boundaries. We've got this corporate role which brings with it competition between institutions which I don't think we ever thought of previously, or anything like the sort of thing we're seeing now. The idea [is] that we serve customers rather than fellow members searching for knowledge together. I share the views of a lot of the academics that we are losing something. I think this customisation of the university is a very important development. <sup>M10</sup>

The gap between the ideals of the University's vision, and the way the strategic planning is implemented, was a concern that was reiterated. The potential for conflict is created when education is promoted as a marketable product and listed in terms of its export dollar earnings, while those actually delivering the product speak in terms of 'fellow members searching for knowledge' and being part of a 'scholarly community'. A Monash librarian explained his dilemma:

So you get, in a sense, a dichotomy in universities: you have the traditionalists who are still wedded very strongly to the concept of universities as places of education, not merely of training, and you get other administrators who see the university as a training institution. And training involves bringing money into the university environment. How you can bring together these I just don't know.<sup>M9</sup>

This response underscores the demands of delivering client- or customer-focused services in the immediate corporate context, while endeavouring to meet the educational needs of the institution in the long-term, broader academic context.

General comments along these lines confirmed the theoretical framework presented earlier in the thesis. The contextual pressures of global trends and internationalising influences added to the intensity of key management issues, especially issues relating to institutional management, the role of the academic library and the question of equity. All of these carried significant implications for library management.

### **7.3 Institutional management and strategic planning**

As indicated earlier, three major areas of concern surfaced in the case study interviews. First, there were those concerns about institutional management and strategic planning, in which the University's planning process for the offshore campus emerged as the most contentious issue. References were made throughout the interviews to an amorphous group referred to as 'the Business Planners' who advised the Vice-Chancellor of the time.

The following extract, reported in point form from the group discussion of onshore academics and library staff gives an overview of the weaknesses of the planning process for the campus in Malaysia. The extract highlights the expectations of senior academics and library managers who had a vested interest in the venture:

- The setup in KL was different. The local library was, and still is, independent of us. There were no links between Sunway Library and Monash at the Sunway campus... the budget also... <sup>M11</sup>
- I can never remember being asked to write down our requirements. <sup>M8</sup>
- Expectations were that the academic library would be the same quality as the home campus library. That was the expectation... to provide and support students at the same level. We'd have the same quality of collection there as we do here. <sup>M1</sup>
- We expected the same level of print access for staff as well as students ... Our assumption was that students would have access to whatever books were relevant and, indeed, staff would have access to those books as well. This was articulated, but probably no more so than this round-table style of discussion. <sup>M8</sup>
- The business planners said: 'We don't need a library. The building is there. The library is there. All we need to do is say: "They are responsible for it".' Every time we asked about the library we were told: 'They will look after it'. <sup>M11</sup>

As senior stakeholders, the participants in this discussion were those who had to remedy planning lacunae arising from hasty decisions made in the initial stages. From the interviews it appeared that much of the decision-making was made allowing little time for planning or reflection. Infrastructure appeared to be almost disregarded as a result of this process.

Every respondent, at some stage, commented negatively on some aspect of the University's planning procedures. A senior academic and administrator involved in the planning admitted:

The internationalisation strategy has driven home to us the need to integrate planning. [In future we will] not make academic decisions without making the financial and resource allocation decisions and not allow business planning to run ahead of academic planning. <sup>M7</sup>

Establishing a campus offshore appeared to exacerbate planning and communication difficulties that already existed. It also highlighted the need to recognise that planning for an internationalising university needs input from the academic community and a different approach from that used for a multi-national commercial enterprise.

The planning process and the lack of infrastructure were identified as the most significantly contentious areas in the context of implementing the policy of internationalisation. Respondents reported on decision-making that was characterised

by a 'lack of knowledge of potential users...' or 'a lack of clarity about infrastructure...' They also described an 'air of uncertainty...' with 'planners [who] were vague and uncertain themselves...' leading to 'library staff uncertain of their roles...' One academic expanded on the effects of this uncertainty with the comment:

There was the potential for the administrative planners to go in one direction and for academic policy to go in another. It's important that they are all in alignment. <sup>M4</sup>

The general feeling was that 'too much initial planning was done as a business plan with not enough academic and library input'. <sup>M11</sup> This was partly explained by the fact that: 'Everyone took it for granted. We were assured there would be everything. We listened. It sounded all right. I went away reassured, and then the trouble started.' <sup>M8</sup>

The aggregate of these comments indicates that the process lacked appropriate communication and consultation. The dichotomy between academic policy and the outlook of the business planners, continued to surface in the course of the interviews with comments about institutional management and strategic planning in the university. It is clear that there was an assumption on the part of academics, that those planning the new campus would have a sound understanding of the academic standards and functions of a university. One explained:

We hadn't actually said to them that we'd not just be having lectures, and that there would be a research program. All of those sort of things were left off the agenda until some assumptions were made ... and when they were unrolled, the time to put in some of those things was very short. We needed to integrate the business plan by getting the academic side, and the academic support side much more upfront in the whole process. <sup>M7</sup>

It was thought that input from academics and those directly involved in the teaching, learning and research process of the university was essential in university planning. This was evident from the comments of a Monash Australia academic who said:

You raise an interesting issue: 'Should academic staff be more involved in these planning issues?' The other interesting question is: 'If these people are so good at planning why have so many mistakes been made?' All we had were assurances that the Library 'would buy what you need'. I just remember through this whole process: 'Oh we haven't been told this... We haven't heard about that'. If I were a rich man, I

think I would just resign or retire! I would be a gentleman scholar! I feel closed out.  
A lot of people do. You're not consulted. You're not involved.<sup>M2</sup>

Monash library staff had similar feelings about the level of their involvement in strategic planning for the campus in Malaysia. They remarked:

- [It was] non-existent - disappointing. We were out of the loop of commercial planning. Decisions affecting the Library were made before the Library was involved.<sup>M9</sup>
- We did not get information early enough. Once they do tell us it is not difficult to respond.<sup>M10</sup>
- [There was] no provision or acknowledgement of the resources that would be required, no recognition of the impact on 'home' libraries. Organisational details had to be worked out. They were not built into the original plan or infrastructure.<sup>M11</sup>

One key comment related the planning process in this instance to the negotiations of other Monash interests offshore. He said:

[There are] a number of distance education programs which we run in Singapore and Hong Kong with academic partners. The partners provide library support to a limited level. What is in effect meant to be a 'library', or provision of resources as mentioned in the [planning] material, and what is actually there, leaves a bit of a gap. Part of the problem is that it wasn't thought through in the early contracts. The planning process doesn't always reach to the resources.<sup>M7</sup>

While the 'gap' in the provision of library services in other offshore partnerships with Monash should have provided a warning to those negotiating the campus in Malaysia, it was evident that initially the lack of consultation in planning for the campus in Malaysia caused significant hardship to academic staff. However, there was some optimism expressed by academics about the future, with the current level of involvement described overall as being marginally better. Monash library staff expressed cautious optimism of being 'now on the road to recovery...' <sup>M10</sup> or 'It's better - rather as an act of faith, than what is actually going to happen.' <sup>M11</sup> Another was more positive, saying that he believed 'in general the Library has done well. A pretty tough call! I've got a lot of time for them. They know what they're about.' <sup>M2</sup>

There were some aspects of planning that related solely to the concept of the library and its place in the university. According to the Monash Librarian:



Malaysia is one full-fledged campus and the South African will become another. They've already appointed the architects to design the building [for South Africa] - the Library hasn't been involved in the design. There should be library input otherwise *they just provide a space, not a library*. It's very unfortunate. *I've put it to a number of university librarians and they say that their VCs behave in the same way*. Even some Deans don't seem to take into account the importance of the infrastructures.<sup>M9</sup> [Italics added]

This highlights the extent to which planning for the new campus reveals a lack of understanding on the part of the University of the role and function of the Library and the importance of infrastructures. The Monash Deputy Librarian endorsed these views, explaining his position in some detail:

What we find is very little appreciation of the problems by the people who do the broad picture planning who often either ignore the problem or don't understand the significance and size of it. It's very difficult to get them to recognise the size of the problem because they see it as resistance to change or negativism. Interesting again is [a university colleague] saying that he believes that in future when business plans are being made for other campuses the notion of including the infrastructure at the right level is absolutely essential. He'll fight very hard for that if he is going to support the development. It's interesting that we've tried very hard to do that at the library level and haven't seemed to get very far. Maybe with our alliance with IT we might get a bit further. Hopefully that's going to resolve some of the problems that we're currently encountering.<sup>M10</sup>

A senior academic who predicted a change in the planning process demonstrated the importance of giving credence to the Library's place in the University network. He suggested that the Library would be a key factor in the process:

The Library will increasingly be part of the planning process so that we're not in a position of having to catch up on decisions that have been made. That will benefit the library because it will be part of that greater network planning process... for how a library is going to be ten years hence, rather than what a library was ten years ago.<sup>M7</sup>

The same academic made an articulate evaluation of planning procedures. He said:

My latest strategy is to say that we must get an integrated business planning approach where, whenever a new course comes in, we no longer just assume that the Library

and IT resources will just be there. They've got to be evaluated and costed and signed off as being available or provided in a particular way. And that I think will tend to minimise those sorts of things happening. We had a general notion of what programs we would teach, but we hadn't fully communicated to our partners what our notion of what a university was, or what the information needs would be.<sup>M7</sup>

### 7.3.1 Library staffing issues

Difficulties were encountered relating to staffing the offshore campus library. In the Monash case this was the responsibility of the business partners in Malaysia. Those who were managing the existing Tun Hussein Onn Library of Sunway College were expected to take on the additional load of running the Monash library as a joint venture. Offshore respondents were united in describing this '*inherited*' situation as causing '*great difficulties*' adding that it was '*very tough*' especially when they had to '*head-hunt*' and appoint new staff when '*up to our eyes in work*'.<sup>KL8</sup>

The existing staff situation was complex, and within a year of opening the Monash Malaysia campus new library managers were appointed. The two new librarians had extensive academic library experience in Malaysia and overseas. While new library staff appointments to the Tun Hussein Onn Library might have been made in any event, the founding of the Monash campus was seen to have created a sense of urgency for the appointments. It also attracted a high quality of applicant with both the appointees acknowledging that it was the Monash presence that drew them to apply to for the positions.

Academic staff, interviewed in Malaysia, were unanimous that the most positive outcome of the Monash presence for the library was the appointment of new library staff who had a '*professional approach*' and who '*knew what it is about*'.<sup>KL5</sup>

Several respondents identified the need to appoint quality library staff as the most important piece of advice they would offer to another institution about to set up an offshore campus. Their advice was:

- *engage top quality library staff - competent and up to date*<sup>KL3</sup>
- *engage professional personnel to run the library*<sup>KL5</sup>
- *ensure you have a good experienced librarian and listen to them*<sup>KL1</sup>
- *[Find the] right people to head library staff.*<sup>KL6</sup>

Close collaboration between the Monash Library and the Tun Hussein Onn (Sunway College) Library was fundamental to the effective functioning of the campus. The clumsy arrangement of depending on offshore business partners to provide library services called on the good will of the Monash (Australia) library managers to support their colleagues offshore. A Monash librarian explained:

It would be unrealistic to expect that they would have the same service as we have here. They've told me there is no way they can do this. I need to differentiate. Our staff support their librarians, but our staff don't service them directly because they have their own infrastructure. We've told them we'll help them by providing advice and training. Last month I took one of my staff over there to train their librarians and to provide them with the necessary information to access our resources and to make our resources available to them so that they will be doing things according to Monash library guidelines. We give them a lot of support by email. They know they can't borrow our books. It's not possible. But we've worked out an arrangement. If there's something - a journal article they can't get there - then we've worked out something with our *document delivery*. It will take time. <sup>M11</sup>

Rather than depend on such *ad hoc* arrangements, it was recommended that in future expansion projects the institution should '*specify information resource requirements upfront so it is clear what the host will provide, and what offshore will provide - so there is no misunderstanding*'. <sup>KL2</sup> This advice should be applicable to resources, staff and finances across the institution.

### 7.3.2 Quality and finance

The level of financing needed for the provision of high quality information resources appeared to be of greater concern than other financial issues. One of the senior Monash stakeholders agreed that the most difficult factor in negotiating information resources for the Monash partnership in Malaysia was 'what seems an almost impossible target of achieving the quality of information provision within a reasonable cost'. <sup>M7</sup>

The same academic, speaking of the logistics of offering a wider range of courses to comparatively small numbers of students (whether offshore or onshore) was articulate about the need to factor information resources and library costs into the infrastructure planning when introducing a new course. He explained:

To provide a really good service to a small number of students or to an individual student is a very high cost. There's always the tendency of an academic who wants to run those programs to deny that cost - or pretend it isn't there - rather than say if we're going to provide a quality education we've got to do this.<sup>M7</sup>

The Monash Librarian voiced similar concerns connecting quality, finance and library infrastructure:

Even the Deans don't seem to take into account the importance of the infrastructures. I suspect that's because of the high cost. They try to push a cheap form of education without looking at the infrastructure that's necessary to make it quality education. I think that's very unfortunate. And this could be an attitude towards internationalisation.<sup>M9</sup>

An onshore respondent endorsed these concerns of the University Librarian about infrastructure:

In terms of infrastructure, I don't think our partners were properly briefed by Monash. Even now I don't think the enormity of the commitment has really dawned. At the beginning there was not enough involvement. At that point the Library was brought into a difficult situation because they hadn't been part of the planning before. My perception is that it is now seen as an important part of the whole development.<sup>M2</sup>

### 7.3.3 Summary: Planning Issues

The Monash University Librarian, together with onshore academics, related quality of service and provision of information services to infrastructure; and highlighted the tension that is created when a manager is expected to integrate quality standards, expanding interests (including global expansion) and restricted funding. In sum, four major concerns about planning policies and procedures were evident:

- the importance of *infrastructure* and the tendency across the HES for it to be overlooked
- the library's responsibility in contributing to the quality standards of the parent institution was overlooked or not understood
- the pressure created by cost-cutting in the institution led to inadequate resourcing

- The educational implications of internationalisation and differences in expectations were not understood.

There was convincing evidence from the interviews that in the initial stages of planning for offshore expansion, attention to infrastructure must be given high priority. Academics and those directly involved in these functions and services (in this case, library managers) need to be involved from the outset. From the interviews, it was also evident that academics and librarians involved in the case study believed that planning should have taken much greater account of library issues, and that the functions and services of the library are more important to a new campus than had been originally anticipated.

#### **7.4 The place of the academic library in the university**

Interviewees described the university as 'a learning community', an academic community that included students, teachers and researchers. It was considered to be 'a place of education – not merely of training'.<sup>M9</sup> The research element in the combined teaching, learning and research function of the university was thought to distinguish it from the role of 'a TAFE or technical college that exists to impart knowledge' with the emphasis on vocational training.<sup>M9</sup> The library was expected to meet the academic information needs of all three functions: teaching, learning and especially research.

##### **7.4.1 The perceived role of the library in the university**

In the interview, respondents were asked what was their concept of an academic library. A number of respondents replied in terms of how significant the library is to them with such responses from academics onshore as:

- You can't have a university in the sense that most of us use the term without access to substantial information resources of the library kind. And that's traditionally been in the campus university model - the library like we have across the road.<sup>M7</sup>
- The only people who can organise the [information retrieval] process are the librarians. And the process is absolutely crucial.<sup>M1</sup>
- Academic library? I think it's the absolute heart... it's the absolute central core of the university. It's essential. It's not only a matter of accessing information, it's being able to explore. Library: I think it's 'avenues to knowledge'.<sup>M4</sup>

Offshore respondents endorsed these views saying:

- *No university is better than its library. That was my view then - and it still is: 'No university is better than its library'.<sup>KL1</sup>*
- *I volunteered for the Library Committee because I believe the library is the cornerstone of the university.<sup>KL6</sup>*

The academic function of the library was perceived to include involvement in research projects, information literacy programs, and being part of the university's learning experience. Those interviewed saw the role of the library as going beyond the basic function of supporting the teaching and learning programs of the institution. The library's role in support of the research function of the university was evident from the responses and there were inferences that the complete range of functions and services of the library was difficult to define. A Monash librarian and a senior academic from Monash Melbourne each expressed the function of the library thus:

*The main function is to support the academic programs of the university. That's a very general statement, but with it comes a whole lot of things that hang off it. We're not a public library - we have a different function: to support academic programs - to support post-graduates and undergraduate students as well as academics.<sup>M11</sup>*

*It's that researching concept - or exploring... I know you can do that with the Web - but it's not just having something provided. It's about going beyond... as questions arise.<sup>M4</sup>*

An academic in Malaysia expanded this concept when he asserted:

*The Library is more than a place where textbooks are kept. As part of the policy, we have strongly presented that we want it to be a research library and not a textbook library. Most colleges here have this mentality of the library as a place for providing textbooks and nothing else. That might be fine for the college, but when you set up a branch campus, if you want research to go on you need to encourage it. You need to set up a culture whereby students will want to walk into the library and read.*

*This country's education policy [Malaysia] does not encourage research - it does not encourage independent thought. If you want to encourage independent thought and if Monash is worth its salt as a university, then these are the things we have to push for. At the end of the day if the University is judged by the quality of its graduates, and if all we are doing is training robots and sending them out, then*

*there's no difference between a [local] training program and Monash University's KL campus.* <sup>KL6</sup>

The role of the offshore library in supporting research was strongly presented in this discussion and was associated with the self-directed learning approach that is more typical of an Australian learning style than that of the host country. The library was expected to do more than provide basic (textbook) information needs for the support of teaching programs. Another element in this comment is the comparison between the information needs of a [pre-university] college with those of a university.

It was also perceived that when a university is no longer confined to a single site, the library is called on to play a major part in developing the technology to support the flexible delivery of courses, as well as to a greater involvement in the development and delivery of academic programs. A senior Monash academic and administrator suggested that there was a key role for the library in this development:

We've got big distances for students and remote students that should give us the challenge to get the technology right as soon as possible. While those changes are being pioneered and developed by libraries anyway, we've got DE [distance education] students and multiple campuses. The need to solve those issues is going to get the library involved in that process with an even higher degree of priority than might otherwise be the case. That will probably benefit the library in terms of being an active part of the teaching and learning solution. <sup>M7</sup>

This was the observation of an academic. The response draws attention to the changing role of the academic library in the institution, and the assumption in this case, that the library will become more central to the teaching and learning functions of the institution. It would be challenging to the library profession – and a subject for future research – to explore how far the profession is prepared to declare itself a vehicle for teaching and learning innovation within its institution.

## **7.5 Equity and planning issues**

Large and pressing issues of equity emerged unexpectedly in the interviews. Equity was a major theme underpinning the findings in this case especially in the context of offshore expansion. It was an issue raised instinctively by respondents both from Monash (Australia) and from Monash Malaysia. It involved observations on:

- meeting the needs of all students equitably wherever they are located
- library resources as a valuable indication of equity - or lack of it
- social issues (including differences between information and technologically-rich and poor environments) as an important factor.

At the inter-campus institutional level, the fact that the Monash University offshore project in Kuala Lumpur was identified as a campus, rather than a partnership or twinning arrangement, became a pivotal point in the interviews with references to 'fair and just' arrangements for students and staff offshore. Issues of equity surfaced in the interviews in two contexts: first as an inter-campus issue for Monash University as an institution; and to a lesser extent, as an intra-campus issue, particularly at the library level for the Malaysian campus.<sup>16</sup>

There appeared to be no doubt about the status of Monash Malaysia in the minds of academic and library staff:

- Monash is a full-blown campus. This does have specific implications for the facilities we provide<sup>M4</sup>
- Monash is probably one of the earliest universities to have programs offshore - academic and twinning programs and various formal arrangements. The Malaysian campus is now a fully-fledged campus of Monash<sup>M11</sup>
- Malaysia is one [campus], and the South African one is on track. It will become another full-fledged campus<sup>M9</sup>
- There was a statement at the very beginning. A Monash university campus in Malaysia would have the same facilities for students, given the local laws, given the local customs. These would be provided to local students on this campus and to Monash students anywhere in the world.<sup>M1</sup>

The fact that Monash Malaysia is promoted as a 'full' campus implies that the students could expect similar facilities and services irrespective of the campus to which they belong. Internationalisation, particularly offshore expansion, adds to the difficult challenge of providing some parity of service to all who are enrolled as 'Monash students'. One of the library staff made this distinction clear:

<sup>16</sup> The intra-campus equity issue is unique to Monash and involves two student cohorts sharing one library facility and accessing different resources. This issue is revisited in the presentation of the data in the discussion on information resources in Chapter 9.



The next question is how does the library support this sort of education that is becoming increasingly internationalised. If students start going to campuses overseas... and if these are just loose arrangements, that's fine. But if the location were one of our own Monash campuses in another country there would have to be back-up of a lot of resources. That would impact on our working relationship with colleagues in another campus wherever it is. In Malaysia there are a number of questions of how best we can support them even though they are a different operation.<sup>M11</sup>

The 'different operation' refers to the complexity of being a 'full campus' of a university that is being financed by an offshore business partner. In spite of this administrative complication, neither academic nor library staff were willing to use it as an excuse to divorce themselves from the responsibility of working hard to provide offshore students with similar standards of teaching, learning and information access. It was expressed in this way:

Because it is also a Monash campus we feel we have a responsibility to help the Malaysian library counterpart to deliver a service along similar lines to ours and perhaps eventually to a similar level. It will take some time.<sup>M11</sup>

Offshore, an interviewee was articulate about the development of the library and that in terms of the print collection he foresaw an ongoing challenge:

*[We] will never ever be able to construct a library that would be adequate on its own grounds in terms of books and papers and even recordings whether on tape or disk. I think we have to do it the best way we can so that the students are not deprived of too much. But I think they are going to be deprived by not being able to simply browse in a traditional library.*<sup>KL1</sup>

Interviewees from Monash (Australia) indicated that this concern was also felt at the 'home' campus:

The people over there (Malaysia) might well be a typical cross-section of academic staff we have here. Certainly they have become very excited because they did not have the library facilities there and they have become very, very assertive about that - aggressively so in some cases. I am told this was a huge lack that they perceived.<sup>M10</sup>

On the other hand, it is also fairly clear that we're not going to be able to provide the physical resources of the library (other than in a fairly substantial campus context) on anything like the scale that we do here.<sup>M7</sup>

They're very determined that they should have access to materials. [It's] stimulating for the library in a roundabout way!<sup>M10</sup>

The goodwill of the Monash (Australia) library staff was evident throughout the interviews, but the advantage they had in being located in an 'information-rich' environment was also made clear in this comment:

All of that material [in this office] just comes to me in most cases. I don't even have to go and look for it. It just comes to me in the mail. It's very easy for me. In that [offshore] environment it just doesn't happen because all of them are equally cut off. They might be online in the library system [but] I get so much information that just comes to me - not through the library but through other ways. I just find this is a rich environment for getting access to information.<sup>M10</sup>

This was not simply a matter of being able to access the resources, but of recognising the advantages in being part of a professional network working in close geographical proximity.

In contrast to the 'rich information environment' described by the librarian onshore, Australian academics attached to the campus in Malaysia were acutely conscious of the pressures they were under. In the early months of the Malaysian campus they felt severely handicapped by lack of infrastructure and limited resources. This was intensified by the knowledge that their academic standards would be tested under examination and assessment conditions against those of other Monash campuses. This was an equity issue: of doing justice to their own teaching standards, while offering a 'fair and just' opportunity for the students offshore to compete equitably with students across the university. Difficulties with library resources and services were the cause of much of the frustration and tension.

*If you have restricted resources - and we do here - then the staff have to be more resourceful than they are elsewhere. And we expect them to do that. Some of the staff are very good at it because some of them have come from institutions that have even less than we have (and worse, they had no vision of it changing).<sup>KL1</sup>*

*They can see that we're doing our best and that there's a better future ahead. But right now they have to be resourceful and they need to be innovative. They need to think laterally. One measure there might be which is in our favour is that our students are doing as well or better than the Australian students.* <sup>KL1</sup>

The role of the Library and the information needs of students and staff had not been adequately accounted for nor understood in planning and negotiating the campus.

A Monash (Malaysia) academic summed up the central equity issue:

*Monash students who come to Sunway [Campus, Kuala Lumpur] should not feel that they are being marginalised purely because they are coming to this campus and not to others.* <sup>KL7</sup>

while a Monash (Australia) librarian made the perceptive statement:

Perhaps it is true that when you are in a remote situation you are aware of the need for information much more than you are when you are in an information-rich environment. <sup>M10</sup>

The interviews showed that the University and its Library faced problems in providing an educational experience for its students offshore that was comparable overall to the experience of students in other campuses. Difficulties in library services and infrastructure offshore illustrated the need for sound planning, and the operational and management deficiencies that resulted in this case raised serious questions of equity.

Monash library managers showed a willingness to redress these difficulties, and in doing so, have assumed a degree of responsibility for the library at the campus in Malaysia that was neither expected nor provided for. The desire to ensure equitable information services and academic opportunity for the students in Kuala Lumpur appears to be a major driving force behind this involvement.

## **7.6 Summary**

The impact of global and international trends was evident in the interviews. It was recognised that the university seeks to respond to these influences, to expand

transnationally, and to educate its students to be aware of global issues. At the national level, the trend to corporatise the university in Australia places the institution in many instances in a position similar to many of the corporations that seek to become global. The academic library is called to function in this climate.

In summary, the Monash response to internationalisation in Malaysia revealed a series of problems. Establishing a new campus offshore showed that the planning processes used by the University failed to recognise the role of the Library within the University. It also failed to appreciate the importance of providing a sound infrastructure for information resources. Academic and library staff had almost entirely been left out of the planning process and this resulted in anger and frustration when it was found that information resources that are accessed through the university library in Australia were not available to the Monash university community offshore.

At the institutional level these national trends influence how the policy of internationalisation is implemented in the university and its library. There is conflict between two factors: economic pressures and the endeavour to offer quality education. There is also conflict between what business planners negotiate for university offshore expansion, and the ideals of an academic community (on- and offshore) who seek to 'deliver' the education. Strategic planning, and the need for the involvement of all sectors of the university, was one of the major factors that emerged from the interview data as being highlighted by the implementation of the policy of internationalisation.

Library management has had little control over the institutional planning for the offshore project explored in the case study. However, the interviews indicated that academics on- and offshore have identified an extensive role for the Library in implementing the University's plans for internationalisation, and particularly for global expansion. These expectations were expressed by those interviewed in Australia and in Malaysia.

Equity emerged as a dominant theme. This was an unpredicted element in the findings. Offering all sectors of the University fair and just access to information resources irrespective of the location of their home campus, was a general expectation that was felt by academics and librarians. This was especially apparent in responses offshore where it was evident that the local library collection was not designed to meet university needs and standards. The desire to offer equitable services to staff and

students offshore appeared to motivate Monash librarians in Australia to offer their support and bridge the gap principally through providing access to electronic resources for students in Malaysia. The strength of responses relating to equity at this stage of the study demanded further discussion. The unexpected emergence of the concept as a strong theme influencing responses and reactions is investigated in the analysis and discussion of the findings in chapter ten.

Policy, planning and management issues represent only part of the overall picture. Social and cultural changes relating to the internationalisation of the university also raise issues relating more directly to the *university community* (reflected in the *library user group*) and to the use and provision of *information resources* facilitated by the academic library. These are reported in the next two chapters. There is then a discussion that analyses the overall findings from the case study in the light of the conceptual study and concerns affecting the higher education sector as a whole.

## **Chapter 8**

### **Interview findings Part II: The library user group**

#### **8.1 Overview**

The chapter discusses the effects of internationalisation on the library user group from the perspective of senior stakeholders: academics and library managers. The focus is on students and staff from the university community who form the core user group of the university's library. Particular reference is made to social and cultural changes associated with the internationalisation of Monash University in the foundation years of its offshore campus in Malaysia.

There are complex cultural and learning issues confronting educators and academic planners in the tertiary sector that affect the university and its library. From the interviews it was clear that changes brought about by internationalisation raise a number of questions generated by increasing diversity within the university community. Statistics demonstrate the extent of change that is taking place in the international student population (*Figure 4.1*) with cultural patterns within the cohort continuing to fluctuate (*Figure 6.1*). As a result, both staff and students have expectations of the university and its library that vary significantly within the total university population. This challenges the library in terms of its planning and its

teaching. The growing interest of university administrators in offshore expansion (AEI, 2000) adds a further dimension to the challenge.

The transnational context of the case study draws attention to the effects of this diversity. Findings from the interviews, especially the responses from the offshore campus, illustrate the bearing this has on the use of the library. Much of the data clusters around two key elements: issues of cultural diversity, and issues relating to teaching, learning and research in the university and in its library. The views of respondents on the concept of the university community and its contextual significance to the library user group are presented in an introduction to the chapter.

In order to call attention to the value of the dual onshore/offshore perspective of the data, the reporting style of the previous chapter is maintained with *offshore* responses reported in *italics*.

## 8.2 The context of library use

In order to establish a common basis from which to explore the implications of internationalisation for the academic library, each interview began with a discussion on the concept of the university. *Community* was the word that was most readily introduced into discussions to convey the idea of a university as a group of people in the pursuit of knowledge. No one described a university conceptually as a *business* or *corporation* although this was an element that at some stage found its way into almost every discussion. A senior Monash representative was articulate in linking his notion of community with learning. He said:

I think we need to keep going back to the notion of the learning community.

The notion of learning, and the notion of community are both fundamental. Research and teaching are both learning processes. And the community can be either the community of scholars, the community of scholars and apprentice scholars (that is, the students) or the broader community.<sup>M7</sup>

There were references to the 'creation' and 'generation' of knowledge, a vision of the university's influence extending beyond national boundaries, and the energy inherent in the exchange of knowledge. The research function of the 'learning community' was described in the following way:

I see the University as a place for the discovery and creation of new knowledge; a place with a research function; and the transmission of this new knowledge to students and colleagues and to colleagues outside the institution nationally and internationally. I see all of those as basic functions of the university.<sup>M2</sup>

A second academic identified research as distinct from teaching and learning:

Essentially a university as far as I'm concerned has two key roles. It exists to extend the boundaries of knowledge in various areas through research. It exists to generate new knowledge. Secondly, a university exists to impart that knowledge. This is the teaching/learning thing. I don't see that a university can conceivably exist with only one of those two. It has to have both.<sup>M8</sup>

These comments are representative of the perceptions of interviewees of the concept of the university and its functions. As discussed in chapter six, the *library user group* (the subject of the responses reported in this chapter) is an entity drawn from the university context and subject to the influences and circumstances affected by the policy to internationalise this community.

### **8.3 The diversity of the library user group**

As the university internationalises, issues of cultural diversity within the university community are becoming more apparent and more complex. This is confronting for educators, librarians as well as academics, as they endeavour to meet client needs, whether driven by the desire to offer quality education, or to meet market demands. Global influences and sociological changes in technology, transport, communication, and people migration patterns have helped bring about changed cultural profiles in university communities in Australia. The rapidity with which these changes have come about is evident in the student statistics displayed in *Figure 4.1* reproduced here from chapter four.



Figure 4.1 (reproduced from chapter 4)

Overseas higher education student enrolments by country of permanent residence, 1991-1999 (selected years)

Country	Overseas Students				
	1991	1994	1997	1998	1999
China	1,558	1,648	1,855	2,275	3,292
Hong Kong	5,130	7,997	9,662	11,924	13,702
Indonesia	2,270	*2,953	5,916	6,880	8,081
Japan	405	810	1,367	1,745	1,659
Korea	560	818	1,430	1,569	1,748
Malaysia	7,386	7,776	12,597	13,132	13,739
Singapore	3,540	6,973	12,064	14,104	16,603
Taiwan	467	*839	1,618	1,908	2,211
Thailand	694	*1,031	2,235	2,376	2,546
Other countries	7,620	9,649	14,252	16,270	19,568
<b>Total</b>	<b>29,630</b>	<b>40,494</b>	<b>62,996</b>	<b>72,183</b>	<b>83,111</b>

Source: AVCC Key Statistics [accessed 06/15/01]

The volatility of change within the overseas student cohort is further illustrated in predicted changes between 1999 and 2000 which identifies an increase of 57% in students from mainland China, and 73% increase in students from Bangladesh. Two Asian countries, Indonesia and Taiwan, more than doubled their student numbers in Australia in the three years between 1994 and 1997 and yet they both showed a decrease (-2%, -3% respectively) in the twelve months 1999 – 2000 (AEI, 2001). The unpredictability of cultural patterns is further evidenced by the 88% increase of students from Colombia and 73% increase in students from Norway. The diversity of the group encompasses a much wider range of cultures, with the spotlight shifting to Scandinavia, with an overall 38% increase predicted from European countries, and 33% increase predicted from the Americas (AEI, 2001). This change of pattern requires a new set of responses.

The following extract from the same AEI statistics (*Figure 6.1*) shows that despite these fluctuations, Asia remains by far the most strongly represented region in Australian institutions.

*Figure 6.1 (reproduced from chapter 6)*

**Total overseas student numbers by region for 1999  
with predicted numbers for 2000.**

Region	1999	2000	% change
Total Asia	109,375	121,459	11%
Total Africa	1,931	2,655	37%
Total Americas	5,482	7,542	38%
Total Europe	9,960	13,281	33%
Total Oceania	2,295	2,319	1%
Unclassified	2,449	2,901	18%
Total All Countries	131,492	150,157	14%

*Source: Australian Education Australia (2000).*

*Excludes offshore student numbers*

*Figure 6.1* is reproduced here for two purposes. It validates the emphasis in the research on Asian students and cultures. It also indicates a growing interest in attracting students from Europe and the Americas. In terms of 'client-focus' this change of pattern to include students from different learning and library backgrounds will have significant implications for library use and for library education programs.

#### **8.4 Cultural and social influences**

From the interviews, it was evident that globalisation is influencing the philosophy and orientation of education. Patterns of migration, telecommunication, and the facility with which staff and students can move from one part of the world to another are changing the outlook of students and educators and broadening the content and focus of education. Cultural and social changes in the student cohort are reflected in the way students use the academic library while at the same time they bring about changes in the library's services.

Interview responses reflected some of these changes with the implication that 'the plan for campuses and partnerships and centres offshore is in large part a mechanism for broadening our student base and our student experience'.<sup>M7</sup> Student mobility within the Monash system, as well as with partners and other suitable institutions in

other countries, was seen to be a 'desirable response' to global influences and 'the core of the internationalisation strategy'.<sup>M7</sup>

At the time of the interviews, the Monash Malaysia campus had been operating in a teaching capacity for less than a year. When asked to comment on the most positive outcome of this early phase of offshore expansion there were such comments as '*professionally it is exciting*' and '*everything is developing, dragging people along into it*'.<sup>KL8</sup> Interviewees were aware that the University's response to global trends has been to create opportunities for students to become more aware of 'other countries and other cultures' and to see 'graduates extended in this way'.<sup>M7</sup> Thus, they believed, students would 'become aware of their place in this country and in the world'.<sup>M7</sup> This policy was described as leading to 'an understanding of what needs to be done to help [graduates] to practise [professionally] anywhere in the world'.<sup>M8</sup>

Interview responses on the nature of higher education and what universities were 'educating for', indicated that 'in many, many cases [students need] to have a knowledge and understanding of how to deal with international dimensions in their work',<sup>M4</sup> and that they would also need 'to understand where their country and where their economy and where their society is going'.<sup>M4</sup> It was suggested by a Monash librarian that 'to be a 'rounded' student you would have to have a knowledge beyond Australia - beyond your own university',<sup>M11</sup> and another academic claimed that 'all teaching programs should reflect these [global] influences'.<sup>M7</sup>

Those at the offshore campus were of the opinion that the Monash connection has '*propelled people to set higher standards and targets - to think bigger*'<sup>KL7</sup> and '*all of a sudden students find expanded services, user-education classes, a new computer system...*'<sup>KL8</sup>

What is remarkable is the rapidity of the change that has taken place in the last two decades in the sector in Australia with students moving freely between countries. This had implications for a library sector that has consciously moved towards providing more client-centred services to a very mobile client group. Internationalisation contributes to this movement and also responds to it with opportunities for students to study in different countries and cultures: in student exchange and Study Abroad programs. As the Dean of one faculty at Monash explained:

What we try to do is to turn out a graduate who will move freely anywhere in the world and without too much trauma could settle in and understand the non-technical issues of his profession. That's our objective.<sup>M6</sup>

Student mobility has taken on added dimensions with the encouragement of universities and with students everywhere wanting 'an international experience and a curriculum that has that international dimension'.<sup>M8</sup> Another senior academic described this as 'an inevitable process' in the scheme of internationalisation.<sup>M7</sup>

From the interviews it was also evident that establishing a campus offshore was believed to be of benefit to local Australian students, as well as to their overseas counterparts. A Malaysian respondent at the Monash campus in Kuala Lumpur argued that although the University had used '*rhetoric about internationalising*', the indirect benefit of offshore campuses to Australian students had not been fully recognised. In encouraging offshore interests, he explained that:

*[The sector is] drawing Australian students into bigger pictures - bigger domains. So in the sense of becoming international, it's not just a marketing tool. It's something that has to do with taking people's education into issues and understandings which perhaps they haven't had before.*<sup>KL6</sup>

In this way the Australian policy of internationalisation was seen to be providing all sectors of the university student community, those from home campuses as well as those offshore, with opportunities for international experiences. The process was itself instrumental in internationalising the student body.

Interviews also revealed a widespread opinion that the internationalisation policy in the sector would change the outlook of academic and library staff. The question of revising the criteria for the appointment of library staff was raised individually by a number of respondents, including those from Deakin and Swinburne Universities. The desirability of appointing library (and academic staff) 'with specific skills to handle the internationalised situation' was a suggestion that came from all three universities.

## 8.5 Teaching/learning issues

The interviews with educators offshore revealed that particular characteristics of the Australian approach to higher education were valued in the overseas context. Interviews confirmed that a learning style that encouraged individual thinking and active student participation was particularly attractive to those offshore. This has implications for the academic library and is closely connected with patterns of information-seeking behaviour and the educative role of the library. It is the foundation of sound information literacy policies. For this reason comments confirming these issues are reported in some detail.

It was significant that in the interviews it was only offshore respondents who identified elements in the Monash academic approach that they considered to be characteristically Australian. For example, one of the academics in Malaysia (formerly an international student in Australia) called himself '*a bit of an idealist*' adding that he believed a university '*is where the horizons are extended... it is a culture that Australians have*'.<sup>KL6</sup>

The concept of a learning experience that goes beyond accepting passively 'packets of knowledge' handed on to students by teachers, contrasts to the learning style common in Australian institutions where students are encouraged to question, discuss and contribute to the learning/teaching experience. The value placed on the Australian teaching approach was clear from the interviews. An academic in Malaysia also saw the benefits of this type of education extending to the workplace:

*The question that universities - any university - has to ask now is: 'What are we trying to do? Are we training people - a work force - who can think and who can adapt? Or are we turning out factory workers who know how to take instructions, who know how to apply what is told to them and who don't criticise management?'*

KL6

The learning-style normally used in Australia was seen to be a distinctive characteristic of the Monash Malaysia campus. The value of personal interaction in the laboratory/classroom setting was identified as a positive attribute of the campus. An academic in Malaysia described it in this way:

*Even if they get the insight out of a book, a History of Knowledge, or History and Philosophy of Science, they can say 'This took a long time for Copernicus to work this thing out, and decide to agree with Ptolemy, and to fight with Kepler and all of that. [But] if six of them are round a telescope - they start talking about what it means and they can see [the moons of Jupiter] moving within a few hours as they change position. To me that gives people an experience that you don't get in any other way. <sup>KLI</sup>*

*[So it's the live dialogue?]*

*Yes - 'live dialogue' - that's a good word - and interaction. You asked me what a university is and I get into what I think teaching ought to be within that university... and that is that students ought to work together and interact - not necessarily in a team, but that's one way to do it. They have to get the experience of talking together and saying 'I don't know'. That's one of the things that's hardest to say: 'I don't know'. And then: 'How can we find out?' Six people working together can then begin to put it together and the ones who may be weaker benefit from the presence of the ones who may be faster thinkers or who have had the experience and can take it on. <sup>KLI</sup>*

This example might be typical of what happens in a classroom in Australia, but in an Asian setting the fact that it merited discussion, needs to be noted. There are two issues that emerge from this passage. First, is the importance of 'live dialogue' and group interaction, especially when the group is culturally diverse and has specific cultural insights to offer the learning experience. Second is a self directed, questioning approach to learning that does not restrict the boundaries of the discussion solely to the facts of the subject: this was the creative approach expected of a Monash campus irrespective of where it is located.

These are important issues reflected in information-seeking behaviour and inherent to a diverse learning environment. They are issues that have strong implications for an academic library that is prepared to acknowledge its educative role in an internationalising institution. They also have curriculum-related implications for the development and scope of the library's collection, and how its services meet the needs of a changing user-group.

### **8.5.1 Teaching and learning in the library**

Interviews revealed that respondents were conscious of the importance of producing information literate students who cannot only access, but also evaluate, the information they retrieve. The interactive dynamic between students and those

educators, including librarians, who facilitate the exchange of academic information, was described in this way:

It does seem to be in many minds... that actually all you are doing in the education process is delivering information or making information available, rather than guiding, shaping, giving feedback, assessing and validating the learning or the knowledge.<sup>M7</sup>

If the library is to have a role in this learning process there are cultural and learning dimensions in the context of internationalisation that need to be explored. This was made clear in a series of responses from academics in Malaysia. It was perceived that before the Monash campus was established *'students were used to being taught'*, but with *'the more self-directed learning approach and individual project-based work'* there had been a change in the patterns of library use. One of the significant findings was that there was no comment from interviewees in Australia about the effect of learning approaches and backgrounds on information-seeking behaviour or the use of the library. Although a large number of classes on the Australian campuses have a majority of sojourning students, this was an issue that did not feature in the discussions with academics onshore, but was readily introduced into offshore interviews.

There were also references from respondents in Malaysia on the importance of library instruction classes or user-education sessions. In the interviews, respondents in Kuala Lumpur thought it important to explain their teaching methods, and their expectations that the role of the library should extend beyond providing the 'answer' by delivering blocks of textbook knowledge. An academic from Monash Malaysia (educated in Australia) explained the Australian influence on his teaching:

*When I teach, I don't give answers. Everybody is in to: 'What's the answer' and there's no time to browse around. Not just books - it could be CDs or whatever... I say: go and check it out. Where else [but the library] would they go to check it out?*  
KL6

The Monash Malaysia campus librarian (who is also the Tun Hussein Onn Librarian) described the priority she and her reference librarian gave to library education in the first three months after assuming their responsibilities early in 1998. She described twenty-two sessions for Monash students and another sixteen sessions for late

(secondary) intake – all conducted personally by the two senior librarians in the first three months of the year.

Librarians find that in user-education sessions they need to take into account the effect that differences in learning styles have on the way the academic library is perceived and used by students from various cultural and learning backgrounds. At Monash Malaysia the role of the library was explained by one of the Tun Hussein Onn librarians:

*A university should not be a continuation of high school. That could be thought here. In my user-education classes I remind them that they are no longer in high school and I constantly use strategies to stir them and tell them not to wait for information to fall into their laps. 'This is a treasure house and you have to really seek out information.' I tell them I envy their position.* <sup>KL8</sup>

The library was also seen to have a function in enabling its users to manage the information overload brought about by easy access to the Internet. This calls for a greater focus on programs to deal with what one respondent described as the 'nexus between what students want and what is available'. <sup>M10</sup> An academic summarised the situation:

Through technology we now have access to a wealth of information that we did not have in the past. At times it can be frustrating, because now you can get so much information. You now have to be able to categorise, prioritise, to sift through it. It's one of the difficulties we have trying to teach our students to do that, rather than just regurgitate all the stuff they've got. <sup>M2</sup>

There were other inferences that the responsibility of the library extended beyond passively supporting the academic programs offered by university. In the words of an academic in Malaysia:

*The library should be the touchstone of the reality of the university. I don't think many people realise this... The library has the role to say that there are other issues to look at. Academics have to work with students and librarians and say: 'Go and look at this area',* <sup>KL6</sup>

and in the view of a librarian in Malaysia:



*The library is where this self-directed learning should be facilitated and encouraged. I feel in the Malaysian climate it is more essential for them to set up a critical approach to things than before. We must encourage youth to develop a more critical approach to reading. They need to be able to judge what real, accurate journalism is, and what is pure brainwashing or propaganda and mis-information.*<sup>KL8</sup>

It was clear from the interviews that the responsibility for 'information education' is one to be shared by librarians and academics and that the perception of librarians in their role as educators is gaining in importance. It is a role that is also becoming more demanding and complex as students who enrol come from a wider range of learning backgrounds and with more varied library experiences.

## **8.6 Responding to differential needs**

Interviewees described the dilemma of responding sensitively to cultural differences, while at the same time treating the campus in Malaysia as 'any other campus in Australia'. One respondent expressed his unease in this way:

I don't think that you can just treat Malaysia as another campus ... Monash International said that now it is an ordinary campus like Gippsland. The irony of that is (I said it at the time) Gippsland already has enough problems being fifty kilometres away, but at least you can get video-conferencing or pick up the phone and, if you have to, you can get there in a couple of hours. But you can't treat Malaysia like that. It won't work.<sup>M2</sup>

Another Australian academic described it as 'balancing the local and the international', adding that it was important to 'be part of whatever country or system of higher education we're going to operate in'. The same respondent hinted at a number of underlying cultural issues in recommending the need to ask the questions:

What is appropriate for Australia and what is appropriate [for Malaysia] according to the legal system, or cultural differences? How much do we impose the Monash way, or how much do we adapt to the local? That's something that you negotiate issue by issue, day by day.<sup>M7</sup>

In the wake of these sort of questions come a series of more specific instances where appropriate cultural responses need to be discerned. The following is an illustration of this:

I think there's a lot of concern about censorship and political controls over teaching. The thing that worried the people was that in the Moral Studies syllabus they had examples like 'a wife should obey her husband'. Now that was just an example for a topic, and of course immediately people saw that they got worried. These were mandated, but what we do with them is our own business, and the response of the other universities and colleges, was to make these non-compulsory and make them 'not for credit'. What we said was: 'Let's do them properly and offer them for credit'. And Monash Malaysia is happy to run with that. In fact the academic leadership is more than happy, I think.<sup>M2</sup>

At face value, issues of censorship, and the control of culturally sensitive material, are matters for those delivering courses and can be managed with comparative ease. However, censorship, and freedom of choice, are recurring professional issues with ongoing ramifications in the Australian library context. An example of this is the complicated relationship between course content designed in one culture and delivered in another. It can be difficult to deliver some courses while displaying sensitivity to the dominant religious beliefs and practices of both regions. These are the sorts of situations that raise complex issues of strategic planning and collection building for the library, as much as they call for sensitive responses from the teaching units.

#### 8.6.1 Offshore perspective

At the centre of the Monash plan to internationalise is the idea of a university that 'will have its headquarters in Australia and will continue to derive its guiding values and defining themes from its Australian heritage' (Monash University, 1999a). Notwithstanding the Australian element in Monash education programs, the principles of transnationalisation underline the importance of acknowledging cultural issues of the host country. Sensitivity to this was evident in a number of offshore responses including this from an academic in Malaysia:

*Without getting too involved in the debate, when you become international you do want to maintain standards if you want to run programs which are true Monash programs. But you need to make adjustments for local, regional and cultural traditions.*<sup>KL4</sup>

In the interviews offshore, cultural issues emerged more in the context of general principles of education and the diversity of cultures than in relation to policy and

planning. The value of examinations and results, thinking critically to the extent of questioning the teacher, and the value of independent and self-directed learning were introduced into the interviews by offshore academics and librarians. For example, the cultural dimension identified by Hofstede as *risk versus uncertainty avoidance* surfaced in the interviews in an example of the importance placed on examinations. An offshore respondent made the statement:

*A university is more than academic learning. In this country it's basically: 'What is the exam? How do we study for the exam?' If I went through a Malaysian university system, I'd probably come out thinking a university is that.* <sup>KL6</sup>

Academics and librarians in Australia associate this emphasis on exams and results as being more characteristic of international students than of local residents (Ballard & Clanchy, 1994; McSwiney, 1995; 1999). Another of Hofstede's cultural dimensions, his theory of *Power Distance*, was also evident in responses including this from an offshore librarian:

*From my teaching experience I've found that Asian students are quite different from non-Asian students. Asian students are generally docile. There is an underlying acceptance of teachers - you don't question them. It is definitely so among Chinese educators. That is from my teaching experience as well as from my experience in the Library.* <sup>KL8</sup>

Those who had received part of their higher education offshore, saw that the Monash campus in Malaysia had a special role in fostering independent thinking and helping students 'learn how to learn', saying that:

*This country's education policy does not encourage research - it does not encourage independent thought. If you want to encourage independent thought and if Monash is worth its salt as a university, then these are the things we have to push for.* <sup>KL6</sup>

The conceptual model and the earlier analysis of literature both indicated that these issues were likely to emerge in the interviews. What was unexpected was that at some stage everyone interviewed *offshore* raised these issues, while those interviewed in Australia were virtually unaware of how important these matters were to their offshore counterparts. This is an instance where cultural dimensions serve to codify fundamental differences in information-seeking behaviour. If the academic library is to plan effectively for the provision and use of information resources, strategic

planning needs to take into account the changing background and expectations of its client group.

#### 8.6.2 Delivering services to a dispersed user group

The notion of a library user group that extends across a number of regions of the world prompted discussion about the flexible delivery of courses and the concept of the virtual community and the virtual library. The scattered physical location of students who still form part of a single university community drew attention to this contemporary scenario that places great demands on the delivery of courses and the provision of services for a cohort not bound by location.

A senior Monash academic spoke of electronic resources and the offshore campus as an extension of the flexible delivery of courses. He saw it in this way:

[It's about] how you actually distribute the library to students who are studying at home and at work and at small centres and so on. I think it is a fairly big issue. One that the library is tackling all the time is how you could develop electronic and non-electronic ways in which you could make those resources available. It's one that we've struggled valiantly with in distance education programs for a long time with a moderate degree of success. I don't see any simple electronic solution to that. In the foreseeable future we're going to want to provide a certain amount electronically and we're going to have to negotiate access to good libraries where students are.<sup>M7</sup>

Over the last decade, the concept of the virtual library has developed largely in response to the flexible delivery of programs. A loose application of the term *virtual library* as an 'instant' solution to meeting the information needs of the university community evoked this response from a librarian at Monash Malaysia:

*I feel [the term virtual library] has been bandied about not only by professional librarians but also by technology people without really explaining it. In my case I would be unwilling to accept [the concept of virtual library] without looking at the users - how do they accept the concept. I know what difficulties some of the students here have had accessing electronic course content from the twinned programs [involving other 'Western' universities].<sup>KL8</sup>*

The focus of this respondent was on the library user group and perceptions of the students' needs. The effect of technological innovation on the higher education community was also discussed in terms of teaching and learning. It was reported that

'as technology starts to change the teaching process' the advantage to the learner would be that information resources 'will be thought about in a more coherent way'. The same respondent believed that the extent to which university teaching will move towards 'a much more resource-based model', is still 'very much an open question'.  
M7

From a senior academic also involved in planning and policy-making came the following admission:

What we don't always get right is what the role of the resources are, and the way the learner interacts with the resources. We focus more on the way the learner interacts with the teacher and how the teacher uses those resources. We tend to have a teaching program where the teacher goes to lectures and tutorials and you use the library first to do assignments. We don't actually think about how you harness those information resources and the teaching/guiding/assessing of resources.<sup>M7</sup>

These comments typify a number of responses that, despite earlier comments on the central place of the library in the institution, indicated confusion surrounding academic perceptions of the matrix involving the learner, the library and the academic.

### 8.6.3 The social role of the library

The social function of the library within the university community was introduced into the interviews with the observation:

[Staff and students] do use the Library for a number of things other than accessing the resources. They do use it as a meeting place. They do use it as a study place. They use it to photocopy things (and not necessarily the print material from the Library). They use it a lot to 'search' - to get stuff off the Internet - partly for study and partly because they think it's nice to go and have a look at things on the Web.<sup>M10</sup>

Offshore respondents also referred to the library as a gathering place for the student community:

*There is also the social dimension of the 'place' as a meeting place. There is a need to socialise, academically, to discuss course work. We have plans to develop flexible learning spaces. These are more than discussion rooms. There's a need for group seating. [It is] also a place study and that has cultural implications.<sup>KLI</sup>*

Onshore and offshore there are significant groups from those cultural backgrounds that have strong collectivist tendencies who would wish to share their study experiences in such a setting. International students onshore as well as to those studying at an offshore campus would expect the library to fulfill this role. This was apparent in earlier research (McSwiney, 1995).

What was apparent from these responses was that in the view of the university community, the library is expected to meet some of the social needs of its client groups, and that here, too, there were cultural implications and expectations that called for an ongoing response from university and library management and planning teams.

## **8.7 Summary**

Those who use the Library are subject to a Monash University policy that recognises global influences, and that cultural and social changes have become key factors in decision-making and planning for the future of the internationalising university community. The University's response to global influences at the national and international levels was evident in its policy to prepare graduates to operate effectively in a global context. Opportunities are created for staff and students to gain international experiences and increase their ability to understand 'where their country, their economy and their society is going'. The movement of staff and students from one country to another, and the awareness of cultural diversity that this engenders, was identified as providing two-way benefits to the university community in Australia, as well as to the university communities in the offshore campuses.

The interviews revealed that issues affecting the academic function of the university, and the group of students and staff that form the core user group of the library, could be classified into two categories. First are those that refer to cultural issues and the increasing diversity within the community, thus giving rise to a raft of differential needs within the library user group. Second, there were those issues concerned with teaching, learning and research within the institution and were therefore closely connected with library education, information literacy responsibilities and the library's involvement in delivering these programs.

The most valuable insights for this section came from those interviewed at the campus *offshore*. The findings drew attention to the close links between variations in learning styles, the need for understanding these variations, and the relationship between these factors and patterns of library use. Of great significance was that academics interviewed in Australia showed little or no awareness of the influences of cultural differences in the teaching and learning activities of the University. Except in one instance, this was an issue that was bypassed in the interviews in Australia. By contrast, in every interview offshore it was seen to be central to any discussion about the concept of the university and its teaching and learning activities in an internationalising environment. These academics and librarians in Malaysia were very articulate in expressing the needs and expectations of those who use the library in an Australian-based institution, offshore. Moreover, it was not only Malaysian academics, but also Australian academics currently based in Malaysia (that is, those attached to the Monash Malaysia campus) who, without exception, spoke of the significance of cultural differences in the learning context. They provided rich insights into differences in approaches to teaching, learning, research and information-seeking, and these proved to be valuable in helping to understand how social and cultural differences impinge on the use of the academic library and the provision of client-focused library services.

## **Chapter 9**

### **Interview findings Part III: The academic library collection**

#### **9.1 Overview**

This chapter addresses issues raised by changes to the management and provision of information resources in an academic environment that is responding to a range of social and cultural forces. Although, in principle, information can be accessed globally, there are a number of circumstances and influences that are making it difficult to deliver services to the members of the university community equitably and efficiently. The library is now expected to provide and facilitate academic information services for a user group that is spread across a number of global regions. It has to deal with operational difficulties associated with having bases in various cultural contexts. It has to manage its resources while respecting the customs, expectations and constraints of various host countries.

The interviews confirmed that the effects of technological innovation are a major driving force in the internationalisation of Monash University and the development of its offshore programs. The interviews also revealed that there was a strong consensus that library management of Monash University in Australia is at the forefront of the use and development of information technology in the context of the academic library.



Cause for concern were the additional challenges of delivering print and electronic resources to a library user group, a substantial number of whom are, in some sense, 'off campus', and in many cases, 'offshore'. With reference to the development of the collection there were questions about how to maintain the quality and standards expected of a university collection. A policy of global expansion introduces a number of supplementary operational issues associated with meeting the university's academic information needs in a transnational setting.

Two issues are highlighted in the discussion: first that the expectations and requirements of the Monash campus in Malaysia could only be met adequately and equitably by involving, initially, in an *ad hoc* capacity, the University's own library in Australia; and second, that the University's model of the virtual library became a key factor in meeting those needs.

These issues arose directly from planning lacunae (outlined in the research design in chapter two) that saw the Monash Malaysia campus, in principle, supported by the collection of the Tun Hussein Onn Library. This library is a shared resource situated on the joint campuses of Sunway College and Monash Malaysia and it was designed originally to meet the teaching and learning needs of Sunway College.

The *de facto* situation is, however, that the Monash University (Australia) Libraries play a crucial role in the provision of information services to Monash staff and students in Malaysia. It is difficult to keep a clear demarcation between the two libraries and their collections.

## **9.2 Internationalisation and the virtual library**

The discussion in the following sub-section is based primarily on a productive interview with the University Librarian of Monash University. This interview provided the ground for subsequent consideration of ways in which the provision of services might vary or be improved. Extracts from this interview are presented early in the report because the University Librarian's views on the virtual library were fundamental to the overall discussion of information resources in the Monash context.

The Librarian's concept of the virtual library provided valuable insights into the policies and strategic planning of the Monash Library and the potential this has for the access and delivery of information resources in a global environment. While

accommodating the library needs of Monash in Australia, the Monash model provides a structure that can respond to the library needs of user groups as they become more complex and geographically dispersed. The interviews showed that the model developed by the Monash Librarian went a considerable way in compensating for the limitations of the collection in Malaysia.

The important point made was that 'the concept of the virtual library is based on the premise that analogue and digital materials will continue to exist side by side for a long time to come'.<sup>M9</sup> The Monash Librarian described the three key characteristics of his model of the virtual library for the Monash University Library system. He sees the academic library moving towards:

- virtual access to the end user
- a common user interface
- changed roles for librarians.

According to this model, the user need not be concerned where the source is located

as long as [she] can get access to it and have it delivered to the desktop. The delivery could be digital. The delivery could also be analogue - that is the document could be faxed or mailed or delivered by courier. That's one of the concepts I've built in to the virtual library model.<sup>M9</sup>

The second characteristic of the model is the need to develop a *common user interface*. The Monash Librarian believes this is critical. He explains:

In the digital environment unfortunately, users are forced to use a wide variety of systems with different structures and this causes a lot of confusion. It causes a lot of frustration too. The idea is if you could create a user interface that's common - that users always knew the command languages to find where the resource is located... The idea is that you don't have to know where it is located.<sup>M9</sup>

The third component of the Library structure is its *management*. The Monash Librarian considers that virtual access to information resources through a standard interface will result in a more independent user group. This will change the role of the librarian who will spend less time facilitating library access for the user, less time in processing acquisitions, and more time, for example, negotiating access to digital

resources. This and other new roles for the academic librarian will continue to emerge as technology becomes more sophisticated and as the library is called upon to provide information services to a university community involved in a program of global expansion.

### **9.3 Information resources and global interconnectedness**

Interviews confirmed that the internationalisation of a university brings into focus a number of issues that relate to developing and delivering both print and electronic resources to a library user group that is becoming more complex and more dispersed. It was evident in the interviews that academics and librarians were well aware of the impact of globalisation on the exchange of academic information.

Global trends were seen to have had a two-way influence. First, interviewees were conscious that the library is a key factor in enabling the implementation of the university's policy of global expansion. The opinion was expressed that 'we've been driven by technology - enabled by technology.'<sup>M8</sup> The facility with which information can be exchanged at a global level was considered pivotal to implementing a policy of internationalisation. Interviews suggested that technological innovation has brought about 'incredible changes in every possible way' in the exchange of information and that 'technology has allowed the offshore development to happen'.<sup>M8</sup> A key factor in enabling this implementation has been the Monash Library's pro-active stance in developing the concept of the virtual library, its response to technological innovation, and the development of its electronic resources.

Second, there were positive outcomes for the Library. The University's policy of internationalisation and offshore expansion had 'widened the scope and perspective for the Library'<sup>M4</sup> and had provided an added impetus for librarians to think creatively in terms in accessing and facilitating the exchange of information at a global level. This was supported by library staff, as well as by academics from Deakin University and Swinburne University of Technology. There was a clear consensus that internationalisation, whether in the form of an academic partnership, or an offshore campus, has prompted 'library staff [to be] attuned to a global view'<sup>M11</sup> and that professionally there was 'a lot to be gained from being another library in another culture and working with colleagues there'.<sup>M11</sup>

A third factor was that the Monash presence in Malaysia was seen to have brought about remarkable changes to the offshore library. Academics from Malaysia remarked that '*there wouldn't have been a library*' and '*without Monash there wouldn't be an academic library; students endorse this*'.<sup>KL6</sup> A supporting finding in the case of Deakin University and its academic partner in Penang was that the Deakin University presence had '*benefited the whole collection so all students have benefited as a result*',<sup>P5</sup> and that the Deakin presence there had been '*a major driving influence in developing the collection*' by providing '*guidelines*' and '*targets*'.<sup>P5</sup>

There was a difference of opinion between academics and librarians over whether offshore expansion had had an impact on the development of the Library's resources. The librarians believe that internationalisation has provided a catalyst for developing the Library's digital resources. The Monash Librarian and his Deputy suggested that the Monash University plan *Becoming global* had had a positive impact on the development of the Monash Library collection. The University Librarian, for example, claimed that offshore expansion had '*led [Monash] to re-engineer document delivery services, instead of expecting users to come to us...*'<sup>M9</sup> The Deputy Librarian, who has played a major role in developing the Monash Library's digital collection, also gave details of the significant effect of offshore expansion on the Monash collection. He explained:

In serving the University's global ambitions, the electronic collection of Monash University Libraries has been influenced for the better, though it is costing us more. It's been positive in the sense that it has given us a lot of good experience. Indirectly it has impacted on the licensing agreements for the better. Over time we have been able to negotiate very good licensing arrangements.<sup>M10</sup>

The expert opinion of the library managers was that internationalisation provides a focus and a momentum for the practical application and implementation of technological change in the library. The offshore campus has become a driving force in the development of the Monash Library's collection of information resources. It was clear that internationalisation does provide the impetus to maximise the development and use of electronic resources: it is also clear that this needs library managers with a high level of technological competence.

On the other hand, academics suggested that offshore expansion, and internationalisation in general, was having minimal impact on the electronic

information resources administered and facilitated by the Library. They attributed the development of the Library's resources to the expertise of the librarians rather than to the influence of global expansion. The general feeling was that 'regardless of KL we're steadily developing our electronic resources' and that 'the digital collection would have developed anyway'.<sup>M11</sup> The view was that it is not the University's internationalisation *per se* that has caused the development of the Monash Library's digital collection, but the competence of the Monash library staff expressed in this way:

I think Monash Library seems to be quite up with it all. I'm always impressed with reports of what these [library] people are trying to do. It isn't all just internationalisation...<sup>M2</sup>

The virtual library model developed by the Monash Librarian was seen as a corollary to the technological expertise of the librarians.

### 9.3.1 The library collection: a changing concept

The response to globalisation through internationalisation of the sector was seen to be having an effect on traditional concepts of the university and its library. The traditional concept of a university as 'a huge collection of buildings - a great physical/geographical presence'<sup>M7</sup> was used to illustrate the effect that internationalisation and distance education has had on how the university is perceived. A Monash librarian saw that such conceptual changes make 'our thinking of a university much more complex'.<sup>M10</sup> In his view:

What we are seeing is a very confusing picture of a university because the law of distance comes into play. This internationalisation thing that's going on - even off-campus aspects whether national or international - has made a huge change to the way we think about a university. At the same time each of those [campuses] must be local and must be embedded in some social and economic proven context.<sup>M10</sup>

This signifies a change in our way of identifying a university and its academic library: from being primarily an architectural presence, to one that operates in a complex sociological context. A university's credibility and the quality of its programs can no longer be measured first and foremost by the impressiveness of its buildings. Likewise, the size and quality of the library's collection is not necessarily

commensurate with the architectural appearance and size of the library's buildings, nor by the statistics of its holdings.

There was the belief that distance education programs, initially designed to be delivered within Australia, have been a key element in fostering technological innovation within the University and in the Library. Interviews revealed that some considered offshore programs to be a natural extension of these. A Monash staff member in Melbourne made references to the flexible delivery of programs from Australian campuses in the following comment:

Internationalisation, I think is inevitable, driven partly by economics and partly by development in IT and communication. For the first time universities are finding it possible to reach out to their students far more easily than they have done traditionally via the mail system. <sup>M9</sup>

The advantages in being able to exchange information over great distances were further endorsed by a respondent who said that his faculty had more dealings 'with many colleagues in Europe - in Eastern Europe - in fact more so there than we do in Asia'. <sup>M8</sup> He added that 'there were only boundaries when it was difficult to get from A to B - but it's no longer difficult to do that'. <sup>M8</sup> Taken at face value this might appear to be true to many academics, but it raises the important issue that many academics are unaware of the infrastructure that is put in place and supported by the library.

### **9.3.2 Library-supported infrastructure**

The extensive infrastructure, negotiated and facilitated by the academic library and required for accessing and exchanging information, is not immediately apparent to many academics. One of the librarians interviewed used the analogy of multi-national companies, commenting that 'whenever companies go international, even corporations and private sector companies, the biggest problem is to create the sort of infrastructure that takes the boundaries into account'. <sup>M10</sup> Delivering services transnationally causes a series of difficulties in managing the infrastructure for information resources. Few of the academics interviewed were aware of this.

### **9.3.3 Technological change**

Reported difficulties relating to technology focused on two issues: the problem of information overload; and the pace at which things were changing. In observing that through technology 'we now have access to a wealth of information that we did not have in the past', one of the respondents commented that 'it can be frustrating, because now you can get so much information'.<sup>M2</sup> Another suggested that the 'information revolution is outstripping our ability to respond'<sup>M3</sup> and expressed the frustration of 'never being able to keep pace with developments'<sup>M3</sup>. The library was, however, seen to be dealing competently with these changes. As an academic observed:

Information technology in some ways is becoming increasingly globalised. I guess one of the things that struck me is how fast all this is happening. I think that information technology is a revolution and its got to impact on the library. I think the Monash Library seems to be quite up with it all.<sup>M2</sup>

Monash academics commented that internationalisation had placed the Library in a position 'to be forward thinking, especially in technology' and the implementation of the policy had also ensured 'a global outlook for the Library'.<sup>M5</sup> Internationalisation was recognised as a catalyst for the University and its library in driving the development and use of new technologies and digital resources to meet the needs of all of its campuses.

The response of an academic library to technological change, and the reflection of this in the overall balance and development of its collection, is an indicator of how well the library is positioned to respond to the needs of its university's global interests and its internationalising community.

## **9.4 Delivering library services: operational difficulties**

### **9.4.1 Operational concerns**

Although the presence of the Australian university and its library managers in the offshore setting was seen as being very positive, there were serious operational difficulties that were the cause of intense frustration to many of the academics interviewed. These concerns stemmed from a range of operational and social complexities associated with offshore expansion, which were not anticipated by those negotiating the offshore program.

Onshore respondents indicated that in the initial stages of the Malaysian campus they were not aware that the remarkable variation between countries in laws, traditions and values would have a significant impact on establishing a library collection. Laws of copyright and censorship, the tradition of freedom of the media and expressions of criticism, intellectual freedom, business practices and work practices all differ from one culture to another, and are all factors that impinge on the administration of an educational institution and a library seeking to operate in a transnational context.

#### 9.4.2 Acquiring material

The successful acquisition of library material is particularly dependent on overcoming the difficulties of operating across national boundaries. More than half the respondents regarded problems associated with acquiring material for the library as one of the greatest challenges in managing the collection of information resources for an offshore campus. Respondents onshore and offshore referred to the difficulties and physical problems associated with *'integrating and coordinating the process of ordering between Melbourne and here'*,<sup>KL4</sup> and the difficulty of *'getting hold of materials physically, and on time'*.<sup>KL5</sup> One interviewee described the process as being *'very slow'* and that *'it seems to take months to acquire textbooks'*.<sup>KL3</sup> The same respondent said: *'Procurement is by far our greatest problem'*.<sup>KL3</sup> and another said that when he first visited the library offshore *'there were literally zero books in [his discipline]. They were all out of date'*.<sup>M1</sup> In the Monash case, much of the blame was apportioned to the library staff with such remarks as *'almost nothing has happened. Months ago we gave lists to the library staff'*.<sup>KL2</sup> What was not appreciated was that the acquisition of items in a transnational context involves overcoming the obstacles of importing and exporting print material, the logistics of packing and transporting items, and the time and patience needed to negotiate with customs officials and other bureaucracy with diverse work practices and government attitudes.

For the last two decades academic libraries in Australia have been called on to provide information resources to multi-campus universities, and have experienced difficulties in developing strategies so that the print material in the collection can be shared equitably over the entire university. Global expansion adds to this challenge and one of the interviewees named *document delivery* services as the most important task for library managers as they endeavour to meet the demands of internationalisation.



A Monash librarian described the problems associated with transporting print between onshore campuses:

I'm on the Gippsland Working Party and in some ways it's about having a campus that's a long way away. I know there are issues with inter-library loans. With distance education students I know there are real concerns about books being out of circulation for significant periods. And I know the library is battling with the whole concept of mixed mode delivery. Often, particularly if it's a journal, there's only one article in it you want for a short time and yet the whole book or journal's taken.<sup>M10</sup>

The same librarian commented that it is 'not all that different from the *distance* issues that some of the overseas campuses have'.<sup>M10</sup> Others identified the need for a 'new look at the way we deliver analogue material',<sup>M9</sup> or saw the difficulty in 'restricted access to print... I mean, if you are going to have a central source for information provision, how do you move print around'.<sup>M4</sup>

The delivery of print material to offshore campus libraries raises further questions of collection management and operational challenges. It carries the additional caveats of government requirements and legislation (customs, excise control, censorship) plus the on-costs and staff time associated with organising and transporting the material.

#### 9.4.3 Digital resources

There were particular difficulties relating to digital resources. Instances were given where many of the agreements already signed had to be re-negotiated with vendors to include the Malaysian campus as part of the agreement. One of the problems was that 'every vendor is different in their interpretation of the agreement and what is meant by *Monash* - whether it is in this country or overseas as well.'<sup>M11</sup> This problem was perceived to be a widespread difficulty with seven of the nineteen respondents identifying 'licensing agreements' as the most difficult aspect of managing electronic resources for an offshore campus. A librarian at Monash Malaysia observed:

*[There is] no consistency or coordination among vendors. It makes it difficult for library managers. Sometimes we've actually asked them and they don't respond. There's such diversity in licensing agreements. Vendors seem to be struggling to keep pace...*<sup>KL7</sup>

Another librarian identified 'licensing and authentication problems' as one of the main difficulties. He added:

Accommodating the way in which vendors want to control IP address protocol - that's still not sorted out. There's no special problem but the grey areas with Sunway are still causing confusion.<sup>M10</sup>

It appeared from the interviews that vendors had not anticipated the complicated issues of defining a university's identity in a transnational setting, and similarly complex needs that come with internationalisation.

Access to digital resources was a particular area in which the blurred lines between the Tun Hussein Onn Library, and the same library's role in being part of the Monash campus, created problems. Intra-campus equity issues were stirred when those students enrolled with Monash became authenticated users of Monash databases, while Sunway College students, using the same library, were denied access. While this is essentially a management issue, it was disturbing for those academics and library managers at the offshore campus.

The increased use of electronic resources was interpreted by some academics as predominantly an effective cost-cutting alternative. Offshore it was suggested that *'electronic library resources are what holds an international university together'*, and the *'only way for our campus - and any other offshore campus - to provide proper library facilities is through electronic technology. That's because of the cost'*.<sup>KL2</sup>

This opinion reflected some of the earlier thinking that had influenced the setting-up of the 'Berwick model' paperless library in the 1990s. One of the interviewees explained:

There was a little bit of lateral thinking going on and the solution was arrived at that perhaps of the cheaper options some kind of a virtual campus could be established. And, in my view, I think that was based on a very careless - or inadequate - analysis of the real costs associated with the delivery of electronic information and electronic teaching. It's often been said that senior management can easily be sold technical solutions to problems. I think it's attractive to them. It's understated to them what the costs are or what the difficulties are. And I think this is a classic example of that.<sup>M10</sup>

The discussion itself is the basis for a research project beyond the scope of this thesis. These opinions in the immediate context introduce the question of whether digital resources do provide a 'cheap alternative' to the predominantly print library. It also illustrates how much thought and reflection has been directed to the *physical space* of the library, as well as the importance of appropriate information resources that meet both the needs and expectations of students and staff. To academics 'on the ground', critical as they were about the existing arrangements, their library needs and expectations were fundamental to the effectiveness of their academic programs.

Differences between nations in the availability of information technology infrastructure and a satisfactory level of technical support emerged as another issue. One of the Monash librarians believes that:

The dimension of the problem becomes much more complex once you go beyond the national boundaries into other countries, particularly when you go into developing countries like Malaysia, South Africa, even Latin America. Without being too critical, they do have a lot of difficulty getting the same level of technology that we have. I can remember in Thailand ten years ago being really surprised at the quite sophisticated knowledge the staff of the libraries had there, but they had nothing to practise on.<sup>M10</sup>

The question is not whether Australia's standards of information technology are 'better', but that differences do exist and continue to go unrecognised by those planning the delivery of courses. Problems of bandwidth, for example, are very evident in Thailand, and in Malaysia. An academic in Malaysia drew attention to the complexity of depending on online access suggesting:

*It brings in another set of problems. If people can access the library from home, then that library's service, the electronic service, is convenient for them. But if they're not in a position, either because they don't have technology nor the connection for dialing in, then trying to get the information is very slow.*<sup>KLA</sup>

A Monash library manager voiced his concerns about difficulties in extending the library's services offshore:

It certainly creates significant challenges for the library. We were talking about globalisation and we saw a great gap between the university's rhetoric about it and what we can actually deliver. In particular [we were concerned] about the Malaysian

campus which has incredible problems about delivering even remotely what we can actually deliver here because of a range of problems: financial constraints... technical... all these different things. I said if we have these problems already with Malaysia, how much more are the problems going to be when we start to look at the other campuses such as the South African campus. And they talk about going into Latin America and even Europe.<sup>M10</sup>

The difficult task of meeting the promises contained in the rhetoric from the University's marketing division surfaced again in this context. It is those at the point of delivery of [information] services that face the challenge of bridging the gap between what has been promised and what can be delivered.

## **9.5 Developing the collection**

The academic library's responsibility is to develop and maintain a collection of information resources of a standard, quality, and content that will meet the needs of teaching, learning and research of the university. The interviews revealed concerns about the inadequacy of information resources at the offshore campus and the implications for the Monash Library in the role it assumed in supporting the campus in Malaysia. The challenges described in this section were also experienced by the two universities investigated in the supporting case studies. This suggested that the concerns about what constituted an adequate collection of information resources, to support university teaching and research in an internationalised context, extended beyond Monash University to other Australian universities.

### **9.5.1 University versus 'college' collection**

Data from the interviews suggested that when negotiating the offshore partnership, university planners showed little understanding of what were the basic information resource requirements for a university. It was perceived that those who planned the campus erred in accepting that a 'college library' – one that had been designed to support the Australian equivalent of pre-university/undergraduate education – would be adequate for a university campus of international standard, even in its early stages. The inadequacies of the collection were discussed as a planning issue in an earlier chapter, but there were direct references to the limitations of the offshore collection. As one of the librarians explained:

The collection is still very much a college library collection. Eventually they will build it up. Collection building has taken a lot of their time. They're trying to make sure that the coursework materials are there.<sup>M11</sup>

The task at the campus in Malaysia of 'building a library from scratch' was described as 'daunting'.<sup>M5</sup> Library managers in Malaysia found themselves dependent on the expertise and goodwill of the Monash Library to provide access for Monash staff and students in Malaysia to its digital resources and document delivery. It is difficult to interpret this as being intended as 'just an interim measure' as was stated by one of the interviewees.

Respondents said that the most important piece of advice they would give to another institution in a similar situation was 'to make sure that the offshore partner has a good library' and 'to draw attention to the challenges of information provision and of developing a collection'.<sup>M5</sup> Those involved in maintaining and building a library collection that spans different cultural and political regions are confronted with complex issues at the infrastructure level. The scope of the thesis allows the brief introduction of these issues. It is a vast area that needs further research.

### **9.5.2 Curriculum changes and the collection**

A further question concerned the effect the policy of internationalisation, including the policy of internationalising the curriculum, would have on the development and content of the library's collection. Interviews did raise two key issues. First there were references to Monash's involvement in developing and promoting research and teaching units in Asian and international studies. Second was the issue of introducing new courses as a direct outcome of the foundation of an offshore campus. The Library's collection policy needs to reflect these changes.

Interviewees drew attention to a longstanding commitment Monash has had to international studies and to internationalisation in the wider sense. The development of the Monash Asia Institute, with its strong international research base, and the range of courses in Asian studies offered by the Faculty of Arts, has ensured the development of the Asian studies collection in the Monash Library. This Asian studies orientation, in place well before the AVCC policy of internationalisation was promoted, was described in this way:

It's going to the heart of Monash as an international and leading research institution (though it's not really part of what we call the internationalisation of Monash). It's about the interest of Monash generally in things international. It's probably having that strength that has given Monash an interest in having things overseas. It's probably one of the factors that lead to Monash taking the international approach.<sup>M2</sup>

Another senior Monash academic involved in university policy development expanded on this, saying: 'The resource acquisition is part of pursuing a stronger research and stronger teaching university which we believe must be inherently international'.<sup>M3</sup>

The introduction of new courses, and the need to meet the curriculum demands of the government of the host country will also have to be included in the Library's policy for developing its collection. For example, *Moral and Religious Studies* was mentioned in the interviews as a requirement of the Malaysian Government. So far this has placed minimal demands on the Library with syllabi that is 'quite liberal' and includes 'such recommended readings as Aristotle and Peter Singer'.<sup>M2</sup> Those involved in presenting the subject from Monash have 'taken our own ethic and tried to bring in some Asian content'.<sup>M2</sup> It was thought that the cross-cultural factor could become a more important issue for the library collection in future, particularly from the viewpoint of the offshore campus.

At the policy level, offshore interviews indicated that cross-cultural issues are already creating problems that need to be addressed. An Australian academic attached to the Monash campus in Malaysia reflected on these issues:

*Yes, the curriculum is changing, but is it internationalised? I think it's becoming internationalised. There are certainly changes in the various kinds of examples people are using and the awareness of the cross-cultural component is definitely there. I think that's in response to people starting to realise that in fact being 'international' means something. It's not just an advertising gimmick. It's something that has to do with taking people's education into issues and understandings, which perhaps they haven't had before.*<sup>KL4</sup>

Onshore, a senior planner and academic foresaw the likelihood of seeing in an internationalised curriculum 'whole new areas coming forward that we need to be able to respond to'.<sup>M7</sup> The 1999 Report of the Monash Committee of Associate Deans Teaching: *Internationalisation of the Curriculum*, refers to the idea of

internationalisation of the curriculum as 'radical' and that the curriculum content 'does not arise out of a singular cultural base but engages with the global plurality of the sources of knowledge' (Monash University, 1999b). As the University expands globally, the challenge of reconciling Australian influences in the curriculum with the need to meet the demands and expectations of the social context offshore are likely to grow.

Internationalisation is likely to have little immediate impact on a library as large as Monash's, except to have made people more aware of the 'fine Asian Studies collection', of the specialist librarians, and the 'amazement' expressed at 'the extent of coverage of the Asian collection'.<sup>M4</sup> Many of the responses in this, and the previous chapter, make indirect references to the collection development in the sense of determining the direction that should be taken in shaping the overall collection of information resources over which the Library has direct control, and those it can access through various networks (including local networks) and agreements.

## 9.6 Summary

Global interconnectedness is recognised as a strategic factor in enabling the University and its Library to implement the policy of internationalising the University and enabling global expansion to take place. Key library personnel perceive that internationalisation provides a catalyst for library management to think and plan globally. The Library itself benefits from this.

The interviews revealed that the greatest frustration came from academics, onshore and offshore, about the lack of resources to support both teaching and research in the initial stages of the offshore campus. Library management, both in Malaysia and Australia, rather than university planners, were generally perceived by many academics to be responsible for this, while operational difficulties in managing the Library's collection across national boundaries went virtually unacknowledged in these interviews. The infrastructure provided by the Library to enable access to an extended network of resources went virtually unrecognised.

Findings were that the library staff in Australia, and the current library managers in Malaysia, were well aware of the enormity of the task of providing information resources for a new university campus with little or no time for planning strategically. Despite the strong networking and co-operation between the libraries which overcame

many of the difficulties, the number of practical difficulties that remained was very significant. The interviews affirmed that the Monash model of the virtual library provides a valuable structure that can continue to be developed in order to meet the library needs of a user group that is geographically dispersed. This will position the Library to respond pro-actively to the implementation of the University's policy of internationalisation.

In the chapter that follows, issues raised in this and the two preceding chapters are consolidated and analysed in the light of the conceptual study.



## **Chapter 10**

### **Discussion of the findings**

#### **10.1 Overview**

##### **10.1.1 Introduction: the findings and the research focus**

This chapter discusses the theoretical and practical implications of the empirical study. Most significant of these were first, the impact that internationalisation had on planning strategies for information resource provision, second, the role of the library in the university, and third, the delivery of equitable services. Less obvious, but more profound, was the significance of changes in the cultural composition of the library user group and the effect these changes are having on the conceptualisation of the library and its services.

##### **10.1.2 Linking the empirical data with the conceptual study**

The conceptual study forms the basis against which the empirical data is discussed. The contextual chapters identified key changes associated with the internationalisation of the higher education sector and the university. The model developed in the first part of the thesis showed that at every level, from the supra-national level of globalisation, through internationalisation, and the internationalisation of higher education and the university itself there are social and

cultural changes that are having an effect on the use and provision of academic information resources in the academic library.

Global trends and sociological issues - including patterns of migration, cross-cultural communication, learning backgrounds and cultural perceptions - have practical implications for the functions and services of the university and its library. Significant changes in the university community and the growing complexity of its cultural composition reflect the transformation brought about by internationalisation in the higher education sector. New perceptions of the university, concerning revelations about the perceived role of the library within the university, and a range of issues relating to strategic planning for the university and its library, also surfaced as factors associated with the implementation of the policy of internationalisation. These issues need to be recognised, addressed and communicated if there is to be equitable access to information resources through the academic library.

The issue of equity in the definition and provision of university services was identified as a powerful, underlying theme, and, what should be, a central force in determining policy, designing infrastructure, and delivering courses.

## **10.2 Internationalisation and issues for university and library management**

### **10.2.1 The role of the library within the internationalising university**

A confused picture of the place of the library in the university emerged from both the case study and the conceptual study. Case study findings showed that Monash academics and administrators had difficulties in defining the role of the library in the university. Paradoxically, it was when the library was 'not there' that educators became aware of their library needs and their dependence on the library structure. This was particularly evident in the planning and provision of information services for the new Monash University campus in Malaysia.

Case study participants felt that it was not only the Monash University case, but that across the sector there are universities and vice-chancellors who have not fully recognised the significance of the library in their planning procedures. Confirmation of this is the disturbing reference in a 1998 policy statement of the AVCC which places the library in the category of an 'ancillary service' (AVCC, 1998). Yet in

whatever way the academic library is defined within its specific organisational framework ('academic function', 'central service', 'support service') it is clear that the library is called to respond to the wide range of academic functions of its parent institution.

Case study participants described how those planning for the expansion of the university offshore gave minimal attention to the information infrastructure for the new campus. Strategic planning for library services was left in the hands of a business partner, and an existing on-site library designed to meet 'college' needs was considered appropriate to fill the role. Academics and library staff at the 'home' campus were not in the planning loop, and the library needs of offshore staff were initially overlooked. At this stage, the Monash Library in Australia moved in (on an *ad hoc* basis) to compensate for the limited resources and infrastructure by providing access to electronic resources and offering opportunities for staff support and networking.

Philosophically, the library is part of a 'learning community' that is conscious of its responsibility of providing a setting for 'higher learning, research and teaching: a context in which to generate and create ideas and to critically analyse society'.<sup>M4</sup> Academics conceptualised the library variously as a 'cornerstone', 'central core', crucial to the university' and an 'avenue to knowledge'.

In pragmatic terms, the library's fundamental responsibility remains constant. It is expected to provide a link between the university community and academic information resources needed for the university to fulfill its functions as a learning, teaching and research institution. It follows that the library, in providing the 'gateway' through which academic information resources can be accessed, needs to meet the wider learning context of intellectual exchange and exploration of new ideas. Interviews offshore indicated that textbook supply and coursework support is still the most apparent and immediate need, and this was described in the interviews as the 'basic function' of the library.

This course support is however only one part of the library's role. It is also expected to meet the needs of a wide learning environment and provide some continuity in the development of scholarly theories and knowledge through the organisation, preservation and conservation of information in all its formats. Balancing 'risk' with 'tradition' might have been identified by Giddens (1999a) as a characteristic role of

the university, especially in an era of internationalisation, but it is evident that this dual role is no more clearly illustrated in the institution than in its academic library.

The mission of the parent school, university or research institute defines the specific role of the academic library (Harvey, 2000b). In this particular Monash case study, the Tun Hussein Onn Library (the designated resource centre for Monash Malaysia) had been designed in response to the mission of the Sunway College, a private institution offering college and undergraduate courses, and not to meet the teaching and research needs of a university of Monash's size and standing. Findings showed that offshore expectations were that the library would reflect the vision and mission of Monash University and offer comparable services.

#### **10.2.2 A time of transition: university and library**

Both the study of the social context (the first part of the thesis) and the case study (the second part of the thesis) identified two important change factors in the university that directly relate to the library, and challenge it to define its role within its institution and the wider academic community.

First, new technologies, and the resulting information overload, calls for the library to take a more active role in ensuring the quality and reliability of the information that is readily available to the university community. Data from the empirical study endorsed this and also revealed that the library was expected to have the expertise to develop and capitalise on technological advancement. The phenomenon of technological innovation, the pace at which it is happening, and the amount of information available was identified in the conceptual study as a powerful force in global transformation and one that percolates through to the functions and services of the university's library.

Second, and stemming from the first, is the shift to a more active role for the library in the academic programs of the institution. It was evident in the findings of the study that this is in part a response to the greater emphasis current society places on information (Borgman, 2000; Dowler, 1997; Griffith, 1998; Hawkins & Battin, 1998). Identifying and enabling access to an increasingly large network of well-founded scholarly information resources, and the promotion of opportunities for the university community to be educated in the access and evaluation of these resources, are responsibilities for the library that continue to grow.

In the Monash case, the establishment of offshore campuses and partnerships highlighted the range of expectations of academics offshore and onshore. Almost without exception, participants in the case studies have become acutely aware of a role for the library that extends well beyond that of a repository for textbooks or coursework handbooks to one of facilitating and negotiating the use of current and extensive research material through a range of disciplines, formats and modes of delivery.

### **10.2.3 Strategic planning issues**

The study revealed that strategic planning is subject to both commercial pressures and academic ideals and the issue is to keep a balance between the two.

Findings were that the Monash Library is technologically well positioned to respond to the implementation of the internationalisation policy of its university. The additional demands of the transnational setting of the Monash case drew attention to the depth of the technological expertise of the Monash Library. The original arrangement of depending on the library collection and services of a neighbouring institution meant that the expectations of Monash academics, offshore and onshore, were not met and, furthermore, it was assumed that the Monash Library in Australia would cover the deficiencies. This placed the library management of both institutions in an unenviable position.

Marginson and Considine explain this type of situation as concerning 'the capacity of the newly reformed [enterprise] systems to connect organically to the academic side...' (Marginson & Considine, 2000, 234). It is the 'organic connection' that was missing in the Monash Malaysia case and demonstrated in the provision (or lack) of academic library resources and infrastructure.

### **10.2.4 Implications for the library**

It was evident throughout the study that establishing a university campus in another country calls for a review of the institution's vision as well as its basic function. It also calls for interpretation of the vision and mission of the university in the new transnational context, and in the context of the sector's policy of internationalisation. Had those planning the offshore campus in the Monash case been conscious of the active role of the library in the academic life of the university community, academics and library staff would have been involved in the planning for the provision of information resources. If the academic library is to play a central role within the

overall educational context of the institution, it needs to be positioned in the organisational structure of the institution so that it can exercise some authority when planning for the provision and use of information resources in a new social context.

Another major role for the library relates to a key factor in global expansion, that is, the development and implementation of information technology. The vital contribution of the library in the exchange of academic information needs to be accounted for (and visible) in planning and organisational procedures if a policy of internationalisation through global expansion is to be effectively realised.

### **10.3 Social and cultural changes in the library user group**

#### **10.3.1 A changing library user profile**

Expanding as a global enterprise underlines the need for university governance to involve those who combine academic awareness with a sense of enterprise 'that is people-centred and culturally based' (Marginson & Considine, 2000, 48).

Significant changes in the composition and diversity of the student body of the university are reflected in the library user group. The library user group was defined earlier in the study as a self-formed group from the university community that is generally representative of the community, with the rider that some disciplines and research groups have greater need to access the physical collection of information resources maintained by the library. Qualitative studies and professional practice have indicated that students from learning backgrounds outside Australia, for academic and psycho-social reasons, are more likely than domestic students to be dependent on the library for assistance and resources (McSwiney, 1995, 1997).

As the student body becomes more diverse and more geographically dispersed, these factors impact on patterns of information-seeking behaviour and the use of the library, and challenge librarians to look more closely at the services they offer. As discussed in chapters six and eight, this argument is supported by remarkable changes in the student body in Australian higher education institutions, evident in the facts that international student numbers that have grown from zero in 1986, 18,207 in 1988, to 83,111 in 1999 (AVCC, 1999a). The impact of these numbers on the cultural composition of the university student body is significant in a country the size of Australia where the total university student population in 1999 was 686,267 (AVCC, 1999a).

The effects of the increase in numbers are complicated by the shift in the predominance of some cultural groups and a change in the distribution of some regions and countries of origin within the profile. South East Asia has traditionally been the region with the strongest representation in Australian institutions partly because of the regional proximity of these countries, and partly as a legacy of the Colombo Plan. In the last five years there has been a discernible shift to South Asia as a source of international students with a growth rate of 20% forecast between 1999 and 2000. In response to global trends, and the increase in student mobility, Australian Education International (AEI) forecast that in the year 2000 there would be a 20% increase on 1999 numbers in students coming to Australia to study. The AEI analysis saw Europe (33%) and the Americas (38%) showing an increasing interest in participating in study abroad programs in Australia. China had the highest rate of increase (57% on the preceding year).

A third factor is the rapid increase (*Figure 4.2*) in the number of formal agreements between universities in Australia and Overseas (from 12 in 1980 to 3,243 in 1999) as discussed in chapter four. The Table is presented again here because of the significance of this increase to the findings of the case study.

*Figure 4.2 (reproduced from chapter 4)*

**Table showing formal agreements between universities in Australia and overseas, 1980-1999 (selected years)**

	1980	1985	1990	1995	1997	1999
Academic/Research Collaboration	8	40	195	1,129	1,397	2,227
Total agreements: Asia-Pacific	12	68	280	1,412	1,695	2,210
Total agreements: All countries	12	79	340	1,809	2,254	3,243

*Source: AVCC Key Statistics*

The AVCC source (AVCC, 1999a) notes that these figures include agreements for student exchange, study abroad programs, staff exchange and academic/research collaboration. These programs account for a marked increase in the mobility of staff

as well as students. The flexible delivery of courses, as well as an increase in courses delivered offshore either through an academic partnership arrangement, or at an offshore campus or centre, has influenced both the design and the scope of many of the courses.

There are very significant implications for the academic library in these changes to the composition and circumstances of the university community that the library user group represents. These changes can be associated with library backgrounds and expectations, teaching and learning backgrounds, patterns of library use and issues relating to cultural diversity.

### **10.3.2 Library backgrounds and expectations**

Earlier research (McSwiney, 1995) explored, from another perspective, the effect of different library experiences on the differential needs of international students in their use of Australian-based academic libraries. This case study revealed, from the perspective of academics and librarians, additional difficulties encountered when a sector of the university community on a particular campus had to share a library facility designed for the education system of another country. It also showed that a transnational setting underscores these differential needs for academic staff as well as students.

The more recent trend for Study Abroad programs to involve greater numbers of North American and European students studying or exchanging with Australian students, points to further changes in the student body, and consequently adds other dimensions to the expectations within the student body for academic library services.

In professional practice, libraries, whose parent institutions are responding to globalisation by focusing on developing consortia with universities in Europe, United Kingdom and North America, are needing to offer staff development and to review staff recruitment criteria in order to meet the needs of a culturally diverse library user group that encompasses a wider representation of cultures and sub-groups than was previously the case.

### **10.3.3 Learning styles and backgrounds: implications for library use and information literacy**

Responses in the case study revealed the influence of different learning and teaching backgrounds on the approach to academic programs, especially in the minds of



offshore educators. Academics and librarians interviewed offshore were unanimous that the Australian approach to learning and research was one of the main attractions for students to either study in Australia, or to enrol in an Australian campus offshore such as that in Malaysia.

In order to provide an effective link between supporting and participating in the delivery of academic courses, offshore as well as onshore, library managers and staff need to become increasingly aware of the implications of this diversity of learning backgrounds and library experience of the user group in the library, as well as the diversity of settings from which they are currently accessing information. The conceptual study discussed the recognition of information literacy as a critical issue of the 'information age' (Bundy, 2001) and the current views of professional bodies that with the promotion of information rights comes the responsibility of active involvement by the library in the promotion of information literacy (ALIA, 1996; CAUL, 2001). The findings from the case study revealed that the academic library has a central role in this system of learning, in facilitating independent access to information, and in providing opportunities for members of the university community to learn the principles of information use and appraisal.

#### **10.4 Internationalisation and information resources**

The remarkable development of information technology and the progress of technological innovation are dominant characteristics and fundamental driving forces of global change. The internationalisation of the higher education sector in Australia is part of this dynamic, and keeping pace with technological change, and capitalising on the potential of information technology, are fundamental to developing and implementing the policy of internationalisation. The study identified the essential role the academic library has to play in managing and facilitating the exchange of information in this changing environment.

##### **10.4.1 The virtual library and internationalisation**

Traditionally, the library has provided a centre for the provision and organisation of analogue material in a range of formats. It also collects and preserves these resources to provide continuity for the development of ideas and knowledge. With the development of computers and digital resources, the learning landscape may have changed, but the library's role of selecting, organising, providing access and ensuring continuity and preservation of resources, remains (Sorgman, 2000).

One definition of *virtuality* discussed in the conceptual study was the definition in *Chambers Dictionary* describing virtuality as *potentiality*. Although this is evidently an arcane interpretation of the term, in the context of libraries and internationalisation, it is particularly apt. The *potentiality* of organising, managing and distributing academic information for a global university community suggests a virtual library, in its most generic form, as a centre ('place and state') through which information is brokered, and its use maximised through adjunct information education programs. It also implies that it is in a dynamic stage with undefined limits.

Views expressed in the case study about information needs ranged from the extremes of a paperless library ('immediate access to a single database will suffice') to the adequacy of coursework 'handbooks' or text collections photocopied and reproduced for undergraduate students with little or no provision for research and extended referencing. This appeared to be a convenient, but impoverished interpretation of the Australian learning approach.

#### **10.4.2 Transparent infrastructure: a hidden role**

In the case study, one of the keys to handling the difficulties of providing appropriate library services for the campus in Malaysia was the technical competence of the Monash librarians and the quality of the infrastructure that was already in place. This illustrates the view of Christine Borgman who, writing of the present and future roles of providing access to information in a digital world, names 'the invisibility of infrastructure' as one of the foremost challenges facing library managers (Borgman, 2000, 193).

Borgman also writes of the professional time and expertise needed for the processes involved in developing and managing a collection of academic resources so that they are available for access. The case study supported Borgman's observation that 'much of what libraries and librarians do is not apparent to their users' (Borgman, 2000, 193). The argument is that when library processes are effectively in place, library users, whether they physically access print resources in the library, or access information electronically from their desktops, are rarely conscious that the seamlessness of their information-seeking might be due to the organisation and systems put in place by the professional expertise of the library. She adds that it is when the system is poorly organised, the staff lacking in expertise, or when access to

the system is complex, that the library is noticed. In Borgman's terms: 'Infrastructure tends to be visible only when it breaks down' (Borgman, 2000,193).

#### **10.4.3 Implications for the library**

The study of the social context of the internationalising university pointed to changes that involve the flexible delivery of education programs offshore, and also the international mobility of both staff and students who form the library user group. The model of the virtual library being developed by the Monash Library is designed to meet these needs in that it provides for both analogue and digital resources and it aims at providing 'virtual access to the end user' (in whatever region he or she is located) through a 'common user interface' that is familiar to all members of the library user group.

Changes to the role of library staff (identified by the Monash Librarian as an outcome of his vision of the virtual library) and concerns about operating across national boundaries, were highlighted in the study as issues that need to be addressed. New strategies are also needed to address a range of pragmatic issues relating to such basic operations as ordering and transferring print material and more fundamental issues of cultural and political sensitivities, litigation, freedom of information and copyright standards. The case study showed that despite the basic nature of these issues, they were the cause of immediate frustration and angst, and culturally, had the potential to cause long term damage to the process of internationalisation.

Also evident from the case study was the validity of Borgman's truism, that the more successful a library, the greater is the risk of their being 'victims of their own success' (2000,194). In this instance, the invisible costs and expertise invested in the infrastructure put in place by the Monash Library and described in the case study needs to be communicated to academics and university planners with a particular emphasis on their relevance to internationalisation and their significance for future plans for global expansion.

#### **10.5 Equity: an underlying theme**

Equity has been an underlying theme of the thesis and a key to understanding and addressing much of the disquiet expressed by those involved in the initial stages of the offshore campus. University rhetoric implying the offer of seamless services to all students (irrespective of where they are enrolled, or where their centre of study might

be) raises serious policy and planning issues for teachers, researchers and library managers.

A 'just and fair chance for all' is the phrase used in Australia by the Commonwealth Government in its documents on equity and higher education (NBEET, 1990c; 1996b). The 1996 Report states in article 2.1 that 'equity may be initially construed in terms of equality of opportunity'. More pertinent<sup>17</sup> to the thesis is the AVCC *Code of Ethical Practice* for universities providing education to international students (AVCC, 1998). These ethics guidelines produced by the AVCC apply explicitly to international students receiving education services from Australian universities 'whether they be located in Australia or overseas'. Offshore partnerships and campuses are covered by the Code. The Code describes a commitment to providing quality education and 'appropriate standards of education and support services' to these students (AVCC, 1998, articles 1.2, 1.7), and specifies that universities make appropriate arrangements for 'computing and library facilities', albeit these facilities are described in the Report as 'ancillary support' (AVCC, 1998, 3.6).

Equity issues emerged as being of significant import to both academics and librarians, particularly those offshore. Offshore academics found themselves with minimal access to academic information resources and the leanness of information provision made the pertinence of the role of the library particularly obvious to them. Offshore, academics from Australia, some of whom may have taken for granted desktop access at a home campus, were articulate about their difficulties in accessing basic texts, databases and coursework materials. The case study showed that they had assumed that they would have parity of access to information resources as their colleagues on other campuses. Academics and library staff offshore were acutely aware of the research role of the library and academics had assumed that their own information needs would also be met. This group illustrated most vividly the expectations and difficulties of providing equity of access in a transnational project, and the need for further study to be done in this area.

#### **10.5.1 Meeting differential needs**

Equity is not about providing the same services. Before a policy of equitable access can be developed for library services and library use in an internationalising university, there is a range of factors that needs to be considered. The underlying

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<sup>17</sup>The policies of both the 1990 and 1996 Reports are spelt out with reference only to the Australian context and disadvantaged groups within Australia.

question is: 'How can the library provide access to appropriate and relevant academic information resources regardless of format or location?'

Realistically, before the university can offer students 'seamless services', there are a series of variables that have yet to be clarified, and, as the case study shows, have been almost totally misunderstood or overlooked during planning. These relate to how the library is positioned to respond to client-focused services, the library's interpretation of the institution's vision or mission statement ('the library has little control of its context') the university's policy on quality, and its vulnerability to financial constraints. The library's own mission statement needs to reflect its approach to equity of access and its ability to operate in a global setting. Its policy on user-education and information literacy and the sensitivity it has to the cultural profile of its on campus and off campus student body, will determine the range and success of the programs the library offers. Policies need to be reviewed so that the disadvantages relating to location or local library culture are minimised.

## **10.6 Summary**

In discussing the main findings of the empirical data and relating them to the conceptual study, it has been possible to identify a number of the principal effects of the internationalisation of the university on the academic library.

The dynamics of globalisation, and the response of the education sector through internationalisation, have instigated a period of transition and change for the library, as they have for the university. This period of global transformation and technological innovation challenges the academic library to assume an increasingly active role as a principal agent in the exchange of information in higher education programs, particularly as the transnational context of the sector becomes more widespread, and, at the same time, more diverse in its expression.

Implementing a policy of internationalisation calls for the library to develop its collection of information resources to reflect this policy in its content and its accessibility. The demands of meeting the needs of a global academic community can serve to provide the impetus for the creative development and application of technology. A virtual library model that encompasses a range of formats, and global access to these formats, has the potential to meet the needs of a redefined university community.

The increasing diversity of the university community as a whole, self evident in changing statistics and illustrated in the differential needs of the library user group, calls for special responses in such areas as staff selection and professional development, as well as in the design and presentation of information literacy and library education programs offered across the university community. Libraries are challenged to meet the needs of this complex client group with reasonable equity, balancing operational constraints, the declared mission of the institution and the physical demands of operating in a global arena.

The chapter that follows concludes the thesis, identifies areas for future research, and suggests practical implications for the library.

## **Chapter 11**

### **Conclusions and recommendations**

#### **11.1 Overview**

The principal aims and objectives identified in the proposal for the study were threefold. By focusing on social and cultural change linked to internationalisation, the study set out to contribute to the body of knowledge that underpins library and information studies, to provide a platform that would encourage further research into the relationship between the academic library and its social context in this period of concentrated international expansion, and to offer specific guidelines to education policy-makers. The research also aimed at assisting information managers and university librarians to develop sound information policies in the context of the internationalising university.

The conceptual study, while providing the contextual framework for the study, also points to important connections between globalisation, internationalisation, and the place of the academic library in the internationalised university. It is hoped that an outcome of the study will be a greater awareness of those cultural issues that have an impact on information resourcing, information literacy programs and academic library services in the higher education sector.

One of the values of the broad approach taken to the topic, and the cross-disciplinary nature of the content, is the opportunity it provided to develop and extend the literature base that connects information resourcing and the academic library to the concept of the university in its social context.

This chapter summarises findings and recommendations with reference to the original set of aims and objectives. It is asserted that these objectives were met, and were, in fact enriched by the emergent emphasis on equity of service.

## **11.2 Outcomes of the research**

The key findings of the research are presented in the early part of the chapter, where the evidence from the empirical study is interpreted in the light of the conceptual study, and related to the implications in each case for professional practice.

The concluding section puts forward recommendations for future research projects arising from the findings of the study, and finally, a set of specific implications for professional practice is presented with the intention of provoking further action and investigation.

## **11.3 The conceptual model**

The primary purpose of the model that evolved during the study was to frame the overall social setting of the research. As it developed, the conceptual study added a further dimension in effectively drawing attention to global and international influences that percolate through to the *functions and services* level of the university reflected, in this case, in the academic library. Later in the study, the same framework was used to organise the findings of the research and identify global and international influences on the library's user group, its collection, and library management.

The synthesis and theory generated from the conceptual study is arguably the most significant contribution of the research. Responses from seminars and professional development programs in the course of the study (Appendix I) strengthen this claim.



## **11.4 Research conclusions**

The research set out to identify cultural and social changes in the internationalisation of the university and the implications these hold for the academic library. The conclusions presented in this chapter have been drawn from two main sources. There was the evidence drawn from the empirical study presented in chapters seven to ten which was then interpreted in the light of the conceptual study that was developed in the earlier part of the thesis.

The most significant of these conclusions are summarised under four headings:

- Management issues relating to the role of the academic library and its place in the internationalising university
- Understanding the cultural diversity and profile of the university community (the library user group)
- The provision and use of academic information resources in an internationalising university and the recognition of transnational factors that influence this provision
- Issues of equity arising from these three areas.

### **11.4.1 Management Issues: evidence, interpretation and implications**

Policy and planning issues at the institutional level are subject to economic pressures and corporate forces that currently influence much of the decision-making in the university. At the same time, it appears that quality remains an ideal that is aspired to by many academics in the sector. Internationalisation of the sector is in various ways a response to all of these influences, which in turn affect the policy and planning for the functions and services of the university. The academic library, therefore, is not immune to these processes.

There was strong evidence from the empirical study that those involved in planning the offshore campus did not understand the role of the library within the university. The provision of information resources was considered by interviewees to have been 'minimal' or 'overlooked'. It was found that academic expectations of basic library services could not be met until there was a considerable revision of services, appointment of new library staff, and close cooperation between the university library in Australia and the library offshore. The evidence suggests that those planning for offshore expansion saw the academic library as no more than an auxiliary or support

service. The collection of information resources already in existence on the campus was there to meet the needs of 'college' students and the assumption of those negotiating the new campus was that this would be adequate for the initial stages of the venture. There was little or no provision for information resources to support research. These assumptions were the cause of frustration and great difficulty for academics and for library management in Australia and offshore.

In effect, internationalisation throws into relief the central role of the academic library and issues relating to the provision of equitable library services to all students and campuses. An 'information-lean' setting, such as the offshore campus in this case, accentuates these issues. In the case study, those who planned the offshore campus did not understand the intrinsic relationship between the academic library and the teaching, learning and research functions of the university. This was realised when academics became aware that they and their students were disadvantaged in terms of learning or research outcomes by not having access to information resources reasonably comparable to those staff and students attached to other campuses.

There are implications from these findings for the academic library network and for university librarians. The central role of the academic library needs to be claimed by the library profession and communicated to those responsible for university expansion, particularly in the context of internationalisation and those planning offshore expansion. Further investigation into how well the central role of the library is understood needs to be made across the higher education sector. A strategy needs to be designed to bridge this gap at both the institutional level and the national level through the relevant councils and peak bodies.

Much of the infrastructure provided by the library is transparent to a number of significant groups. It follows that in a time of change such as the present, the essential role, played by the academic library in providing global access to information (thus enabling transnational education programs) needs to be communicated by the library to the university community. Only then will the provision and use of information resources be adequately planned for, staffed and financed.

#### **11.4.2 Library user group issues: evidence, interpretation, and implications**

An outcome of the policy of internationalising the higher education sector in Australia is the significant change in the cultural composition of the university community.

The internationalisation of Australian universities has introduced elements of cultural diversity into the university community creating differential needs that have not been fully recognised. As the number of full fee-paying students from overseas continues to grow, and the policy of global expansion is fostered, the social and cultural profile of the university community reflects this constant change.

The institution is faced with the challenge of responding to cultural and learning differences mirrored in a changing student profile. This is as relevant to the library as it is to the classroom.

Cultural diversity brings with it important implications for the staff of an academic library that professes client-focused services. It now finds itself negotiating and facilitating the use and provision of information resources for students and staff with a range of differential needs and expectations. These are closely linked with differences in cultural backgrounds and previous learning and library experiences. There is need for library staff through professional development programs to have opportunities to become aware of how cultural diversity is manifested in the library environment and how it is evident in patterns of information-seeking, reference transactions, and information literacy programs.

Offshore and onshore, library-education programs and library services need to be reviewed to ensure they take into account the learning and cultural factors identified above. Universities also need to assess and incorporate into their policy of internationalisation how far their responsibilities extend beyond minimal library education to well-developed information literacy programs that might be considered essential to an education experience originating in Australia.

#### **11.4.3 Information resource issues: evidence, interpretation and implications**

In the current higher education context, the library is called on to develop a collection that supports the immediate and long-term needs of a university community paradoxically 'centred' in campuses and academic communities in various regions throughout the world.

Technological innovation, an intrinsic part of the process of globalisation, is a key factor in the phenomenal increase in the exchange of academic information. Evidence from the case study suggests that internationalisation provides added impetus to the

development of a wide range of information resources - analogue and digital - that can be accessed and exchanged globally. Interviewees were aware of the possibilities of global access to academic information. The academic library in the Monash case study presents itself as a *virtual library* in the broadest interpretation of the term, and is generally considered to be at the forefront in the provision and use of these resources.

The exchange of information at this level is a powerful factor in enabling implementation of the policy of internationalisation of the higher education sector. Thus, in theory, information can be accessed irrespective of the geographical location of the campus or the information-seeker, provided the infrastructure is in place. As the university's interests extend globally, the library's role in mediating and negotiating adequate infrastructure becomes more critical. The task of the library in respect of the virtual collection ranges widely from enabling and authenticating access to digital resources, to dealing with the logistics of procuring and shifting print material across national boundaries.

Guidelines are needed to describe the nature and basic requirements of a collection that meets the teaching, learning and research needs of a university. These must be formulated in such a way that they can be grasped by educational planners and interpreted and implemented in various educational, cultural and socio-economic contexts.

Ease of access to the Internet, and the information overload that is likely to result, calls for highly developed library skills in organising these resources and identifying those of greatest benefit so that services will best meet the university's information needs in a transnational context. The logistics and operational difficulties of transferring information of whatever genre across national boundaries need to be identified and communicated to the university community.

#### **11.4.4 Equitable service issues: evidence, interpretation and implications**

The principle of equity, and the provision of equitable services emerged as a powerful influence and deep concern for both academics and library managers.

An unexpectedly strong finding was the extent to which the provision of equitable services concerns the academic and library communities. Identifying an offshore venture as a *campus* of the university implies that students can expect equal or

equivalent standards in their offshore educational experience as students at other campuses. The assumption is that although there might be differences in delivery and support services, the same quality of education will be offered irrespective of where the campus is located.

There are also issues of equity for academics attracted to an institution on the assumption that they will have equal or equivalent research opportunities, teaching facilities and access to information resources as those academics in the main 'home' campus.

Equity, interpreted in this context as offering all students fair and just opportunities to follow and complete a course on equal standing, is a principle that is strongly felt within the academic and library communities. Students, who are expected to meet the same standards, and achieve the same end results as students in other campuses, should not be unduly disadvantaged by the location in which they are studying, or by significant differences in the standard and quality of the facilities and central services provided for their courses.

Educators, including librarians, are aware that students are expected to face the same assessment procedures and to meet the same qualifying criteria for academic courses, irrespective of where these courses are delivered, or where the student is located. Although the educational environment in various campuses might differ, the teaching content and methods should be such that no student is disadvantaged because of cultural background or location. This principle applies equally to the use and provision of information services required for these courses. It is likely that print collections will differ significantly in size and quality, in which case the library has a responsibility to minimise the disadvantage to students by ensuring access to digital resources and alternate document delivery services. High quality professional support and appropriate (specially designed) library instruction are ways of maximising the resources that are available, and compensating for limitations brought about by physical location.

More recently, the increasingly commercial atmosphere in which Australian universities operate has fostered an attitude of consumer rights within the student community. This attitude adds a further dimension to questions of equity and to the responsibility of meeting the expectations of staff and students.

The implications are that policies that address equity issues in an internationalised context now need to be formulated. Earlier policies formulated by the Commonwealth Government of Australia might be effective at the national level, but are of limited value at the international level. Policy-making for the academic library needs to consider issues of equity in the context of internationalisation. Programs of information literacy and library user-education need to recognise differences in learning and library backgrounds and library expectations, and these differences must be catered for at a reasonable level. The principle of equity needs to be identified and articulated as a key factor in negotiations between library staff, university planners and business partners.

### **11.5 Recommendations for further research**

The findings suggest a number of areas for further research. The recommended areas presented in this section are selected and designed to indicate the multiple possibilities arising from this study.

#### **Research area I: Development and use of the schematic model**

It is recommended that the schematic diagram of the conceptual model (*Figure 1.1*) be developed and applied using a more structured methodology to plot the influences of global trends and the policy of internationalisation on the provision of services and functions in other departments of the university.

#### **Research area II: Role of the academic library**

It is recommended that the role of the library in the university be surveyed across the higher education sector from the perspective of various groups of stakeholders, including, for example, senior university planners and policy-makers, library management, library educators, academic staff and students. A mirror survey of the perceptions and expectations of offshore campus, or offshore academic partnership staff, would serve a dual purpose in that it would provide valuable information on the role the library is expected to play, and it would also serve to communicate library expectations in an Australian-based education program.

#### **Research area III: Culture dimensions in information-seeking behaviour**

It is recommended that a transcultural model, for example, Hofstede's cultural dimension model (Hofstede, 1991) be used to investigate and analyse how and to what extent culture differences are demonstrated in information-seeking behaviour in

the academic library. This would assist library staff to understand their culturally diverse work environment and to respond more effectively to the differential needs of their client group.

#### **Research area IV: Longitudinal and comparative case studies**

It is recommended that empirical data be gathered from comparative case studies involving other regions and other patterns of academic partnerships. This would provide enable university planners and policy-makers to plan for the appropriate provision of information resources, thus ensuring the provision of a quality education program from the earliest stages of a new venture.

It is also recommended that a longitudinal study be undertaken of Monash University and its subsequent global expansion. This would ensure that data gathered in the course of this study be further utilised as a record of the initial stages of the venture and be retained as a contribution to the archives and history of the university.

### **11.6 Specific implications for professional practice**

The research recommendations outlined above invite some formal investigation. Cited below are examples of specific and pragmatic recommendations that call for continuing investigation and monitoring in professional practice. It should be noted that the following list is seminal rather than exhaustive.

**Recommendation I:** *That the role of the library needs to be more effectively communicated and promoted.*

- That websites, policies and strategic plans of university and other peak bodies be developed to articulate more clearly and accurately the central role of the institution's library and its place in the organisational structure of the university.

*Example: AVCC (1998) Code of Ethical Practice and AVCC (2000) International Relations Strategic Plan Triennium 2000-2002*

**Recommendation II:** *That an equity policy be developed and promulgated in all sectors of the library profession that is relevant to changing patterns of global trends and internationalisation.*

- An equity policy needs to be developed that applies to the use and provision of library services across the education sector.
- In negotiating a new partnership, expectations of sub-groups within the library user cohort need to be clarified and addressed from the outset in institutional as well as library documentation.
- Equity should be identified as an influencing factor when funding policies and formulas are being negotiated so that appropriate provision is made for information resources across the institution.
- The specific needs of those involved in offshore partnerships need to be addressed to include the provision of, and access to information plus the information education of this group.

*Note: For the attention of professional bodies such as AUQA, ALIA, ASLA and CAUL.*

**Recommendation III:** *That policies and practices relating to client-focused services across the library sector be reformulated to accommodate the increasing cultural diversity of the client group and the challenge of working in such an environment.*

- Peak committees of the profession, those representing specific sectors: especially universities, schools, public library and regional interest groups, should review relevant policies and guidelines
- Policies and practices should be revised to foster library staff awareness of the cultural diversity of the client group.
- Staff development programs need to address issues of cultural diversity.  
(*Note: AVCC, (1998), 3.6 recommending the implementation of special staff development programs to address these issues.*)
- Information literacy programs and guidelines need to incorporate differences in learning styles and backgrounds, differential needs and patterns of information-seeking behaviour.

*Example: ALIA, IFLA & ALA Guidelines.*

**Recommendation IV:** *That the operational and cultural challenges associated with the transnational delivery of library services be identified, and that strategic planning processes be designed to take into account differences in:*



- legal requirements relating to issues such as copyright, freedom of information, privacy laws, import/export issues and practices
- politically sensitive issues such as criticism of government, criticism of management, freedom of speech and expression
- labor relations, work practices, professional standards and ethical codes
- cross-cultural communication including phonic and semantic accents.

### 11.7 Current developments

As noted throughout the thesis, the period in which the study took place has been characterised by transition and change. Two recent and significant changes to the immediate context of the case study during the closing stages of the study illustrate this phenomenon and should be noted.

First, since establishing its campus in Malaysia, Monash has continued to expand globally, and in 2001 enrolled its first students at a second offshore campus in South Africa. Unlike the Malaysia foundation, the arrangements for the library services and information resources for the South African campus devolved to management of the Monash University Library of Australia. The South African campus website states that unlike its counterpart in Malaysia the 'Monash South Africa Library is part of the Monash Library system' (Monash University, 2001b). From the initial planning stages, the Monash University Librarian has been part of the planning team for the campus.

*The Monash University Library Operational Plan, 2000-2004* (Monash University, 2001c) reveals that in policy terms, the status quo regarding library services at the Malaysian campus remains with the library continuing to 'be part of the Sunway College administration' (Monash University, 2001c). The Operational Plan also reveals that the Monash Library perseveres in providing support to the Malaysian campus through 'access to electronic information resources; advice and training where required; liaison on the purchase of books and serials; document delivery services to staff and postgraduates; and [tellingly] by serving as a "library of last resort" for Malaysia' (Monash University, 2001c).

The second change to be noted is that in the course of the study a new *Monash University Global Equal Opportunity Policy* has been developed and was presented in

May 2001. This policy is formulated to address issues relating to the university's global expansion program stating clearly that Monash University is committed to promoting equal opportunity 'in recognition of global principles of equity and justice' (Monash University, 2001a). Key features of the policy are its commitment to 'being fair equitable and sensitive to diverse needs of its students and staff' (Monash University, 2001a) and the recognition that Monash, while operating in a global context will 'ensure that the Equal Opportunity Plan developed for a particular country' under the *Monash Global Equal Opportunity Policy*, will be managed 'in compliance with the laws applying to that country' (Monash University, 2001a). A draft of a *Global Student Equity Plan 2001* that stems from the above policy is currently before the University Council.

Both of these developments will significantly affect Monash University planning and the way the policy to internationalise the University is implemented.

### 11.8 Conclusion

Whereas the study revealed a number of difficult issues that confront library managers as well as academics who have invested themselves in being part of the internationalisation process, it has been undertaken with a keen awareness of the positive aspects of these changes, and the vast benefits of educating, and being educated, in this culturally rich milieu.

A powerful stimulus for this study was the desire to respond to academics and librarians in the higher education sector, especially those members of the library profession seeking to understand some of the challenges they face arising from changes in professional practice associated with global trends and internationalisation. The study aimed at providing a means towards addressing the complex problems associated with a rapidly changing information environment. Changes in the content and genres of information resources, as well as sociological changes to the group of information-seekers are characteristic of this environment. The thesis locates the library within the contextual framework of internationalisation and connects concepts of culture dimensions and education principles to a library context. The research underscores the value of the library profession's contribution to higher education.

Librarians are called to be key participants in the rapid changes taking place in the university and its internationalisation. It is understandable that many in the library profession are grappling with issues associated with internationalisation and, 'finding their familiar landmarks blurred' (Delors, 1998, 48) are in search of guidelines. As indicated in the thesis, this is the reaction of many in the profession and was a key factor in the genesis of the research.

By recognising this period of internationalisation as one of transformation, and by maintaining a proactive role for the library in this process, librarians have a significant contribution to make to the higher education sector in this time of transition. The vitality that can be derived by the professional, and the profession, through actively identifying the library's role within this social context can be both stimulating and energising. The study was undertaken in this spirit.

The 'bruyant confusion of peoples', a phrase used once to depict the world of medieval scholars (Waddell, 1927, 157; McSwiney, 1995, 17) is equally effective in describing the noisy tapestry of cultures that brings energy and colour to the campuses and the libraries of the universities of our times. The fundamental goal of the study is to make a constructive contribution to this context and this dynamic.

## Appendix I

### Presentations and publications arising from the research

#### 2001 October 12-14

Presenter, Symposium: *Revelling in Reference 2001: ALIA/RAISS – Reference and Information Services Section, 12-14 October, 2001. VUT Conference Centre, Melbourne.*  
Paper presented: 'Global Influences: Implications for the Reference Librarian'. [Refereed paper]

#### 2000 December 5-8

Presenter, *ISANA 2000: Innovative Practice. National Conference, International Student Advisers Network of Australia. Darling Harbour, Sydney.*  
Paper presented: 'Internationalisation in a Globalised World: Academic Information Resource Issues for a Culturally Diverse Cohort'

#### 2000 December 1

Invited Speaker, *Faculty Colloquium, Faculty of Science and Agriculture, Charles Sturt University, Wagga, Wagga.*  
Presentation: 'The Challenges and Benefits of an Internationalised Student Cohort: A Practical Approach to Teaching-Related Issues in a Culturally Diverse Environment'

#### 2000 December 1

Presenter, University Library, Charles Sturt University, Wagga Wagga.  
Presentation: 'Libraries and Offshore Students: How Seamless Can the Service Be?'

#### 2000 October 23

Presenter, *ALIA 2000: Capitalising on Knowledge. Australian Library and Information Association. October 23 – 26, National Convention Centre, Canberra. Fringe Conference.*  
Paper presented: 'Think Globally! Libraries, Cultural Diversity and the 21<sup>st</sup> Century'

#### 2000 September 13

Keynote speaker, Post-conference Workshop: *Exploring the Library and Information Needs of Offshore Students, Novotel Hotel, Adelaide.* Convened by the University of South Australia.

#### 2000 September 4 & 29, 1999 November 9 & 30, 1999 August 27 & September 17

Joint presenter with Diane Gabb, Education Co-ordinator, Victorian Transcultural Psychiatry Unit (VTPU), Melbourne University. *Cultural Diversity Professional Development Training Program for Library Staff of The University of Melbourne.* (3 groups of participants, 6 half-day sessions)

#### 1999 November 24

Invited Speaker, *CRIG (Cooperative Action by Victorian Academic Libraries Reference Interest Group) Annual Forum, Melbourne.*  
Presentation: 'Towards Understanding Internationalisation and Academic Libraries'

#### 1999 July 9

Keynote speaker, Seminar: *Internationalisation: The South Australian Library Response* held at the University of South Australia. Participants included librarians from the three South Australian Universities, public libraries, special libraries and government departments.

#### 1999 June 1

Joint presenter with Diane Gabb, Education Co-ordinator of the Victorian Transcultural Psychiatry Unit, Melbourne University. *Cultural Diversity Seminar for Library Managers of The University of Melbourne.*

**1999 March 5**

Sole presenter. Seminar: *Information Provision and Library Services in an Internationalised Context* for academic staff of Loreto College, Calcutta University.

**1999 Feb - March**

Research Field Trip to South and South East Asia visiting University Libraries and Research Centres in India, Thailand, Malaysia and Singapore with particular focus on 3 case studies in Laem Chabang (Thailand), Penang and Kuala Lumpur. Travel Grant awarded by Monash Asia Institute.

**1998 February 17, July 23, August 21 & November 16, 30**

Joint presenter with Diane Gabb, Education Co-ordinator, Victorian Transcultural Psychiatry Unit (VTPU), Melbourne University. Staff Training Seminars: Cultural Diversity Professional Development Training Program for Library Staff of The University of Melbourne. (3 groups of participants, 5 half-day programs)

**1998 December 1- 4**

Joint presenter, 'An [Un] Likely Partnership! Transcultural Psychiatry and Information Professionals' *ISANA beyond 2000: Renewing the Vision, 9<sup>th</sup> International Student Advisers Network of Australia (ISANA) Conference, National Convention Centre, Canberra*. [Subsequently published as a refereed journal publication. see *Publications*]

**Publications**

**Journal Papers /Conference Proceedings**

McSwiney, Carolyn. (2001). 'Global Influences: Implications for the Reference Librarian'. *Symposium Proceedings: Revelling in Reference 2001: ALIA/RAISS - Reference and Information Services Section, 12-14 October, 2001. VUT Conference Centre, Melbourne*. [Refereed paper] pp. 103-109.

McSwiney, Carolyn. (2000) 'Think Globally! Libraries, Cultural Diversity and the 21<sup>st</sup> Century'. *Conference Proceedings: ALIA 2000: Capitalising on Knowledge* (online). Australian Library and Information Association. October 23 - 26, National Convention Centre, Canberra.  
<http://www.alia.org.au/conferences/alia2000/proceedings/carolyn.mcswiney.html>

McSwiney, Carolyn, Gabb, Diane and Piu, Marie. (1999) An [Un]Likely Partnership! Transcultural Psychiatry and Information Professionals, *Australian Library Journal*, v 48, no 3. pp 253-262. [Refereed Paper]

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## **Appendix II**

### **Data analysis: selected categories**

*Outline: Library Model    Focus: Social & Cultural Change*

#### **1. LIBRARY [LINK] POLICY AND PLANNING**

- 1.1. Global trends & internationalisation
  - 1.1.a. corporatisation
  - 1.1.b. education policy
  - 1.1.c. global expansion
- 1.2. Institutional management
  - 1.2.a. staffing issues
  - 1.2.b. quality
  - 1.2.c. economic pressures
  - 1.2.d. strategic planning
- 1.3. Perceived role of the library
  - 1.3.a. infrastructure
- 1.4. equity and planning
  - 1.4.a. seamless services

#### **2. LIBRARY USER GROUP**

- 2.1. Global Influences & Internationalisation
  - 2.1.a. user group context
  - 2.1.b. people migration
    - 2.1.b.1. staff and student mobility
    - 2.1.b.2. full fee-paying students
    - 2.1.b.3. study abroad
    - 2.1.b.4. student exchange
- 2.2. Diversity
  - 2.2.a. cultural & social influences
  - 2.2.b. teaching/learning/research
    - 2.2.b.1. library education
    - 2.2.b.2. information literacy
- 2.3. Differential needs
  - 2.3.a. onshore perspective
  - 2.3.b. offshore perspective (background, expectations)
  - 2.3.c. geographical dispersion
  - 2.3.d. library social space

#### **3. LIBRARY INFORMATION RESOURCES**

- 3.1. Global influences & internationalisation
  - 3.1.a. infrastructure
  - 3.1.b. interconnectedness

*cont/-*

*Data analysis: selected categories continued:*

- 3.1.c. technological change
- 3.1.d. virtual library
- 3.2. Delivering services
  - 3.2.a. operational issues
  - 3.2.b. analogue resources
    - 3.2.b.1. acquisition
    - 3.2.b.2. transferring material
  - 3.2.c. digital resource issues
    - 3.2.c.1. global licensing
- 3.3. Collection development
  - 3.3.a. university standards
  - 3.3.b. content
    - 3.3.b.1. curriculum changes

## **Appendix III**

### **Time Line: Field Work and Data Collection**

- 1998 August 9 – 15** Preparatory visit to Malaysia, Monash Campus. Interviewed Pro-Vice chancellor, senior academic staff, College Librarian to discuss suitability of case site.
- 1999 February 15** Pilot Trial of Interview. Swinburne University of Technology.
- 1999 February 21 – March 28**  
5 weeks field study in India, Thailand, Malaysia and Singapore. First round of offshore interviewing completed. Three case study institutions visited. Twelve universities and institutions visited in West Bengal, Bangkok and Singapore. In depth interviews took place with the chief librarian, and/or senior library staff at each site to gain further insights and gain additional knowledge of the Asian context.
- 1999 May 14** Swinburne Librarian interviewed
- 1999 September 23 – November 8**  
Monash Australia: individual interviews conducted.
- 1999 October 20 – November 16**  
Deakin University, Swinburne University of Technology: 18 individual interviews conducted.
- 2000 March 17 – 26**  
Visit to Monash Malaysia & Kolej-Stamford Disted, Penang. 6 working days included 3 group/ committee meetings and 10 individual meetings with senior academics and librarians to provide feedback on earlier interviews and update them on the progress of the research. Group meetings gained further insights and clarification of some points. Monash Malaysia Chair: Professor Bob Bignall PVC.
- 2000 April 17**  
Seminar at Monash, Clayton Campus to provide feedback on interviews, an update on the progress of the research, and to gain further clarification and information in a group setting. All Monash Australia participants invited to attend. Chair: Professor Rob Willis.
- 2001 October**  
Final interview with Edward Lim. Monash University Librarian to discuss findings and final presentation. [Similar invitation was made to Prof Alan Lindsay]



## Abbreviations

*Except in the case of abbreviations in common use, the first time each abbreviation appears in the text it is preceded by its translation.*

<b>AEI</b>	Australian Education International: a department of DEETYA
<b>ALA</b>	American Library Association
<b>ALIA</b>	Australian Library and Information Association
<b>ANU</b>	Australian National University (Canberra)
<b>ASLA</b>	Australian School Library Association
<b>AUQA</b>	Australian Universities Quality Agency
<b>AVCC</b>	Australian Vice-Chancellors' Committee
<b>CAE</b>	College of Advanced Education
<b>CAUL</b>	Council of Australian University Librarians
<b>CD-ROM</b>	Compact Disk Read Only Memory
<b>DE</b>	Distance Education
<b>DEET</b>	Department of Employment, Education and Training
<b>DEETYA</b>	Department of Employment, Education, Training and Youth Affairs
<b>GATE</b>	Global Alliance for Transnational Education
<b>HEC</b>	Higher Education Committee
<b>HES</b>	Higher Education Sector
<b>ICT</b>	Information and Communication Technologies
<b>IT</b>	Information Technology
<b>KL</b>	Kuala Lumpur
<b>LIS</b>	Library and Information Studies
<b>MAI</b>	Monash Asia Institute
<b>NBEET</b>	National Board of Employment, Education and Training
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>RMIT</b>	Royal Melbourne Institute of Technology
<b>TAFE</b>	Technical and Further Education
<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>US</b>	United States

## **Glossary Of Key Terms**

<b>Academic Library</b>	a library forming an integral part of a college, university, or other academic institution for post secondary education, organised and administered to meet the information needs of students, faculty and affiliated staff of the institution (Library of Congress).
<b>Australian Education International (AEI)</b>	is fully funded by the Australian Government and is linked to DEETYA. It promotes Australian education and training services around the world. Its activities and services are wide-ranging.
<b>Australian Vice-Chancellors' Committee (AVCC)</b>	the council of Australia's university presidents has 38 members and acts as a consultative and advisory body for all university affairs.
<b>Becoming global</b>	a Monash term that refers to the process of locating operations, either physically or virtually, around the world.
<b>Bibliography</b>	a list of source materials used or consulted in the preparation of a work (Macquarie). a list of works referred to in the process of writing a book, article, etc. (Chambers).
<b>Collectivism</b>	the opposite of individualism; together these concepts form one of the dimensions of national cultures. Collectivism stands for a society in which people from birth onwards are integrated into strong, cohesive ingroups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty (Hofstede).
<b>Council of Australian University Librarians (CAUL)</b>	comprises the chief librarians of the tertiary institutions which are members of the Australian Vice-Chancellors Committee. CAUL is dedicated to improving access by the staff and students of Australian universities to the scholarly information resources that are fundamental to the advancement of teaching, learning and research.
<b>Cultural dimension</b>	an aspect of a culture phenomenon that can be measured (Hofstede).
<b>Culture</b>	a socially organised system of meaning expressed in particular forms (King,97,1) the set of characteristics which distinguish one group from another (King,97,2)

<b>Data</b>	numerical and non-numerical forms of information and evidence that have been carefully gathered according to rules or established procedures (Neuman).
<b>Distance education</b>	an option of programs and delivery modes that extend beyond the traditional university campus into the 'homes and workplaces' of students. <i>see Flexible Delivery</i>
<b>Domain</b>	a cultural setting or site in which people regularly interact and develop a set of understandings (Neuman).
<b>Flexible delivery (of education)</b>	a system of delivering courses to students so that they are offered choice in terms of programs and delivery modes.
<b>Globalisation</b>	<p>finds its origin and point of reference in world consciousness and world systems. It is a process or set of processes that provides the overarching framework for the thesis. Globalisation is a central driving force behind the rapid social, political and economic changes that are re-shaping modern societies and world order. (<i>Held et al., 1999, 7 citing Giddens, 1990, Scholte, 1993, Castells, 1996</i>)</p> <p>is a broad movement and its effects can be felt across many of the social domains including the environment, world economy, popular culture, the migration of peoples, transportation, communication and information exchange.</p>
<b>Ethnography</b>	the study and description of people in their everyday contexts (Williamson).
<b>Individualism</b>	the opposite of collectivism: together the concepts form one of the dimensions of national culture. Individualism stands for a society in which the ties between individuals are loose; everyone is expected to look after him/herself and his/her immediate family, only (Hofstede).
<b>International Students</b>	students who travel to another country for the purpose of completing a course of education.
<b>Internationalisation</b>	<p>focuses on the nation and the interaction between national entities. The Australian Vice-Chancellors' Committee (AVCC) defines the <i>internationalisation of higher education</i> in its International Relations Strategic Plan as the complex of processes that gives universities an international dimension.</p> <p>Internationalisation is relevant to all facets of university life, including scholarship, teaching, research and institutional management. It affects students, staff and curriculum management. (Stuart Hamilton, AVCC: 'Setting the</p>

Foundations for the Internationalisation of Education', Education '98: the Industry Practitioners Forum, 17-19 March 1998, Sydney.  
<http://avcc.edu.au/avcc/speeches>

**Globalisation and Internationalisation** are terms that are closely linked but they are not interchangeable. I suggest that the current trend towards internationalisation (in the Higher Education Sector) finds its energy and context in then process of globalisation.

[Note: Monash 2020: '*Internationalisation*' is taken to mean a way of thinking and acting which is not constrained by national boundaries or traditions and which actively seeks inspiration, understanding and input from outside Australia.]

**ISANA: International Education Association**

is the peak representative body for professionals in Australia and New Zealand who work in student services, advocacy, teaching and policy development in international education.

**National culture**

the collective programming of the mind acquired by growing up in a particular country (Hofstede).

**Open coding**

a first coding of qualitative data in which a researcher examines the data to condense them into preliminary analytic categories or codes for analyzing the data (Neuman).

**Organisational culture**

the collective programming of the mind which distinguishes the members of one organisation from another (Hofstede).

**Outcropping**

an aspect of qualitative data a researcher recognises as representing some part of the underlying social structure (Neuman).

**Paradigm**

a set of underlying principles which provides a framework for understanding particular phenomena (Williamson).

**Power Distance**

the extent to which less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally. One of the dimensions of national cultures (from small to large). (Hofstede).

**Qualitative data**

information in the form of words, pictures, sounds and images (Neuman).

**Reliability**

the dependability or consistency of the measure of a variable (Neuman).

**Risk**

the chance that an action will have an undesirable but known outcome (used by Hofstede as a contrast to uncertainty-avoidance).

**Social theory**

a set of interconnected ideas that condense, systematise, and organise knowledge about the social world (Neuman).

**Study Abroad programs**

programs (formally organised or supported by institutions/universities) that offer students the opportunity to study in another country and another culture for part of their course.

**Theory**

a viewpoint or perspective which is explanatory. A social science theory is a systematic explanation for the observed facts and laws that relate to a specific aspect of life (Williamson after Babbie).

**Transnationalisation**

transnational education denotes any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country). (GATE, 97, see also Knight, Adams and Lenn, 99, 210). ]

**Triangulation**

a term borrowed from surveying the land that says looking at an object from several different points gives a more accurate view (Neuman).

**Uncertainty Avoidance**

the extent to which the members of a culture feel threatened by uncertainty or unknown situations. One of the dimensions of national cultures (from weak to strong). (Hofstede).

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