



THE AUSTRALIAN NATIONAL UNIVERSITY

THE GRADUATE SCHOOL

Recruitment of Overseas Graduate Students (1992)

R.H. Spear

OCCASIONAL PAPER GS92/1

**THE AUSTRALIAN NATIONAL UNIVERSITY
THE GRADUATE SCHOOL**

RECRUITMENT OF OVERSEAS GRADUATE STUDENTS (1992)

1. INTRODUCTION

Historically, graduate students from overseas countries have figured prominently in the life of the ANU. For example, overseas PhD students have contributed substantially to the research output of some Research Schools right from their inception. In 1990 there were 426 overseas graduate students enrolled at the ANU, approximately equal to the number of overseas undergraduates (435).

Prior to 1986 almost all overseas students who came to Australia were either fully or partly subsidised by the Government. From 1986, Universities were permitted to offer places to overseas students at full cost, with the Government setting minimum course fees for full-fee paying overseas students. Nationally, total student arrivals doubled between 1986 and 1989. The subsidised-student scheme was formally discontinued after the 1989 intake. All commencing overseas students are now full-fee paying, the fees being paid either privately, by an Australian Government scholarship, or by some other sponsoring agency. The growth in full-fee overseas student enrolments at the ANU is shown in Table 1.

In 1990 the ANU received \$2.38 million from full-fee paying graduate students (Table 2). The amount received for 1991 was \$3.35 million. The corresponding amounts for undergraduate students were \$1.56 million and \$2.75 million, respectively. Since universities have almost complete control over the use of revenue from full-fee paying students, it is clear that overseas graduate students make a significant contribution to ANU finances.

On the other hand, the education of overseas graduate students does have special costs, such as the provision of extra support services (e.g. English-language and Study-skills assistance). Furthermore, if a School or Faculty gives an ANU PhD Scholarship to an overseas student who does not have a tuition scholarship and is unable to pay tuition fees privately, then the ANU must fund the fee waiver. The total value of fee-waivers for graduate students at the ANU in 1991 was \$490,630 (Faculties \$163,220; IAS \$327,410).

The recruitment of overseas graduate students has both benefits and costs. This paper examines some aspects of the recruitment process. It is based largely on replies received

to a series of questions addressed to ANU staff members with considerable experience in the recruitment and education of overseas graduate students. Some extracts from these replies are quoted directly.

2. WHY SHOULD THE ANU ENDEAVOUR TO RECRUIT OVERSEAS GRADUATE STUDENTS?

Clearly, if we are to be involved in recruiting graduate students from overseas, it is important to know why we are doing so. The following reasons are perceived to be important.

(i) National Interest

The training of overseas graduate students is in Australia's national interest in commerce, politics, science and culture. Many of them will become "decision makers" upon return to their home countries. If their Australian experience has been good, they will play an important ambassadorial role for Australia.

In addition, it is possible that a significant number of overseas graduate students trained in Australia will remain here after graduation, obtain appointments as academic staff, and so help alleviate the anticipated staff shortages in Australian universities in the coming decade.

(ii) ANU's International Standing

The standing of leading international universities has largely been earned by the quality of their graduate schools. The ability to attract high quality international students enhances an institution's reputation for excellence. "The overall objective of our activities in graduate education must be nothing less than establishing the ANU as the leading graduate university in our region, and a credible alternative to US graduate schools" (Barber).

(iii) Academic Value to ANU

- (a) The presence of high quality overseas graduate students contributes substantially to the research effort of many parts of the university, particularly in areas where Australian graduate students are in short supply. "We need their efforts" (Hamberger).
- (b) The presence of overseas students enriches the academic experience of their Australian colleagues. They "contribute to the academic effervescence" (Bryant). "The primary reason for international recruitment, in my view, must be the desire to create truly international universities in which there are

educational benefits for all students and for the universities themselves" (McKinnon, IDP Workshop, Canberra 1990).

- (c) The presence of ANU PhD graduates on the staffs of overseas universities greatly aids the recruiting of full-fee paying students by the ANU.

(iv) Financial Value

Most people consider that the fees paid by overseas students are very important for the University (see introduction above). For example, "when we are paid for it, it expands our own scholarly capacity" (Garnaut), and "we need the money!" (Bryant).

However, there are some sceptics, particularly at the PhD level: "I see no opportunities nor sense in trying to make a buck out of research students" (Hamberger).

(v) Scholarly Duty

As part of an international scholarly community, we have a responsibility to share our knowledge, expertise and facilities, especially with poorer countries.

The benefits of recruiting overseas students are summarised by Garnaut ("Garnaut Report", 1989, p. 255) as follows: "The education of foreign students in Australia provides the economic benefits of an export industry. But it does much more than that. It increases the range of courses that it is economically feasible to provide in Australia, and so improves the services available for Australians. It builds close interpersonal and institutional links that are important in economic, political and cultural relations with students' home countries. And it is an important means of familiarising young Australians with their East Asian environment. These benefits beyond the immediately economic value of the industry, are greater for tertiary and especially post graduate training".

3. WHAT LEVEL OF STUDENTS SHOULD WE CONCENTRATE ON?

In general, we should recruit across the whole range, with a broad-brush approach for intermediate awards and degrees, and a more targeted approach to individuals for PhD students.

There is a strong demand for coursework degrees, particularly in Asia, and a substantial body of opinion that we should "recruit for fully integrated programs which have coursework streaming" (Drysdale), and that the Grad. Dip. should be used as "a staging post for research degrees" (Bryant).

There is a problem with the nomenclature of the Grad. Dip.; it is perceived to have inferior status and is not recognized in some Asian countries. Some people believe it should be

re-named as a pass-level Master degree. It is pertinent to note that the question of nomenclature and structure of our intermediate-level degrees is currently under review by a joint working party of the Intermediate Awards Committee and the Graduate Degrees Committee, and that the role and nature of the Grad. Dip. is currently under review within the Science Faculty.

The demand for coursework degrees suggests that we should consider a "selective expansion of the number of master degrees by coursework that we offer" (Barber). Perhaps we should also look again at the question of coursework as part of the PhD degree. European universities are increasingly moving toward the US-style PhD, and it is likely that the UK will be constrained to follow suit (Nature **351** (1981) 339). It may not be very long before Australia's research-only PhD is almost unique. For some prospective overseas students this will be a deterrent; however, for others it may well be an attraction. Some parts of the ANU already require the satisfactory completion of coursework as a progress requirement during the PhD course.

It is suggested that there is a strong market for short, graduate-level courses (~3-10 weeks) in areas where the ANU has special expertise (Smythe). (In the spirit of the Stephen report, such courses could also be offered as summer courses to students from other Australian universities).

4. SHOULD WE CONCENTRATE ON PARTICULAR DISCIPLINES?

In general, no. "The ANU is already very limited in its offerings" (Ballard). In any case, "market forces will inform us quickly" (Bryant). Nevertheless, it might be desirable to target specific disciplines in specific countries.

It is of interest to note the distribution of inquiries made about graduate study at the ANU at education exhibitions at Taipei and Hong Kong in August 1991 (Table 3). By far the greatest demand was for MBA (which we don't have—yet), economics and commerce, and computer science and technology and information science. Interest in some of the more traditional disciplines was very weak, e.g. physics and chemistry both about 1%.

There is considerable support for the view that we should emphasize our established strengths. "First class graduates are more likely to be attracted to USA and Europe except where ANU has an undisputed reputation for excellence by world standards" (Cornish). Just what these "established strengths" may be seems to be a matter of opinion. Nevertheless, Astronomy, Economics, Advanced Computing, Pacific and Asian Studies, Forestry, International Relations and Aboriginal Studies were consistently mentioned.

5. SHOULD WE CONCENTRATE ON ANY PARTICULAR COUNTRY OR AREA?

Most of our overseas graduate students come from Asia, and the overwhelming view is that this will continue to be so, particularly for coursework degrees. The major source countries are China, Indonesia, Philippines and Thailand. Table 4 gives the percentages of full-fee paying graduate students coming from each of these countries for Ph.D., Master and Grad. Dip. courses, as at 31 March, 1991. One Asian country which may be worthy of increasing attention is Taiwan (see Appendix A). However, for research students, the net should be spread more widely, with USA and the newly opening countries of Eastern Europe being particularly worthy of attention; the traditional source areas/countries (New Zealand, UK, Western Europe, North America) will continue to be important. Australia is attracting increasing numbers of Iranian government sponsored students, mainly graduate research students; the academic quality of these students is said to be good as Iran has directed its best students away from the US to Australia (Holloway).

6. WHAT RECRUITING TECHNIQUES ARE MOST APPROPRIATE?

(i) Institutional Links

Although many valuable informal links exist between ANU staff members and colleagues at various overseas institutions, it is desirable that the ANU establish formal links with specific Asian universities; e.g. the National University of Singapore, University of Hong Kong, and National Taiwan University. Such links might involve joint research schemes, regular staff and student exchanges, and the provision of scholarships in specific circumstances; they would give both institutions familiarity with standards, teaching styles, academic expectations, etc.

(ii) Personal Contacts

For the recruitment of graduate students, particularly at the PhD level, there is no substitute for personal contact. ANU staff, well briefed and well equipped (with videos etc) could visit specific institutions for talks with local staff and students, or to give seminars in their area of expertise. Alternatively, these activities might be undertaken as adjuncts to normal professional activities, e.g. when attending conferences. "Stopovers are worth the extra money—the International Education Office could be approached to provide stopover expenses (a few hundred dollars)" (Terrell). NCDS has had considerable success using their own staff for recruitment and evaluation; they strongly advocate the value of "small amounts of funding for international phone calls, faxes, lunches and/or an extra night's hotel accommodation for academics when they are at overseas conferences" (Leung). Staff involved in

overseas recruiting exercises should ensure that they have clear and current information about medical services and insurance available to overseas students at the ANU.

(iii) Literature

Glossy brochures are necessary, but of limited value. The Graduate School prospectus needs to be supplemented with detailed information on specific programs; such information is now distributed from the Graduate Students Section. Staff members have commented that they found the prospectus to be very useful for introducing the ANU when visiting overseas academics and agencies.

(iv) Education Exhibitions

The education exhibitions organised by Australian government agencies such as Austrade in various Asian cities are valuable, but probably more so for undergraduate recruiting than for graduate recruiting. Nevertheless, people staffing ANU stands should be well briefed on graduate education at the ANU, and should take the opportunity to make promotional visits to selected local universities and funding agencies. It is noteworthy that at the 1991 Taipei exhibition more than 90% of inquiries received were for graduate study. The exhibitions are useful for raising ANU's visibility.

(v) Agents

There is little enthusiasm for the use of professional agents in graduate student recruiting. "What we do not need are professional 'marketeers' who merely collect scalps" (Ballard). However, well-chosen agents can be valuable, e.g. ANU's agent in Hong Kong is a former ANU student, and does an excellent job.

(vi) Newspaper and Journal Advertising

This is expensive. It needs to be done selectively (e.g. Times HES and equivalents).

(vii) Alumni

Former students and academic visitors are seen to be very important. They should be systematically nurtured (e.g. informed regularly of developments at the ANU, invited to meet senior ANU personnel when such personnel are visiting their area), and encouraged to act as unofficial recruiting agents.

In the latter half of 1991 the Graduate School conducted a recruitment survey among ANU research students. The results obtained for overseas students in response to the question "What factor(s) mainly influenced you to enrol at ANU for a research degree" are shown in Table 5. Verbal recommendation (from ANU staff, staff of the student's own institution, or former ANU students) is overwhelmingly the most effective recruiting technique. Use of print media appears to be relatively ineffective. ANU literature (brochure, leaflet etc) appears to play a useful, but not dominant, role. These findings are very similar to those obtained for Australian students. A similar survey is now being conducted on a continuing basis for all enrolling graduate students. It is hoped that this will enable us to monitor continuously the effectiveness of our recruiting techniques, and any modifications thereof.

7. WHAT SPECIFIC ATTRACTIONS OF THE ANU SHOULD BE HIGHLIGHTED?

(i) Academic Quality of the ANU

- (a) International prestige and national pre-eminence, especially the Research Schools.
- (b) High quality staff, e.g. the ANU has more members of distinguished overseas academic societies than all other Australian universities combined, and the ANU alone accounts for more than 30% of the Fellows of distinguished Australian academic societies elected from Australian universities.
- (c) Big names, e.g. Oliphant, Crawford, Coombs, Hope, Manning Clark, Eccles.
- (d) Supervision of research students "by full-time top-class professionals" (Hamberger).
- (e) Involvement in CRC's.
- (f) Outstanding areas, e.g. Law, Asian Studies, Economics, International Relations, Astronomy, Linguistics.
- (g) Resources in particular areas, e.g. super computers, 14UD accelerator, library resources for Asian studies and mathematics, access to large optical and radio telescopes.

(ii) Canberra Environment

- (a) "Country town" atmosphere ("dreaming trees" (Bryant)). (Some might see this as a disadvantage!).
- (b) Supportive environment for overseas students (racially tolerant multicultural society, diplomatic missions, safety of city).
- (c) Proximity to Melbourne Sydney bush snow beaches

- (d) Educational and cultural milieu (National Gallery, National Library, Federal Parliament, CSIRO, National Archive, War Memorial, etc).
- (e) Relative proximity to SE Asia will be important for some.

(iii) ANU Support Services

Accommodation (although some people don't think its nearly as good as it should be); cultural, language, and educational support services (Study Skills Centre, Counselling Centre, Health Services, Careers and Appointments Service, International Education Office, etc).

(iv) 3-year Research Degree for PhD

Many prospective students would consider that the ANU degree suffers by comparison with the US 4-5 year degree with coursework. However, for some this may be an attraction (possibly for some US students?).

(v) Uniqueness of Australia

For those who wish to study Australian flora or fauna, Australian History, or the southern skies, Canberra is undoubtedly a good place!

8. WHAT ARE THE MAJOR OBSTACLES TO THE RECRUITMENT OF OVERSEAS GRADUATE STUDENTS?

(i) "The Home Team and Its Organisation" (Drysdale)

"Administrative complexities and blockages" (Hull), "cumbersome underdeveloped administrative processes" (Bryant) and the "convoluted and slow processing of inquiries and applications" (Holloway and Simmons) are seen by many people to be serious obstacles. "There needs to be faster, centralised processing; delegation of authority to offer straightforward applications for coursework degrees (in consultation with graduate program convenors); and a more concise and friendlier form of wording used in correspondence and especially offer letters" (Holloway and Simmons).

"The demarcation of responsibilities of the Graduate Students Section, the International Education Office (IEO), and Faculty and School administration, must be sorted out" (Holloway and Simmons). It is to be hoped that the forthcoming appointment of a Deputy Registrar (Student Policy and Planning) will achieve the desired "sorting out".

It is recommended that the Dean of the Graduate School, the Head of IEO, the Assistant Registrar (Graduate Students) and the Deputy Registrar (Student Policy

and Planning) consult regularly with a view to increasing the efficiency of the relevant administrative procedures.

It should be emphasized, however, that many perceived administrative problems are the inevitable consequences of academic decisions.

(ii) Level of English Language Requirement

The required level of English language proficiency (TOEFL score of 570 or IELTS band 6.5) is seen by some as an unnecessarily harsh deterrent, especially for science students. However, the present standards, based on paper 2055/1987, were specifically adopted by the academic boards. There is, in fact, some flexibility in the system; the Registrar has been empowered to waive the requirements for an English language test for graduate students on the recommendation, with supporting evidence, of the relevant prescribed authority.

(iii) Housing and Accommodation

Although many people consider that the fact that ANU offers accommodation at all is a plus, others believe that the accommodation support offered is inadequate, especially in comparison with that provided by some competing institutions. Most student accommodation problems should be solved by the ANU's recent purchase of Gowrie Private Hotel. The Graduate School Overseas Students Committee has argued strenuously with the appropriate ANU authorities that the refurbishment plans for the building should include facilities deemed desirable by overseas graduate students; it will continue to do so.

(iv) Australian Government Policies

- (a) "Inefficiencies and distortions" (Garnaut) in the administration of AIDAB funded scholarships are seen to be a serious problem. The constant changes in government policy cause huge amounts of work for university administrative staff (see, for example, paragraph (d) below). There is poor information flow between AVCC, AIDAB and the universities. Some people, however, appreciate the support provided by AIDAB. "The regional office show great concern and assistance. They go out of their way to help their students and make the best arrangements they can" (Slee).
- (b) "Immigration policy is slow, unfriendly and unhelpful" (Hills). For example, the processing time for an Australian student visa in Taiwan was, until very recently, 4-6 weeks, in comparison with 2 days for the US and 4 days for Britain; the Australian time has now been greatly reduced.

- (c) In spite of strenuous objections from Australian universities, including the ANU (see, for example, Industry Commission report no. 12, "Exports of Education Services" (1991), pp 201-203), State and Territory Education Departments throughout Australia will, from 1 March 1992, require some overseas students to pay fees for their children to attend government schools. The charges will be \$3500 a year for primary school students, \$4500 for junior secondary students, and \$5500 for senior secondary students. The children of students in receipt of sponsorship or scholarships from the Australian Government (e.g. AIDAB, JCSS, OPRS) will be exempt, as also will those of students with ANU scholarships of all types. In addition, exemptions will be available for approved non-government scholarships or sponsorships approved by the individual state/territory; the ANU is negotiating with the ACT authorities in an attempt to ensure that all ANU graduate students funded from non-government sources will be granted exemptions. Details are provided in Appendix B.
- (d) Until recently, spouses of overseas graduate students were permitted to work no more than 20 hours per week. This restriction was removed in September 1991 for the dependants of overseas students "enrolled in a course of study or research which will lead to a master's degree or doctorate" (AVCC Memo 25-10-130 of 26 September 1991). The restriction apparently still applies to the dependants of students enrolled for a Graduate Diploma.

(v) Financial Costs

- (a) Undoubtedly the major impediment to the recruitment of overseas research students is the need to provide adequate financial support, both for living allowances and for tuition fees. ANU scholarships awarded by Schools, Faculties and Centres do not cover tuition fees. Details of scholarships awarded by the Australian government for graduate study are given in Appendix C.

The John Crawford Scholarship Scheme (JCSS) (formerly Equity and Merit Scholarship Scheme (EMSS)) is available for graduate study at all levels. The scholarships cover tuition fees and possibly also fares and a living allowance. They are administered by AIDAB and are available to students from a limited number of (developing) countries.

The Overseas Postgraduate Research Scholarship program (OPRS) provides scholarships for Ph.D. and Master degrees by research. They cover the full

tuition fee only. They are administered by DEET and are available to students from all countries other than Australia and New Zealand.

Students who are awarded OPRS scholarships generally need ANU scholarships to allow them to take up the OPRS offer. The Joint Committee on Postgraduate Awards therefore endeavours to arrange its OPRS ranking to be headed by applicants who have already been guaranteed an ANU scholarship if they get an OPRS.

If a student is awarded an ANU scholarship, but does not have an OPRS or some other award to cover tuition fees, then either the University grants a fee waiver or the student must pay the tuition fees personally. The total value of fee waivers granted by the University for graduate courses in 1991 was \$490,630, most of which was for Ph.D. courses (\$429,930). This represents income foregone by the University. Full-fee waivers are only available to students also awarded an ANU scholarship.

Although the annual fee for a Ph.D. course in 1992 is \$11000 for non-laboratory courses and \$14000 for a laboratory-based course, the direct cost to a School, Faculty or Centre of granting a fee waiver is considerably less. In fact, the University returns the overhead component to the academic area, and the only direct cost is the capital component (\$1100 for non-laboratory courses and \$1600 for laboratory courses). However, the academic area must meet all field-work and other running costs incurred during the student's course. Some Faculties regard the resulting costs of fee waivers as being so great that they no longer award them. And indeed the University is not enthusiastic about the widespread granting of fee waivers, partly because such a practice would encourage non-Government sponsoring agencies to remove the fees component from their grants.

There is much confusion among academic staff as to what funds may be used to provide fee waivers. They must be met from funds other than those provided directly by the Commonwealth government. University policy is outlined in paper 1430A/1989 and in a note distributed by the registrar on 31 January, 1991. The situation is summarised in the following quotation from the registrar's note: "... in the case of a full tuition-fee scholarship, the area concerned must identify full funding from non-recurrent sources in order to comply with DEET guidelines. However, only the capital component is then not available for the use of the School".

Because of the widespread confusion about fee waivers, it is highly desirable that the University distribute an up-to-date and concise summary of relevant

policy and practice, particularly identifying which funds may be used. "For PhD.'s, a major obstacle is the funding of fee waivers" (Barber).

- (b) Care needs to be taken that our tuition fees remain competitive with those of other Australian universities and of universities in countries such as the UK and USA. "I believe that we are still competitive but are in danger of losing that edge" (Bryant).

(vi) Complacency

There is some concern that there appears to be a negative or complacent attitude in some parts of the ANU about the need to expend resources on recruitment. "If Harvard, Oxford and other places recognize the need to spend money on student recruitment so should the ANU" (Cornish). "The ANU is a long way behind other Australian universities in making its overseas recruitment activities professional and well funded" (Buller). The development of the International Education Office and the appointment of a Deputy Registrar (Student Policy and Planning) represent positive initiatives to meet this problem.

(vii) Personnel Costs

For various reasons, the teaching of some overseas students imposes an additional and often-overlooked workload for academic staff. "Our ability to cater properly for these students will decrease rapidly unless we ensure that staffing levels, both academic and support, are maintained or increased to adequate levels" (Bachelard). "Too often inadequate support services are provided to these students, or else the services are not costed and end up being an unpaid addition to the already stretched workload of staff" (FAUSA submission to 1991 Industry Commission inquiry).

(viii) ANU's Low International Profile

Many people consider that "the ANU is insufficiently known, except by other academics" (Hills). "We are not well known" (Buller). "It is imperative that the ANU lift its profile and recognition in Singapore. Is it in the university's interest for UNSW, Monash or Curtin to be more visible and possibly better known than the ANU?" (Barber). Few academics in Taiwan, and even fewer students, know anything of the ANU.

9. RECOMMENDATIONS AND CONCLUSION

Bearing in mind that effective action relating to recruitment strategies requires a clear policy direction about targets for overall student enrolments for the ANU and about the

balance of undergraduate/graduate and local/overseas enrolments, the following recommendations emerge from the foregoing considerations:

- (i) That a high-level group be established as soon as possible in order to provide strategic consideration of all aspects of the University's involvement in international education, including
 - (a) the establishment of institutional links with selected overseas universities;
 - (b) all aspects of the recruitment of overseas graduate students, particularly within the context of the overall size planned for the ANU and the desired balance between undergraduate/graduate and local/overseas enrolments; and
 - (c) the need and means to raise the University's international profile, especially in Asia.

The proposed group would be concerned only with the formulation of policy and would not become involved in administrative detail.

- (ii) That the ANU maintain a policy of vigorous recruitment of overseas graduate students, within the framework of enrolment targets.
- (iii) That the International Education Office and the Graduate School take steps to encourage ANU staff travelling overseas for normal professional activities to foster and lubricate natural academic links with a view to assisting the graduate-student recruitment process.
- (iv) That the University improve its liaison with alumni and former staff/visitors in overseas countries in order to involve them more effectively in graduate student recruitment.
- (v) That academic staff with particular involvement in graduate education participate in selected overseas education recruitment missions, including pre-arranged appointments with key academic staff and with existing and potential sponsoring agencies.
- (vi) That the registrar prepare and distribute an up-to-date and concise statement of University policy and practice on fee waivers.
- (vii) That, in view of the well-known reduction in Ph.D. enrolments from traditional areas (e.g. UK, USA), the University continuously review the level of Ph.D. tuition fees in particular disciplinary areas.
- (viii) That the International Education Management group, working through the Dean of the Graduate School, the Head of the International Education Office, the Assistant Registrar (Graduate Students) and the Deputy Registrar (Student Policy and Planning), continuously review the administrative processes involved in the recruitment and settlement of overseas graduate students, with a view to improving their efficiency.

- (ix) That the Graduate Degrees Committee review the nomenclature, structure and purpose of the ANU's coursework graduate degrees (this is already under way).
- (x) That the University consider the desirability (and means) of allocating a limited number of scholarships (and fee waivers) for competition among graduate students from specific countries; for example, that the Deputy Vice-Chancellor visit a few selected universities in Taiwan to explore the possibilities of exchange arrangements and the desirability of providing a number of "seed" scholarships specifically for Taiwanese graduate students.

Finally, the following comment by Alan Gilbert, Vice-Chancellor of the University of Tasmania, is pertinent:

"Opinions differ on the long-term prospects for educational exports. Ironically, Australian universities will make more money in the long run if making money is not the driving rationale underlying international education programs. The best way to sustain demand for full-fee paying student places is to value overseas students essentially for non-monetary reasons; that is, for their contribution to the internationalizing of university life, and for the educational and cultural enrichment and cross-cultural networking that accompanies such internationalization." ("Tasuni", 7 Nov. 1991).

ACKNOWLEDGEMENTS

In preparing this document I have drawn heavily on written comments from the following people, to whom I am grateful:

Brigid Ballard, Andrew Holloway, Mike Slee, Eric Bachelard, Rodney Hills, Suiwah Leung, Chris Bryant, Paul Kitney, Jim Fox, Deane Terrell, Helen Simmons, Chris Buller, Selwyn Cornish, Michael Barber, Don Greig, Syd Hamberger, Ross Garnaut, Peter Drysdale, Neville Smythe, and Terry Hull.

I have particularly benefitted from frequent discussions with Brigid Ballard, Edward Helgeby and Andrew Holloway.

Margaret Hay and Sue Humphries have been very helpful in providing statistical information.

R.H. Spear
18 March 1992

APPENDIX A

TAIWAN AS A POSSIBLY IMPORTANT SOURCE OF GRADUATE STUDENTS

One Asian country which may be worthy of increasing attention is Taiwan. At 31 March 1991 there were 3 FFP graduate students from Taiwan at the ANU, and no OSC students.

In August 1991 Helen Simmons and I represented the ANU at the first semi-official Australian education exhibition organised in Taiwan. Approximately 14000 people attended. We estimate that more than 90% of inquiries about ANU were for graduate study. The distribution among disciplines is shown in Table 3(a). The inquirers know very little about Australia, and virtually nothing of Canberra. They were very impressed by the backdrop picture of Canberra (green hills, lake, trees, open space, etc). They were very concerned to know where the ANU stands in the pecking order of Australian universities; we developed the response "ANU is **the** national university—just like National Taiwan University"—that seemed to impress them suitably.

We visited three universities: National Taiwan University, National Chiao Tung University, and National Tsing Hua University. We talked to various deans and presidents. Growth in Taiwanese universities in the last 8 years or so has been spectacular, particularly in the technological areas. Strong graduate schools have been developed, largely in the US mould. Most faculty have doctorates from good quality US universities. In the past most Taiwanese did their graduate study in the US. Now most, including some of the best, study in Taiwan. Nevertheless, a large number still do overseas graduate study, almost exclusively in the US (usually with US financial support).

Taiwan would appear to be a potentially very significant field for graduate-student recruitment. Several academic staff expressed some uneasiness about the fact that virtually all of their students who study overseas go the US. They felt that it would be healthy to involve other countries, and Australia would be favourably regarded. However, a large proportion of the staff had never heard of the ANU. Most staff reacted warmly to the notion of establishing links with the ANU, both formal and informal. Formal linkages, with their attendant publicity, would help to raise the profile of the ANU. Visits and exchanges by academic staff would be welcomed. I understand that the Taiwanese government, through its appropriate agency, would help fund joint seminars (mini-conferences) involving Taiwanese and foreign universities. It was suggested to me that if ANU is to break into the graduate student "market" it would be necessary to offer one or two scholarships at appropriate Taiwanese universities to "open things up"; after 5 years or so, the ANU would be known, and the scholarships could be discontinued. It is worth

noting however that there are many very wealthy people in Taiwan, and some of them may well consider it worthwhile funding graduate study by their children in Australia.

I suggest that if the ANU is seriously interested in attracting graduate students from Taiwan, one of our DVCs should visit 3 or 4 selected universities and explore at the highest level the possibilities of exchange arrangements. If that produced a positive outcome, the provision of a small number of scholarships should be considered.

R.H. Spear
29 January 1992

APPENDIX B

AUSTRALIAN NATIONAL UNIVERSITY

International Education Office

INTERNATIONAL STUDENTS WITH SCHOOL AGE DEPENDANTS

Introduction of new policy

From the 1st March, 1992 the State and Territory Education Departments in Australia will be introducing a policy which requires some international students whose visa applications are lodged on or after 1st March 1992 to pay fees for their children to attend government schools in Australia.

Dependants of some international students will not be liable to pay the agreed national fee. These children will be offered places in Australian schools on the same basis as Australian students and receive “free” schooling.

Exemptions are:

- Σ The children of international students in receipt of the following scholarships:
 - Σ AIDAB, EMSS, ADCSS, JCSS
 - Σ Overseas Postgraduate Research Scholarships (OPRS)
 - Σ Special Overseas Postgraduate Research Scholarships (SOPF)
 - Σ ANU Scholarships of all types
 - Σ Approved non-government scholarships
- Σ The children of non-student temporary residents (including Diplomats)
- Σ The children of international students who lodged visa applications before 1st March 1992. (At present, it is unclear whether students who apply before 1st March 1992, but whose spouses apply after this date, will be liable for school fees).

If you lodged a visa application before 1st March 1992 and have non-school age children in Australia who will reach school age in the future, you should be exempt from paying full fees for their schooling.

Further information

The ANU is negotiating with the ACT Department of Education and the Commonwealth Department of Employment, Education and Training (DEET) to clarify this policy and its implementation.

More detailed information should be available to the ANU in mid January 1992.

For further information overseas, please contact your nearest Australian Diplomatic Mission or Australian Education Centre.

For further information in the ACT, please contact the Graduate Students Section (Tel 6249 5949) or the International Student Adviser, Ms Lynne Sealie, Tel 6249 4643, or Mr Scott Philip, DEET, tel 6276 7396.

Warwick Williams

Acting Registrar

December 1991

APPENDIX C**SCHOLARSHIPS FOR OVERSEAS GRADUATE STUDENTS****(a) John Crawford Scholarship Scheme (JCSS)**

(formerly Equity and Merit Scholarship Scheme (EMSS))

Through this scheme the Australian government provides a limited number of scholarships for students from selected developing countries to study in Australia. The scheme is administered by AIDAB. Scholarships are available for graduate study at all levels. Some scholarships cover tuition fees only; others also provide a stipend and return air fares. The JCSS scheme replaces and is similar to the former EMSS scheme, with the first JCSS scholarship holders to commence studies at the beginning of the 1993 academic year. Students from the following countries are eligible for JCSS (although it is possible that for some of these countries scholarships will not be provided for **graduate** level courses):

Bangladesh
China
Cook Islands
Fiji
Hong Kong
India
Indonesia
Kenya
Kiribati
Laos
Malaysia
Mauritius
Federated States of Micronesia/Republic of Marshall Islands
Nauru
Nepal
New Caledonia
Nigeria
Niue
Pakistan
Papua New Guinea
Philippines
Singapore
Solomon Islands
Sri Lanka
Thailand
Tonga
Tuvalu
Uganda
Vanuatu
Western Samoa

Eligibility and selection criteria vary from country to country. Applicants must write for application forms and information to the Australian diplomatic mission or the Australian Education Centre in their home country.

(b) Overseas Postgraduate Research Scholarship Program (OPRS)

These scholarships, provided by the Australian government and administered through DEET, are available for Ph.D. and Master degrees by research. They cover the tuition fee only. Hitherto, countries covered by EMSS have not been eligible, but from the beginning of 1993 the OPRS scholarships will be open to students from all countries other than Australia and New Zealand.

Successful applicants will study in areas in which the University has shown a particular research strength; they will, in most instances, become one of a group of graduate students forming part of a research team, working under the direction of senior researchers.

When seeking enrolment in a higher degree at an Australian higher education institution, applicants should, at that time, indicate their interest in applying for an OPRS scholarship. Australian institutions will, in their normal procedures for enrolment, also include provision for OPRS application.

(c) ANU Scholarships

Overseas students are eligible to compete on the same terms as Australian students for ANU scholarships awarded by Schools, Faculties and Centres. The scholarships, available for Ph.D. and Master courses, cover living expenses and fares, but not tuition fees. ANU Scholarship holders seeking entry to research-only Master and Ph.D. degree courses may also be awarded full or partial tuition fee scholarships funded by the area concerned from non-recurrent funds. The award of a scholarship which covers living expenses does not necessarily entail the award of a tuition fee scholarship, and many areas of the University do not award such scholarships.

TABLE 1

Overseas Student Enrolments at ANU
(Full Fee)

	1988	1989	1990	1991
Undergraduate	23	67	231	330
Graduate Diploma	54	64	73	86
Master's Degree	30	29	63	71
Ph.D.	4	21	78	118 *
Other	-	-	10	6
TOTAL	111	181	455	611

Note: *Excludes 39 Ph.D. overseas students on ANU full tuition fee scholarships.

Source: Statistics Office, ANU (amended for fee waivers)

TABLE 2

Gross income (in dollars) to ANU from full-fee paying students, 1990 and 1991.

(a) Postgraduate and Undergraduate

	1990	1991
Faculties		
Undergraduate	1,560,789	2,749,151
Postgraduate	777,038	1,025,355
Institute		
NCDS	1,259,867	1,599,210
Others	346,830	727,662
TOTAL	3,944,524	6,101,378

(b) Postgraduate only

	1990	1991
Faculties	777,038	1,025,355
NCDS	1,259,867	1,599,210
IAS (other than NCDS)	346,830	727,662
TOTAL	2,383,735	3,352,227

TABLE 3(a)

Distribution of graduate study inquiries to ANU personnel at Taipei Austrade exhibition (August 1991)—total number of "serious" inquiries over a limited period—"serious" means the inquirer was sufficiently interested that we gave him/her a Graduate School Prospectus.

MBA	42	(no prospectus given for these)
Computer Science & Technology & Information Science	37	21.0%
Economics & Commerce	30	17.0
Biochemistry & Molecular Biology	15	8.5
Engineering — Electrical, systems	13	7.4
Law	10	5.7
Resource Management & Environmental Science	9	5.1
Psychology	8	4.5
Literature & Art	7	4.0
Medical Sciences	7	4.0
Materials Science	6	3.4
Political Science & International Relations	5	2.8
Linguistics	4	2.3
Chemistry	3	1.7
Ecology	3	1.7
Anthropology	3	1.7
Plant Science	2	1.1
Physics	2	1.1
Statistics	2	1.1
Maths	2	1.1
Music	2	1.1
Sociology	2	1.1
Epidemiology & Population Health	1	0.6
Philosophy	1	0.6
Asian Studies	1	0.6
Evolution & Systematics	1	0.6
Total	176	

Note: Some individuals inquired about more than one area.

TABLE 3(b)

Distribution of graduate study inquiries to ANU personnel at Hong Kong Austrade exhibition (August 1991)—total number of "serious" inquiries over a limited period—"serious" means the inquirer was sufficiently interested that we gave him/her a Graduate School Prospectus.

MBA	44	(no prospectus given for these)
Economics and Commerce	51	40.1%
Computer Science & Technology & Information Science	21	16.5
Engineering	8	6.3
Mathematics & Statistics	7	5.5
Sociology	6	4.7
Linguistics	4	3.1
Psychology	4	3.1
Political Science & International Relations	4	3.1
Environmental Sciences	3	2.4
Asian Studies	3	2.4
Physics	2	1.6
Earth Sciences	2	1.6
Neuroscience	2	1.6
Literature & Art	2	1.6
History	1	0.8
Biochemistry & Molecular Biology	1	0.8
Law	1	0.8
Chemistry	1	0.8
Geographical Sciences	1	0.8
Music & Visual Arts	1	0.8
Public Policy	1	0.8
Medical Sciences	1	0.8
Total	127	

Note: Some individuals inquired about more than one area.

TABLE 4

Percentages of ANU full-fee paying graduate students coming from the major source countries, as at 31 March, 1991.

Course	China	Indonesia	Philippines	Thailand	Total FFP Numbers (All Countries)
Ph.D.	27.5	8.4	7.6	11.5	131
Master	4.7	21.2	12.9	12.9	85
Grad. Dip	6.8	16.4	12.3	1.4	73
TOTAL	15.4	13.8	10.5	9.5	305

- Note: 1. For every other country, the percentage of FFP students for the 3 degrees is <3.3%.
2. Only 1 (one) FFP student was from Hong Kong.
3. These numbers presumably include students granted fee-waivers.

TABLE 5

**Extract from results of graduate school recruitment survey (August 1991)
(as at 20 November 1991).**

Responses by overseas research students to the question

"What factor(s) mainly influenced you to enrol at ANU for a research degree?"

	%	
a. PRINT MEDIA (Newspaper ad. etc)	2	1.7
b. ANU POSTER	1	0.8
c. ANU LITERATURE (Brochure, leaflet, etc)	12	10.2
d. VERBAL RECOMMENDATION FROM ANU STAFF	29	24.8
e. VERBAL RECOMMENDATION FROM STAFF OF YOUR OWN INSTITUTION	33	28.2
f. VERBAL RECOMMENDATION FROM FORMER ANU STUDENT(S)	23	19.7
g. YOUR EXPERIENCE AS AN ANU VACATION SCHOLAR	8	6.8
h. VERBAL RECOMMENDATION FROM FORMER ANU VACATION SCHOLAR	3	2.6
i. IMPRESSIONS GAINED FROM VISIT TO ANU CAMPUS	14	12.0
j. YOUR EXPERIENCE AS AN ANU UNDERGRADUATE	3	2.6
k. OFFERED A SCHOLARSHIP	59	50.4
l. RECOMMENDATION FROM SPONSORING AGENCY	7	6.0
m. OTHER (please specify)	26	22.2
TOTAL NUMBER OF STUDENTS RESPONDING	117	