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(Editors)



Internationalisation of Higher Education in Southeast Asia: A Perspective from the Marco Polo Project

BOOK REVIEW

Dr. Rafaela Caballero Andaluz
(Project coordinator)

CONTENTS



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Internationalisation of Higher Education in Southeast Asia: A Perspective from the Marco Polo Project

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(PROJECT COORDINATOR)



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Foreword

As the leading partner in the EU-funded Marco Polo Project, the University of Seville is proud to publish this work, *Internationalisation of Higher Education in Southeast Asia: A Perspective from the Marco Polo Project*. The publication contains essential contributions to the ongoing Higher Education internationalisation debate, but from a new and challenging perspective – that of Southeast Asia.

In this collection, ten articles examine the history, the present-day reality and the beckoning future of internationalisation, seeking to make it and our understanding of the challenges and opportunities that internationalisation in Higher Education entails the rule and not the exception.

Before proceeding any further, we would like to take this opportunity to thank the authors – indeed all collaborators named, and anonymous –, who have contributed to this publication and the project as a whole.

Internationalisation benefits everyone. Internationalisation facilitates the transfer of knowledge through student and staff mobility. Internationalisation promotes understanding of *the other* at an interpersonal level, as well as at an inter-institutional one. Internationalisation is the optimisation of HE resources on a global scale.

Yet internationalisation is not merely a trendy buzzword. Universities have to prepare themselves both culturally and administratively for it. As internationalisation gathers momentum, we must optimise our actions and our processes in order to maximise the results.

Both regionally and intercontinentally, university internationalisation enriches us intellectually, personally and, at a societal level, economically. As the Marco Polo Project draws to an end, the whole Consortium can look back proudly at its achievements. These achievements are reflected here in these stimulating, thought-provoking, papers that we are sure will bear witness to the intense internationalising effort that all Consortium members have made.

Introduction into Internationalisation of Higher education

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1. INTERNATIONALISATION AND GLOBALISATION

“Internationalisation” has already been known for many decades, but its rise in popularity in the higher education (HE) sector dates back to the early 1990s, when HE rode the waves of globalisation. Back in 1997, Knight defined internationalisation of higher education as “the process of integrating an international/intercultural dimension into the teaching, research and service of the institution” (p. 2). In the meantime, the process diversified and developed a new definition that fits the current global contexts which necessitates several considerations for its application to different countries, cultures, and education systems. In her updated definition, Knight (2015) defines internationalisation as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (p. 2).

Higher education is increasingly seen as a product, which can be bought and sold (Clotfelter, 2014), and both as a concept and an agenda (Soliman, Anchor & Taylor, 2019). It has reached the global marketplace where trade in higher education is a billion-dollar industry including recruitment of international students or staff, establishment of campuses abroad or franchising online learning offers (Knight, 2002). However, as

economic incentives gained importance academic freedom was felt to be somewhat threatened (Jibeen and Asad Khan, 2015). International organisations like the World Trade Organisation (WTO) are working on the inclusion of higher education offers to rules and legal arrangements (Altbach, 2015). All these are elements of the increasing globalisation of higher education, the fact that there is increasing convergence and interdependence of economies also leads to increasing interdependence in other realms of life (Friedman & Ramonet, 1999).

1.1. Paradigm Shift

International activity in higher education is by no means a recent phenomenon as several studies have investigated the context, benefit, challenges, and the implications of internationalisation in HEIs (Jiang & Carpenter, 2013; Knight, 2013; Yemini and Sagie, 2015). Educational institutions are, however, complex entities, which do not always easily adapt and react to change easily (Salmon, 2005). In this sense, a growing movement toward a global knowledge economy and higher demand for international experience has resulted in unprecedented internationalisation efforts in higher education. Higher education institutions (HEIs) recognise the need to provide students with the relevant skills to succeed in globally integrated economies, culturally diverse societies, and multinational organisations (Harder, 2010) as global citizens who are equipped with the necessary academic and social experiences (Yemini & Sagie, 2015; Soliman, Anchor & Taylor, 2019).

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Nonetheless, integrating a global dimension into the university structure is not an easy task. Turbulence and transformation still appropriately characterise internationalisation in many HEIs (Knight, 2000, 2015). In most HEIs, Internationalisation has moved from being a side-note of the main teaching business to a central element of university management (Brandenburg & De Wit, 2011) and defines the development of appropriate curricula.

A formerly elitist view is replaced by a more democratic way of thinking by placing the focus on transformation of curricula instead of mobility of individuals. Outgoing and incoming mobility need to be an integral part of the curriculum to ensure that everybody can benefit from internationalisation as opposed to the mobile minority of the early years. This is where the idea of Internationalisation at Home (IaH) defined as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments” (Curaj, Matei, Pricopie, Salmi, & Scott, 2015),

comes into play. It is not to be considered as an end in itself, but a means of improving educational quality, preparing students for the challenges of working in a globalised world.

In order to reach those goals, internationalisation strategies have shifted from international office-based to horizontal approaches, including the core business at all levels of the HEI (Teichler, 2004), making new procedures and processes necessary.

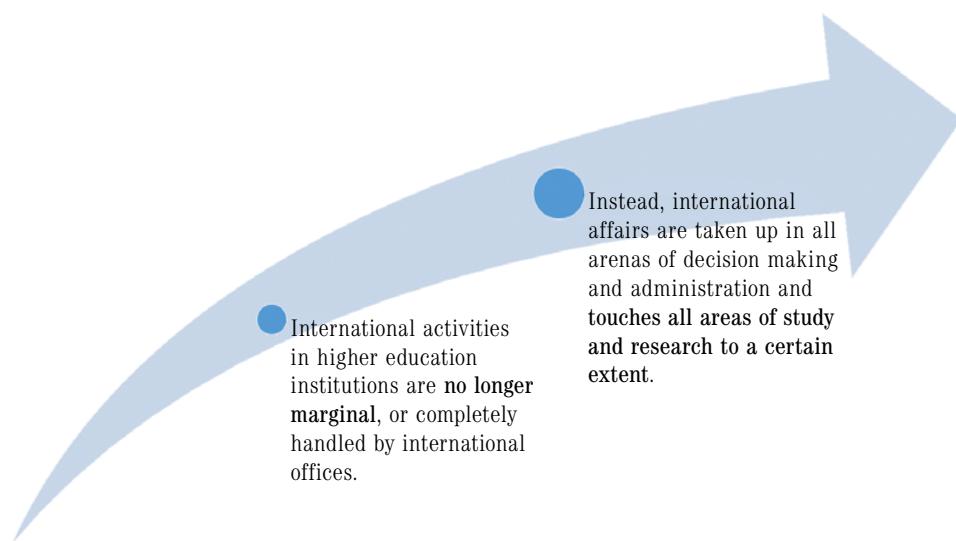


Figure 1. Paradigm shift according to Teichler (2004).

1.2. Frameworks

The communication between the different levels of a higher education institution is a complex issue requiring well defined processes and feedback mechanisms. According to Jiang and Carpenter (2013) some challenges on the road include resource management, motivation of staff, management of partner institutions, as well as fostering a dialogue between the various stakeholders within a HEI. In other words, international studies, educational exchange and technical collaboration and cooperation make up the multiple work packages of internationalisation (see also Arum & van de Water, 1992). Representatives of each of these layers, be it management, or faculty all have their own agenda and priorities when it comes to internationalisation, as can be seen in figure 2.

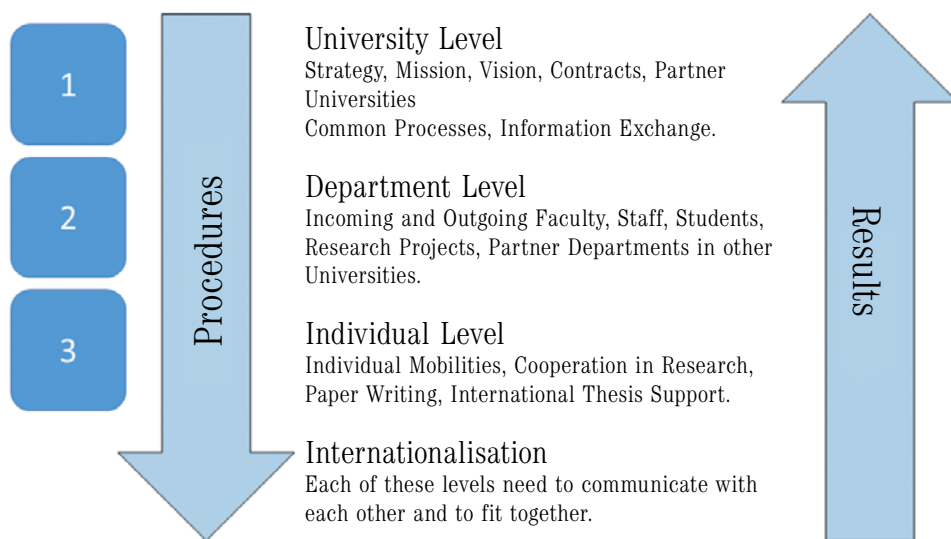


Figure 2. Levels of Internationalisation (own contribution).

It is paramount for the success of the process for all levels to integrate with each other. Numerous initiatives are owned by individuals, whose motives, resources and challenges require open dialogue between different actors. Additionally, feedback systems need to be established and integrated to guarantee that individual initiatives and results can be correctly considered by the management level. Financial resources for these initiatives are often not secured and a high level of initiative and talent for improvisation is needed for third party funding. This process often depends on specific individuals that ensure sustainability (Hahn, 2013), while ensuring that the international dimension in all aspects enhances the quality of teaching and learning to achieve the expected competencies through a holistic management by each of this levels (Soderqvist, 2002).

Vajargah and Khoshnoodifar (2013) have presented a framework of interdependencies (see figure 3) of these different layers, clearly demonstrating the complexity of the processes involved.

Different approaches towards the promotion and implementation of internationalisation are adopted. Söderqvist (2007) has elaborated a model describing the stages which HEIs pass on their way to truly internationalise their offers. In this model, the awareness of the need to internationalise, commitment to planning and implementation of different programmes for enhancing the mobility of students constitute the first stage. The second stage starts with the awareness of faculty to internationalise in order to pave the way for the internationalisation of curricula based on faculty

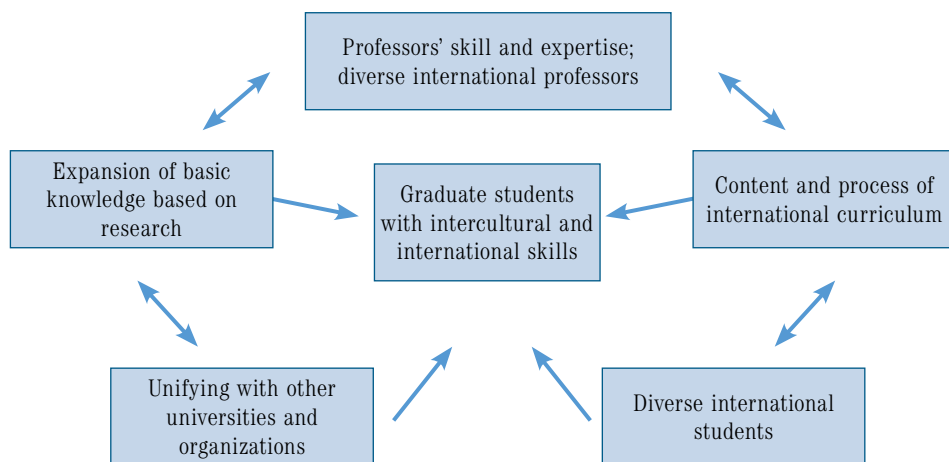


Figure 3. Interdependencies of processes.

exchange and cross-border research. This goes hand in hand with gradually introducing English as a medium of instruction (EMI). The third stage is reached upon embracing an internationalisation strategy and forming strategic alliances. The final stage is reached when educational products are commercialised (Söderqvist, 2007).

HEIs all over the world struggle in the attempt to properly define their internationalisation approach and to move through its stages. Depending on the age and experience, location and networks of universities, the process of moving forward in the internationalisation stages can be faster or slower. Most HEIs worldwide have moved beyond what Söderqvist (2007) has defined as the “Zero Stage”, catering for internationalisation as a marginal activity. Leading universities, however, have already arrived at stage four and started to commercialise education to an extent which carries the potential of “creating severe problems for academic institutions and systems in smaller or poorer nations” (Altbach, 2015).

2. THE ASIAN INTERNATIONALISATION AGENDA

Among the Asian universities, internationalisation has also caught on and HEIs are fervently broadening their education systems to incorporate internationalisation within the teaching, learning and research agenda. The concept of internationalisation was initially confined within the International Relations Office which facilitated multiple activities in terms of teaching and learning, where the mobility of students was the main concern apart from establishing cooperation with partner universities and

promoting research. HEIs formulated strategies and policies that would integrate the multicultural, multilingual and global perspectives within the education system while recognising the need to learn from other established HEs across the globe.

Thus, came the need for international partnerships and collaboration which saw the need for international student exchange and enhancing staff experience. The collaborations allowed the HEIs to go through the following:

- (1) identify the roles and functions of each level of the institution and how best to integrate international activities across universities,
- (2) recognise the ecosystems within the institution and how the existing education system should adapt to the world-wide trends in order to meet the growing global competition,
- (3) create niche areas that match global needs and expand the curricula to include new areas of research through knowledge sharing and expand the curricula to facilitate international education, and
- (4) engage a sense of flexibility towards adaptation of particular strategies by the institution, and provide capacity development training at all levels of management to ensure sustainability.

These initiatives show the diversity of steering and management policies with respect to internationalisation and globalisation.

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3. THE ROLE AND IMPACT OF THE ERASMUS+ MARCO POLO

The Erasmus+ Marco Polo programme is funded by the European Union to foster international cooperation agreements and networks of Higher Education Institutions (HEIs). The aim of the project is to improve and build the capacities of HEIs in the Asian region particularly in 3 partner countries – Malaysia, Thailand and Vietnam, through teaching, learning and research. The impact is seen through the close cooperation of the HEIs particularly in establishing new contacts for student mobility and staff experience as well as research collaborations.

In establishing a partnership, the gains are not a one-way track where knowledge flows from European partners to the Asian partners. In fact, the European partners learn the strong sentiments towards the conservation of local identities that are steeped in multicultural and multilingual establishments, and the preference for hierarchical decision-making as they work towards incorporating these systems developed by the Asian partners. On the other hand, the Asian partners soften the rigidity of their complex education systems to embrace internationalisation of their education system.

4. THE SCOPE OF THIS BOOK

This book is aimed at showcasing some of the internationalisation policies and strategies adopted by several HEIs in the Asian region. The concept and process of establishing internationalisation at various levels of the HE are discussed at length and such details are pertinent for other HEIs that are in the process of moving towards the global internationalisation landscape. The chapters are arranged in the alphabetical order of the partner countries, starting with Malaysia, Thailand and Vietnam.

The subsequent chapter discusses the concept of internationalisation, issues and challenges that is based on a survey carried out during the mobility programme. This data-driven chapter captures a case study of six south-east Asian universities and how staff from various levels of the institution perceive internationalisation, it aims at summarising the findings of this publication and to voice recommendations for internationalisation in the region.

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Double degree programmes: An internationalisation strategy

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1. INTRODUCTION

In today's era of rapid globalisation, global competitiveness, and the commodification of education, internationalisation has become an indispensable and critical agenda for all higher education institutions (HEIs) worldwide. Internationalisation, depending on the strategies used or cooperation activities undertaken, brings diverse and important benefits to HEIs, particularly in the Asian regions and elsewhere. Nevertheless, in general, internationalisation helps HEIs to stay relevant at both the national and international levels, and also to grow in a sustainable manner. Among the various activities that HEIs can use as their internationalisation strategies include student and staff mobility, recruiting of international students and scholars, developing of international academic programmes, implementing international research projects, setting up of branch campuses, franchising education programmes, etc. (Knight, 2012: 22). The selection of strategies depends mainly on the internationalisation agenda, preferred partners and available resources of the university while the initiation process of the partnership can be undertaken by the central management, faculties or individuals.

International joint, double and consecutive degree programmes can be initiated by any faculty, centre or department within the University in line with the internationalisation strategy. This initiative involves both the teaching/learning process as well as the sharing of new knowledge

between and among partner institutions/countries. In addition, it also offers many benefits to individuals, institutions and both national and regional education systems (Knight, 2011). At the individual level, participating in a programme that offers two degrees from two universities located in different countries is seen as an opportunity to enhance one's employability prospects and career path (*idem*). In addition, a programme that includes international mobility provides the participants with international study experience, more specifically, international and intercultural knowledge, skills, and values (Knight, 2012).

At the institutional level, by deliberately collaborating with partners of equal or greater status, the institution can increase its reputation and ranking as an international university. Offering a degree programme with an international partner is also a way for the institution to ensure that its study programmes are on par with the international standards. Besides, considering that these programmes are usually an expansion of the student exchange programmes, the collaboration can also ensure a steady flow of inbound students from partner institutions under the student exchange agreement. At the national level, Santiago *et al.* (2008) affirmed that many countries benefit from the knowledge transfers by their graduate students who were abroad.

This article presents two undergraduate double degree programme offered by the Faculty of Languages and Linguistics, Universiti Malaya (UM) for two of its Bachelor degree programmes: German and French Language. These double degree programmes are in partnership with Konstanz University of Applied Sciences (HWTG), Germany (for the German programme) and the Institut National des Langues et Civilisation Orientales (INALCO), Paris (for the French programme) and both have been recognised officially by the Malaysian Ministry of Higher Education in February 2018. After a brief presentation of Universiti Malaya and its internationalisation agenda, this article will discuss the undergraduate double degree programme by describing its background, process of implementation and the outcomes. The article concludes with future plans for the two academic collaborations.

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2. INTERNATIONALISATION AGENDA OF UNIVERSITI MALAYA

Founded in 1905, Universiti Malaya (UM) is the oldest public university and also the premier Research University¹ (RU) in Malaysia. It is a compre-

1. Presently, there are 5 research universities in Malaysia, namely Universiti Malaya (UM), Universiti Kebangsaan Malaysia (UKM), Universiti Sains Malaysia (USM), Universiti

hensive university with multidisciplinary focus, from Sciences, Arts and Humanities, Law, Medicine and Business, that houses more than 25,000 students and 1,800 academic staff (in over 20 faculties, institutes, academies and research centres). With the vision statement “To be an internationally renowned institution of higher learning in research, innovation, publication and teaching” and the mission statement “To advance knowledge and learning through quality research and education for the nation and for humanity” UM is fully aware of the importance of internationalisation in achieving its goal to be recognised as a globally influential and preferred University. As a matter of fact, “Internationalisation and Branding” is one of the 7 Thrusts in UM’s Strategic Plan of 2016-2020² and in which the overarching goal of this thrust is to make UM “The Preferred Partner” for any national or international partnership or collaboration.

Internationalisation is indeed one of the critical agendas in Malaysia’s higher education transformation with an end target of becoming an international hub of higher education excellence by 2020 (Malaysia Blueprint 2015-2025). The first policy document which discusses the need and the role of different sectors or parties involved for internationalisation of Malaysian higher education is the “Internationalisation Policy for Higher Education 2011” published by the Ministry of Higher Education Malaysia. In fact, it is an operational policy, which aims at accelerating the inflow of international students to 150,000 in 2015 and 200,000 by 2020. Thus, all public and private higher learning institutions (HLIs) in Malaysia are recommended to draw up their own internationalisation agenda. At Universiti Malaya, the strategies to promote internationalisation covers six critical sectors namely: student mobility, staff mobility, academic programme, research and development, governance and autonomy, social integration and community engagement.

Collaboration with other reputable higher education institutions in the area of academic programmes is one of the ways that Universiti Malaya has promoted its internationalisation agenda. UM offers currently around

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Putra Malaysia (UPM) and Universiti Teknologi Malaysia (UTM). These research universities are required to focus primarily on research and innovation activities, driven by highly competent academics and competitive student admissions. In addition, they are also expected to explore their intellectual capacity and become models of Malaysian universities in conducting research activities aimed at knowledge advancement (Nooraini Mohamad Sheriff & Noordini Abdullah, 2017)

2. This Plan incorporates specific Goals and leading Strategies and Action Plans, which are aimed at achieving greater collaboration with world-renowned institutions of higher learning, higher impact on research and outputs, and achieving financial sustainability. The Action Plans are driven by UM’s Key Performance Indicators (KPIs).

100 bachelor degree programmes, 180 masters' programmes and 4 doctoral programmes in its 13 faculties, 3 academic centres and 2 academies. In terms of dual/joint degrees, Universiti Malaya currently offers 2 dual Bachelors, 8 dual/double Masters and 25 dual PhDs. The dual Bachelors are in the areas of Languages and Linguistics at UM and tourism management and didactic/intercultural studies in the partner universities while the dual Masters are in the areas of Science, Engineering, Medicine, Law and Sport Science. As for the dual PhDs, they are also mainly in the areas of Science, Engineering and Medicine.

3. THE DOUBLE DEGREE PROGRAMMES

3.1. The background

The Bachelor of German Language and Linguistics and the Bachelor of French Language and Linguistics were first offered at the Faculty of Languages and Linguistics (FLL), Universiti Malaya in the academic year 1998/1999. Initially, the main objective of the Bachelor degree in foreign languages with specialisation in French, German, Spanish, Italian or Japanese was to produce local graduates who are not only proficient in the respective foreign language but are also able to demonstrate linguistic knowledge of the said language. However, during the curriculum review exercise of the bachelor degree programmes conducted during the academic year 2009/2010, the question of benchmarking the graduates' proficiency in the foreign language to the international standard and also the opportunity for students' mobility to the countries where the respective language is spoken was brought up by the university. In fact, this question was also brought up in anticipation of the publication of the National Graduate Employability Blueprint 2012-2017 in which is stated that the objective of Institutions of Higher Learning (IHL) is "to ensure that IHL graduates possess the core attributes within the profession and therefore employable both locally and globally" (NGEB 2012-2017: 30). In other words, Malaysian IHLs should produce graduates who are able to compete not only in the local job market but also in the international job market. It is a well-known fact today that foreign languages greatly benefit students and provide a competitive edge for career choices.

Student exchange programme was seen as an untapped resource for a faculty which deals mainly with the teaching and learning of languages and linguistics. Thus, in order to develop its international outlook, international teaching staff were hired to ensure its foreign language programmes were taught by qualified native speaker language teachers. Activities included

organising language and cultural activities where various foreign embassies in Malaysia were invited to participate. As a result, the idea of looking for potential partner institutions with the prospect of signing a Memorandum of Academic Cooperation (MoA) that would enable students and staff (teaching/research) go on the exchange programme was mooted by the Faculty.

3.2. The process

The process on how UM implemented the double degree programme covers 5 stages: (i) selection of partner institution, (ii) preparation and signing of the agreement, (iii) implementation of the activities, (iv) monitoring and (v) evaluation of the cooperation.

3.2.1. *Selection of partner institution*

When selecting international partner institutions, faculties or centers of responsibility at UM have to adhere to a few criteria which have been set up by the top management team of the university. One of the important criteria is the academic standing of the potential partner university in the world ranking or the reputation of the institution in a subject area. Nonetheless, another important criteria which the respective faculty can take into consideration when selecting its partner institution is the benefits that the students as well as the university can gain from the cooperation. Thus, the cooperation with the Institut national des langues et civilisations orientales (INALCO), Paris and with Konstanz University of Applied Sciences (HTWG), Germany was seen to bring UM the gains in terms of academic expertise and also postgraduate training. Shown below is how the department has justified the choice of these two institutions as partners for the double degree programme option currently offered to the French and German programme students at the Faculty of Languages and Linguistics, Universiti Malaya in the working paper for both cooperation.

INALCO has an established worldwide reputation, and is the French institution corresponding to SOAS in London. It deals with no fewer than 93 different languages, which compares to 11 in the Faculty of Languages and Linguistics. It will be greatly to the University's advantage to be in a position to gain from the experience of INALCO and to share their academic knowledge and professional expertise.

Considering that most of the French universities are not taking part in the world ranking exercise, thus the ranking criteria cannot be used

to justify its selection but instead the emphasis was on the reputation of INALCO in the area of language studies. Likewise, the selection of HTWG was not done due to its world ranking but to its vast experience in offering career-oriented higher degrees in the area of technical and professional fields as stated below:

HTWG was founded in 1906 through a private initiative. Today, the Hochschule Konstanz University of Applied Sciences offers career-oriented higher education at the Bachelor's and Master's levels in 20 technical and professional fields including Engineering, Architecture, Computer Science, Business Administration and the highly competitive fields of Applied Communication and Culture, Management and Technology, and Communications Design. Currently HTWG has formal partnerships and student and staff exchange programs with 56 higher education institutions in 28 countries. It will be greatly to the University's advantage to gain from the experience of HTWG in terms of student exchange and to share their academic knowledge and professional expertise.

The main reason why the department decided to initiate the double degree programme with INALCO and HTWG is the need to provide more career options for graduates from the French and German programmes. This is realised through the additional degree from the two partner institutions. Indeed, upon successfully completing the 2 study programmes, UM students participating in the double degree programme with INALCO will be awarded 2 degrees: Bachelor of Languages and Linguistics (French Language) from UM and Bachelor of Languages, Cultures and Societies with specialisation in Didactics in French as a Foreign Language (FLE) and Indonesian – Malay from INALCO. As for the students in the double degree programme with HTWG, they will be awarded the Bachelor of Languages and Linguistics (German Language) from UM and Bachelor in Business German and Tourism Management (WDT) from Konstanz University of Applied Sciences. Having a degree from a European institution will also facilitate these students' application to pursue their studies at the Master level in any of the IHL in these two countries.

In terms of administrative requirement at the university level, once the future partner has been identified, the agreement will need to be drafted and a letter of intention to be addressed to the Director of IRO, UM would need to be prepared to inform the University Management that the department/faculty will initiate a partnership. Only when this is done, the actual process of preparation of the agreement can be initiated. In addition, once the agreement has been signed, the department has to also prepare a proposal or working paper for the purpose of obtaining the

approval from the Vice Chancellor and the university management for the student exchange programme.

3.2.2. *Preparation and signing of the agreement*

Part of the preparation process of the agreement includes the negotiation of the details of the intended activities within the student exchange programme. The negotiation stage is a very crucial stage as this is also the time when both parties will try to establish the ground rules in relation to the cooperation. If necessary, the Head of the department that offer the degree programmes or person in charge of the cooperation would also need to do a site visit so as to ensure that the facilities that are to be offered at the host university are indeed available as stated in the agreement. As such, prior to the signing of the Memorandum of Understanding the first stage in the creation of a formal agreement in which the document sets out the points of agreement (the intended common lines of action) of the parties for the purposes of the agreement between UM and INALCO, the Head of the Asian and European Languages Department and the Deputy Dean for Undergraduates of the Faculty of Languages and Linguistics visited INALCO in July 2012. A Memorandum of Agreement sets out the ground rules for the cooperate effort of the parties wishing to work together on a project. As for the contents in the Students Exchange Agreement between UM and its two partner universities (INALCO & HTWG), among the important points discussed included:

- (1) the study level for exchange,
- (2) duration and content of the programmes,
- (3) issuance of the degree,
- (4) conditions for the access to the programme,
- (5) responsibilities of respective partners during the implementation stage, and
- (6) obligations of the students.

3.2.3. *Study level for exchange*

Both double degree programmes, UM & INALCO and UM & HTWG decided to establish and develop the cooperation in the framework of their Bachelor degree programmes (Mal. *Ijazah Sarjana Muda*). For the UM-INALCO exchange programme, students of the Bachelor of Languages and Linguistics (French) and for the UM-HTWG programme, students of the Bachelor of Languages and Linguistics (German) were given the opportunity to apply. More specifically, for the double degree with INALCO, students

who have completed 6 semesters of their study programme in UM have the opportunity to enroll in INALCO in the 3rd year (5th semester) of the Malay-Indonesian Language bachelor programme in one of the following specialisation: “Text, Computing, Multilingualism” (TCM) – “French as a Foreign Language (FLE) or – “Intercultural Communication and the languages of Intercultural (CFI)”. Likewise, for the double degree with HTWG, students who have completed 3 years of their study programme in UM have the opportunity to enrol in the 2nd year of the “Business German and Tourism Management” (WDT) in HTWG.

The year of study in which UM students can enrol in the host university was agreed upon after the process of curricular equivalence was agreed. Both parties also agreed to keep up close relation with regards to the matching of the course content. It is important to note that in order for UM students to be enrolled in the 2nd year of the “Business German and Tourism Management” (WDT) in HTWG, the 3 years of study in the German programme in UM needs to be recognised as fulfilling the number of credits obtained for the two years in the WDT programme. Ultimately, the number of credits obtained in the home university being transferred or recognised in the programme in the host university depend mainly on the gap between the two study programmes in terms of content and field of study. As such, the difference in the year of study in which UM students can enrol, i.e. in INALCO (3rd year) while in HTWG (2nd year).

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3.2.4. Duration and content of the programmes

It is important to note that UM students who participate in the dual degree programmes are obliged to retain the active student status at their home university during the whole duration of their mobility. In UM, the maximum number of semesters given to students to complete their Bachelor degree is 10 semesters (5 years). Taking this into account, the mobility period for the students participating in the double degree programme with INALCO is one year (2 semesters) while with HTWG is 2 years (4 semesters). As a matter of fact, the duration of the mobility in INALCO and HTWG depends mainly on the number of credits obtained in UM being transferred or recognised in the programme in these two institutions and also the gap between the two study programmes in terms of content and area of study. The number of credits transferred or recognised in HTWG is lower than in INALCO due to the fact that the study programme in HTWG is in the area of Tourism Management whereas the one in INALCO is in the area of Malay-Indonesian studies with specialisation in French as a foreign language which is still in the area of languages and linguistics. Nevertheless,

so as to ensure that the students fulfil the requirements for the said degree the students are required to take some courses in the second year too even though they are enrolled in the 3rd year in INALCO. Table 1 shows the structure of the double degree programmes with INALCO and HTWG:

Table 1. Structure of the double degree programme with INALCO and HTWG.

| Bachelor of Languages and Linguistics (French Language) with the Option of 1 Year Mobility to Inalco Paris, France | | | Bachelor of Languages and Linguistics (German Language) with the Option of 2 Years Mobility in Konstanz University of Applied Sciences, Germany | | |
|--|----|--|--|----|---|
| 1 st -3 rd Year (Sem. 1-6) | UM | | 1 st -3 rd Year (Sem. 1-6) | UM | |
| INALCO | | 1 year in INALCO, Paris. Requirement: (1) Excellent results during 6 semesters in UM (2) Passed DELF B2 exam. (3) Self-financing | KONSTANZ | | 2 years in Konstanz University of Applied Sciences, Germany. Requirement: (1) Excellent results during 6 semesters in UM (2) Attended compulsory In-house Preparatory classes (3) Passed the Entry Test conducted by Konstanz (4) Self-financing |
| Sem 7 | UM | To complete semester 7 courses | Total study length | | 10 semesters (5 years) |
| Total study length | | 9 semesters (4½ years) | | | |

3.2.5. Issuance of degree

Each university issues their own degree upon fulfilment of the number of credits required for it to be conferred to the student. This is in accordance with the definition of a double degree programme in terms of qualification conferred which states: “A double degree program awards two individual qualifications at equivalent levels upon completion of the collaborative program requirements established by the two partner institutions” (Knight, 2012: 27). As such, students participating in the double degree programme

with INALCO or HTWG receive two separate degrees at the end of their bachelor degree study in UM. However, it was decided that even though the student completed the bachelor degree in the host university before the one in the home university, the certificate obtained has to be sent to the department and to be presented to the student only upon completion of his/her study in UM.

3.2.6. *Condition of access*

Condition of access to the double degree programmes as stipulated in the agreement include having excellent results during the 6 semesters in UM and also being able to self-finance their study and stay in the host country. The special condition required for INALCO in terms of French language proficiency is the possession of B2 level of the *Diplôme étude langue française (DEL F)*. As for HTWG, the candidates need to demonstrate an advanced level in German language (B2) and also to take and pass the special university entry examination conducted by HTWG. Professors and staff from HTWG visit the Faculty of Languages and Linguistics every year in February/March to conduct the entrance exam for the double degree program.

3.2.7. *Responsibilities of partners and students*

UM is in charge of the selection and preparation of the students who would be interested to participate in the double degree programme while the application and registration of the student at the host university are handled by both partners. INALCO and HTWG also help in getting on or off campus students' accommodation for participating students and in monitoring the progress of their study. For example, HTWG even appointed a lecturer supervisor to accompany the students during their mobility in HTWG. As for the participants, they are responsible for the financing of their mobility and to be in regular contact with their programme coordinator in UM. The other obligation for the students particularly for the ones to INALCO is to return to UM in semester 7 for completion of their Bachelor degree in UM. As for the students in HTWG, they need to apply for the credit transfer for two of the courses taken in HTWG for the purpose of fulfilling the graduation requirement of the German programme in UM.

3.3. Implementation of the activities

The implementation stage represents the actual student exchange activity and it requires the cooperation of all parties involved: study programme,

department, faculty, Academic and Admission Service Centre (AASC), International Student Centre (ISC), Student Affairs, French and German Embassies and partner universities. Activities conducted by the study programme and the department under the implementation stage include selection of candidates, preparation of candidates and follow-up of students during the exchange stage. Prospective students were informed of the opportunity to participate in the double degree programmes during the Orientation Week of the new student intake of the French and German programmes. This is to ensure that interested students are able to prepare themselves for the mobility not only academically but also financially.

The double degree programmes are presented as Bachelor of French Language and Linguistics with the option of one (1) year mobility in INALCO, Paris, France and Bachelor of German Language and Linguistics with the option of two (2) years mobility in HTWG, Konstanz, Germany. Considering that the candidates for the programmes not only need to have excellent results during the 6 semesters in UM but also to fulfil the special condition required by the respective programme hence special preparation classes are organised for the prospective candidates: preparation for the DELF B2 level for French and preparation for the special university entry test for German. For this, the department usually employs an intern or teacher assistant to conduct the preparation classes.

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3.4. Monitoring of activities

Monitoring of activities is done via email communications and also site visits. The email exchanges are not only between students and programme coordinators but also between programme coordinators in both universities. As a matter of fact, participating students are encouraged to send emails to any of the French/German Division team members to report on any issues or problems faced during the mobility. As for site visits, considering the high expenses incurred, UM is not able to conduct regular site visits. Nonetheless, the representatives from the Faculty of Languages and Linguistics Management Team managed to visit HTWG from 7-10 June 2015 and to INALCO from 11-13 June 2015.

During the visit, face-to-face meetings were held not only between UM team and INALCO/HTWG team but also between UM team and the students on mobility at INALCO/HTWG during that time. The monitoring of activities conducted are also done via a mobility report (*Lawatan Laporan Pelajar ke Luar Negara*) submitted by the students to the International Student Centre (ISC) upon their return from the exchange programme. A copy of the report is also kept in the student file at the



Figure 1. Meeting between UM & HTWG.



Figure 2. Dinner with UM students at HTWG.



Figure 3. Meeting between UM & INALCO.



Figure 4. Elsa Chou (INALCO student) & Jarvis Looi (UM student).

department for record purposes. In addition, these students are also invited to share their experience at sharing sessions organised by the department during the Orientation Week or any other functions organised by the French/German Division.

3.4.1. Evaluation of the cooperation

The officers-in-charge of the cooperation from both parties prepare a yearly report which are shared and discussed during site visit meetings. At the institution level, the department is required to submit to the International Relation Office (IRO) a report on activities conducted under the agreement every 6 month. These reports are crucial for decision making process prior to the renewal of the agreement. Likewise, all reports on activities conducted under the agreement are also presented at the department and faculty meetings.

3.5. The outcomes

The first batch of two students participating in the double degree with INALCO was sent to INALCO, Paris in 2013. From 2013 until 2019, a total number of six students have successfully completed the double degree programme. Out of the six students, one has successfully completing his Master in French as a foreign language in INALCO while another one is still pursuing her Master degree studies, also in INALCO. At the same time, UM has also received three Master students from INALCO to do their internship in UM via the student exchange programme. These interns have not only helped the department with the teaching of the language proficiency courses on the French programme but also with the preparation of the candidates for the double degree programme. In return, the lecturers on the French programme assist these interns with the preparation of their Master dissertation particularly when their research topic is related to the teaching and learning of French language in Malaysia.

As for the double degree with HTWG, the first batch of three students were sent to HTWG, Konstanz, Germany in 2013. From 2013 until 2019, a total number of thirteen students have participated in the double degree programme. Out of the 13 students, one has completed her Master in Tourism Management in Germany while two have stayed back and found jobs in Europe. During the same period, UM has received 27 students from HTWG for the one semester Malay Language and Culture Course at the Department of Malaysian Languages and Applied Linguistics, Faculty of Languages and Linguistics under the student exchange programme in the

Agreement for Academic Cooperation. Table 2 below shows in detail the statistics of the inbound and outbound students under the student exchange programmes of which the figures for outbound represent the numbers of students participating in the two doubles degree programmes:

Table 2. Number of inbound and outbound students under the student exchange programme agreement (SEPA) with INALCO and HTWG.

| Partner university | Types of mobility | Session 2011/12 | Session 2013/14 | Session 2014/15 | Session 2015/16 | Session 2016/17 | Session 2017/18 | Session 2018/19 | Total |
|--------------------|-------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------|
| INALCO, France | Inbound | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 3 |
| | Outbound | 0 | 2 | 1 | 1 | 0 | 2 | 0 | 6 |
| HTWG, Germany | Inbound | 0 | 0 | 5 | 5 | 8 | 5 | 4 | 27 |
| | Outbound | 0 | 3 | 2 | 1 | 2 | 3 | 2 | 13 |

It is important to note that the actual number of students in the mobility programme is determined yearly by mutual agreement with the understanding that an equal number of students (according to the total number of semesters) from both institutions have gone for the exchange during the whole duration of the agreement³. Looking at the figures presented in table 2 above, one can observe that the number of exchanges for HTWG is balanced while the one for INALCO is unfortunately not so. However, this has not stopped both partners from planning other cooperative activities which will involve a wider range of participants, not only just students but also teaching and research staff. In relation to this, one teaching staff from the French Division spent her 9 months sabbatical leave in INALCO conducting research and also teaching on the Malay-Indonesian programme in 2016 while another teaching staff was partially sponsored by INALCO to present a paper at its colloquium on Southeast Asian languages in 2017.

The benefits from the double degree programme is not only in terms of international mobility and qualification for UM students but also in the form of improvement to the curriculum of the French and German programme respectively. The need to keep up close cooperation with regard to the matching of courses content between the first three (3) years in UM and the first two (2) years in INALCO as well as between the first three (3) years in UM and the one (1) year in HTWG has necessitated

3. For the mobility programme with HTWG, 2 students from HTWG enrolling for one semester each is equivalent to one student from UM for one year.

the two programmes to structure its language skills courses around the Common European Framework of Reference for Languages (CEFRL) levels. In addition, the input from INALCO and HTWG, particularly in relation to the courses offered in these two programmes has helped to ensure that these two programmes are of quality and on par with the international standard. Indeed, the feedback from these two partners are also taken into account during the last curriculum review exercise of the bachelor degree programmes. For example, to enhance students' proficiency level in the target language, courses such as Writing, Speaking and Reading Skills in French/German courses were added in the programme electives in addition to the core French/German language proficiency courses. Similarly, French/German for Tourism and French/German for Business courses were also added in the programme electives following the 2014 curriculum review exercise.

4. CONCLUSION

Considering the outcomes presented above, the undergraduate double degree programmes with Institut national des langues et civilisations orientales (INALCO), Paris, France and with Konstanz University of Applied Sciences (HTWG), Germany is an effective example of the successful implementation of internationalisation strategy at Universiti Malaya, especially at a faculty level. For the faculty, sustaining the double degree programme remains the top priority for its cooperation with the two international partners whilst continuously looking at diversifying the cooperation activities and also expanding the cooperation network, i.e. with other faculties in the partner university. In this regard, during the last meeting between the faculty management team and the representatives from HTWG, Konstanz, both parties have agreed to explore more collaborations in research, publication, postgraduate supervision and other activities such as deemed appropriate by mutual consent. In addition, as part of its new agenda of internationalisation, Konstanz is planning to expand collaborations with UM in culture and languages, business and management, social sciences and economics, computer science, information technology and engineering, at both undergraduate and postgraduate level. As for the collaboration with INALCO, future collaborations will include joint research and publications as well as post-graduate supervision.

As shown by the Faculty of Languages and Linguistics (FLL) experience with the success of its double degree programmes, it is necessary to choose reliable partners to collaborate with for mutual interests and benefits as both sides can maintain a more long-term and sustainable

relationship⁴. Besides FLL's experience with its partnership with both INALCO and HTWG is also an example of how faculties can play an active and vital role in the process of internationalisation of a university via the "bottom-up" approach. Nonetheless, so as to ensure that the initiative remains a success, the faculty which hosts the agreement/partnership should be empowered to make decisions in relation to the future directions of the cooperation while the university oversee the internationalisation agenda. In the case of these double degrees, the faculty has been instrumental in all the stages of the collaboration, from the initiation to the implementation and the evaluation of the various activities conducted.

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4. The MoU and MoA between UM and INALCO were first signed in January 2012 for a duration of five (5) years and were renewed in December 2017 for another five (5) years. As for the MoU on Academic Cooperation between UM and HWTG, it was first signed in August 2012 for a period of three (3) years and was renewed for the first time on 5 September 2016. The second renewal is expected in June/July 2019.

Perception of Internationalisation in Higher Education: The Asian Variant – A Case Study of Universiti Malaya

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1. INTRODUCTION

Bargerstock *et al.* (2017) describes Internationalisation as a process:

Internationalisation is conceptualised as a process where cross-cultural challenges are addressed, deliberative pedagogies are developed, and curriculum and the broader higher education experience is enriched to encourage individual and collective agency and engagement with the complex challenges facing society (Bargerstock *et al.*, 2017).

This comprehensive definition stresses on the dynamic processes which allows for many and varied interpretations, motivations, and outcomes related to this process. In this case, our interest is to elucidate the integration of internal processes from the perspectives of university administrators at various offices. The 'integration' is also echoed by Knight (2005) for 'an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Knight, 2014) to imply participation of all levels of the organisation from the policy makers to administrators at the offices that manages internationalisation at the HEI.

Internationalisation in higher education has garnered a lot of interest since the early 1990s and research on various aspects of the concept, processes, challenges and policies have been conducted (Söderqvist, 2001, 2002; Jiang & Carpenter, 2013; Yemini & Sagie, 2015) and Internationalisation at home (IaH) (Kehm, 2011). Internationalisation is a criteria in the world-university rankings and it is stated explicitly in the HEIs mission statements, making it an important area of necessary research.

However, research on internationalisation processes is still lacking in terms of the potential long term effect of these developments on HEIs, and the outlook of middle management administrators whose core function is to seek out international partnerships in any form of collaboration. An interdisciplinary discussion on internationalisation in HE in terms of the evolution of the structures, functions, management, policy and practitioners, and funding is necessary (also Wihlborg & Robson, 2018). Essentially, it is becoming a flourishing industry where the commercialisation of HE is an important phenomenon not only in Anglo-Saxon countries but also in Asia, East-Asia and the Asia-Pacific regions, almost like an internationalisation ‘tsunami’ which brings about a whole range of political under currents.

While it is difficult to wage ignorance of these associated challenges, we should not neglect the importance of key players in the initiatives to internationalise academia, and the issues and challenges faced by the middle management at the operational level, and consequently the academicians or practitioners in all forms of partnerships. The objective of the current paper is, thus to provide insight on the perceptions and elements of HEI internationalisation and how middle management view the advantages and challenges, partnerships and recruitment of staff and students in the internationalisation activities.

The Asian variant is an intentional term used to indicate that there are similar others to the Universiti Malaysia (UM) case study of internationalisation that involves several central offices. The paper maps out the internationalisation at UM, followed by a discussion on the elements of internationalisation, barriers and the need to improve structures and systems to enhance internationalisation. This study provides in-depth critical analysis of internationalisation that may lead to recommendations and proposes a framework for navigating diverse tensions and responsibilities implicit in an internationalisation imperative.

2. INTERNATIONALISATION AT UM

Universiti Malaysia is the oldest public university in Malaysia. It is more than 100 years old and is described as a comprehensive research-intensive

public university. UM offers a wide range of programs (from Sciences, Arts and Humanities) for both undergraduate and postgraduate students in its 12 faculties, 3 academic centers and 2 academies. As of 2019, it has about 30,000 students with about 13,000 postgraduates while the remaining are undergraduates. It is the top university in the country and is ranked 70th in the QS World University rankings for 2020.

Like any other university, UM has a general strategic plan in which internationalisation is one of the many components. The management sees proper governance as an important aspect of management and has set up several structures of governance to promote internationalisation. In the year 2016, the university created a new job designation, Associate Vice Chancellor (International), whereby the main role of the post-holder is to drive the internationalisation agenda at the university level. The structure for internationalisation at UM is given in figure 1. Here, the internationalisation team covers areas in marketing, students experience and research. Three dedicated offices at the central level are set up to manage mobility, partnerships and international marketing and they are known as the International Relations Office, International Students Center and Marketing and Recruitment Centre.

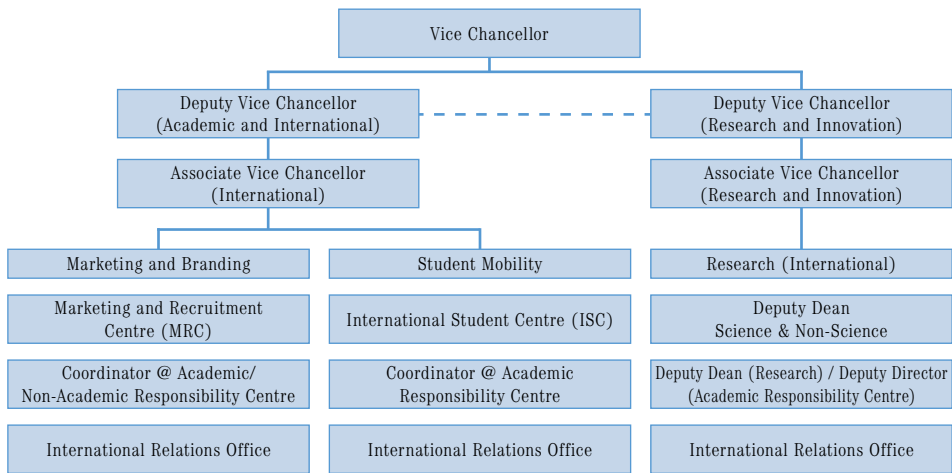


Figure 1. Internationalisation Team at the Institutional Level.

3. METHODOLOGY

This paper is data-driven and qualitative in nature. Students on the mobility program were assigned the task of conducting interviews with key

respondents from the International Office. A total of six (6) respondents responded to nine interview questions conducted in April 2019, and all the respondents are administrators working in three different offices. The areas under the jurisdiction of the administrators are as follows:

- (1) Internationalisation of academic programs.
- (2) Mobility of students.
- (3) Research collaborations.
- (4) Partnerships and global networks.
- (5) International staff and capacity building.
- (6) Internationalisation of academic programs.

The interview questions touched on topics such as the meaning of internationalisation, international partnership, international students, internationalisation of national students, internationalisation of staff and internationalisation of academic programs. Each interview lasted between 45 minutes and one (1) hour. The responses were audio-recorded, transcribed, analysed and presented here. As this is a qualitative study, the results of the interview are presented in prose.

4. RESULTS

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4.1. Defining Internationalisation

The administrators were first asked to define internationalisation and the advantages of the phenomenon. Internationalisation of universities is indeed a complex matter as this phenomenon could be defined along these lines: importance (as add on or as central activity), focus (broad focus or geographic focus), emphasis (on research and/or on teaching), approach (mobility and/or at home) and/or direction (incoming / outgoing). It was observed from the data that there is a general consensus among the respondents on its definition whereby internationalisation is seen as a beneficial process for all stakeholders at the university:

- (1) [...] a lot of cross-fertilisation of ideas, resources and to leverage on strengths of other players
- (2) It is a process to help the 'university grow'.

Internationalisation helps the university to grow and to transcend national borders. The exchange is beneficial to both partner universities and generates win-win situations. In the long run Internationalisation saves money and can generate income. It also contributes to several Key

Performance Index (KPIs) in areas such as research projects and funding, publications, student/staff mobility, conferences, agreements, etc. and with that to the ranking of the university.

It is interesting to note that whilst describing the definition, one respondent observed the need for internationalisation to break cultural barriers and in preparation for this, intercultural competency, having an open-minded mindset when communicating with people from different cultural background and embracing diversity is immensely necessary,

(3) [...] culture, language, speaking, traditions, culture all sort of things. And being in that internationalisation environment, you should be open and exposed to those sorts of thing. That will break the barrier of society to society in that concern.

(4) [...] it's the understanding of the diversities and also the differences between and among different people from different background.

A general understanding of what constitutes internationalisation is important as UM has not deliberated on an operational definition of what constitutes internationalisation. As administrators are the conduit to several major activities across the university, it is necessary to first understand the operational definition of internationalisation in order to be able to reach out to academicians and management to participate in all forms of international activities and manage the communication with various partners at all levels. Thus, understanding internationalisation from within the Institution and what internal perspectives are necessary would be of great importance in the dissemination of information or in the elicitation of information.

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4.2. Internationalisation of academic programs

There is a general consensus and awareness on what constitutes the internationalisation of academic programs. The university aims to develop curricula that would include future trends, with cutting edge modern content, covering the full scope of a study including ethical considerations, which are attractive to students around the globe and their respective employers. Advanced forms of cooperation like e-learning formats or dual and joint degrees are offered together with several international partners.

The Curricula is also revised at regular intervals to ensure that courses are not redundant and to include more international programs,

(1) [...] what we have done is, we have internationalised our own programs.

and what makes it more appealing is that English is the language of instruction for all courses, and specific courses covering the culture, politics or economics of different regions are offered. It is worthwhile to note that the respondents viewed the importance of technology in reaching out to the international community. Administrators are aware that the programs offered must adapt to future trends and use the cutting edge technology to enhance the delivery. As one puts it,

(2) [...] we trying to anticipate the kinds of future directions of the university. For example, if we are talking about IR4.0 which is the industrial revolution 4. We are trying to anticipate that.

4.3. Elements of Internationalisation

Among the main elements necessary for internationalisation at UM is that while it is centrally coordinated, respective faculties are free to initiate their own internationalisation at home. In fact, faculties or even individuals are granted certain flexibility to seek cooperation opportunities and have formed and contributed many valuable internationalisation initiatives.

(1) [...] So, whichever faculties agrees to be host, it is the faculty's students and staff would be involved in the exchange programs and mobility. So, very often practically all the faculties have these kinds of arrangements with partner institutions. So, it depends on the area of specialisation and the niche research areas and what the purpose of the collaboration is for.

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Hence in UM, the understanding is that internationalisation is the responsibility of everyone, i.e. the whole campus community, and not only of the international relations office. Nonetheless, centralised services govern the process and provide information and guidance to all stakeholders. Internationalisation is concerned with staff exchange, student exchange and research collaboration, both inbound and outbound, which is based on agreements and partnerships on different levels from specifically created (short-term) seminars to joint degree programs at international partner universities.

In addition, there are also many different networks, platforms and initiatives, which are aimed at enhancing internationalisation through institutional partnerships, recruitment of incoming and outgoing students and staff. Considering this, the university should understand that despite not having any professional training in international relations, academic staff members in the faculties have in fact a lot of experience in inter-university

cooperation mainly via research, publication, conferences, curriculum development, student exchange, etc. The university could indeed use their staff strong personal network with partner universities as a leverage for their internationalisation aims.

4.4. Challenges or Barriers for Internationalisation

While it is apparent that there are several plans, strategies and advantages in the internationalisation efforts, one cannot ignore the challenges or barriers that stall efforts. The key challenge is funding and all the respondents admitted that financial resources are limited, especially when it comes to sending students abroad.

(1) [...] Local students is very expensive to send abroad unless it's a neighboring country or neighbor country that is financially sound.

Furthermore, there is tough competition with high-ranking universities that have more financial power, making the playfield uneven.

(2) [...] We have a lot of pressure, right, in terms of competition amongst the other institutions in the world. So, one way to actually up our game or to maintain our standings is to engage with people from different backgrounds, different institutions all across the world.

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Student fees are also regulated by the government, which limits the university in securing higher fees for local and foreign students alike. But despite these challenges, the university is still ranking well in the world standings as European universities too have funding issues to some extent. Funding issues were also not used as an excuse for not doing research nor on securing international projects.

5. CONCLUSION

In this study, we showed that motivation for internationalisation is a multifaceted phenomenon influenced by administrative personal characteristics and understanding. The study provides a first insight into the perceptions and motivations of administrators regarding the development of institutional-level internationalisation strategies. In this case, UM has been blessed with Erasmus grant funding that provide for the mobility of students and academic staff, knowledge transfer, internationalisation of teaching, learning and research, cooperation and future collaborations.

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Internationalisation at Home by Design, Universiti Sains Malaysia Style

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1. INTRODUCTION

In this century, societies are being forced to face a new global environment, and it is necessary for today's education to conceptualise everything with the age of globalisation. Furthermore, individuals need to develop global consciousness that requires a change in mentality and educative paradigm. Higher education Institutions (HEIs) for example, could be an appropriate place to provide opportunity for students to gain international exposure. Thus, graduates are expected to have particular skills, awareness, and knowledge to successfully strive in a global, complex and interconnected world. As education is at the centre of all social change, higher education sector increases their support to internationalised students' experience. Therefore, one of the fundamental roles of higher education is to prepare their students in becoming global citizenry by fostering a global consciousness. This includes making students understand that people and societies are in interdependence relation and developing their understanding in their own culture and respect of diversity (Avila, 2005). One of the ways to acquire these skills is through internalisation. Thus, HEI has been actively involved in internationalisation which has translated into active development of policies, programs and infrastructure at institutional and government levels (Knight, 2001).

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Internationalisation is a complex process which involves not only introducing international content to course and programs (Yershova *et al.*, 2000), but also a process that impacts on the whole individual. Internalisation, therefore, requires to look at cognitive and affective factors, and at the skills needed to perform successfully in an increasingly internationalised environment (Eisenclas & Trevaskes, 2003). Thus, HEIs and practitioners are under pressure to be more attentive to internationalisation initiatives that support increasingly mobile and globalised student populations and that foster the development of global citizenship competencies which include “problem-defining and solving perspectives that cross disciplinary and cultural boundaries” (Hudzik, 2004 as cited in Williams & Lee, 2015).

Traditionally, the focused-on internationalisation is through student mobility program such as bringing international students in and sending home students abroad. These activities are linked with the benefits of gaining an intercultural competencies and global citizenship skills. Buttjes (1989: 112 as cited in Eisenclas & Trevaskes, 2003) for example, defined intercultural competency as the ability to mediate between one’s own culture and that of others. This skill has become a key issue in HEIs. Although most HEIs aimed to expose graduates to intercultural competencies and global mind-set, a majority of students will not have the opportunities for overseas exchange or study abroad. Shaftel *et al.* (2007) for example identified the major barrier for students desiring to study abroad is the cost, especially those who may lack resource for the additional cost associated with study abroad. Another concern is a difficulty in transferring credits earned from the institutions abroad to their home universities which it can result in delaying students’ progress toward graduation (Troisi *et al.*, 2014). There is a growing concern that students who do not participate in study abroad may not earn the same benefits in intercultural competencies development as their peers. Therefore, there is a need for internationalisation at home strategies to facilitate local student’s development of intercultural understanding and skills without the need for international travel experience (Leask, 2008).

Internationalisation at home is defined as the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments (Beelen & Jones, 2015). It ranges from the use of another language for formal instruction, use of IT, promote students to interact and develop project within the community and with non-profit organisations, outreach programmes and service learning, teaching intercultural issues and internationalised curriculum (Huedo, 2009). For example, Nilsson (2003) introduces this concept at Malmo University, Sweden, as a respond to a growing immigrant

population by intentionally encouraging intercultural learning between international and domestic students. Then, Knight (2008) developed the concept of Internationalisation at Home into the teaching, research, and service functions of the university, specifically emphasising the value of internationally-focused curricula. Furthermore, Leask (2013) highlighted the importance of linking curricular and co-curricular activities by ensuring that intercultural, international, and global learning opportunities are infused into an organisation's core cultural and structural foundations. Since then, most institutions are considering ways to bring the world to the home campus and the home campus to the world.

Similarly, for HEIs in Malaysia, internationalisation of higher education is viewed as a necessary step towards producing graduates with transversal skills who have global mind set, attracting more international students and generating innovation through research and development (MOHE, 2007: 116 as cited in Siew & Jia, 2008). It is an important aspect to allow Malaysia and Malaysians to play a greater role in the global arena. Ideally, students exposure and experience can be achieved through mobility program. However, due to lack of funding and limited availability, very small number of students can participate in the international mobility program. Thus, internationalisation at home shall be utilised to benefit the students. At present, there are more than 128,000 international students from over 160 countries in Malaysia (Hasan Basri Awang Mat Dahan, 2019). It should provide opportunity to encourage interactions between local and international students, cultivate internationally-focused research topics, and exchange intercultural skills. Realising the importance of having international exposure for the students, Universiti Sains Malaysia (USM) exerted the year 2019 taglines as to bring USM to world and the world to USM. Therefore, the aim of this paper is to discuss activities for internationalisation at home by focusing on intercultural experienced by local students while assisting international students at USM.

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2. BACKGROUND OF THE STUDY

There a quite some literature that discusses the benefits gained by students' mobility and studying abroad but very little that focuses on benefits that domestic students gain through their interaction with international students. However, various studies were undertaken that measured the impact of internationalisation-at-home initiatives by focusing on influence towards the domestic students (Troisi *et al.*, 2014; Jon, 2013; Trinh & Conner, 2019). The study by Jon (2013) demonstrated the usage of a mixed-methods evaluation of two highly selective, voluntary campus programs for domestic

and international students at a Korean university: a buddy program and a culture and language-exchange program. In that study, the intercultural development, behaviours and interactions of the students involved were measured using surveys. Furthermore, interviews are conducted to explore the motivations for, and experiences with, internationalisation-at-home initiatives. Findings indicated that there are a positive and direct effect on Korean students' interaction with international students, and a positive and indirect effect on their intercultural competence.

Another study was conducted by Trinh and Conner (2019), for example, used a qualitative case study employing Kahu's (2013) model of student engagement (SE) to investigate SE in internationalisation of the curriculum (IoC). That study focussed on the perspectives of 23 Vietnamese students taking an internationalised program in a Vietnamese university. The findings indicated that SE in IoC varied according to diverse internal and external factors. For example, it revealed that the students are aware of the benefits of their engagement in the program, acknowledged the strengths and weaknesses of the program and have desire to act as partners in the program. Furthermore, IoC can develop potential partnership between students and their lecturers as well as other institutional bodies, in both the formal and informal curriculum. The findings suggested that students are potential resources to cultivate diversity and inclusion in IoC because their engagement can offer multiple insights and possibilities to enhance IoC (Trinh & Conner, 2019).

In the study conducted by Troisi *et al.*, (2014) in the United States, for example, used quantitative survey to compare study-abroad and internationalisation-at-home initiatives in nine U.S. public research universities. In that study, internationalisation-at-home initiatives included international or global coursework, interactions with international students in and out of class, and voluntary global or international noncurricular activities. The findings indicated that internationalisation-at-home initiatives had more perceived benefits among students than did study-abroad ones in regard to the development of global, international, and intercultural competencies. Based on studies undertaken in few countries such as United States and Vietnam, internationalisation at home brings positive impact to the local students. Further studies are needed to focus of specific benefit gained by the local students.

3. METHODOLOGY

The study adopted case study method which aimed to investigate intercultural awareness experienced from internationalisation at home for students

working closely with international students in mobility programs at Universiti Sains Malaysia (USM). USM was established in 1969, has become one of the research universities in Malaysia. Total number of enrolment is 32,152 where 21,441 are undergraduates and 10,715 are postgraduates' students. At present, undergraduates, postgraduates and mobility international students are 3,310, who come from 78 countries worldwide. International Mobility and Career Centre (IMCC) were established for local and international students from partner institutions to pursue quality higher education through various mobility programmes. Through these programmes students will gain soft skills and acquire knowledge and experience to be able to compete in the global market and can stand shoulder to shoulder as the future global human resources through various programmes at home and abroad.

There are various opportunities to gain intercultural competency at USM. This included the USM International (USMi), KAWAN and USM student buddy program. The USM International (USMi) is the International students of USM, which includes students from throughout the world who strive to create a welcoming and inclusive environment for all USMites. This initiative is to ensure USMi members to be proud of their home countries and to share their cultures with the USM community. USMi aims to provide a safe space for International and Malaysian students of USM to interact, unleash their creativity, and share their cultural identities.

KAWAN or in Malay means friend is a new volunteer initiative set up to facilitate and assist postgraduate international students in the process of applying as well as pursuing their academic pursuits at USM. Its member may be student from any school in USM, he/she will be responsible for providing individualised aid for applicants who are interested in pursuing their study in USM.

Finally, the USM Student Buddies aims to make a lifelong friendship with International Students and bring them towards the student life in Malaysia and also, venture around Malaysia through various kinds of activities. The Buddies will ensure and assist international students in acclimatising to their new environment and surrounding. They aim to motivate and assist international students to build a cohesive university culture whilst being USM's ambassador. They encourage interaction and exchanges of opinion between international students and local students in order to help build and expand social networks that transcend borders, countries and continents.

This study will focus on students' buddy programs involved in two mobility programmes namely Malay Studies Credit Transfer (PROPERBM) program offered to students from China Universities and English Language Studies program offered to Kyoto University of Foreign Studies (KUFSP),

Japan offered by School of Humanities, USM. The reasons for choosing these two programs are the mobility program have been going on for more than one year and will be offered every year. Thus, the programs are stable and run every year.

4. CASE STUDY 1: MALAY STUDIES CREDIT TRANSFER PROGRAM (PROPERBM)

PROPERBM is a credit transfer program offered to students from universities in China that offered Malay studies program. The program aims to teach Malay Language with cultural, tradition, arts and co-curriculum activities. The first cohort started their study in September 2018 where 27 students from Yunan Minzu University, Guangdong University of Foreign Studies dan Hainan College of Foreign Studies registered for this program. In September 2019, another 60 students from 4 difference universities registered. There are from Yunan Minzu University, Communication University of China, Xi'an University of Foreign Studies, and Guanxi University for Nationalities. In order to assist, Chinese students adapted to cope with living in Malaysia, student buddies were appointed. A total of 15 students was appointed for both academic years.

In this study student buddies were interviewed to investigate intercultural competencies obtained while working with international students. Prior to joining the program, the students' buddies do not have conversation skills in Chinese. From the analysis, it was found that although students have not been to China, they started to learn about cultural and language learned while working closely with Chinese students (refer to Figure 1 and Figure 2). For example, students' buddies agreed that by getting involved with these students, they learned the uniqueness of Chinese culture. International students had taught them to use simple mandarin such as to greet people. In addition, they learned to pronounce certain words correctly were taught by international students. One of the student buddy agreed although she haven't have chance to visit China, she got the opportunities to know China better when helping these students. The International students also brought gift from their countries and shared with local students. The advantage of having student buddies for PROPERBM, is the length of stay for Chinese students are one semester or two semester. The interaction and thrust can be developed and nurture. They learned traditional dance together. This program is succeeded to ensure incoming students learnt about language, culture and lifestyle while there were in USM. USM students also managed to learn language, culture and tradition from Chinese students.



Figure 1. Field visit by students from Universiti Sains Malaysia and PROPERBM.



Figure 2. Outdoor activity provided conducive students interaction.

5. CASE STUDY 2: KYOTO UNIVERSITY OF FOREIGN STUDIES ENGLISH PROGRAM (KUFS)

KUFS program is developed for Kyoto University of Foreign Studies where the students came for 5 weeks to learn English Language. At the end of the course, they will take TOIEB test and the result will be brought back to their home university. Two groups of students (one group came in February) and the second group came in August every year since 2016.

For every cohort, there were two buddies were appointed to work closely with KUFS students. Based on interview with buddies, they were already being exposed to Japanese language and culture through course taken from School of Language, Literacy and Translations. Although the program gave opportunities for them to use Japanese with KUFS students, they seldom use it, since the program aimed to enhance English proficiency among Japanese students. They learned Japanese cultural and food, and language. One of the buddies who already graduated mentioned she learned to cultural difference which gave her confidence while seeking for job. Figure 3 shows learning cultural activity also helped students to gain confidence.

The findings from the two mobility programmes offered by School of Humanities, local students enjoyed working with international students (Figure 2). Furthermore, they gained intercultural experience and try to adapt with language and cultural differences. One of the main challenges was language where they overcame it by using apps installed in their smart phone.



Figure 3. Learning traditional dance as a way of understanding cultural.

6. CONCLUSION

Internationalisation in higher education has focussed on mobility, curriculum development and internationalisation at home. In-bound or out-bound mobility provide opportunity for students involved to gain global experience and intercultural knowledge. Students who were unable to participate in

mobility program should take advantage of internationalisation at home which provide prospect of gaining global and intercultural experience.

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Internationalisation of Thai Higher Education: The Case of Prince of Songkla University

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1. INTRODUCTION

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Prince of Songkla University (PSU) is a public Thai university established in 1967 as the first university in southern Thailand, with the guiding principle “Our Soul is for the Benefit of Mankind.” PSU is a leading research university committed to academic excellence, reputable research and innovation, with five campuses located in Hat Yai, Pattani, Phuket, Surat Thani, and Trang. It is one of the nine national research universities, top ten comprehensive university in Thailand and the 156th in Asia by 2019 Quacquarelli Symonds (QS) ranking. PSU has more than 500 agreements for academic cooperation with institutions worldwide, including collaboration with many International Agencies. In the academic year 2018, PSU campuses houses 37,623 students, inclusive of international students from 59 nations, 2,310 academic staff, and offers 146 Bachelors, 111 Masters and 53 Doctorate degrees.

Since its establishment more than 50 years ago, PSU worked towards fulfilling its vision of producing internationally recognised graduates, actively engaging in providing services to community and taking a leading role in the preservation and enhancement of national heritage in arts and culture. At present, PSU is in the process of implementing an active

internationalisation strategy, following the national policy drafted by the Office of the Higher Education Commission (OHEC), Thailand.

A challenging task for drafting a national policy is to go along with the right definition, which can be comprehensive and also practical for integrating the international dimension into higher education system and value. As we know, Jane Knight's initial definition of internationalisation was widely used for decades to help shape policies and bring about good practices in the education sector:

Internationalisation is the process of integrating an international/inter-cultural dimension into the teaching, research and service functions of the institution (Knight, 1994).

Moreover, the world of education nowadays is strongly interconnected embracing the “global integration of higher education” concept as explained by Dirk Van Damme:

An international regulatory framework is needed to transcend the eroded national policy contexts and to some extent to steer the global integration of the higher education systems (Van Damme, 2001).

The global dimension was also adopted by Jane Knight in her revised definition of internationalisation, in order for it “to be understood at the national and sector level, as well as at the institutional level,” as the Updated Definition of Internationalisation:

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

Jibeen and Khan (2015) state that the internationalisation of higher education is “a means to improve the quality of education”, and that “the support of global research and curriculum with international content are considered to be the benefits of internationalisation of higher education”. The positive aspects of internationalisation, as they affirm, include improved academic quality, internationally oriented students and staff, diversify and enhanced learning environment for the benefit of domestic students, the University, and the nation, and it helps producing graduates internationally knowledgeable and cross-culturally sensitive. They advocate that “the higher education institutions are essential actors in creating well-balanced and constructive internationalisation strategies, and they must advocate for policy change at governmental level.”

In Thailand, the Office of the Higher Education Commission (OHEC) is “the central body to monitor and facilitate the overall education internationalisation process” and “none is in the better position than the Office of Higher Education Commission (OHEC) to assume this role. With its influence on national education policies, some control over budget, and network across ministries, agencies, and governments, OHEC has perfect tools and mechanisms for the task” (Kanjaniyot & Chaitiamwong, 2018).

One key element of internationalisation as emphasised by OHEC is the global aspect, which was incorporated into the national policy for the internationalisation of Thai higher education institutions with the vision of “fulfilling the quality of global citizenship” (Bureau of International Cooperation Strategy, 2018).

Following this new national policy as its guideline, PSU is in the process of revisiting its own vision and mission, in order to prepare graduates to become “global citizens” with multicultural understanding and capable to compete in the international job market.

The new road towards the internationalisation of higher education in Thailand, as defined by the Office of the Higher Education Commission and closely followed by PSU, is detailed in the following part of this paper.

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2. THAI NATIONAL POLICY FOR INTERNATIONALISATION OF HIGHER EDUCATION

The Office of the Higher Education Commission (OHEC) of Thailand, has made its continuous effort to promote the internationalisation of higher education since 1990, when it was addressed in the First Long-Range Plan on Higher Education (1990-2004). (Bureau of International Cooperation Strategy, 2018) Later on, OHEC pushed the internationalisation forward under the Seventh National Development Plan (1992-1996), emphasising on internationalisation and regionalisation. (Kanjaniyot & Chaitiamwong, 2018) Afterwards, OHEC formulated the Second 15-Year Long Range Plan on Higher Education (2008-2022) with a view to providing recommendations on directions for higher education development with diversity and differences that are responsive to the country’s development. The key theme of the Long Range Plan sets the right directions for higher education development, lessen duplication, upgrade quality, and enhance efficiency (Bureau of International Cooperation Strategy, 2018).

Following the plan, the OHEC has encouraged higher education institutions to embrace the internationalisation in their missions, to work in close collaboration with many leading institutions around the globe, as a

mechanism to internationalise Thai higher education. Then, OHEC's Bureau of International Cooperation Strategy, as the key national organisation responsible for promoting the internationalisation of Thai higher education, has defined it as follows:

Internationalisation is the development process through integrated university missions for staff and students at all levels to adapt themselves successfully in the VUCA world [volatility, uncertainty, complexity, and ambiguity] and lead their lives meaningfully with cultural grace (Bureau of International Cooperation Strategy, 2018).

OHEC also formulated a framework for higher education, under which it is "required that the quality of graduates at every level of qualifications and course/field of study fulfils at least five domains of learning: ethics and moral, knowledge, cognitive skills, interpersonal skills and responsibility, and numerical analysis and communication and information technology skills" (Bureau of International Cooperation Strategy, 2018).

In this connection, OHEC encourages Thai universities to create their own internationalisation definition, best responsive to their own contexts.

2.1. OHEC Dimensions to Determine Internationalisation

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Some of the dimensions to determine the internationalisation at Thai universities, as highlighted by OHEC, concern: the level of understanding of internationalisation among university stakeholders including administrators, faculty, staff and students; the alignment of internationalisation with university's vision and mission; clear internationalisation strategies and sustained direction for long-term internationalisation strategy; university's strategic network(s) that facilitate internationalisation; international methodologies in teaching and learning (e.g. enhancing learners' critical thinking, participatory behaviour, and ability to engage in logical open discussions); overall student-exchange opportunities available; linkages with foreign institutions in terms of teaching and learning, research, services, and/or development projects; and support services available for all groups of learners (domestic and international).

2.2. OHEC Indicators for Internationalisation

OHEC also emphasises on the importance of the indicators for internationalisation such as: number and diversity of student-exchange programs, number of subjects and study programs with clear international content and number of beneficiaries, number of research projects in collaboration with

foreign partners, funding and manpower allocated to determine solutions for international issues, and number of opportunities to build understanding among high-ranking administrators, faculty, and staff regarding desirable characteristics of internationalised learners and graduates (trainings, study visits, collaborations with international organisations, shadowing programs for administrators, etc.).

An important key word embedded in the core of OHEC's internationalisation plan is "global citizenship," meaning that the internationalisation must offer support for students and staff who lack opportunities to go abroad. The internationalisation should be inclusive by providing chances for staff and students who are unable to gain international experiences to take part in the knowledge management process, projects and activities related to international context, including sharing and learning about diversity, multicultural appreciation on global and regional issues (Bureau of International Cooperation Strategy, 2018).

Hence, OHEC proposes a process for the internationalisation of Thai higher education, as in Figure 1.



Figure 1. Internationalisation of Thai Higher Education.

Considering this national plan, PSU embarked on a new journey towards drafting its own Strategic Plan for internationalisation as detailed in the subsequent pages.

3. INTERNATIONALISATION AT PSU

For the past two decades, the internationalisation process at Prince of Songkla University mainly embraced students and staff mobility, agreements for international cooperation, and curriculum internationalisation. However, during the last years, the internationalisation also focused towards international networking, joint international research, and development of students and staff global competency. Also, a clear commitment from university's managerial team and a strategic plan for internationalisation were reinforced to support this process. Currently, PSU sets sail on a journey to produce internationally proficient graduates and to internationalise its curriculum, research, and services through various strategies and activities. One best practice example for this strategy is the development of online database systems for agreements with international institutions (Figure 2) and inbound-outbound mobility (Figure 3), which have been created in order to facilitate the updating process and provide comprehensive and easily accessible data to all university's units.

Following the OHEC National Policy for Internationalisation of Thai Higher Education, PSU is in the process of implementing and improving its own internationalisation strategy, especially with focus on: internationalisation of its curriculum, boosting international research collaboration, intensifying the inbound-outbound of students and staff, increasing the number of international students and staff, expanding participation in global academic and research networks, encouraging more student and staff mobility, creating internationalisation at home activities to embrace students' global citizenship. Therefore, the strategic decision making for each activity is based on the use of data collection analysis to make the decision effectively.

The University has also initiated the process of revising its own priorities with regards to its internationalisation strategy, which go along with OHEC's Implementation Guidelines including the following: the PSU Committee for University's Internationalization Strategy was created in 2015 to prioritize the matter within the University; the Vice President for International Affairs was assigned to strengthen the University's International Affairs network and to implement the internationalization process proactively; sessions on internationalization-related issues like trainings by national and international experts, exchange programs, cross-cultural activities, research collaborations, good practice sessions and study visit programs are regularly held and revised; continuous collection and update of data on MOUs, projects/activities implemented at the university and faculty levels, and comprehensive and easily accessible database systems for

international collaborative agreements (Figure 2) and inbound-outbound mobility (Figure 3) have been created.

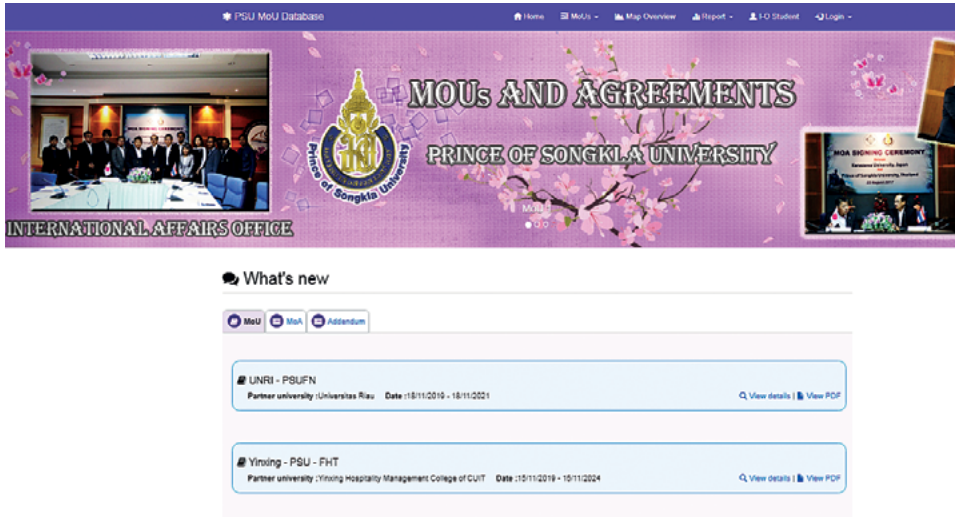


Figure 2. MOUs Database.

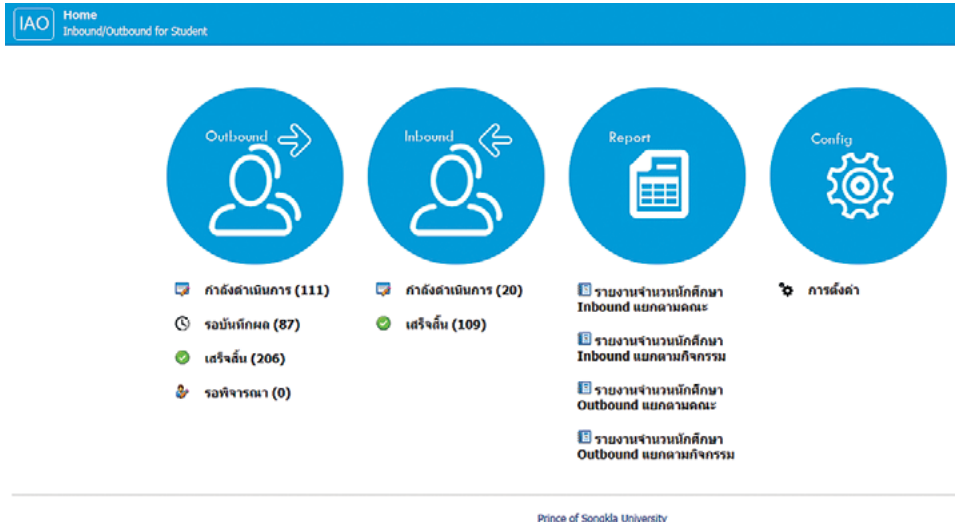


Figure 3. Inbound & Outbound Students Databases.

PSU's Internationalisation Strategy also comprises the provision of resources to support its collaboration with partner universities from around the world and to foster better international exposure for its students,

lecturers and staff. For example, the University provides financial support from its internal fund for joint international research, for PSU academics to study or do research abroad, as well as to follow up the progress of researches conducted abroad by PSU graduate students. These activities are supported by two main PSU funding: “International Cooperation for Research” for joint projects, and “International Research Grant” for PSU lecturers and graduate students to further their research abroad.

Another important strategy at PSU is its strong International Affairs Network including International Affairs officers at faculty, campus and university levels, as Kanjananiyot and Chaitiamwong (2018) mentioned that “a strong IRO is significant for the progress of education internationalisation. Proactive IRO and capable staffs will help institutions become more strategic, as well as more capable to grasp potential opportunities and manage resource effectively.”

Other resources available at PSU for supporting the international cooperation include the International Students Association and student’s clubs; state-of-the-art laboratories; a library offering a large collection of books and online journals; modern Scientific Equipment Centre for research works; Business Incubation Centre, etc. More specific initiatives, such as increasing the number of English programs, joint researches and double degrees, as well as endeavours to establish promotional offices in targeted countries, are in the process of being planned as part of PSU’s internationalisation strategy.

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3.1. PSU Strategic Plan for Internationalisation

PSU’s Strategic Plan for Internationalisation (Figure 4) includes five main goals concerning University’s international engagement, internationalisation of curriculum, development of students and staff global competency, international students’ recruitment, and joint international research.

Since 2015, PSU has continuously developed the action plans that led to the Best Practices Implementations as exemplified in the following part.

3.1.1. Goal 1: Increase University’s International Engagement

PSU defined three main actions in order to reach this goal: intensify PSU’s collaboration with its partner universities and develop new partnerships with worldwide institutions; broaden the activities under the Memorandum of Understanding with institutions from around the world; and embrace more International Networks to promote global exchange, joint activities and collaborative research.

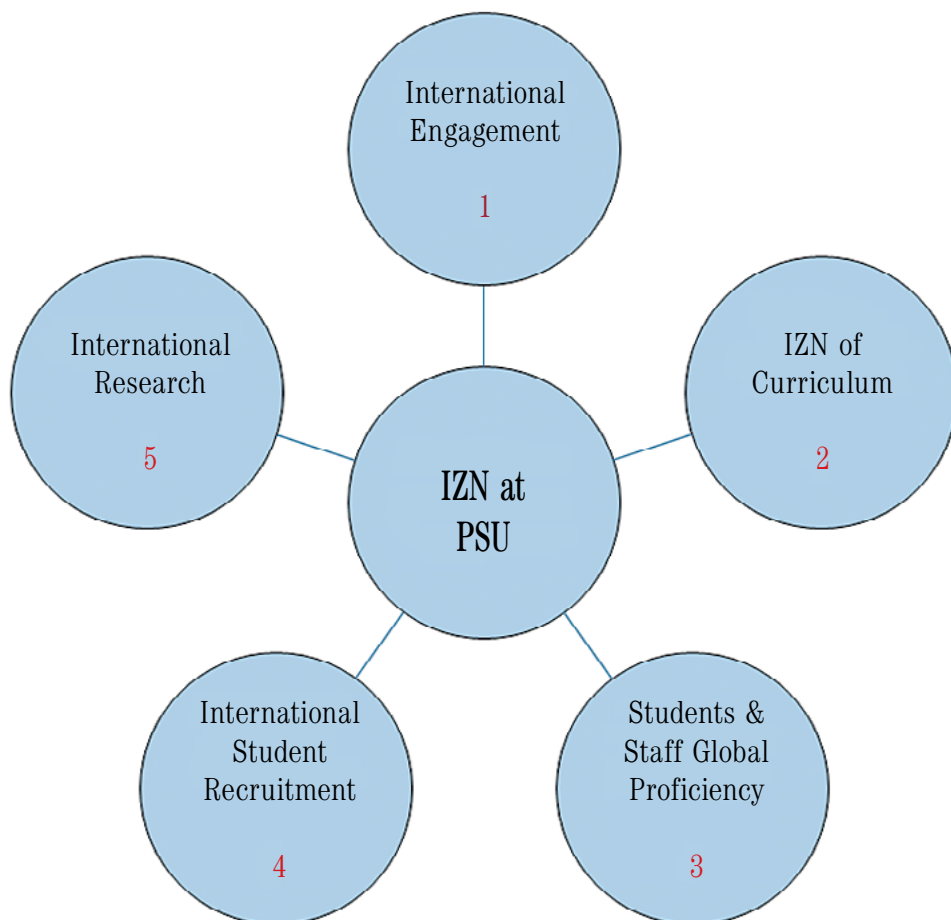


Figure 4. PSU Strategic Plan for Internationalisation.

Best Practice: PSU's participation in Erasmus+ Programs

A very important aspect of PSU's internationalisation strategy is its sustained involvement in several Erasmus+ European co-funded projects, as for example the Marco Polo Erasmus+ program (KA2 Capacity Building in Higher Education), coordinated at PSU by its main International Affairs Office. This participation, similar to all other Erasmus projects that PSU takes part in, has increased the internationalisation opportunities and networking with worldwide institutions. Moreover, learning from and sharing knowledge and experiences with partner universities from around the world, helps boost educational opportunities for students and staff and promotes cultural understanding. We would like to highlight that

the number of Erasmus+ programs at PSU is constantly increasing and involves multiple disciplines.

Currently, PSU has a record of successful participation in 15 Erasmus+ programs, which concern capacity building, increase internationalisation capabilities, curriculum development, and modernisation of governance, management and functioning of HEIs.

One of the outstanding examples of PSU participation in Erasmus+ programs is the “Participatory and Integrative Support for Agricultural Initiative” (PISAI) project, for which the PSU Faculty of Natural Resources is the coordinator, the only one to coordinate an Erasmus+ program in Thailand. The main project’s objectives are to improve the Agricultural Education in Thailand as an efficient channel for agricultural production that contributes to the food security and high-quality food for global consumption. This will be achieved through cooperation on a Double Degree Master Program, which emphasises on the sustainable agriculture, between four leading HEIs in agriculture in Thailand – Chiang Mai University, Kasetsart University, Khon Kaen University, and Prince of Songkla University – with the cooperation of four HEIs in Europe: Ceska Zemedelska Univerzita V Praze, Czech Republic; Kobenhavns Universitet, Denmark; Helsingin Yliopisto, Finland; and Montpellier SupAgro, France. The implementation and consequences of the project will greatly contribute to the Sustainable Development Goals by developing capacities in the Thai HEIs in agriculture to address the “Sufficiency Economy”, a new concept developed by the late King Bhumibol Adulyadej and proved effective by the Thai Ministry of Agriculture, to integrate agricultural production and social and environmental sustainability.

The second example of a highly-beneficial Erasmus+ project at PSU is “Furthering International Relations Capacities and Intercultural Engagement to Nurture Campus Diversity and to Support Internationalisation at Home” (FRIENDS). This project is coordinated by Varna University of Management, Bulgaria, and, at PSU, the main International Affairs Office is in charge of this scheme. The FRIENDS project is built around the concept of Internationalisation at Home (IaH) that reframes the traditional perceptions of HE internationalisation in the five partner countries (PC) involved in the project, namely Bhutan, Cambodia, Malaysia, Philippines and Thailand. The notion of IaH is based on the assumption that for various reasons the largest part of universities’ student body will always remain non-mobile and therefore deprived from access to global knowledge and skills. The project’s chief goal is to develop PC HEIs students’ global competence through the integration of intercultural dimensions into universities’ formal and informal curriculum. The project shifts HEIs’

focus from outbound to virtual mobility and on-campus intercultural engagement for the benefits of non-mobile students' employability and global outlook. This project marks a milestone in the implementation of IaH at PSU, since until now the university did not emphasise on this aspect of internationalisation. Therefore, after joining the workshops and sharing sessions under FRIENDS project, University understood the importance of IaH and adopted it as one of its main internationalisation strategies together with the mobility scheme.

Best Practice: Active Member of several International Networks

As Kanjananiyot and Chaitiamwong (2018) revealed, OHEC strategies for internationalisation of higher education also involve initiating or expanding existing bilateral and multilateral programs, such as Thailand-Austria relations that led to the setup of the ASEA-UNINET (ASEAN-European Academic University Network) for multilateral cooperation between Asia and the European Union; and University Mobility in Asia and the Pacific-UMAP, a multilateral form of exchanges since 1996 to identify and overcome impediments to university mobility, and to develop and maintain a system for granting and recognising academic credit. Moreover, since the ASEAN integration in 2015 with the national dream of becoming regional education hub, several exchange programs and efforts were seen, for example, ASEAN International Mobility for Students (AIMS) Program, promoting student mobility with credit transfer in the ASEAN region as part of the harmonisation of higher education in Southeast Asia (Kanjananiyot & Chaitiamwong, 2018).

In this direction, PSU also increased its involvement in international networking and joined one new educational network each year since 2015. Thus, currently, PSU is actively engaged in various activities, from student exchanges to Presidents' forums, from leadership conclaves to shadowing programs, and is a member of 16 international networks:

- AUN: ASEAN University Network.
- EACC: East Asia Academic Cooperation Council.
- ASEA-UNINET: ASEAN-European Academic University Network.
- ASAIHL: The Association of Southeast Asian Institutions of Higher Learning.
- IMT-GT UNINET: Indonesia-Malaysia-Thailand Growth Triangle University Network.
- ProSPER.Net: The network for the Promotion of Sustainability in Postgraduate Education and Research.

- UMAP: University Mobility in Asia and the Pacific.
- AsiaEngage: formed by ATNEU, AUN USR&S, and member universities.
- ALNC: Asian Learning Network Council.
- SATU: Southeast Asia and Taiwanese Universities.
- TGUC: Thailand-Germany Universities Consortium: KU, PSU, KKU, MFU, and CMU, Thailand; & Fraunhofer IFF, Germany.
- THOHUN: Thailand One Health University Network.
- UNTA: University Network for Tropical Agriculture.
- AUAP: Association of Universities of Asia and the Pacific.
- IAU: International Association of Universities.
- SUN Thailand: Sustainable University Network of Thailand.

3.1.2. Goal 2: Promote Internationalisation of the Curriculum

In order to reach this goal, PSU has planned four main actions: build up expertise and take a leading role in areas of study consistent with the inherent potential of university's locality; integrate and apply knowledge based on practical experiences to teaching in order to instill intellectual wisdom, virtue, competency and international world-view vision in graduates; encourage the development of more International and English programs to attract more international students to PSU and support PSU students to study abroad; and develop collaborative degree programs, such as Joint and Dual degrees, with partner universities.

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Best Practice: International and English programs at PSU

PSU is a comprehensive university, offering various programs of study from Bachelor to Doctoral level. At present, all Master's (111) and Ph.D. (53) programs offered at PSU have been made available for and can accommodate foreign students on a Research- and Thesis-based scheme. This represents a significant progress for curriculum's internationalisation at PSU since the academic year 2015 when only 11 Master's and 8 Ph.D. degrees were designated as international or English programs.

Moreover, the University offers five more Bachelor's degrees as international programs comparing with 2015. This was also pushed forward through making one of PSU campuses, namely Phuket Campus, to be University's "International Campus."

180 Programmes open for foreign students

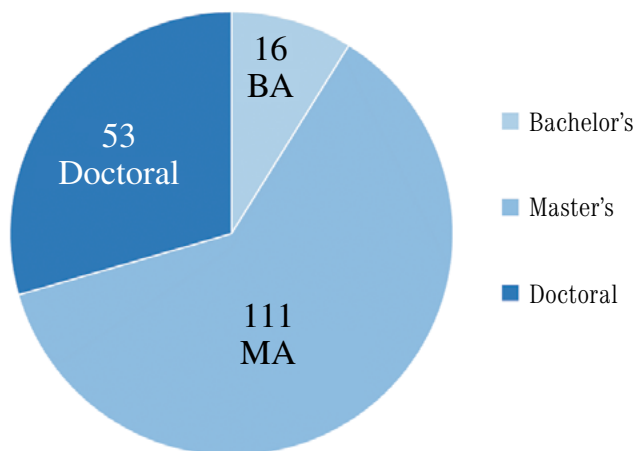


Figure 5. PSU Programs open for International Students in 2019.

3.1.3. Goal 3: Students and Staff's Global Proficiency

There are four main actions to be followed under this goal: encourage and increase international educational opportunities for students; deeper the engagement of staff in international activities; promote English proficiency development of students and staff; and foster community networking among PSU Thai and international students and staff.

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Best Practice: Student Exchange

PSU developed new joint cooperation and intensified its current partnerships in order to allow its students and staff to join various short exchange programs (one week to three months) and long exchange programs (one semester to two years), as well as internships through University's networks. University actively collaborates and establishes MoUs with potential worldwide universities with the intention to increase the opportunities for PSU students to go abroad and gain international experience.

In 2015, PSU students went for exchange to 21 universities in 5 Asian countries and to 3 universities in 3 European countries. At present, PSU students go for exchange to many worldwide universities in Brunei, China, Indonesia, Japan, Malaysia, South Korea, Vietnam, as well as in Austria, Finland, Germany, Hungary, Serbia, Spain and the UK.

Best Practice: Compulsory English Assessment for Exit Examination

If in the past only the PSU English or International programs required their graduates to pass an English exit exam, since 2016, PSU demands all its graduates to pass the English Assessment as part of compulsory exit examination before receiving their degree. This was introduced in order to encourage University's students to be able to communicate in English via speaking and writing and have good English abilities for their future studies and working career, which also meets the University's policy of producing internationally recognised graduate as global citizens.

In order to support the increase of English proficiency and obtaining good results for the exit examination, PSU provides the Tell Me More online portal to all its students. Tell Me More is an online English training program used in more than 10,000 universities around the world, for improving English skills at all levels, from the beginning to advance. It covers listening, speaking, reading, and writing. Students can study anywhere, anytime via internet. The program has a tool for tracking the advancement of the studies via the Academic Achievement Test.

Apart from supporting students' good English skills, PSU also provides the Tell Me More program to all its lecturers and staff to promote the University's internationalisation and an international atmosphere at its campuses.

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3.1.4. Goal 4: Support International Students Recruitment

To support the recruitment of international students, PSU has planned three main actions: improve University's visibility by enhancing marketing strategies to potential international students; support PSU participation in International Education Fairs; attract, admit, and retain high quality degree-seeking international undergraduate and graduate students.

Best Practice: Full-time International Students at PSU

The dynamic promotion of PSU via participation in international educational fairs, the new branding strategy and presentations at targeted partner institutions, helped attract more full-time international students in all five campuses, at present having 713 international students from 59 countries around the world.

Therefore, we can see that since PSU implemented its new internationalisation strategy in 2015, the number of full-time international students significantly increased as represented in Figure 6.

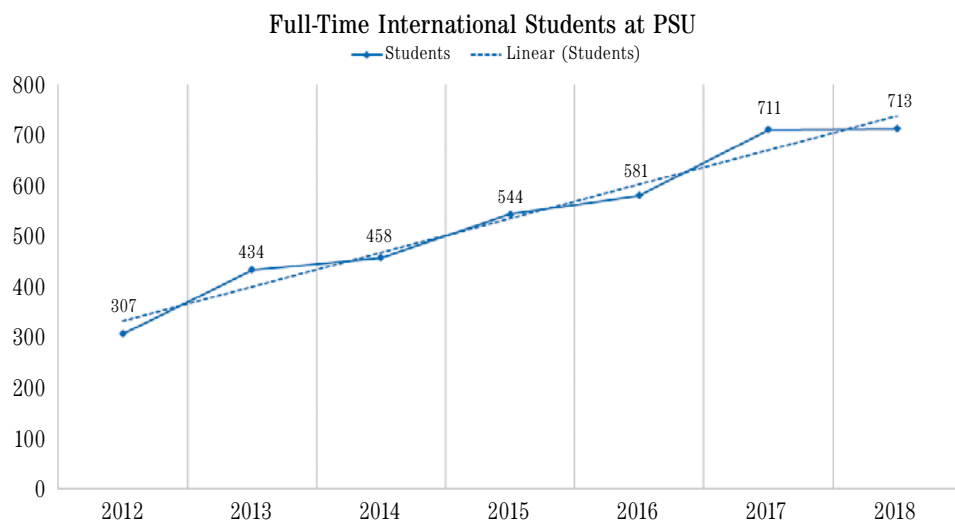


Figure 6. Full-time International Students at PSU.

Best Practice: PSU Thai Cultural Camp

The PSU Thai Cultural Camp has been specially designed to allow students and staff from partner international universities to learn more about Thailand, its culture, language, and traditions. Since camp's inception in 2014, the number of participating students and institutions continuously increased (Table 1), thanks to the new cooperative projects especially with institutions from Southeast Asia and Europe. Except from increasing the number of inbound students at PSU, this bigger participation also helps promoting the University around the world and creating two-way communication with diverse universities, institutions and regions.

Table 1. International Students joining PSU Thai Cultural Camp.

| Year | Students | Institutions | Countries |
|------|----------|--------------|--|
| 2014 | 26 | 9 | Brunei, Indonesia, Malaysia, P.R. China, Singapore, Taiwan, Vietnam. |
| 2015 | 35 | 12 | Cambodia, Myanmar, P.R. China, Singapore, Taiwan, Vietnam. |
| 2016 | 39 | 14 | Cambodia, Malaysia, Myanmar, P.R. China, Singapore, Taiwan, Vietnam. |
| 2017 | 53 | 22 | Cambodia, Germany, Hungary, Indonesia, Japan, Jordan, Myanmar, Oman, P.R. China, Singapore, Taiwan, UK, Vietnam. |
| 2018 | 62 | 19 | Brunei, Cambodia, China, Germany, Japan, Myanmar, Sri Lanka, Taiwan, UK, Vietnam |

3.1.5. Goal 5: Increase International Research

In order to reach this goal, PSU implements three main actions: boost the integration of research into international activities; promote and support faculty's participation in international activities and joint research; and promote and support study abroad programs for faculty and researchers.

Best Practice: PSU as a National Research University

PSU, as one of the nine national research universities in Thailand, has the strong policy of supporting university's research and creating new researchers via its graduate programs. By designing targeted thesis topics, the university ensures that the knowledge from researches or innovations is in accordance with university's strategy for solving community or social issues and for developing a complete research-oriented university. Therefore, PSU has created a research promotion policy that effectively clarifies the direction and support of the Graduate School.

The university, together with its faculties and related organisations in all its five campuses, facilitates internal, national and international collaborations among researchers, who are working in the same or similar fields, in order to form a research cluster and enact the above university policy. For this objective, a budget is set to support the related university staff and the research network, which is organised into three distinct categories, namely "Discipline of Excellence", "Center of Excellence", and "Research Center."

The Discipline of Excellence (DoE) is an academic program at the department or faculty that has deeply specialised expertise, professors or researchers with works or products accepted at the international academic level.

One example is the Discipline of Excellence in Pharmacy under the PSU Faculty of Pharmaceutical Sciences. The faculty continuously received support from 2003 to 2021. The project (2017-2021), defines the goals of graduate education and research quality to step into the national level of excellence, by developing an International Pharmacy Doctoral degree program, to attract foreign students and foreign Post-doctoral researchers, having foreign teachers as co-teachers, and increasing the number of researchers. The expected result from the implementation of this project towards excellence in Pharmacy is a National Research University Program to help push the Pharmaceutical research to international excellence level.

A Center of Excellence (CoE) is defined as a research center that consists of a group of researchers with five or more experts publishing

international works with the goal of achieving excellence in specific areas. The center produces works or products that have been developed in the country and published in international journals; creates innovations that can register intellectual property or works that can be utilised; creates a new generation of researchers, alongside supporting thesis work for graduate students; and receives support from external organisations.

For example, the Natural Product Research Center of Excellence is focusing on increasing researchers' potential in the development of natural products. It seeks to increase the quality and number of the academic works, as well as to strengthen research in graduate studies, in order to create integrated research that will lead to clinical and commercial uses. Other objectives are to develop and expand commercially for the domestic industry, and establishing networks and research collaborations with departments inside and outside the university, in both public and private sectors. The vision of the center is to be a center for researching the development of natural products in the region, which promotes self-reliance uses in the local communities, which will also support the ASEAN Community.

A Research Center (RC) is described as a research-focused center that consists of a group of researchers with five or more experts who are committed, with a clear plan, to conducting research in one area. The researchers coordinate their efforts to produce works or products developed in the country and published in international journals, create innovations that can register intellectual property or works that can be utilised, and create a new generation of researchers.

One example of research center at Prince of Songkla University is the Center for Genomics and Bioinformatics Research, which was established in December 2004 by a group of PSU Molecular biologists. Considering the rapid changes in biological research that needs to use the information technology, the center prepared personnel with skills in mathematics and computing as well as in the biological sciences. It is well equipped with comprehensive wet-lab facilities in molecular biology and genomics, and necessary computational infrastructure to support research and teaching in bioinformatics and computational biology. The center also offers M.Sc. and Ph.D. programs in Molecular Biology and Bioinformatics.

Being one of the National Research Universities, and offering full support and outstanding facilities at international standards for research works, PSU became an important research point in Southeast Asia, attracting more collaborative international research and academic linkages that also foster increased productivity and innovation in Thailand.

4. CONCLUSION

In conclusion, the process of internationalisation at Prince of Songkla University has been greatly intensified during the last few years and follows closely the national policy on internationalisation as it has been drafted by the Office of the Higher Education Commission of Thailand, to facilitate the expansion of international cooperation and improve the quality of education and research to be in line with the international standards. University's Strategic Plan for Internationalisation focuses on five main goals: increase international engagement, promote internationalisation of curriculum, develop students and staff's global competency, support international students' recruitment, and boost international research. The paper comprises eight best practices of PSU in boosting its internationalisation process, such as University's participation in Erasmus+ programs, member of educational international networks, student exchange with global partner universities, English proficiency requirement for all graduates, and strong support for joint international research. We believe that these good practices for internationalisation at PSU can bring inspiration to other educational institutions that are now on the road of globalisation.

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Internationalisation at Home and Mobility to Promote PSU Students' International Competency

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1. INTRODUCTION ABOUT PSU

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Prince of Songkla University (PSU), an autonomous public university in southern Thailand, is one of the nine national research universities, top ten comprehensive universities in Thailand and the 156th in Asia by 2019 Quacquarelli Symonds (QS) ranking. Established in 1967, it has five campuses located in Hat Yai, Pattani, Phuket, Surat Thani, and Trang, and more than 500 agreements for academic cooperation with institutions worldwide. PSU campuses house over 35,000 students, inclusive of international students from more than 50 nations, and offers over 140 Bachelor's, 100 Master's and 70 Doctorate degrees; including 15 international Bachelor's degrees and all graduate programs being designed to accommodate international students.

For more than 50 years since its establishment, PSU worked towards fulfilling its vision of producing internationally recognised graduates, actively engaging in providing services to the community and taking a leading role in the preservation and enhancement of the national heritage in arts and culture. Currently, PSU is implementing an active Internationalisation policy, including a dynamic Internationalisation at Home (IaH) strategy, in order to ensure the quality of its graduates as tomorrow's global citizens.

In order to reach this fundamental mission of producing global citizens, the university is closely following the national policy on the Internationalisation of Thai higher education as drafted by the Bureau of International Cooperation Strategy, Office of the Higher Education Commission of Thailand, which defined the Internationalisation as follows:

Internationalisation is the development process through integrated university missions for staff and students at all levels to adapt themselves successfully in the VUCA world [volatility, uncertainty, complexity, and ambiguity] and lead their lives meaningfully with cultural grace (Bureau of International Cooperation Strategy, 2018).

In the last five years PSU exponentially increased its Internationalisation strategy and successfully drafted a Strategic Plan for reaching this goal. The Strategic Plan included five main goals concerning University's internationalisation strategy, (1) international engagement, (2) Internationalisation of curriculum, (3) development of students and staff global proficiency, (4) international students' recruitment, and (5) joint international research. According to the strategic plan, the Internationalisation process at PSU was mainly focused at the students and staff mobility, agreements for international cooperation, and curriculum Internationalisation.

In the past year, the university introduced Internationalisation at Home as one of its additional strategies, which has been included in the Action Plan for the next three years, 2020-2022.

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2. DEFINING INTERNATIONALISATION AT PSU

Internationalisation and Internationalisation at Home (IaH) became strategic priorities for the higher education institutions around the world. However, there is still a lack of clear understanding of these terms, of their practical applications and further implications.

2.1. Internationalisation

The most frequently cited and most widely recognised definition of Internationalisation is from Jane Knight, which was generally accepted as a useful working framework by the higher education institutions:

Internationalisation is the process of integrating an international/inter-cultural dimension into the teaching, research and service functions of the institution (Knight, 1994).

In addition, the Organisation for Economic Cooperation and Development (OECD) defines Internationalisation at Home as a curriculum content that is aiming to prepare students for an international and multicultural context (OHEC, 1995). Later, Knight revised her Internationalisation definition, by integrating the global dimension, in order for it “to be understood at the national and sector level, as well as at the institutional level”:

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

Furthermore, Knight (2004) defined Internationalisation as the process of integrating an international or global dimension into the purpose, functions or delivery of post-secondary education. Later in 2006, Knight indicates that Internationalisation at Home is a stream for Internationalisation which comprises activities; curriculum, curricular activities, research, and scholarly activities which include nurturing students’ international understanding and intercultural skills.

More contemporary, the Internationalisation of higher education is seen as “a means to improve the quality of education”, and “the support of global research and curriculum with international content are considered to be the benefits of Internationalisation of higher education” (Jibeen & Khan, 2015). The positive aspects of Internationalisation, as Jibeen and Khan affirm, include improved academic quality, internationally oriented students and staff, diversified and enhanced learning environment for the benefit of domestic students, the University, and the nation, and it helps to produce graduates internationally knowledgeable and cross-culturally sensitive.

Moreover, Beelen *et al.* (2015) indicated that Internationalisation covers the concept “Comprehensive Internationalisation (CI)” which means that the institution has to commit through its action to inspire international and comparative perspectives throughout the institution’s activities like teaching, research, and services.

Therefore, CI goes beyond the curriculum, being rather a comprehensive approach that includes both formal and informal curriculum. The informal curriculum is the support service and additional services organised by the university that are not a part of the formal curriculum but may support learning within it.

2.1.1. *Comprehensive Internationalisation*

To better understand the full scope of Internationalisation, we must also mention the concept of Comprehensive Internationalisation as it has been formulated by Hudzik (2011) in an extended definition:

Comprehensive Internationalisation is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive Internationalisation not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive Internationalisation and the motivations and purposes driving it (Hudzik, 2011).

Therefore, Comprehensive Internationalisation, as a complex process that infuses all aspects of university life, impacts the entire campus and all learning aspects, as well as university's partnerships and cooperation with other institutions. It calls for the commitment of all university members, from leadership to lecturers and supporting staff and students.

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2.1.2. *Internationalisation as seen by PSU Faculty Members*

According to an interview conducted in June 2019 among PSU faculty members, in order to assess their understanding of Internationalisation, as well as to consider the benefits and challenges of this process at PSU as an outstanding university in Southeast Asia, Internationalisation is understood by PSU faculty as collaboration across borders, and between different institutions on one hand, and integrating diversity in the home environment on the other hand. It is perceived as a necessary development, which cannot be avoided in a globalised world.

Internationalisation from my perspective is a collaboration among countries, to accomplish a goal. In terms of exchange, student activities and other matters (Interviewee No.1).

Nowadays in the globalised world that we live in, so everywhere, all countries are connected. Internationalisation means when Universities go abroad and, when universities connect with international partners. But also,

when the University is boosting students to learn more about international cultures. For example, international academic methods of research. Everything that is not traditional is Internationalisation in my view. And this is really important (Interviewee No.5).

Moreover, the elements of the Internationalisation, as seen by PSU faculty members interviewed, cover the exchange of students, staff and research personnel, the attraction of international students and staff by providing international curricula and dual degrees, the involvement of students in community works and the immersion of international students into the Thai culture and way of life.

That is why we give the focus first on the exchange students because it is easy to begin. And then in terms of funding it should be a mutual benefit between two Institutions, so that means to put first a partnership, we look at exchange students, then staff and then research collaboration (Interviewee No.1).

We have the MOU (Memorandum of Understanding) with our partners, the foreign universities. After they sign the contract we hope that we'll make more activities happen under the MOU (Interviewee No.2).

Academic affairs have spelling bees, debates, speeches, competitions. And they also invited students from ASEAN countries to come and compete with our own students too (Interviewee No.3).

One would be the student exchange, as an Erasmus program. But also, it is international research, exchanging the research staff, in general, the exchange of staff, of lecturers for example (Interviewee No.5).

As highlighted by the interviewees, PSU Internationalisation's elements are prioritising the mobility programs to initiate the international activities among students and staff through MOUs, Erasmus Programs, and research collaborations. In addition, the involvement of students in university's life also includes organising internal projects and activities to enhance student's international competency through competitions and involvement of inbound international students.

Moreover, Internationalisation involves collaboration with international partners, student activities, international programs and dual degrees, international academic methods of research, international students, and relationships among people from different cultures to exchange ideas and experiences and learn about differences.

When we have more people, they can interact and exchange their ideas, learn the differences and finally we know how people think, how people live,

and we have a good relationship, we can do business and do many activities in the future. That means that we make our Community much more internationalised (Interviewee No.2).

We would like to share the knowledge and collaborate with this type of university that has a focus on these kinds of areas more. And They look at exchanging, information, cultures, ideas and of course setting a standard to reach the levels. We have very good reputation universities around the world and you want to share with them so then we can somehow develop and get the standards that the world population accepts (Interviewee No.3).

All the above is allowing the university to connect to other cultures for information exchange. Collaboration in research projects and the orientation on international standards in teaching provide a positive image, which can be used for advertisement. Internationalisation contributes to the Internationalisation of the community by providing alumni with international experience through exchange semesters or international internships. These are advantages gained from Internationalisation at the HEI level.

Besides, Musselin (2006) stated that the presence of foreigners is becoming an indicator of dynamism and success of University performance. Nevertheless, the political and policy discourses highlight the need to foster international connection and competition which led the international strategy in research-oriented universities (Marginson & Sawir, 2006). These statements seem to be correlated with Thailand's education target as The Office of the Higher Education Commission (OHEC) of Thailand formulated the Plan on Higher Education (2008-2022) that is responsive to the country's development. The Plan is to provide recommendations for higher education development concerning increased diversity and better handling of differences.

According to the benefits gained from Internationalisation, in the past five years PSU's Internationalisation strategy embraced mainly students and staff mobility, agreements for international cooperation, and curriculum Internationalisation. Other dimensions, such as international campus life, projects to develop PSU staff's international competence and development of their understanding had lower priority. The University meant to pursue international activities mainly by following the traditional motivation of HEI Internationalisation, which is coordinating mobility programs for students. However, the conceptualisation of Internationalisation itself has changed from the concentration on mobility (Bologna Process) to two different pillars to be pursued, which are 'Internationalisation at home' and 'cross-border education' as presented in figure 1

(Knight, 2012). Additionally, Shaftel, Shaftel, and Ahluwalia (2007) stated that the cost is a major barrier as it is the main resource associated with study abroad.

On the other hand, PSU experiences some barriers for its Internationalisation, mainly in terms of budget constraints, especially concerning the support for staff and scholarships for students who aim to go to high-price countries or to do international internships as highlighted by the interviewees. Moreover, the English language skills of staff are not always developed well enough to teach in English, and Thai as the teaching language is a major barrier for incoming students. Therefore, the improvement of English language skills for staff and students is seen as the main challenge for succeeding in Internationalisation.

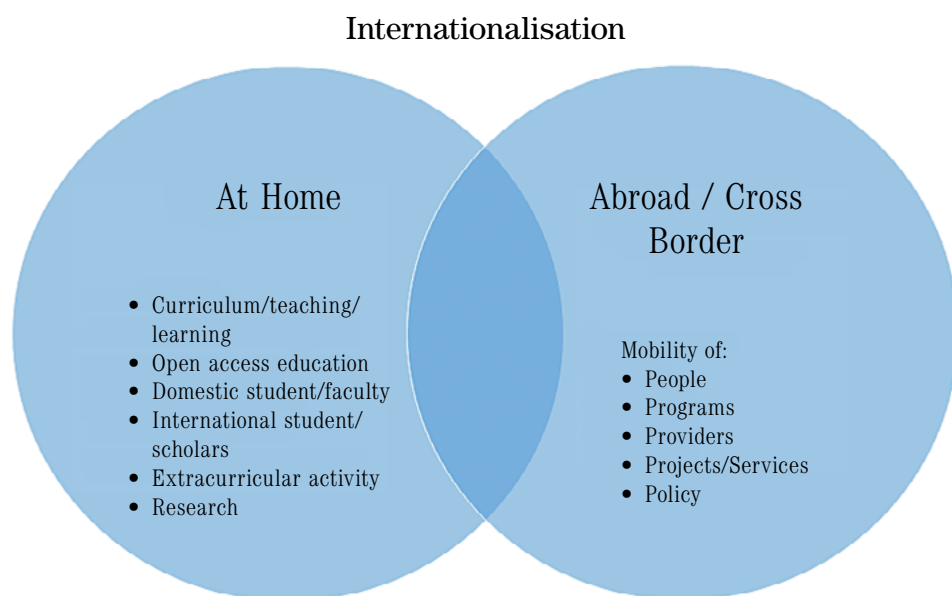


Figure 1. Two pillars of internationalisation (Knight, 2012).

Currently, there are too few international staff members, which are difficult to attract because of the unrest situation in the South of Thailand, making the location of the university unattractive.

But for our faculty we have just one or two international lecturers, we don't have many. Because probably, how can I say, the university is located in an area that people perceive that is dangerous. So, you know, because of the terrorist news about that. If you heard about the southern part of

Thailand, there have been terrorist activities going on, that's why it's been sort of discouraging foreign lecturers to come and work here. But actually, if you come or you visit our University, you would feel free and safe, because there is nothing happening here. But the rumour has been spread over the years and we are trying to correct this kind of rumours, so we will be able to attract more foreign lecturers to come. We still need more foreign lecturers (Interviewee No.1).

We provide funding for our students, but I will say that one difficulty with the Thai students to get the scholarships is the language. They can speak English, but not well enough to communicate. I think this is our problem because most things are written and taught in Thai. So, what we need to come back and take a look at, our problem, and try to solve it, is to force our students to study more in language communication (Interviewee No.2).

For the Thai students I have to say, that actually they need to be able to speak English, or other languages or have the experience, but they are really shy. There are groups of students that never ever gone abroad because they are shy, they are afraid, but there's a group of students, who have to go. So, what we do is: we have programs, we give them funds, scholarships for sending them abroad (Interviewee No.3).

Therefore, PSU has adopted in the past year the concept of Internationalisation at Home as one of its main focuses for Internationalisation to nurture students and staff's competences and leverage the challenges caused by budget constraint, location unattractiveness and to develop the international competence of local students and staff.

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3. DEFINING INTERNATIONALISATION AT HOME (IAH) AND MOBILITY

3.1. Internationalisation at Home (IaH)

Nowadays, Internationalisation at Home (IaH) is more and more cited and debated in higher education establishments. However, as Beelen and Jones (2015) mention, there is a constant introduction of new terms and definitions of the Internationalisation of higher education, and, therefore, "the importance of clarifying the concept of 'Internationalisation at home' overrides the urge to limit the number of definitions." Also, since students participating in mobilities "will continue to make up a relatively small proportion of the student body, Internationalisation at home is a convenient term to designate Internationalisation activity aimed at the whole student body." Therefore, they propose the following new definition:

Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments (Beelen & Jones, 2015).

This definition emphasises the role of Internationalisation for all students in all programs, inclusive of virtual mobility, and the learning environment may be extended to work with local communities or engage with international students domestically. It can also include virtual mobility and online learning. Therefore, IaH concerns both the formal and informal curriculum, and enhances the international and multicultural awareness, skills and attitudes of all students, no matter if they take part in mobility programs.

Furthermore, as Agnew and Kahn (2014) show, “the goal of IaH is [also] to redefine classrooms and campuses into common spaces that intentionally promote intercultural, international, and global/earning.” This is necessary for providing students with important global skills required and expected by the international job market. Student mobility programs are still involved, but institutions should also take action in terms of renewing their curricula and co-curricular programs to prepare all its students for the twenty-first century. Consequently, the authors highlight that:

Internationalisation-at-Home is a comprehensive model for curricular and co-curricular learning that aims to ensure that all students have opportunities to engage in global, international, and intercultural learning in classrooms and across campuses (Agnew & Kahn, 2014).

The description stresses the idea that redefining the classrooms and campuses as environments intentionally designed to promote intercultural and global learning, will help “bringing the world to the home campus and the home campus to the world.” This is important since “IaH cannot only encourage constant integration of cultural differences but must also allow for programs that re-create “home” and are comfort zones.” Thus, institutions should aid all students to feel at home, this can be done via “buddy” programs, and also by designing intentional encounters across curricular and co-curricular activities, which also provide all students with the opportunity to develop their global competencies. An important role in the successful implementation of the IaH strategy, inclusive of Curriculum’s Internationalisation, belongs to faculty members, who have to see and advocate for global learning beyond their classroom and must connect students’ international and local intercultural experiences to classroom learning. By implementing this, students are encouraged

to adopt new ways of thinking and can understand and act on issues of global significance. However, “designing opportunities for all students to develop global competencies requires a multilevel framework whereby global learning outcomes are embedded in individual courses as well as in programs that span curricular and co-curricular areas, and are on campus and off” (Agnew & Kahn, 2014).

Therefore, universities must design, provide, and assess multilevel curricular and co-curricular activities, in order to offer the chance to all students to boost their global knowledge and engagement. Moreover, the engagement between domestic and international students by participating in curricular and extra-curricular can lead to their beneficial experiences (Jon, 2013). The IaH implementation also requires that faculty members and administrators to work jointly to create international learning experiences for all students and helping them to clearly understand that the IaH is necessary to bring about the organisational change.

PSU has acknowledged the IaH through activities and services offered by its International Affairs Office (IAO) service center for incoming and outgoing of both students and staff, as well as for the local students and staff, as it was highlighted by the interviewees. For instance, the university offers language courses for its staff, especially for the supporting staff. Moreover, translation services are offered if needed and there are rooms for video conferencing.

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We provide a training program for supporting staff. We developed a program with the language center outside. We have volunteers to join the program. The university provides funds for our staff to get language training, so that they will improve their English proficiency. We have done this project for two years now. So, we have seen changes occurring to our staff especially supporting staff. They are more confident to speak the language than before (Interviewee No.1)

International Affairs Office has a foreigner whose job is actually to teach English to staff. So, he sets up a curriculum and the staff can pick to study. In each faculty they also have to have training for all the staff. And we have a program called “Tell me more”, which can be accessed online to learn (Interviewee No.3)

In addition, IAO is the central unit for incoming and outgoing students. The IAO, supported by international relations departments in each faculty, provides different services: a well-established buddy system, cultural events, English courses. Besides that, the IAO serves as support unit for housing and transportation and manages the scholarships.

In terms of each faculty we each have international relations departments that help international students to get used to the environment. Not only studying but also to be able to blend with Thai students. So, we organise activities, maybe do a field trip if you have sufficient students (Interviewee No.1)

In the past we tend to give scholarships for students, especially for students in the ASEAN community, we give them scholarships and to students from Middle East, but for European students, they tend to have their own funding (Interviewee No.3).

We do have the international affairs department. One of the things this department has to do is to look after international students. And also, in the program, we try to provide, like cultural and traditional learning for them, about Thailand. For example, going to the countryside, traveling in local, rural areas to learn how people live there (Interviewee No.5).

As a strategic priority for the higher education institutions around the world, IaH is also contemplated at Thai universities, in order to provide a bigger number of students with intercultural understanding and necessary global employment skills. In addition, Jon (2013) stated that IaH can facilitate and promote Internationalisation for the less popular countries as a study abroad destination as it is cost-effective for the local students, address equity for international education and both domestic and international students can build a meaningful relationship and realise meaningful Internationalisation among them. In view of this development, PSU also defined an Action Plan for Internationalisation at Home (2020-2022) as described in the following part of this paper.

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3.1.1. *PSU Internationalisation at home*

PSU is in the process of implementing and improving its own Internationalisation at Home strategy, especially with the focus on:

(1) Internationalisation of its curriculum

PSU missions is to build academic leadership; innovation; globally-recognised graduates with academic and professional competence equipped with 21st century practical skills; and develop the university into a society of learning based on a multi-cultural background. Therefore, the University develops curricula that are able to accept international students by increasing the number of English programs and by being a part of the ASEAN University Network that allows ASEAN students from the networking university to study at PSU with a special fee and credit transfer.

Moreover, International accreditation is encouraged within the University, especially those in business programs. Otherwise, it is difficult to attract international students and staff to the University since the curriculum is not equivalent to the International standard. The interviewees also mentioned similar improvements that while the university is already enriching courses with international content, a strong need for an orientation on international standards, including the need for internationally recognised accreditations is perceived.

At our faculty, we are trying to get the AACSB accreditation. Once we have that, it will make our Management courses and accounting courses accredited at the international level. If you study at PSU business school, it is similar to studying at University of Los Angeles or the other big-name schools around the world (Interviewee No.1).

Internationalisation for universities is building up standards, up to the level of others. So, what we do is for example in my faculty starting to get the AACSB standard, to have it in the future and also needing to develop our systems, to make sure they accept us and other places. If we don't have these accreditations who is coming to study here? This is what we are doing; we need to lift our standards (Interviewee No.3).

Currently, all Master's (116) and Ph.D. (75) programs at PSU can accommodate international students both on a Research- and Thesis-based scheme, which is a big step forward since 2015 when there were fewer than 19 programs that could accommodate international students. Moreover, PSU Phuket campus is considered our university's International Campus, offering almost all its programs in English language. In addition, on each campus, there are programs of study that can accommodate foreign students while a number of 15 Bachelor's degrees are also offered in English.

(2) Enhancing international research collaboration and expanding participation in global academic networks

PSU has driven the institution towards becoming a research-oriented university. Moreover, the University has also set up a research fund, Disciplines of Excellence and designed graduate study programs in accordance with the research mission since 2013. Since 2009 PSU provides support to help researchers publish in international publications. Accordingly, PSU has been selected to be one of the nine National Research Universities in Thailand. These factors have been well implemented as the interviewees mentioned "Internationalisation in R&D is mostly supported through conference and publication support." Conference participation is

fully financed by the university and successful international publications are rewarded financially. Research collaboration is usually started by individual professors. Research grants are used to support the Internationalisation strategy.

We have the research fund for faculty members, if they can have joint research with faculty members overseas, they can get funding. For this you have to have a partner in a different university, not in the country. If you can work with anyone on that you can get funding from university. And also, the faculty supports it. So, you can get double funding. The problem is that how to find researchers that you can do the work together (Interviewee No.2).

There's a lot of funding going around in terms of international conferences and so on. So, if you write your research papers and so on, they fund you to go to conferences, they fund you to exchange your knowledge at conferences around the world, not only in Asia. We have lecturers going to Europe, to America and PSU fully funds this to improve the credentials of the university and strengthen the position of the University (Interviewee No.4).

Academic staff, they always have conferences abroad that they attend. They will go under the department. Like, if they are under the accounting department they will go as a group to like to present their research or attend a conference (Interviewee No.5).

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(3) Increasing the number of international students and staff and creating Internationalisation at-home activities to embrace students' global citizenship

Currently, PSU has 767 international students (in 2019). According to PSU strategy, the University has to increase both international students and staff therefore, it established the International Students Association (ISA). The ISA is fully sponsored by the Student Development and Alumni Affairs. ISA aims to create a pleasant and comfortable environment for the international students at PSU, who are part of this student organisation. The organisation has the policy to encourage opportunities for students to participate in activities that best suit their skills and interests, such as campus-based activities and faculty-based activities (volunteering, arts, and culture performances, athlete and sport, and academic groups). The ISA has monthly activities such as International Students Farewell Party, PSU Campuses trip, and Sports Fiesta. In the past year, PSU extended its Internationalisation strategy to feature IaH, which led to additional activities. For example, PSU International Affairs Office has organised an

International Sport's Day in cooperation with the International Relations Club (Thai students club), ISA, and University's Sports Complex. The activity consisted of folk sports arranged by representatives of international students who coordinated traditional games from their countries and who exchanged experiences with Thai students who coordinated Thai folk sports. This activity allowed students to interact and experience the multicultural sports atmosphere.

Furthermore, PSU coordinates a Grow Global Campaign aimed at organising intercultural activities among all PSU students. Incoming short-time students are hosted by the Thai students as Thai Buddy who volunteer to help in exchange for intercultural experiences. One change is that, in the past, Thai Buddies had to take care of the visiting students, but this coming year the visiting students must also create cultural workshops to present their culture to the domestic students. Besides, under this campaign, IAO organizes coaching activities to educate the student associations at faculty level to develop IaH activities within their Faculty, and the IAO will support the necessary funds to organize these activities. Apart from the incoming student's, PSU intends to increase the number of international staff. The staff is recruited and supervised by their own faculty. In addition, IAO offers support for comfort of living, such as providing Mobile Immigration Assistance on campus. The assistance is offered at PSU to make more convenient and facilitate the immigration process for our foreign staff and also international students.

Moreover, the foreign staff is invited to yearly meetings and friendly gatherings, named Social Evenings, for them to have to opportunity to provide feedback on PSU's services and to socialise among themselves. During the Social Evenings executives from related faculties are also invited to participate in the event in order to facilitate their interaction with PSU international employees.

The strategy and activities mentioned above can be successfully implemented only if the administrative team understands IaH well. Therefore, the IAO is organising workshops on IaH policy and on the theory and practices for IaH, for the administrative staff to fully support the IaH activities for students and employees.

3.1.2. *PSU Mobility*

Even though, PSU intends to develop the IaH in order to overcome the challenges and nurture student's and staff's global competency, the University is yet focused on mobility or cross-border activities since it is still the main strategy for the Internationalisation of the institution.

(1) Intensifying students and staff mobility

Even as Thailand is considered a prime travel location because of its infrastructure and its position in the centre of the ASEAN area, the international student intake is currently still relatively low. The main inhibitors are the missing English language courses and the limited amount of international scholarships. A high ranking, high-quality teaching and international accreditation are the main arguments to attract international students. Moreover, the student's recruitment depends on the field of study and language proficiency, and, then, the incoming students are matched with faculties, which try to find corresponding courses. The interviewees also indicate the importance of mobility.

In terms of teaching and the quality of our education we have to follow not only government regulation to quality assurance, but also make sure that our courses that are being offered here have a high standard. And also, especially recently for this school, at our faculty of management sciences we are trying to get the AACSB accreditation, which is the accreditation that has been accepted internationally. So, we are trying to get that accreditation to promote our faculty, to build up reputation and of course to attract foreign lecturers and students (Interviewee No.1).

We need to divide the students into two groups. One group from developing countries and one group from developed countries. For developed countries we don't have any problems, they can support themselves or they have a lot of funds in their own country, so they can come. But the other group, we want to bring more Internationalisation to our university, so we have to give them scholarships (Interviewee No.3).

Moreover, for the recruitment of outgoing students, grants and scholarships from the university are also provided. There are also dual degree programs that have already been established and students can apply for financial support for international internships from the University.

But in terms of university structure we have the international relations main office and we have the staff to take care of all international students. To do maybe a field trip or a potluck (Interviewee No.1).

We have different programs for them. Students would like to improve their English we offer a course with the foreign institute in ASEAN countries. They get to spend their money either, but not the full cost. But partial subsidies (Interviewee No.2).

For the Thai students I have to say, that actually that they need to be able to speak English, or other languages or have the experience, but they are

really shy. There are groups of students that never ever gone abroad because they are shy, they are afraid, but there's a group of students, who have to go. So, what we do is, we have programs, we give them funds, scholarships for sending them abroad (Interviewee No.3).

If the lecturers have some program, they can launch this program and recruit some suitable students, to join the program and be representatives of the faculty, in exchange programs abroad. And we have some budget provided for them, for airplane costs, or accommodation costs. But not for living costs (Interviewee No.5).

The staffs and faculty members are supported as well when going for conferences or presentations of publications or when working on establishing an MOU with a joint partner. Moreover, teaching exchange is also supported and encouraged. In addition, the staff are encouraged to foster foreign language competency and can receive financial rewards.

You are going to go to a conference or do a publication and seminar overseas. We have a budget for our staff to support and to go overseas (Interviewee No.1).

It is being tried in Phuket campus. On this campus what they do is, if you have passed certain tests, English tests you get extra pay, and if not, you get a little bit lower. If you can show that you are an expert, or that you have good English proficiency, or Chinese proficiency, or international experiences they will give you a little bit higher payment. To motivate people to improve (Interviewee No.3).

The IAO is the main responsible bureau to support all international activities in the University, also collaboratively with other bodies like PSU Research and Development Office (RDO), Faculties and Campuses to support them. Moreover, IAO intensifies PSU's international collaboration by embracing more International Networks to promote global exchange, joint activities and collaborative research. PSU has 15 successful participations under Erasmus+ programs that concern capacity building, increase Internationalisation capabilities, curriculum development, and modernisation of governance, management and functioning of HEIs. The University is a member of 16 international networks such as ASEAN University Network (AUN), ASEAN-European Academic University Network (ASEA-UNINET), and Thailand-Germany Universities Consortium (TGUC): KU, PSU, KKU, MFU, and CMU, Thailand; & Fraunhofer IFF, Germany.

My program that I work with, we have networks with a few universities in England, a few in China, a few in Taiwan. So, we send students to these

universities, and then they will send students back here. As well also with Austria and also in Germany we have exchange programs and we send students there and then they send students here, to us as well. But I'm not really sure if that's part of the faculty it's mostly part of our program specifically. So yeah, those are the networks that I know of. The ones in Austria, the ones in Germany, and the ones in England. Then also a few in China and Taiwan (Interviewee No.4).

4. CONCLUSION

To conclude, the Internationalisation at Home process at Prince of Songkla University has been recently initiated and involves at home Internationalisation and mobility following the two pillars of Internationalisation. This leads to the new Action Plan scheduled from 2020-2022. The Plan emphasises on these two pillars that include three main activities for the IaH and one main activity for mobility. For IaH, it aims to internationalise the formal curriculum; to allow PSU staff have an insight into IaH concept; to provide activities and services supporting and nurturing international and intercultural competencies of local students; to create Internationalisation environment on campus; and to create the opportunity for domestic students and staff to develop their English skills. However, mobility activities are remaining one of the Internationalisation strategies of the University. Moreover, PSU is aiming to support international accreditation, join more networks through network partners and partner universities, in order to overcome the destination challenges and attract international students and staff.

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Internationalisation of Thai Higher Education: A Case of Naresuan University

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Naresuan University

1. INTRODUCTION TO NARESUAN UNIVERSITY

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Naresuan University (NU) has established progressive initiatives with the purpose of internationalisation. Aim is to insures the development of all of Thailand's citizens to the level of international standards while providing a portal for other global citizens to gain an insightful perspective into the world and culture of Thaism. The University's programs provide a diverse array of academic fields which are designed to support processes that are geared to stimulate a positive and productive mind-set regarding innovative international projects amongst its stakeholders. These initiatives entail the involvement of all stakeholder to ensure the success of local, regional, and international joint projects and networks designed to promote international understanding. The University's activity-based learning strategies are rooted in the collaborative policies laid out by the Thai government which have been designed to cultivate the innate abilities of its citizen. Equally important to the University's objectives is to collaborate with other nation's institutions through international networks like the ASEAN University Network, which focuses on coordinating activities that help to establish sustainable life goals, which are in line with the University's mission, vision, and core values.

While the university was initially established in 1967 under the designate title of the College of Education, it was recognised as the Phitsanulok Campus of Srinakharinwirot University, later in 1974. As academic engagement became a more important issue for all sectors of the country, more individuals sought the opportunity to enhance their knowledge and skill levels by enrolling in courses or programs. On July 29, 1990, Naresuan University was formally granted tertiary status. The University was established as a crucial educational institution, posed to facilitate learning in individuals in the lower central northern regions of Thailand, an area that had been without the existence of a higher educational institution. An education institution that provided higher level quality studying opportunities now exists for individuals who live in this region and aspire to continue their academic development. It is no longer a requirement to travel to Chai Mai University in the northwest or to universities around the Bangkok area to the south.

The former Campus of Srinakharinwirot University was bestowed the official name “Naresuan University” by His Majesty King Bhumibhol Adulyadej in July of 1990, which was in honor of King Naresuan the Great. King Naresuan, also called Phra Naret, (born 1555, in Phitsanulok, Siam [now Thailand] – died April 25, 1605). He reigned as king of Siam from 1590 to 1605 and is regarded as a national hero by the Thai people for having liberated the country. It was fitting that this tertiary institution constructed in the birthplace of the King Naresuan the Great adorn his name, with honor.

Naresuan University was founded on the principles of knowledge acquisition and development that is based on a dedication to equity, quality, inclusiveness, and partnership. The University is determined to incorporate courses in its curriculum that are focused on programs, which promote those basic skills necessary for individuals to navigate daily life. Skills that address the man-power demands of its stakeholders and guarantee the goals needed to provide ethical guidelines for members can be and will be adhered to.

Known for academic excellence, personal attention, and real-world experience in its undergraduate and graduate programs, Naresuan University student population is mostly comprised of learners from the central region of Thailand.

2. UNIVERSITY ENVIRONMENT

In addition to its robust local student enrolment figures for 2019, the student body also embraces students from the nine ASEAN member countries

(Indonesia, Singapore, Malaysia, Philippines, Vietnam, Brunei, Cambodia, Myanmar [Burma], Laos; and over 30 countries on four continents: Asia: The Republic of China, Japan; Africa: Nigeria, Zimbabwe; and Europe: Spain, Norway). There are more than 200 programs of study including 87 master's degree programs and 46 doctorate programs. Curricula that incorporate numerous study abroad opportunities.

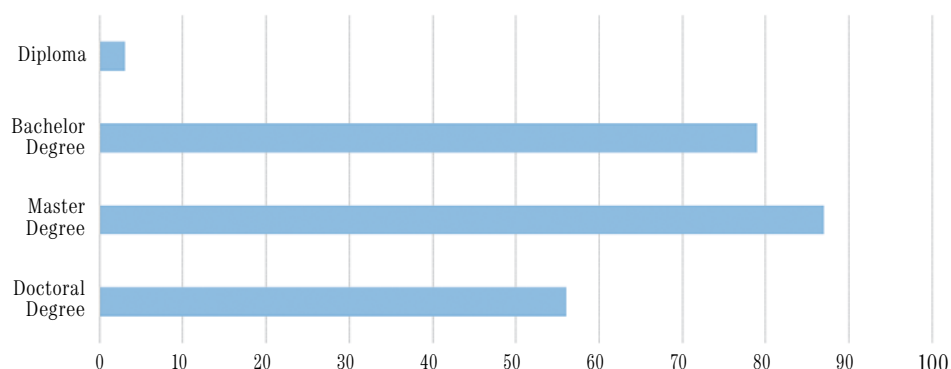


Figure 1. Incoming Students 2019.

Naresuan University offers a richly diverse and dynamic learning community atmosphere for other nationalities to experience, which allows visiting students and lectures to assimilate in an environment of shared interest and mutual understanding. Individual will be able to augment their academic focuses whether it be skill training by way internship or knowledge development through research through policies and programs that have been formed to promote the development of communications proficiency across a diverse spectrum. Communications skills that foster and promote the strengthening of students', lecturers' and supporting staffs' competencies in working with agendas that require in-depth understanding of cross-cultural issues regarding problem solving and value-added character building. This of course is not possible without enhancing their interpersonal and intrapersonal skills, which are needed to maximise personal knowledge transfer and persistent work ethics.

The University's aspirations are founded in the desire to develop well-rounded, confident and responsible individuals who strive to achieve their full potential. Aptitudes that can be honed and effectively applied to the practical principles that support all sectors of society. Talents that provide the venue for social development and the application of a strategic Public-Private-People Partnerships (4P) of higher educational institutions

that are designed for recognising, fostering, and developing sensitivities to the needs of people in various cultural background, while improving the quality of life for all through a partnering of shared development goals.

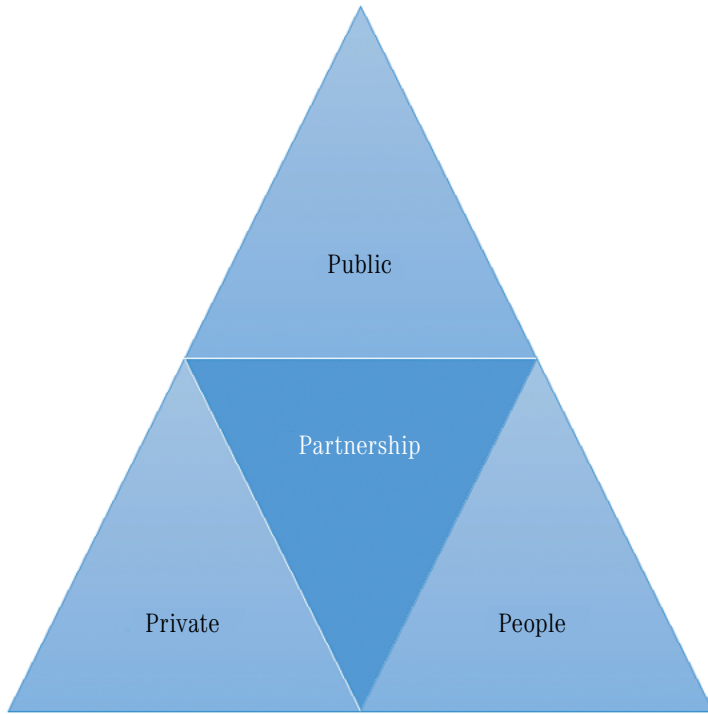


Figure 2. 4P: Public-Private-People-Partnership.

The University's key emphasis concerning its policy regarding academic services mainly focus on assisting communities in obtaining a more self-sufficient life style. Providing individuals with the necessary knowledge and skill sets to navigate the perils of globalisation while welcoming the shared experiences of internationalisation challenges; that is, the merging of local knowledge and behaviours with the rigors of the international scientific world.

As a leading research university committed to academic excellence, reputable research and innovation, NU is actively engaged in providing services to the community. While taking a leading role in the preservation and enhancement of the national heritage that is Thai, its Arts and its Culture, the university continues development of its processes that substantiate the invested shared experiences which are in line with indigenous knowledge

acquired from practical experienced and supported by academic research in the areas of Food, Health and Herb sciences. Practices that support the movement, storage, and flow of goods, services and information within the overall network of all the individuals, organisations, resources, activities and technology involved in the creation of a product, from the delivery of source materials from the supplier to the manufacturer.

Activities that encourage small-scale alternative low-impact tourism which involves visiting fragile, pristine, and relatively undisturbed natural areas with a specific focus on reduce the influence of human intrusion or those excursions that are oriented towards the cultural heritage of a location where individuals go to seek some kind of connection to the past. A heritage site where pieces of political, military, cultural, or social history have been preserved due to their cultural heritage value.

Innovate pursuits that prove to be pliable and effective while providing an alternative to the massive consumption of energy.

The University's effort to achieve excellence for and from its academic body can be observed through the multitude of scholarly research studies that disseminate instructional strategies, which promote students' achievements academically and socially. Research studies carried out at the University have generated research papers that have been publish domestically and internationally for the benefit of both academics and non-academics.

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Table 1. Research Papers Published.

| Publisher | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------|------|------|------|------|------|
| Scopus | 260 | 303 | 401 | 444 | 461 |
| ISI | 178 | 237 | 289 | 332 | 320 |
| TCI | 316 | 318 | 295 | 278 | 122 |

The concepts of learning have changed over the past decade. To ensure societal commitments to values are successfully provided, the input and processes of learning must be adapted to the needs of its stakeholders. Strategies centred in activity-based learning are essential for the development of societal requirements to keep pace with the market places of the world. This institution has operated under the belief that boundaries, those constrains created from misunderstandings, should not obstruct the need and desire to acquire knowledge, to secure a better quality of life.

Globalisation continues to shape contemporary higher education institutions worldwide through the exchange of information and the development of professional or social contacts evoked as a result of internationalisation, fostering global connections, and strengthening academic leadership. In order to insure communities are prepared to meet the challenges of globalisation, internationalisation must take place, higher educational institutions must ready themselves to get involved in a more progressive manner to meet the demands of the markets. The University is enthusiastic about elevating the skillsets of students, faculty staff, university lectures, and the local communities by ensuring that all have access to developmental programs that are designed to meet the needs of willing participants.

Table 2. International Programs.

| Level | International Programs |
|-------|--|
| BBA | Human Resource Management |
| BBA | Tourism Management |
| BBA | International Business Management |
| BBA | English for Business Communications |
| M.Sc | Health Security Financing and Management |
| M.Sc | Health Systems and Management |
| Ph.D. | Health Systems and Policies |
| Ph.D. | Health Systems Management |

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Table 3. Bilingual Programs.

| Level | Bilingual Programs |
|-------|---------------------|
| M.Sc | Renewable Energy |
| M.Sc | Theoretical Physics |
| Ph.D. | Renewable Energy |
| Ph.D. | Theoretical Physics |

3. THAI ENVIRONMENT

The process of increasing involvement in the improvement of a better quality of life is the essential goal of programs and strategies that have been instituted by the University. These practices, which have been installed

into the framework of NU policies, are in accordance with the policies established by the Thai government.

The underlying strategies are to promote international educational programs, faculty and student exchange, collaborative research, curriculum development, joint-program in cooperative education scheme through encouraging government policy and regional agreements on trade and services under the Free Trade Area (FTA) Agreement.

Thailand has participated in the General Agreement on Trade in Services (GATS) which is one of the multilateral trade agreements negotiated by more than a hundred countries that are now under the auspices of the World Trade Organisations (WTO) covering all types of trade in services except those supplied in the exercise of governmental authority. As such, education is one of service whose trade is subject one of the GATS' provisions.

It is well-accepted by countries that education is largely a public service. Therefore, foreign education services should be viewed as complementary to government education but not as a replacement. Naresuan University, as a learning organisation, is continually enhancing the capabilities to internationalise by augmenting international experiences through (1) the development of shared international ideas; (2) programs that have been implemented to assist leaders; (3) agendas designed to ensure that their representatives, lectures, students and administrators are aware of and are equipped to handle the challenging task of being an international higher educational institution.

The Office of the Higher Education Commission (OHEC) of Thailand, has continuously promoted those concepts that support the beliefs that propagate Internationalisation models of Higher Education since its introduction 1990. Thailand's Higher Education Development Plan was formulated and integrated into the successive Five-Year National Economic and Social Development Plan, interfacing educational activities to the economic, social and cultural goals of national development when it was first addressed in the First Long-Range Plan on Higher Education (1990-2004). Subsequently in 2108, (The Bureau of International Cooperation Strategy) OHEC successfully forwarded the internationalisation concepts through to approval under the Seventh National Development Plan (1992-1996). A strategy emphasising the rapid movement of globalisation, international collaborative relationships among nations that are highly valued regarding internationalisation and regionalisation. (Chinawong, & Wattanakornsiri, 2018). OHEC formulated a strategic proposal to solidify permanent guidelines through the Second 15-Year Long Rang Plan, which was able to give a more concrete direction for higher education

development. An academic path provided diversity that was responsive to the country's development. The key theme of the Long-Range Plan sets the direction for higher education development, lessens duplication, upgrades quality, and enhance efficiency. Naresuan University's vision and mission statement and policies parallels the present intentions of the government and gives an exceptional insight into of the government's internationalisation objectives.

The desire to acquire education has been increasing at a very high rate over the recent years across the globe. The increasing demand for high quality knowledge in different fields can be contributed to the ever-changing economic world models that have shown to be rather chaotic, yet creating an atmosphere of intense global competition in sectors that have a direct impact of the demands for a workforce that has the appropriate skill and knowledge levels expected of the personnel. Educational systems must reinvent their purposes, their curriculum directives, that were induced by industries which focused on global expansion of products *versus* the idea of internationalisation which focuses on developing nation's economies as well as global economic development. Internationalisation of higher education intuitions is seen as a means to improve the educational quality in a highly competitive world and it cannot take place in the absence of globalisation. It is however a fulcrum that allows lesser affluent nations and areas of the world to begin to produce sustainable economic growth and cultural stability.

As pointed out by Welle-Strand & Thune (2003: 11), for institutions of higher learning, internationalisation is becoming a significant strategy in developing higher standards in educational practices, schemes and procedures which play a key role in educational standards.

The purpose and meaning of internationalisation varies from institution to institution. Four approaches have been distinguished with reference by Welch (1996: 79):

- (1) Process Approach: Under this approach, internationalisation integrates a global dimension or into the principal functions of the institution or organisation. Integrating and incorporating are common terms used to characterise this approach. This process requires wide range of activities and procedures.
- (2) Activity Approach: This approach describes internationalisation based on categories like student exchange, curriculum advancements, etc.
- (3) Competency Approach: Under this approach, internationalisation is viewed from different perspectives including skills, knowledge

in students and staff. The focus is on human dimension, learning organisation activities.

- (4) **Organisational Approach:** The focus of this approach is developing a tradition in the institution that supports global perspectives. It has a close link to the Process Approach.

The mix of ideas across cultures creates diversity, in and of ideas. The inclusion of Internationalisations concepts, not globalisation builds on the hearts of diverse cultures working together to create sufficiency in the 'what we do' and 'how we perform' the act that help us create a better quality of life for others and ourselves. People from different nationalities learn through exchange of ideas and can provide new sources that benefit all concerned. People have been able to learn diverse cultural values and their interactions strengthened through different educational forums (Kapur & McHale, 2005: 111).

The education industry has ventured into the internationalisation arena through a variety of academic alliances and collaborations. Integrated programs-bilingual and international curriculums ensure that students are adequately prepared to work in global workplace.

The internationalisation of the Higher Educational Institutions in Thailand is a holistic vision of human development needed to empower the most disadvantaged, to achieve greater social equity by challenging classic growth patterns.

An announcement of the Ministry of Education (presently developed as Ministry of Higher Education, Science, Research and Innovation) enacted on May 11, 2007 indicating that each cooperative agreement has to be agreed upon by the resolution of a university council and reported to the ministry in order that it could have proper records of cooperation with overseas higher education institutions and that necessary support may be offered to strengthen such a linkage. Naresuan University has not only bound to this announcement but recently encouraged each of the Faculties/Schools/Colleges to come up with a framework of cooperation whenever they decide to establish academic/research/mobility linkages with any international university. The framework at first posed difficulties to faculties as it required that planned of activities, sources of funding, strengths of the partner be clearly spelled out; they later found out that the framework greatly assisted them in 1) identifying the right person to hold responsibility in proposed activities, 2) following up if what was proposed was timely delivered as planned, and 3) preparing required financial arrangements to support each activity and possibly reached out for monetary assistantships from external granting agencies.

These steps may look cumbersome but the university has also empowered Faculties/Schools/Colleges by giving authorities to Deans and Directors to be able to affix their signatures on memoranda of understanding on the university's behalf. However, each of the agreements is still required to pass administration process; i.e., the University Administrative Committee and subsequently the University Council taking approximately one-month timeframe to fulfil the process. This significantly increases the percentage of active and inactive agreements of Naresuan University 51% of the former in 2019 (145 MoUs with 30 higher education institutions) after exercising this requirement for couple years. This efficiently responds with the triple Is policy of the university in thriving for internationalisation, integration, and innovation to push Naresuan University forward in educational arena.

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International Cooperation towards Internationalisation at the Posts and Telecommunications Institute of Technology (PTIT)

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1. CONTEXT OF HEIS INTERNATIONALISATION

In recent years, internationalisation of higher education has been considered as one of the key factors for the development and innovation. It is understood as the cooperation with international universities and recognition of qualifications in the process of educating students (Barnet *et al.*, 2010). Also, it is considered as the process of integrating international, cross-cultural or global dimension into the common goals, functions or delivery of higher education (Knight, 2004).

Internationalisation in higher education is not only an individual purpose but it is also an important drive for the development of tertiary education towards a system in line with international standards to be responsive to the global environment (Zha Qiang, 2016). Therefore, international cooperation plays an important role for major institutional planning and evaluation, helping with institutional development through the enhancement of the human, technical or management of facilities and infrastructure.

In Vietnam, internationalisation in education was mentioned about 15 years ago and it is considered as an important task to be implemented for

the educational reform of the country. As in the Resolution No. 14/2005/NQ-CP dated November 2nd, 2005 on substantial and comprehensive renewal of Vietnam's tertiary education in the 2006-2020 period, the Government figured out the following objectives of internationalisation:

- To formulate a strategy on international integration, raise the cooperation capability and competitiveness of Vietnam's tertiary education in the implementation of international treaties and commitments.
- To organise teaching and learning in foreign languages, especially in English for the immediate futures; to improve the quality of training and research programs which can attract foreigners; in the world; to reach agreements on equivalent diplomas and training programs with tertiary education institutions in the world; to encourage various forms of high-quality training cooperation, and exchange of lectures and experts with foreign countries; to encourage overseas Vietnamese lecturers to give lectures in Vietnam; to increase the number of foreign students in Vietnam. To encourage study at home under the foreign training programs; to adopt an appropriate consultancy and management mechanism to help Vietnamese students study overseas and choose study disciplines, subject and schools, and achieve good study results and high efficiency.
- To create mechanism and favourable conditions for investors and prestigious tertiary education institutions in the world to open international tertiary education institutions in Vietnam or enter into training cooperation with Vietnamese tertiary education institutions.

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The internationalisation of higher education supports the promotion of quality and an equitable and global learning experience that will enable the integration of Vietnamese higher education sector both regionally and globally and lead to brighter employability prospects for students. Realising its importance, the Vietnam Ministry of Education and Training, in coordination with a number of Vietnamese universities, has been developing its first Internationalisation of Higher Education Strategy for 2017-2020, which focuses on the enhancement of university governance, training, research and skills programs.

2. ABOUT PTIT

PTIT was founded in 1997. In 2014, PTIT was upgraded to be a member of the Ministry of Information and Communication of Vietnam to contribute to the modernisation and industrialisation of the national society. Since its establishment, PTIT has made continuous efforts to overcome challenges

of a new university model and nowadays PTIT affirms its status in the domestic and international region through its teaching and research quality. PTIT can be proud of being a second home for more than 25,000 students and 928 lecturers and staff. In terms of education, PTIT offers various academic degrees – Advanced Diploma, Bachelor Degree, Master and PhD degree mainly in the field of ICT. PTIT includes such faculties and divisions as Fundamental Education, Information Technology, Information Security, Telecommunication, Electronics Engineering, Multimedia, Business Administration, Finance and Marketing. However, it is recognised that ICT is considered a cutting-edge field.

In terms of research, PTIT has been one of the leaders in creating research products and solutions which are mostly applied into the real network of telecommunication companies. It is a matter of pride that PTIT has 30% of its turnover collected from research outcomes. In terms of international cooperation and collaborations, PTIT has highly focused on the development of its international network not only with renowned universities but also with industry partners such as Nokia or Samsung, through mutually cooperation projects target to lecturers and students. Also, PTIT has contributed a lot to the strong friendship between Vietnam and its neighboring countries such as Laos and Cambodia through the approved JICA and other self-financed projects through 20 short training course to MPT Laos, 9 for Myanmar and 2 for Cambodia. With Erasmus+ program, PTIT in partnership with HANU and two other partners managed to register the VOYAGE: Opportunities for the Young and graduate's employability in Vietnam in 2015. The Project was launched in early 2016. PTIT commits to work closely with its partners to make the cooperation successful.

Among the international cooperation activities at PTIT, MARCO POLO has been a highlight which aims at creating an innovative cooperation framework that will be applied on the 3 Southeast Asian countries participating in the proposal (Thailand, Vietnam and Malaysia) and that will foster international cooperation and contribute to increase HEI's potentials for international cooperation, especially through capacity building activities. MARCO POLO Project description stated that:

The Cooperation framework includes a Mobility scheme for Students and Staff as well as experiencing with virtual mobilities to involve other actors who benefit from the Cooperation model. On the other hand, one of the main aspects of the project is the development of strategies to foster international cooperation as a key element within HEI. MARCO POLO underlines the importance of international cooperation but does not limit itself to mobility. Indeed, it highlights the relevance of international cooperation in Teaching, Learning and Research as a tool to allow HEI to increase the

quality of studies and capacities of staff members, professors, researchers and students. Therefore, one of the project results is the publishing of a best practice manual about International Cooperation in Teaching, Learning and Research. Furthermore, the project also foresees the development and implementation of IRO webpages in Partner Countries (PC). HEI and an international library gateway that will be an internet access point to national and international research sources. It will be a highly cost-efficient and effective mean to get a free access to existing national and international research sources and databases. Finally, MARCO POLO will create a Multi-Regional Network for International Cooperation, which is one leading objective of this proposal. It will serve as a platform for a multi-regional and international dialogue about international cooperation in HE, provide opportunities for finding synergies between its members and strengthen ties. The network will organise 3 international conference, one in each PC.

MARCO POLO activities done by PTIT have been considered as the clear proof for factors that foster the international cooperation and internationalisation process.

3. METHODS OF HIGHER EDUCATION INTERNATIONALISATION LIKE MANY OTHER UNIVERSITIES IN THE WORLD, VIETNAM UNIVERSITIES HAVE CARRIED OUT SEVERAL ACTIVITIES TO IMPLEMENT JOINT EDUCATIONAL PROGRAMS

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3.1. Franchise

This is a program in which a reputed institution allows another institution in another country to deliver their program in that country. All issues related to quality assurance such as teaching program, teacher requirements, assessment methods, etc. will be strictly managed by the reputed institution so that it can award qualification for students who complete the training program.

3.2. Double/ joint degree

In these arrangements, institutions in different countries mutually recognise their teaching program in the same majors and students from one university can be transferred to finish their training program at the other university. Students receive qualification from their home institution (double degree) or just qualification from foreign partner institution (joint degree). Institutions customise arrangements for the program delivery in order to award the qualifications for each arrangement.

3.3. Articulation

Articulation agreement between universities from different countries allow students to gain credit of courses offered by partner universities on the basis of their mutual recognition of particular courses/subjects. This arrangement may serve for mobility program in short-time from one month to one semester with non-awarding qualification purpose or long-time period for 1 or 2 years for students who wish to receive the qualification from partner universities.

3.4. Distance Education

According to this arrangement, institutions deliver a program to students in different countries through distance and e-learning system. Sometimes, it may include face-to-face meeting to support students or to organise evaluation of examination in the domestic study center. This method seems to be a trend in the era of Internet. However, it reveals some problems related to ownerships of intellectual property rights to course design and material as well as quality assurance of those courses.

4. RESEARCH INTERNATIONALISATION

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Research universities in South-East Asia (SEA) countries have crucial roles to play in developing differentiated and effective academic systems, and in making it possible for their countries to join the global knowledge society and compete in sophisticated knowledge economies. According to the Times Higher Education (THE) World University Ranking 2018 methodology, 60% of the universities' performance indicators are from the research (see Figure 1), including 30% from research volume, income and reputation and another 30% from citations (i.e., research influence).

While research universities in the developing world have not yet achieved the top levels of global rankings, they are steadily improving their reputations and competitiveness on the international stage (Altbach, 2018). There are some good practices in international research, which help SEA universities to enhance their reputations. Firstly, the SEA universities try to achieve reputation for research excellence among its peers. To reach that goal, SEA universities need to have the policies to attract high-quality faculty members, especially world-class professors. They will help the universities to increase both research income and reputations. Thanks to their international relations, the universities can obtain more research projects, especially international projects from

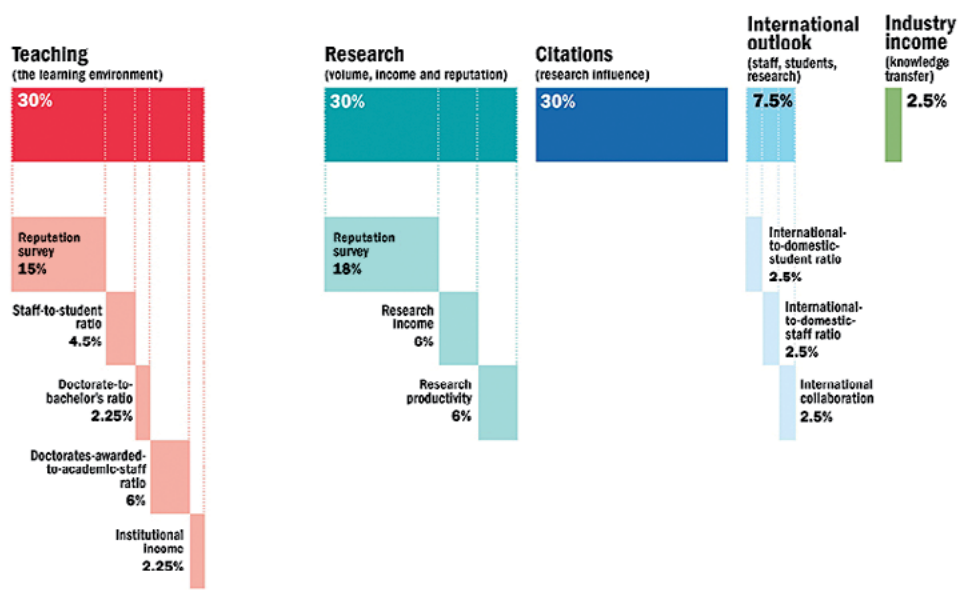


Figure 1. The World University Ranking 2018 methodology.

Europe, USA, and Japan. Secondly, policies for promoting publication are also important. Highly-cited publications are the most effective way to improve the universities' research influence, i.e., universities' role in spreading new knowledge and ideas. With the limited research conditions and funding in SEA countries, the support from the partners in developed countries via joint projects is very necessary. Therefore, SEA universities should pay more attention to promote the international relations with other universities in the world. Last but not least, mobility activities with regard to professors and students are an effective method to promote the cooperation between institutions. They are the chance for SEA universities' professors and students not only update their knowledge but also doing experiment at modern laboratories of the foreign partner universities. The mobility activities of professors from foreign partners to SEA universities are also important. Invited talks and lectures given by world-class professors provide valuable information for SEA universities' professors and students.

In conclusion, research internationalisation can bring out a range of benefits from different perspectives (institutional and strategic) and at different levels (faculty, students, research collaborations and academic programs). Therefore, research internationalisation must be given an important attention, place and space in the strategic planning of the institution.

5. TEACHING AND LEARNING EXCHANGE AND MOBILITY

Besides international-oriented researches, teaching exchange and student mobility also play an important role in Internationalisation in Higher Education. This is especially true for SEA institutions like PTIT. Teaching exchange and student mobility consist of: (1) the visiting of teachers/professors/experts from both partners to conduct lectures, give orientation presentation, give speeches, organise seminars, etc. in each other institutions; (2) send some students to take classes, participate in cultural exchange events, etc. Those activities can give benefit for both partners in many ways.

5.1. Close gaps in academic activities

SEA institutions need the help from European and other developed countries' partners to close the gap in academic activities like teaching methodology, teaching platform, material, etc. With long-time experience in teaching in an international environment with students from many cultural backgrounds, experts from European and other developed partners can give a sample for SEA teachers in the way to deal with intercultural dialogue. Moreover, through the teaching exchange programs, SEA teachers would be given opportunities to learn from their partners the up-to-date teaching approaches for the new-age 21st century education. The activities also give much benefit for European and developed partners. Staff mobility and experience not only enhances teaching but also bring the brand and the image of institutions to potential customers.

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5.2. Create international environment such as in language in classroom

Teaching exchange and mobility is a very good way to create an international environment inside institutions, especially in non-English speaking institutions. Language barrier is the first stone that we have to overcome in order to make our institutions internationally recognised. Not only the language but also the cultural background of students in an international environment will help institutions to tailor their strategies. Institutions of non-English speaking countries must change their curriculum in English-based ones. By doing so, the mutual transferable education programs will be expanded. The collaboration and joint-degree programs between partners will definitely be stronger than ever. Partners from European and developed countries can easily export their education programs or even implement their programs locally to broaden their education market.

5.3. Give changes for home student to have international experiences

It is obvious that not all students from SEA countries can afford to take part in the mobility programs and institutions are also unable to support all students to do so. Therefore, the teaching exchange will give home students who could not go abroad with a higher chance of gaining international experience. Through attending international-styled lectures, participating in intercultural activities, home students can improve their language ability, develop their international competence for employment anywhere in the world, and promote their motivation for your study in order to meet the requirement of international labor market. Definitely, this will be a good opportunity that students know more about the education and administration system of the institution partners and create their desire to pursue their higher education there.

5.4. Start the lane for students to go studying abroad

While students taking part in the mobility, they would find out more opportunities for scholarships, granted research assistants, etc. so that he/she would place a first step in their studying abroad dream. Although the mobility is a short time, this is a invaluable chance for students to practice and enhance their language, their interpersonal skill, and their adapt ability in intercultural studying environment. Thus, this is likely a start for their studying abroad dream.

In summary, teaching exchange and student mobility are a must in internationalisation process of institutions all over the world. These activities will certainly: (1) bring institutions close together; (2) give chance for mutual understanding; (3) help partners from developing countries to improve their education programs to make them more reliable partners in education business; (4) broaden the education market by promote the institution image and export education program for partner from European and developed countries

6. CASE STUDIES IN VIETNAM

Developing countries are now seen as a potential market for foreign universities from other countries which are trying to increase their market share (Mitra S, 2010). As Vietnam is an emerging economy, many foreign education providers are interested in internationalisation, and see Vietnam as an important destination for franchise or other joint programs. Until now, about 3 foreign universities have set up campuses in Vietnam and

hundreds of joint program between Vietnam and foreign institutions in all majors of training from economic to engineering.

In fact, the Vietnam Government and other state bodies have granted greater autonomy and flexibility for universities to carry out collaborative arrangements with foreign partners. There are a number of State guidelines and regulations applicable such as Decree 86/2018/CD-CP on foreign cooperation and investment in education. This Decree mostly covers all forms of foreign cooperation, including joint education with foreign partners, joint training, foreign-invested education institutions and representative offices.

It can't be denied that international cooperation in higher education has made positive changes for domestic universities to reform their teaching curricula, foreign language, learning facilities. Gradually, those Vietnamese universities may have enough capacity to open their own courses in line with international standards, which facilitate local students to benefit international quality program right in their home countries at affordable costs.

In contrast, after two decades of internationalisation in higher education in Vietnam, there are some points that need improvement. First, the main purpose of foreign universities to enter to Vietnam is profit so they prefer to offer programs in the fields that are in high demand with low cost of investment like economic and business majors. They seem uninterested in investing in high-cost academic infrastructure and research. This causes considerable imbalance in internationalisation process of higher education in Vietnam. Secondly, international cooperation requires academic exchanges and teaching in foreign language, mostly in English. It is a barrier for Vietnamese universities to speed up their internationalisation. Third, some international standards are not met due to financial burden. For example, the number of foreign professors joining international educational programs is quite limited, except for franchise programs. Also, laboratory system for engineering programs in local universities are not as modern as those in partner ones and so on.

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6.1. At PTIT

Posts and Telecommunications Institute of Technology (PTIT) is one of the leading ICT universities in Vietnam with two university campuses in Hanoi and Ho Chi Minh City. PTIT organised a joint international program for the first time in 2009 and it was not a success due to the lack of preparation for international key factors such as teachers, curriculum and facilities besides external issues from the market. For the past five years, PTIT has implemented various activities such as updating and

internationalisation of curriculum, developing special short-term program for students in developed countries who would like to visit Vietnam; updating facilities to provide needed environments; setting up partnership and developing networks with foreign advanced universities. In 2019, PTIT has submitted a project to supply ASEAN scholarship in IT program for students in ASEAN countries to come to PTIT for their Bachelor program of Information and Communications. This program is considered as a foundation for PTIT to call for deeper cooperation of foreign partners in mutually recognised courses. Also, PTIT focuses on mutual recognition of other courses to facilitate its regular students to transfer overseas in their last academic year to finish the program and be granted the qualification of partner universities.

For MARCO POLO in particular, understanding the aims of the project, efforts have been made through the organisation of activities of work packages, of which, teaching and learning exchange and mobility has been a highlight and worth taken as a good example regarding practices in international cooperation and internationalisation at a HEI as PTIT. These activities require close and wide cooperation and coordination among multiple partners that benefits the capacity building for involved participants. During a short period of 5 months from May 2019 to September 2019, within the framework of MARCO POLO Project, PTIT has completed the motilities for 12 outbound and 4 inbound participants with great experience drawn out from the implementation process.

Feedback from delegations, both outbound and inbound, show that mobility activities have been much appreciated by all participants. All participants from PTIT reported gratitude to the Project and partner universities in providing participants with valuable opportunities and experience in sharing and learning.

I couldn't believe how kind people are at the university I have been to. Everything was perfect. I have learnt a lot (Nguyen Huy Hoang, PTIT student to Naresuan University in Thailand in August, 2019).

Very impressive. I really admire how organise and manage there. The things I saw there have given me a lot of inspirations for what I would like to do and contribute to improve my work. Flows of ideas are running through my head (Nguyen Bich Hanh, PTIT staff to FH Joanneum University in Austria in May, 2019).

The professors and staff there encouraged me a lot. I did a huge amount of work and study during the time I spent there. I have learnt a lot from the trip (Nguyen Thang Hai An, PTIT student to Prince of Songkla University in Thailand in July, 2019).

These comments were among the great appreciations reported by participants of mobility activities which suggest directions to improve mobility activities in particular and international cooperation and internationalisation in general.

However, in spite of the above potentials and efforts, there remain challenges for PTIT on the way towards internationalisation. The analysis of direct interviews of related personnel done by MARCO POLO based on the task conducted by a mobility student during a trip to PTIT in May 2019 revealed the concerns of what may hinder the internationalisation progress for PTIT, including barriers in approach and methods, few human resources, few programs for mobilities for both teaching and learning activities, few international cooperation connections, brand name of the institute..., among others. These challenges require a comprehensive strategy for international cooperation and internationalisation which need the responsibilities of the whole institute.

6.2. Most noticeable practices among PTIT's mobilities

Interesting experience with UM under the mobility activities under the Marco Polo project, by Pham Nguyen Hoang Hai, PTIT staff to University of Malaya in Malaysia in September, 2019.

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Through the mobilities of students and lecturers under the framework of Marco Polo project, I was sent to work by the Posts and Telecommunications Institute of Technology, Vietnam (PTIT) to work in the Faculty of Economics and Administration, University of Malaya, Malaysia for 1 week.

From Universiti Malaya, Marco Polo Project in UM is headed by Dr. Patricia at the Faculty of Languages and Linguistics. Dr. Patricia gave me an email to contact Prof. Dr. Kuppusamy A / L Singaravelloo, HEAD (Department of Administrative Studies & Politics) who is the contact point, providing me about the work program, sending an invitation before I go to UM.

On April 18, 2019, I contacted Prof. Dr. Kuppusamy for a tentative agenda to work at the Faculty of Economics and Administration, from May 25-31, 2019. However, until early September, my working schedule was accepted by UM from September 16, 2019 to September 22, 2019 and the tentative agenda was finalised after our short meeting at his office.

Big questions for me then included "What took it so long for Prof. Dr. Kuppusamy to finalise my working schedule while I've already had the great support from both Marco Polo project coordinators at UM and PTIT?", "Why did the FEA Department representative only send me an invitation to work without giving comment on the agenda?".

Prof. Dr. Kuppusamy, upon receiving information from PTIT about sending staff to FEA, UM's Department under the program of exchanging cadres, lecturers and students under the Marco Polo project, was surprised by the reason why a university specialising in information technology and technology in Vietnam sent a staff to work at the FEA Department. He didn't see the close relationship between Information Technology and Economics and Administration so he really needed more time for considering.

Another reason was that from 1 May to 31 August, 2019, UM started their summer vacation which meant most students and lecturers were away on summer vacation. Therefore, it would be very inconvenient for me to visit this time of year.

Furthermore, in early September 2019, there was a huge fire in the FEA Department. The entire building of the department was completely burned down. The lecturers relocated to another area to work temporarily. There was also a limitation in facilities for receiving guests and working there and somehow this would affect the image of FEA faculty in the eyes of the partners.

In spite of the contacting process, I was really warmly welcome at UM as soon as I appeared. I met Prof. Dr. Kuppusamy at FEA Department and we agreed on the agenda very quickly. The most important thing is the chance to meet with young researchers, doctors and professors who have admirable open minds and actively involved. At the University of Malaya, I had the following activities:

- Participated in the international forum on Cuba and global health care;
- Attended a class of Prof. Yong Chen Chen and shared with students about the Vietnamese economy in recent years;
- Joined a meeting and talk with Dr. Mohammad Tawfik Yaakub and Dr. Nur Hairani binti Abd Rahman on my research topic "Study of procedural justice affecting the commitment of faculty members to the university from the viewpoint of pseudo-justice";
- Visited UM art museum with Dr. Woo;
- Met and discussed with members of the International Relations Office and UM Marco Polo project members;
- Attended a seminar on doctoral and PhD studies in Economics and Administration;
- Discussed and shared about public administration in Vietnam and Malaysia;
- Met with Mr. Prof. Dr. Edmund Terence and Dr. Azmah Binti Haji Othman, Dean and Vice Dean of Economics and Administration Department and exchanged views about the opportunity to publish

my international science article for the scientific journal Economics and Administration of the University of Malaya, the journal is on the list of Scopus and ISI systems.

One more interesting fact I want to mention here is that the University of Malaya has an annual student population of 30,000 students with over 6000 staffs while my PTIT has an annual total student population of about 16,000 but with only about 750 staffs. The partners then greatly appreciated the development potential of PTIT and the overload capacity of the PTIT's staff and I also have the opportunity to collaborate to publish scientific papers in the scientific journals of the University of Malaya.

The lessons learned about the mobility preparation process after the trip:

- (1) When sending the content of information via email to partner, discussing about where you go to work, which must contain some required information such as introduction of yourself (full name, work unit), training process (University, MSc, PhD...), areas of study, problems will be discussed and shared, relevance to the destination (why do you think your organisation is suitable for your work), what do you want them to help you with, estimated working time, the tentative agenda. This information will make it easier for your agent to contact you, conveniently know why they were introduced to you, and what they can do to help you when they just need to read your email without needing to see the additional details attachments. For attachments you need to give more detailed information related to the content you need to share and discuss or that both parties will work on. Thus, the partner will be prepared in advance, from which the working sessions will be most effective.
- (2) When you propose a scheduled time to work with a partner, you should find out for yourself in advance whether the time is right for a partner to meet you or not on some of the following aspects. You'd better check if that time coincides with any vacation according to their year (holidays, summer vacation, winter vacation, spring season...). This will help your partner arrange the appropriate time to receive, meet and discuss with you the most effective and appropriate time. During this time or whether your partner is currently experiencing any major incidents (through a representative, news on the partner's website, news of the partner posted on google...). This will help you have more information about where you are going to work, some information will be

helpful for you to get friendly and warmly welcome from partners. Besides, knowing about the problems, you will yourself arrange suitable working time for both parties.

- (3) Each trip will bring new experiences, interesting lessons which can improve ourselves gradually.

7. CONCLUSION

Internationalisation in higher education is a key trend of development (Mitra & Borza, 2015), especially when the new knowledge-based economy requires institutions to provide proper skills and knowledge for students to face up new challenges after graduation. Vietnam is a dynamic developing country in internationalisation and its effects can be seen through number of franchise and joint program being implemented. Although there still remain some improvements, it is believed that Vietnam will develop strongly local teaching program with highly international standards.

Within the scope of study of this paper, it can also be concluded that research internationalisation must be given an important attention, place and space in the strategic planning of the institution since research internationalisation can bring out a range of benefits from different perspectives (institutional and strategic) and at different levels (faculty, students, research collaborations and academic programs). In addition, teaching exchange and student mobility should be a must in internationalisation process of institutions all over the world as they can certainly bring institutions close together, give chance for mutual understanding, help partners from developing countries to improve their education programs to make them more reliable partners in education business and broaden the education market by promoting the institution's image and education programs for partners from European and developed countries.

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ItaCentro: Strategies for Internationalisation

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1. INTRODUCTION

Today, in the context of rapid globalisation, internationalisation has become an indispensable mission for higher education institutions (HEIs) worldwide. Not only does internationalisation allow HEIs to appeal and respond to a wider demand, it also ensures the sustainable growth for HEIs. Apart from student mobility, which “is often seen as the ‘face’ of internationalisation”, HEIs may take part in many other activities such as recruiting international students and scholars, developing international academic programs, implementing international research projects, etc. (Knight, 2012: 21). These strategies are normally classified into two categories: ‘At-Home Internationalisation’ which refers to the integration of international dimensions into teaching, learning and research activities, and ‘Cross-border Education’ which focuses on the mobility of professors, students, programs, projects... (*idem*: 23). The selection of strategies, therefore, depends on the university’s policies, partnerships and available resources. Furthermore, internationalisation activities are now no longer limited to being managed and implemented by international offices. Nowadays, in many HEIs, faculties also play an active and vital role in the process of internationalisation (Cantu, 2013: 6). A combination of these top-down and bottom-up approaches would help to improve the effectiveness of internationalisation, as shown in the case of Hanoi University.

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In Hanoi University, the international cooperation activities are normally coordinated and implemented by the International Office, but also strongly supported by its diverse Faculties and Centers of Culture and Language, which focus on developing cooperation with specific potential partner countries (with Italy, Japan and Korea being the more prominent ones). The staff comprised mainly of deans, professors and graduates of the faculties. Despite not being professionally trained in the field of inter-national cooperation, these staff members have a lot of experience in inter-university cooperation, an in-depth understanding of curriculum development, an outstanding knowledge of different education systems, language and culture, and a strong personal network with their partner universities. Therefore, they are granted certain conditions and flexibility to seek cooperation opportunities and have formed and contributed many valuable initiatives. This paper is going to present about one of these centres, representing the most effective internationalisation effort of Hanoi University: ItaCentro.

2. HANOI UNIVERSITY AND COOPERATION ACTIVITIES

Established in 1959 and located in the capital city of Vietnam, Hanoi University (HANU) is known as one of the most prestigious state universities in foreign language teaching and multi-discipline programs delivered in foreign languages at both undergraduate and graduate levels. Apart from 11 majors in European and Asian languages (English, Russian, French, German, Italian, Spanish, Portuguese, Chinese, Korean, Japanese and Vietnamese), HANU also offers eight English-medium degree programs in Information Technology, Business Management, Marketing, Multimedia Communication, Accounting, Finance and Banking, International Studies, Tourism Management and one French-medium program in Entrepreneurial Communication. The number of enrolments each year at the university is at an average of 2,500 students.

With the mission to provide “high-quality Bachelor and Master level graduates into the labour force who have significant expertise, high foreign language proficiency, and IT literacy, responding to the labour market demands in the country and internationally” (Mission and Vision), HANU is fully aware of the importance of internationalisation and considers it to be one of the institution’s key strategic priorities for development. Taking advantage of its various foreign language expertise, the University has established a wide range of network with embassies in Vietnam and HEIs around the world. Until now, HANU has stipulated and implemented 530 cooperation agreements with 230 partner universities from 28 nations

(Annual Report Academic Year 2017-2018: 16). These agreements include a series of activities such as teacher and student exchange programs, joint degree programs, double degree programs, PhDs, internships, study tours, joint research programs, etc. While promoting academic mobility is part of its agenda, Hanoi University also hopes to develop the trans-national curriculum, research and technology exchange.

Regarding the aspect of student mobility, each year HANU sends approximately 500 students, mostly to Japan, Korea and Italy, and in return welcomes more than 300 students, mainly from Korean, Japanese, Spanish, French and Italian partner universities. Besides exchange students, the University also annually hosts about 700 international students, most of which are from Laos, Palestine, Cuba and Russia under their government scholarships. As for joint programs, HANU currently has 12 active joint degree programs with HEIs in Australia, UK, Austria, Belgium, Japan and Italy. For instance, Master of Teaching English for Speakers of Other Languages with Victoria University (which has the highest number of graduates: 2085 graduate students); Bachelor and Master of Business Administration with Latrobe University (1650 graduate students), Master of French Studies with Catholic University of Louvain, Bachelor of Tourism and Leisure Management with IMC University of Applied Sciences Krems, Bachelor of Applied Accounting with Oxford Brookes University, Master of Japanese studies in Linguistic with Nara Women University, Bachelor of Enterprise Economics and Master of Statistic Science and Insurance with University of Sannio, etc.

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3. ITACENTRO

3.1. Overview

While HANU consists of many longstanding language departments, the potential of the Italian department at the time – along with opportunities for development – remained largely untapped. Having noticed the similarities between Italian and Vietnamese culture, and the potential of Italy as an affordable and quality education environment compared to other traditional education destination such as the U.K or the U.S, ItaCentro (which stands for the Center of Italian Language, Culture and International Mobility) was founded in 2011 with the initial aim of promoting Italian language learning in Vietnam as well as the learning of Vietnamese culture and language in Italy along with fostering cooperation between HANU and Italian HEIs.

One of the primary responsibilities of ItaCentro is managing the mobility process of professor and student with Italian partner universities whilst

providing paperwork and logistics support. Additionally, ItaCentro also offers interpretation – translation services, education consultancy services and preparatory courses for students wanting to enrol in undergraduate or postgraduate programs in Italy. It also organises on demand Italian language and culture courses in Vietnam and Vietnamese language and culture courses in Italy (in Naples, Turin and Venice). Furthermore, Ita-Centro is also the authorised testing centre for CILS (Certificate of Italian as a Foreign Language) and DITALS (Certificate of Teaching Italian as a Foreign Language). Additionally, the Center has recently assumed the responsibility of coordinating and implementing the Erasmus+ projects for Hanoi University since 2014.

Relating to ItaCentro's history of cooperative activities with Italian partners, the earliest agreements were signed in 2007 with only three universities: University of Siena, University of Palermo and University of Naples "L'Orientale", which focuses on the mobility of students of the Italian department, visiting professors and interns. The quantity and the quality of cooperation have greatly increased since the founding of ItaCentro. After eight years, the Center has forged well-established partnerships with 30 Italian universities and 9 associations including Italian Confindustria (General Confederation of Italian Industry) and professional institutes. More than 45 agreements have been signed and the cooperative activities are becoming more and more diversified (which now includes academic and non-academic mobility, double degree, joint and PhD programs, internship programs, Erasmus+ Capacity Building projects, etc.). Moreover, the beneficiaries of these cooperative programs are not limited to only students and professors of Italian language but also those from other majors in HANU such as English, International Studies, Information Technology, Finance and Banking, Accounting, Tourism Management, and even those from other Vietnamese partner universities (Electric Power University, Pharmacy University to name a few) due to the expansion of cross-cooperation. Therefore, the number of exchange professors and students has been growing over time and so does the number of enrolled Vietnamese students in Italian universities (Figure 1). Since 2012 ItaCentro sends approximately 130 to 150 students and professors on both outbound and degree programs annually, while only 100 students are inbound.

What ItaCentro has done so far to obtain these achievements requires a well-thought-out strategy. The leadership at ItaCentro has always believed that a strong command of language is vital not only in the promotion and exchange of culture but also in adapting and integrating to a new culture. Therefore, ItaCentro has always placed great emphasis on the language competency of its outbound students and professors with exchange and

full-time students requiring a minimum language competency level of A2 and B2 of the CEFR respectively. Moreover, through the process of self-assessment, ItaCentro was able to identify the opportunities and challenges that it must face in each stage of its development. This enables ItaCentro to diversify its cooperative activities while still maintaining and expanding its network of key partners.

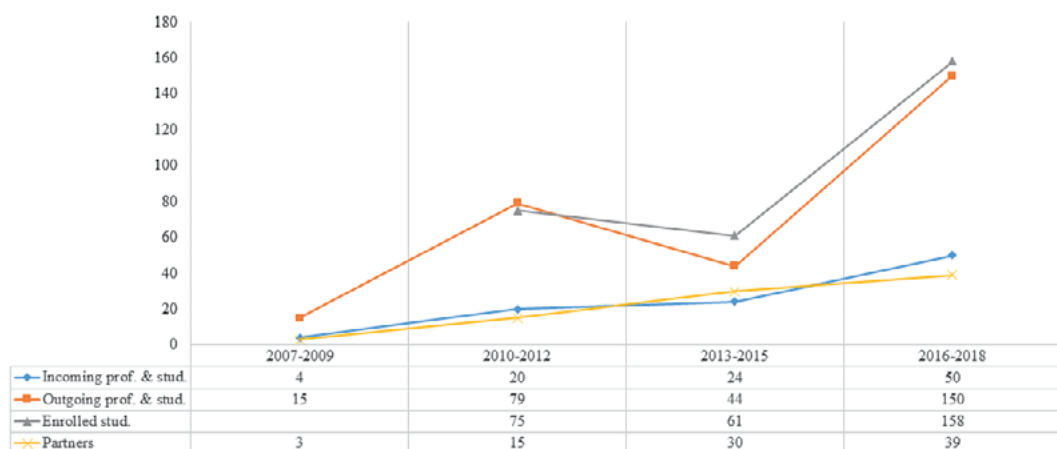


Figure 1. The number of partners, exchange professors and students and enrolled students from 2007 to 2018.

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3.2. Stages of Development

3.2.1. Stage I (2007-2009)

The collaboration between HANU and Italian HEIs started in 2007 with the first MOUs and MOAs focusing on short Italian language courses and exchange program for students of HANU's Italian department. The objective during this period was not ambitious: assessing the curriculum of its Bachelor's degrees and evaluating the students' adapting capability in an Italian education environment. The agreements were stipulated with three universities: University for Foreigner of Siena, University of Naples "L'Orientale", and University of Palermo. The choice of cooperation was made based on the expertise on the teaching of Italian language of these partner universities. Indeed, the first one is a famous public university specialising in the teaching of Italian language for foreigners. As for the other two, their undergraduate degree courses in languages are almost identical, which greatly facilitated student mobility and that subsequently

led to the development of double degree programs. Moreover, both are in the south of Italy where the cost of living was more affordable for Vietnamese students at the time. The first wave of exchange was 15 outgoing students and four incoming professors and in-terns. The cooperative activities with Italian HEIs at this early stage were managed and implemented by the Italian Department in collaboration with the International Office.



Figure 2. HANU & University of Palermo.



Figure 3. HANU & University for Foreigners of Siena.



Figure 4. HANU & University of Naples 'L'Orientale'.

3.2.2. Stage II (2010-2012)

Based on the success of the first stage, the collaborative activities were expanded to include the fields of Economics, Finance and Banking, Accounting, Information Technology, International Studies, etc. with many other Italian HEIs. As a result, this stage saw a remarkable rise in both the number of outgoing teachers and students. HANU's professors were sent to Italy for various courses taught entirely in English, for example, Economics at University of Trieste, Information Technology and International Studies at University of Ferrara, English Language at University of Cassino. A Vietnamese Language course was established for the first time in Italy at the University of Naples "L'Orientale", which went on for three consecutive years from 2011 to 2013. The growing number of partners and collaborative programs as well as the great potential for developing mutual beneficial cooperation with Italian HEIs therefore demanded that a specialised entity be created within the University to oversee and organise cooperative activities. For that reason, ItaCentro was founded in 2011, whose director was the former Dean of the Italian Department at Hanoi University.

The establishment of ItaCentro has helped to solidify further cooperation opportunities between HANU and Italian universities. Apart from expanding the network of student exchange, double degree programs, two joint degree programs with University of Sannio were developed and implemented for the first time. Since 2012, the Center has offered a variety of services and facilities for studying in Italy. Students who want to enrol in Italian HEIs are provided with a broad range of preparatory courses designed to engage them at all academic levels, ranging from intensive Italian language course (600 hours) to life skills and home economics, and research methodology courses. The total number of enrolments for this period was at 75.



Figure 5. HANU & University of Rome 'La Sapienza'.



Figure 6. HANU & University of Sannio.



Figure 7. HANU & University of Catania.



Figure 8. HANU & University of Pisa.

3.2.3. Stage III (2013-2015)

After experiencing a boom in successful cooperation activities during the period between 2010 and 2012, it was time to assess their impacts and outcomes in order to make necessary changes or adjustments to better facilitate future cooperation. On this matter, ItaCentro decided to strengthen cooperation with key partners and focus on the quality of services instead of the quantity. Having acquired a full understanding of Italian education system and strengths of the key partner universities throughout the years, ItaCenter found it essential to connect them with HANU's Vietnamese partners. The Center also provided free support to Vietnamese HEIs in establishing cooperation with Italian HEIs, for example Electric Power

University with University of Palermo (in the field of Energy), National Academy of Public Administration with University of Palermo (Public Management), University of Pharmacy with University of Trieste (Pharmacy), etc. ItaCentro leadership believed that a broadened network would bring in more diversity and cooperation opportunities in the future.

The other top priority is the diversification of activities in which ItaCentro started to look for internship opportunities for HANU's students at Italian enterprises. In 2013, an important MOU was signed with *Al-malaurea* – Italian Interuniversity Consortium which operates with the aim of connecting university, labour market and professionals. In 2014, with the founding of the new Erasmus+ program, ItaCentro immediately started working with its partner universities on project applications to even further solidify the cooperative basis for the future and achieve optimal mutual benefit.

At this stage, ItaCentro was also confident in sending students to study in Italy for full degree programs instead of just exchange or partial degree since all students who go on exchange and study in programs by ItaCentro would have to fulfil a minimum language requirement that consist of one 300-hour and 900-hour passing Italian language course respectively, or the equivalent of A2 and B2 linguistic competency in Italian. The achievements in this stage was much more remarkable with nearly 30 partner universities, 24 incoming professors, interns and students, 44 outgoing professors and students, and 61 students enrolled in Bachelor's and Master's degree in Italy.

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Figure 9. HANU & University of Camerino.



Figure 10. Almalaurea Conference at HANU.



Figure 11. HANU, National University of Art Education (NUAE) & Music Academy of Bolzano.

3.2.4. Stage IV (2016-present)

Once experience in cooperation was obtained and a strong network with both Italian and Vietnamese partners has been established, the strategy for the next period was moving from bilateral to multilateral cooperation and applying for Erasmus+ programs in order to foster internationalisation in terms of academic mobility and capacity building with Italian partners and even many other HEIs in Europe, notably with Chemnitz University of Technology of Germany and University of Seville of Spain. At the same time, ItaCentro still maintains its role as a bridge that links Vietnamese HEIs with suitable Italian counterparts (for example, connecting National University of Art Education with Frosinone Academy and Music Academy of Bolzano, Posts and Telecommunications Institute with University of

Messina, etc.) with the intention of introducing and involving them in such international projects. Not only does ItaCentro helps to connect HEIs, Ita-Centro now plays an active role as the coordinator for cooperative projects and agreements and acts as a mentor for other Vietnamese HEIs in developing cooperation and internationalisation. Partner universities now receive support in every phase of the cooperation, from creating the strategy to formulating the type of cooperation as well as the annual assessment.

Furthermore, the cooperative ties with Italian partners were taken to another step in the fields of cultural exchanges, professional education and internship through new agreements with General Confederation of Italian Industry, professional institutes and organisation such as Professional Institute “Francesco Datini” (Prato), Professional Institute “Levi Montalcini” (Acqui Terme), Professional Institute “Aldo Moro” di Santa Cesarea Terme for the *Made in Italy* Project (2016), Confindustria di Toscana, Confindustria di Pesaro, Confindustria di Arezzo, EnAIP Piemonte (National Organisation Acli Professional Education), etc.

The most significant achievement in this stage was 18 successful applications for Erasmus+ Programs, including 16 Key Action 1 (Mobility) and 02 Key Action 2 (Capacity Building: Marco Polo and Voyage Project). Due to these new cooperative initiatives, the number of outgoing professors and students in the past three years has increased sharply, about three times higher than the previous stage. There are now about 50 students who are sent on exchange programs to Italy each year through Erasmus+ alone.

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Figure 12. Almalaurea Conference in Bologna.



Figure 13. VOYAGE Kick-off meeting at HANU.

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Figure 14. MARCO POLO training course at Heriot-Watt University.



Figure 15. VOYAGE training course at NUAU.

3.3. Strategies for future development

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Further promoting cooperation with Italian HEIs remains one of the top priorities for ItaCentro. However, cooperative activities from this point onward will not be limited just to the exchange of students and professors or joint degree and double degree programs. ItaCentrrro is aiming to extend its reach by coordinating joint research projects and enable research staff exchanges in the near future.

Furthermore, ItaCentro will enhance the new partnership built up under the framework of Erasmus+ programs through involving and focusing on other South East Asian (SEA) partners in its network with Italian HEIs. By identifying the key strengths and expertise of each Italian partner HEIs, ItaCentro can provide the appropriate recommendation and connections for SEA HEIs who have the necessary conditions to begin internationalisation but lack the foundation and experience in doing so. In fact, for the time being, ItaCentro has supported the Universiti Sains Malaysia and Universiti Malaya in establishing and developing cooperation with University of Palermo (Architecture, Electricity Engineering, Social Sciences), University of Venice Ca' Foscari (Malay language teaching), University of Parma, University of Cassino (Global Economics, Telecommunication), University of Camerino (Information Technology, Management),

University of Messina (International Management, Computer Science), etc. At the moment, ItaCentro is also providing these Malaysian HEIs with support in training Italian language teaching staff, formulating language preparatory course and degree program structure and also familiarising and mentoring them in applying for Erasmus+ projects.

Lastly, in order to create more favorable opportunities for Vietnamese students to study and work in an international environment, ItaCentro is aiming to develop a national-level project which could lead to a bilateral agreement between Vietnam and Italy on the reciprocal recognition of university qualifications, with the collaboration of NARIC (*Vietnamese National Academic Recognition Information Center*) and CIMEA (*Italian Information Center on Academic Mobility and Equivalence*).

4. CONCLUSION

Having obtained the achievements above, ItaCentro is considered an effective example of the successful implementation of internationalisation at Hanoi University. By anticipating and keeping up with the current trends of internationalisation, ItaCentro was able to stay ahead of its HANU counterparts in other language departments. Furthermore, continuously expanding the network of cooperation and diversifying cooperative activities is the key to the success of the Center. This allows ItaCentro and HANU a degree of flexibility in the available types of cooperative activities and helps to appeal to a wider range of audience, not just students but also teaching and research staffs, along with working adults and enterprises. Moreover, it is necessary to choose partners with mutual interests and benefits as both sides can maintain a more long-term and sustainable relationship. This is evident in the case of ItaCentro and the Italian partners who have been consistently participating in a variety of joint Erasmus projects ever since. The next step for ItaCentro in the future is to improve the connectivity of other HEIs in the South East Asian regions with not just Italian but also European HEIs.

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A Qualitative Review of the Current Status of Internationalisation of Six Universities in Malaysia, Thailand and Vietnam

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1. INTRODUCTION

Different approaches towards the promotion and implementation of internationalisation have been adopted by the universities contributing to this book. Minna Söderqvist (2002) has elaborated a model describing the stages which HEIs pass on their way to truly internationalise their offers.

In this model, the awareness of the need to internationalise, commitment to planning and implementation of different programmes for enhancing the mobility of students constitute the first stage. In this stage internationalisation is still seen as an end for itself. The second stage starts with the awareness of faculty to internationalise in order to pave the way for the internationalisation of curricula based on faculty exchange and cross-border research. This goes hand in hand with gradually introducing English as a medium of instruction (EMI). The third stage is reached upon embracing an internationalisation strategy and forming strategic alliances.

Table 1. Söderqvist Model (Söderqvist, 2007).

| | |
|---|--|
| Zero Stage Internationalisation as Marginal Activity | <ul style="list-style-type: none"> • There are some free movers • Internationalisation is an exotic and status phenomenon – some important actors in the organisation travel to conferences • Foreign languages are taught |
| First stage Student Mobility | <ul style="list-style-type: none"> • Awareness of the need to internationalise • Commitment to planning and implementing different programmes enhancing the mobility of students • Creation of international offices to handle the routines of student mobility • Internationalisation is taken as an end in itself • ECTS becomes an important tool to facilitate counselling and the acknowledgement of foreign studies |
| Second stage Curriculum and Research Internationalisation | <ul style="list-style-type: none"> • Awareness of teachers necessary to make internationalisation of the curriculum and research possible • Organising of teacher mobility • Internationalisation taken as a means to enhance the quality of education • Different ways to internationalise the curriculum • Appointment of international coordinators to handle curriculum and research internationalisation |
| Third stage Institutionalisation of Internationalisation | <ul style="list-style-type: none"> • Internationalisation is given a strategy and a structure • Networking both through cheap travel and new ICT; partnerships and strategic alliances • The quality of internationalisation is receiving more attention • Multiculturalism • Appointment of an internationalisation manager |
| Fourth stage Commercialising the Outcomes of Internationalisation | <ul style="list-style-type: none"> • Exporting education services • Franchising education services • Licensing • Joint ventures • Strategic alliances • Creation of organs to promote commercialisation |

The final stage is reached when educational products are commercialised (Söderqvist, 2002).

HEIs all over the world struggle in the attempt to properly define their internationalisation approach and to move through its stages. Depending on the age and experience, location and networks of universities, the process of moving forward in the internationalisation stages can be faster or slower. Most HEIs worldwide have moved beyond what Söderqvist (2002) has defined as the “Zero Stage”, catering for internationalisation as a marginal activity. Leading universities, however, have already arrived at stage four and started to commercialise education to an extent which carries the potential of “creating severe problems for academic institutions and systems in smaller or poorer nations” (Altbach, 2015).

Differences in scientific capacity and resources can also be found between educational systems. While in many developed countries the national support systems for research and academic mobility are well developed and programs for the promotion of cutting-edge research exist, this is often still not the case in emerging and developing countries. These countries often lack strong points of contact for cooperation, which can be more easily achieved with other high-performance science systems, making it much more difficult for the respective universities to connect.

A possible conflict of objectives arises between cooperation on the one hand and the strengthening of one’s own competitiveness on the other side; between the pursuit of cooperative relationships on the one hand and international supremacy on the other or between hiring bright minds for your own university on the one hand and the support of productive environment in the home countries on the other side. Contradictions can also be found between the political setting of national goals and the internationalisation strategy of an institution or a network. Difficulties in the scientific collaboration can also arise when different ideas of dealing with issues such as IT and data security and the protection of intellectual property come into play.

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2. METHODOLOGY

Following a methodology developed in scope of a research project by Franco Pasqualin, Friedl, Pölz-Hobusch and Beinbauer in 2017, which will be explained in detail below, the research questions raised for this contribution are:

- (1) At which stage of the Söderqvist model are the analysed SEA HEI?
- (2) What are the main issues the universities currently face?
- (3) Can indications be found for how to continue the internationalisation process of the analysed SEA HEIs?

Qualitative research based on an exploratory design was undertaken for the empirical part of this study for a more holistic view regarding internationalisation in the regional higher educational context of three SEA countries: Thailand, Vietnam and Malaysia. In-depth interviews with experts (international office staff, managers, heads of degree programs/departments/institutes, research and development staff) were undertaken. For each country 2 universities have been analysed, in each university five interviews (for a total of 30 interviews have been conducted). The content analysis was carried out following the methodology of Mayring (2014) for qualitative data summary and categorisation. Homogeneity and heterogeneity among the different HEIs regarding the internationalisation components have been observed and discussed under the framework of Söderqvist (2002).

2.1. Data collection

30 interviews were conducted by Austrian student interviewers, who have been on short term mobilities in the target countries between June and July 2019 face-to-face at six HEIs in Malaysia, Thailand and Vietnam. The surveyed universities are considered important educational hubs in their respective areas. The results analysis was done in the timeframe of July 2019 to October 2019 in Graz (AT). The questionnaire was semi-structured using a predefined interview guideline allowing for open answers. All interviews were recorded after previous agreement. For each of the questions the expected scope of the answer was described in notes. If the first answer of the interviewee did not encompass the full extent expected, the interviewers asked more detailed questions following the guidelines. The interviews were done in English (as the interviewers could not speak the local languages), and took between 20-40 minutes.

The following questions have been asked:

Table 2. Semi structured questionnaire for experts' interview.

| |
|---|
| 1. Internationalisation of universities is a complex matter. Could you please explain what the term internationalisation means for you? |
| 2. Internationalisation of higher education institutions requires working international networks. Most often these networks exist between individual researchers and their international colleagues. To make them accessible for the academic community it is necessary to provide support for the development of formal partnerships. Which kind of international partnerships are supported by your university and how? |

Table 2. Semi structured questionnaire for experts' interview (*cont.*).

| |
|---|
| 3. The internationalisation of the student body can be done in two distinct ways: The recruitment of international students (incoming students) and sending of students to international universities (outgoing students). How does your university try to recruit international (exchange) students? |
| 4. How does your university try to support the internationalisation of national students? |
| 5. Internationally active universities have internationally active staff. The internationalisation of staff involves two pillars, the support of individual activities and centralised offers. How does your university try to support individual activities for staff? |
| 6. Which centralised services does your university provide for internationalisation? |
| 7. An internationally active university needs internationally experienced staff. How does your university attract international experienced staff? |
| 8. Degree programs need to be adapted to fit the requirement of internationalisation. How does your university make sure that degree programs are fit for an international audience? |

2.2. Content Analysis process

The full audio of each interview was transcribed in full texts. The qualitative methodology to summarise the content of the texts derived from the transcriptions was following Mayring (2014) approach. The following steps were taken:

- (1) each of the statements given by the interviewees was paraphrased in clear sentences;
- (2) the paraphrases were assigned to specific predefined categories, which have been;
- (3) developed deductively from research questions, following exactly defined coding rules (table 3);
- (4) the answers of all interviewees from one university have been sorted according to these categories and rule, and have been generalised;
- (5) from all generalised statements a reduction has been defined. One example of how a paraphrase is categorised and reduced is presented in table 4;
- (6) From all reductions in one category a generalisation has been constructed, leading to a summary of answers from all experts from one university per category. These reductions form the main body of the university interviews' content analysis.

Table 3. Example category definition for content analysis.

| No | Category | Anchor Example | Definition and Coding Rule |
|----|-------------------------------------|---|---|
| 1 | Definitions of Internationalisation | I think internationalisation is about accepting differences. We need to accept other people in different cultures, different way of thinking, different environment. And then, try to examine. Try to adapt with it, and then try to understand it. For me, that's for internationalisation. You have to understand people, both, in research, academic | Includes definitions of what the term internationalisation means, but does not include single elements or lists of elements of internationalisation (K2) or its advantages and disadvantages (K3), (K4) |

Table 4. Example Reduction of a Paraphrase for content analysis.

| Uni | Interview | Paraphrase | Category | Reduction |
|-----|-----------|---|------------------------------------|-------------------------------|
| 4 | 5 | I think the exchange program really attracts students to study here. And maybe the English camp, the chance to meet international people. They try to advertise on this | Advantages of Internationalisation | Possibility for advertisement |

3. RESULTS

The results of the content analysis are presented according to country; two universities have been analysed per country. Firstly, an overview of the internationalisation aspects from each HEI is presented; then the results related to internationalisation activities is presented.

3.1. Malaysia

Internationalisation is seen as beneficial process for all stakeholders of the university. It is supported by the national government and by the higher

education institutions. Internationalisation helps the university to grow and to transcend national borders, it is necessary to become a leading higher education institution. It is a tool for collaboration, between institutions but also between individuals. The exchange is beneficial to both sides and generates win-win situations. Students increase their network and learn new intercultural competences, which contributes to their own economic well-being and with that to the economic well-being of the society. Intercultural exposure contributes to an open mindset and a broader perspective, allowing to better collaborate with each other. Internationalisation can also contribute to community engagement by involving both, national and international students in community projects. In the long run, internationalisation saves money and can generate income. It also contributes to several KPIs and with that to the ranking of the university.

The main challenge for internationalisation is acquiring enough funding. Student fees are regulated by the government, limiting the university in selling student places for higher prices. Financial resources are limited, especially when it comes to sending students abroad. International competition is tough and most high-ranking universities have more financial power, making the playfield uneven. Administrative burdens, especially the time-consuming process of finding a university which is offering courses, which fit to the requirements of the current studies, make time the second most critical resource. Interns and Professors are usually Malay, as the process of obtaining a permanent work-permit is often a barrier for internationals. Mixing national and international students is requiring additional effort by the teaching staff, especially in terms of language (speaking English in class, translation of Malay resources to English). Another difficulty is spreading the word of internationalisation offers to the academic community, which is very diverse and requires different approaches.

HEI aim to develop curricula, which are anticipating future trends, with cutting edge modern content, covering the full scope of a study including ethical considerations, which are attractive to students around the globe and their respective employers. Curriculum set-up needs to follow the national qualification framework and will be registered by the state. Every five years a new curriculum review is done. In newly set-up study programs a holistic, interdisciplinary approach is supported. English is usually the main teaching language, with only specialised courses being taught in Malay or other languages. International and national students share the same classes in order to exchange and mingle. Intercultural and international applications of different topics are usually discussed in class, with many lecturers being able to relate to actual international

experience. In some schools specific courses covering the culture, politics or economics of different regions are offered for specialists, but all courses in the university aim to have an international component. Advanced forms of cooperation like e-learning formats or dual and joint degrees are offered with several international partners.

Internationalisation is centrally coordinated and executed by the respective faculty. Centralised services govern the process and provide information and guidance to all stakeholders. Internationalisation can happen abroad or at home. Internationalisation is concerned with staff exchange, student exchange and research collaboration, both inbound and outbound, which is based on agreements and partnerships on different levels from specifically created (short-term) seminars up to and including shared degrees with international partners. Internationalisation at home involves the whole academic community and is mostly supported through a well-established Buddy system and different events, which support cultural and language exchange. International students mix with local students and contribute to various activities, especially to community work. Good institutional partnerships are seen as a prerequisite for successful internationalisation activities. Internationalisation activities need to be tailored to fit the requirement of different academic units. Many different networks, platforms and initiatives, which foster internationalisation are used to support these processes. New challenges, like IT based formats (e.g. MOOCS) are upcoming.

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3.2. Thailand

Internationalisation is understood as collaboration across borders, and between different institutions on one hand and integrating diversity in the home environment on the other hand. It cannot be avoided in a globalised world. Internationalisation allows the university to connect to other cultures for information exchange. Collaboration in research projects and the orientation on international standard in teaching provide a positive image, which can be used for advertisement. Internationalisation contributes to the internationalisation of the community by providing alumni with international experience through exchange semesters or international internships.

As with many academic endeavours, the main barrier for internationalisation is budget constraints, especially concerning the mobilities of support staff and of students aiming to go to high price countries or to do international internships. Most students who go abroad use scholarships from partner countries, the Thai state or are supported by the university.

English language skills of staff are not always developed well enough to teach in English but Thai as teaching language is a major barrier for incoming students. Research collaborations have a similar difficulty with many of the researchers not having sufficient English language skills for professional high level contributions. Generally, the improvement of English language skills for staff and students is seen as a main challenge for succeeding in internationalisation. Mostly internationalisation is regional, with incoming students and staff coming mainly from neighboring countries.

While HEI are already enriching courses with international content, a strong need for an orientation on international standards, including the need for internationally recognised accreditations is perceived. There are not enough English language courses and curricula need to be adapted accordingly, but their number is increasing steadily. Universities have strongly invested in access to international journals and IT support services for collaborative tools are highly developed.

Internationalisation covers the exchange of students, staff and research personnel and/or the attraction of international students and lecturers by providing international curricula and dual degrees. The number of agreements with international universities is rising and an increasing number of professionals use sabbaticals to increase their international exposure and experience. International students are placed in classes together with the local Thai students.

HEI aims to expose them to Thai cultural life and the local community. International networks and student associations are used to support mobilities. International staff is mostly hired for language development programs, hiring international staff for other courses has started but there is still a need to increase the numbers as currently there are too few international staff members. There is no real strategy for hiring international staff yet.

3.3. Vietnam

Internationalisation tackles the question of how to improve the quality of the global learning experience. Aim is to reach the highest possible level of international cooperation. Emphasis is on research and teaching. Considered an active response to globalisation, it is important for the university and the whole nation, a five-year strategy has been designed in order to formulate and reach internationalisation goals and many initiatives are currently based on this plan. The number of student exchange activities is rising, mostly with a regional focus on neighboring countries, with some

initiatives reaching further out. Participation in international projects, especially when funding can be provided through external resources is seen as a good contribution to internationalisation. Internationalisation aims to involve all stakeholders of the university, but many successful initiatives still rely on the activities of individuals. International offices have been established and Internationalisation strategies are created, but are usually still at implementation phase.

There are three main challenges in internationalisation. On one hand the resources available are limited, making it difficult to hire internationally experienced staff. As the existing staff does not have a lot of international connections, it is difficult to set up working networks, which would allow for advanced international activities as internships abroad. As a result, the HEI of Vietnam are often not well-known in the academic world, further complicating the issue.

Secondly linguistic capacity of the staff is often not sufficient to teach or research in English, for many staff members, this poses a major barrier to collect international experience. Finally, as in every academic environment financial resources are limited, with Vietnam being a relatively low-cost country, it is exceedingly difficult to finance staff and students to go abroad, especially when it comes to high-price countries.

Currently there are not enough English language programs to attract students speaking English. Vietnamese as teaching language is a major barrier. HEI plan to update their curriculum with more English content and complete programs taught in English. New curricula are introduced in a top-down approach by the management assigning specialists. Curricula are created in cooperation with high quality international partners, transferring teaching methodology, with the intent to connect to international quality standards. Usually cultural theory is trained in language classes or in classes with very specific topics only.

HEI provide exchange opportunities for students, staff and lecturers to a limited extend, mostly on a project based level, when external funding can be acquired, for example through Marco Polo (Erasmus+). There is support for researchers to visit or organise conferences and to write publications in international journals, with the aim to increase networks. HEI have a limited number of partnerships with universities, new partnerships are introduced by the ministry in a government to government approach. The recruitment strategy puts, as foreseen through national regulations, a high priority on international experience. The difficulty usually is to provide sufficient payment to attract the respective staff. Lecturers are supported to study abroad, especially for PhD. Lecturers who are abroad often connect back and allow for new networking and

cooperation opportunities. International staff is mostly involved to teach in English or to teach English as a language.

4. DISCUSSION OF RESULTS

The content analysis clearly shows that the surveyed universities and countries are on different levels according to the Söderqvist (2007) model. As the selection of universities for this study cannot be considered representative for the whole country and the analysis has been done on a strictly qualitative level, the interpretation of results needs to be done carefully and is probably only true for the involved universities.

HEI in Malaysia have clearly reached the **third stage** marked by the existence of an internationalisation strategy and partnerships and strategic alliances on different levels. Value creation through research projects and international publications is happening on a regular basis. Multiculturalism is firmly anchored and a relevant part of the staff is international. Going abroad is a common activity and the advantages of internationalisation clearly outweigh the disadvantages. Recent developments show first tendencies to slowly evolve to the fourth level.

HEI in Thailand are currently in the **second stage**, with a clear awareness and dedication to engineering curricular reforms, especially creating English language programs. Services are still mostly centralised in the international relation office, but some responsibilities are shared by different levels of the university. International staff is welcome and multiculturalism is developing, but the strategy and structure of internationalisation is not yet fully defined and there is no real hiring policy.

HEI in Vietnam are currently moving from the **first stage to the second stage**, with an awareness for the necessity of internationalisation and a commitment to planning and implementing different measures for supporting the internationalisation process. IROs handle the daily routine as centralised units. Strategies and structures are in development, with much of the process still relying on a reactive approach and individual initiatives. Specialised staff is appointed to handle curriculum revisions and adaptations and clear aims have been set on a nation' wide approach to increase internationalisation activities.

Challenges of internationalisation in SEA depend clearly on the stage according to Söderqvist (2007). The challenges ahead can be clearly seen in the model and recommendation need to be based on how to reach that next level. So the current challenges in Vietnam are to professionalise the student and staff exchange and then to move on to curriculum revisions and international research collaborations. In Thailand the curriculum

Table 5. Stages of HEI Internationalisation (Söderqvist, 2007: 205).

| | | | |
|--------------|--|--|--------------------------|
| Zero Stage | Internationalisation as Marginal Activity | There are some free movers; Internationalisation is an exotic and status phenomenon; some important actors in the organisation travel to conferences; foreign languages are taught | |
| First stage | Student Mobility | Awareness of the need to internationalise; commitment to planning and implementing different programmes enhancing the mobility of students; creation of international offices to handle the routines of student mobility; Internationalisation is taken as an end in itself; ECTS becomes an important tool to facilitate counselling and the acknowledgement of foreign studies | Reviewed HEI in Vietnam |
| Second stage | Curriculum and Research Internationalisation | Awareness of teachers necessary to make curriculum and research internationalisation possible; organising of teacher mobility; Internationalisation taken as a means to enhance the quality of education; different ways to internationalise the curriculum; appointment of international coordinators to handle curriculum and research internationalisation | Reviewed HEI in Thailand |
| Third stage | Institutionalisation | Internationalisation is given a strategy and a structure; networking both through cheap travel and new ICT; partnerships and strategic alliances; the quality of internationalisation is receiving more attention; multiculturalism; appointment of an internationalisation manager | Reviewed HEI In Malaysia |
| Fourth stage | Commercialising the Outcomes | Exporting education services; franchising education services; licensing; joint ventures; strategic alliances; creation of organs to promote commercialisation | |

revision and professionalization of offers for international students are the current main challenges, with multiculturalism and hiring of more international staff to increase internationalisation at home being the main aims for the near future. The main challenges can be found in defining high quality strategies and structures, forming lasting partnerships and strategic alliances and creating a truly multicultural environment. Meanwhile, HEIs in Malaysia will need to focus on development of international curricula with dual and joint study programs and aiming to internationally commercialise in the future.

5. CONCLUSION

The Söderqvist (2007) model can be used to address the raised questions:

- (1) At which stage of the Söderqvist (2007) model are the analysed SEA HEI?
- (2) What are the main issues the universities currently face?
- (3) Can indications be found for how to continue the internationalisation process of the analysed SEA HEIs?

allowing for a clear positioning of the analysed HEIs. The challenges defined in the model fit very well to the interview content and thus main issues as well as future tasks can be related from the model to practical use. Recommendations can be clearly based on the model as long as the situation of the respective HEI and their stakeholders are correctly considered.

HEIs need to develop proper strategies and structures to cope with internationalising. The communication flow and alignment between the different levels of a university is a complex matter that requires well defined processes and feedback mechanisms.

Each of these levels has its own agenda when it comes to internationalisation. The three levels – University/Institutional, Department, Individual – need to communicate intensively. Activities and initiatives owned by individuals produce an impact for the departments and finally for the institution. Feedback systems need to be established to communicate results and financial resources need to be secured to allow for activities to prosper. This process often depends on specific individuals that ensure sustainability (Hahn, 2004).

When looking at the different levels of the internationalisation process (see Figure 1), all HEI surveyed have activities on the individual and department level. A clear distinction can be seen on the management level: the further developed on the Söderqvist (2007) stages, the more importance internationalisation receives on the management level. HEIs



Figure 1. Levels of Internationalisation.

need enhanced structures to govern the communication between the three different levels. While a reactive approach might still work on a low stage of internationalisation, the requirements of working feedback mechanisms and clear processes gain in importance on higher levels.

Using the results at hand HEI with similar profiles can use the same tools to evaluate their levels and to identify key challenges, which might offer some insights of how to continue on the path of internationalisation.

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These ten collected works reflect the Universities of Thailand, Vietnam and Malaysia's vision of the Internationalisation of Higher Education.

Born of the experiences of both teachers and researchers who have taken part in Erasmus+ Programme and Marco Polo Project, the authors present the different initiatives that have been undertaken in their Institutions in order to improve the process of internationalisation. All of this takes place in a global context conditioned by the important role that internationalisation must play in universities' strategic plans as their response to the challenge of globalisation – a challenge common to all of them.

The Marco Polo Project, co-financed by the European Erasmus+ Programme and led by the University of Seville, embraces European, Malaysian, Thai and Vietnamese universities. High on the list of the Project's principal aims are the modernisation of International Offices, the promotion of international inter-university cooperation networks and the transfer of knowledge between the institutions that form the project's consortium.

