

The New Normal of Higher Education Internationalization:

A Literature Review

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Abstract—This article presents a review of literature related to internationalization in higher education system. The findings help indicate scope and direction for further studies in this area. This review includes 40 pieces of academic works in the field of “Globalization and Internationalization” which are specifically relevant to higher education system and tertiary educational institutions from 1999 to 2019. The works studied were delimited to those whose content is about guidelines for internationalizing higher education system in tertiary educational institutions in globalization context. The knowledge gained and the gap found from this review can be used as a fundamental information for future research. In addition, it will highlight the significant roles of higher educational institutions which are not limited to instruction, research, and academic service. Those institutions are functioning as producers producing global citizen who promote internationalization in both national and international levels.

Keywords—*globalization, internationalization, higher education*

I. INTRODUCTION

To provide the clearer scope and dimension for further study, forty academic articles have been reviewed. The most frequently cited articles related to globalization and internationalization especially in the part relevant to higher education system and institution during 1999-2010 were hierarchically taken from Scopus citation database. The synthesized findings could reveal current situation of internationalization in higher education institution which may be recognized as new normal of university internationalization that leads to competition, development and research.

The review of those articles begins with the brief description of the articles based on the subtopics followed by the analysis of their content and context of the study. The last session is the synthetic summarization so that the information for the study of internationalization in higher education institution can be revealed. The objectives of this review are as follows.

- In what direction has globalization and internationalization affecting higher education been studied during last 2 decades?
- What is new normal of internationalization in the world higher education?

II. REVIEW

A. *Impact of Globalization and Internationalization on Higher Education*

In the world level, higher education institution functions so significantly as social influencer that it is widely recognized as the most enthusiastic changing agent in society because of its duty in producing proactive graduates who are going to direct their societies, countries and, even, the world. During the past few decades, the world’s context has rapidly and greatly changed which not only affects higher education institution, but it also ignites self-adjustment in many parts of the society to cope with external factor called globalization. Once globalization is considered the cause, the result is, unavoidably, internationalization. Although these two terms seem similar, the clarity is the aspect of their difference. Internationalization, in general, means crossing-border activity within the normal existence of state boundary; meanwhile, globalization inclusively covers similar activity but crossing the state boundary. According to this concept, liquidity of education is seen the most obvious factor [1]. Because of this circumstance, universities need to find the most suitable adjustment for them to cope with it timely. Also, governments of many countries have imposed policy to promote internationalization in their higher education institutions and in their international affair organizations. According to Van Der Wende’s article entitled “Internationalization policies: about new trends and contrasting paradigms” [2], the analysis of internationalization in higher education institutions takes place to serve globalization based on the perception that internationalization leads to competition and, at the same time, collaboration. In fact, internationalization, in the 21st century, already includes policy

and operation of system and higher education institutions with a hope to timely cope with modern academic environment. Therefore, transnational collaboration in forms of international programs instructed in English and other international languages has been established and this is a part of stepping forward to universal internationalization under quality assurance emphasis which is still the first priority [3]. However, impacts of globalization on higher education has been widely discussed especially on the issue of the developing countries in which expansion of higher education is greatly broadened [4]. To keep pace with the development in developed countries, developing countries have to extremely adjust themselves in the time of globalization. This is a challenge for these countries to impose policy on different layers of higher education for furthering their strengths and improving their weaknesses within internationalization surroundings [5], and the internationalization enhancement at this level arouses higher education institutions to faster adjust themselves.

This adjustment allows transnational activities which take place in various forms and so greatly that many aspects of understanding have become mutually influence in higher education in the world level [6]; in addition, this indicates obsolescence of some concepts and activities which should be replaced by other activities or methods internationally accepted. Recently, short-term, and long-term academician exchange programs are common practice which allows integration in research, instruction, and academic service activity. Moreover, abundant student exchange programs and educational trips to other countries aiming to broaden student's experience and knowledge are unavoidable for higher education, and this forces universities to consider new international projects and strategies necessary for dealing with this movement and facilitating this connection. In other words, international affairs in both higher education and in broader regional levels has been completely changed [7]. However, internationalization in higher education especially in forms of strategic alliance among overseas universities and liquidity of student activities open door to new opportunity for faculty members and students. Normally, not many students are given chances to gain experience in international level. Thanks to the strategic alliance, students are motivated to seek for new opportunity and international experience [8]. This not only broadens student's worldview but also gives advantages to the students receiving overseas and international experience because this experience can be beneficial to trendy employers and the entrepreneurs doing modern business.

In 2004, clustering of higher education institutions in European countries for educational integration took place. It tended to focus on the flaws of internationalization policy of the government such as potential impacts, neglect of policy imposing inputs, overall concern about the policy and organization adjustment which affected actual practice and academic work presentation [5]. In addition, there have been questions about roles of Europe and European standard of higher education. They are, for instance, whether or not European standard of higher education should or could

compete with international standard. If so, is collaboration still the suitable strategy? The answer for these interrogative statements is that the fruit of this collaboration is not yet obviously seen especially in terms of competition in international level of international universities [2]. This means international collaboration of higher education institutions is not coming to an end. The unrevealed factor facilitating its success may be the modernity in strategy, policy, project, or activity which results in unexpected outcome. In Europe, ERASMUS scholarship offers an opportunity for students to temporarily move to other countries. This mobility has been a powerful stimulator enhancing the efficiency of internationalization strategy and policy of higher education institutions since 1990 and it led to mutual collaboration and liquidity in terms of system and strategy called Bologna Process Teichler which was an agreement, done by delegates from European countries, aiming to establish "European Higher Education Area" in 2010 to promote liquidity for students to select their study choice and for faculty members to share working experience [1]. Moreover, this has made European higher education interesting and competitive. "Bologna Process" led to a shocking reform in educational degree system that is European Credit Transfer System (ECTS) and acceptance of educational degree across countries. However, other forces may be required to activate mobility and operation in accordance with Bologna Process framework because the operation of both national and international collaboration policies is various and on trustworthiness among the parties.

Consequently, higher education is facing a challenge in the new millennium, and this pushes all institutions to adjust themselves; however, without a clear picture and understanding about globalization, the adjustment is impossible. Two aspects of globalization needed to be understood are 1) globalization is not only the internationalization of higher education system but it is a phenomenon affecting everywhere without boundary, and 2) globalization is an element of a big movement from modernism to post modernism. Globalization also intensively proposes conceptual perspective of the post-modern world [9], and this perspective has pushed universities to the center of the change because of their mission in modernizing the society and their function as an important agent breaking all barriers. Universities are, additionally, capable to survive in the modern world and get along well with globalization. This new style of operation, "organization of knowledge", can guarantee that although the new environment becomes a challenge or a limit, universities are flexible enough to deal with the changed context and to survive in new environment. The conclusion is that globalization and internationalization, which have impacts on higher education, should be implemented to become inclusive strategy which is related to the entire society. There are three factors believed to have impacts on internationalization in higher education in the future [10], including (1) acceptance of its status as the driving force capable for improving quality of education policy through inclusive strategy advancing educational system to serve the needs of the world society, (2) strategic role of international

academic collaboration for strengthening relationship and producing world's citizens and (3) paying intensively attention on internationalization through policy and provision of resources necessary for higher education research conduct.

B. Expansion of Internationalization from Institution Level to National Level

When higher education is rapidly changed, study and development of internationalization in higher education institutions are significantly required. Hence, policy in national level plays an important role in promoting and making internationalization in higher education institutions successful. Because of the dynamical change in higher education, dimension of higher education is getting more complicated. Therefore, it is time for reviewing and revising conceptual framework which promote transnational concept or internationalization in the aspects of reformation and challenge. According to Knight's article entitled "Internationalization Remodeled: Definition, Approaches, and Rationales" whose objective is to study internationalization in both institutional and national levels. Bottom-Up and Top-Down approaches were used to analyse the meaning, the definition, the reasons and internationalization guideline. The questions left for the readers were: "What would be the success of internationalization in year 2020 throughout these 30 years?" "Do we have long-term perspective about the impact of internationalization?" "What issues and policy about internationalization do we have to assess and analyse for seeing the long-term impact of internationalization in higher education institution and in other sectors? [11]. All these questions will be answered in the analysis part. However, Levin identified 12 factors of globalization having impact on higher education institutions as follows [12]:

- Internationalization (students, curriculum, delivery)
- Public sector funding constraints
- Private sector interaction
- Electronic technology, real-time communications
- Productivity and efficiency
- External competition
- Restructuring
- Labor alterations (e.g., additional work)
- State intervention
- Partnerships
- Workforce training
- Commodification

These factors change people's perspective and expectation toward higher education institutions; still, there are other elements challenging internationalization in higher education institutions such as globalization in health care, pressure from

the government, modern communication platform (information technology), personnel development and competitiveness in which students and faculty members (local and foreigner) and curriculum (local and international) play important roles in enhancing internationalization of higher education institution [13].

Tracing back to the adjustment of universities from medieval to modern periods, it can be seen that universities in medieval period focused mainly on teaching but, then in the modern period, their mission has been changed to responding the needs of the nation. Universities in Germany, for example, have changed their focus to research-oriented aim while universities in USA have put greater effort into uplifting their public service to meet international standard within globalization [14]. In the UK since the end of colonialism, because of migration the number of foreign students has greatly increased [15]. Some universities open their doors for well-known individuals to be their students. Others recruit renowned instructors and researchers to join their academic team with hopes to attract students and to maintain research scholarship security from external source under the expectation to expand their target foreign students [16]. In terms of curriculum, the developers have revised curricula to serve international needs rather than to meet domestic needs which relies mostly on local knowledge [17].

In Singapore, many higher education institutions are intensifying transnational education and alliance strategy under "Global Schoolhouse" policy which aims to make Singapore a knowledge and innovation hub. Overseas leading universities are included; for example, MIT (Massachusetts Institute of Technology) is involved with a focus of modernizing the structure of National University of Singapore [18]. In China, strategic policy aiming to strengthen its national power and to upgrade its universities has been applied to those universities whose academic strengths are in science and education. For example, Tsinghua University was developed to become a driving model of innovation development, globalization response and internationalization. This makes the university "Chinese MIT" [19]. For Thailand, higher education internationalization first appeared in national education plan in 1990. The very first step of internationalization of Thai universities under "internationalization project" is using English as the medium of instruction, and programs of this kind so called "international program" are widely offered in both state and private universities. In general, the government's reason behind these international programs is mostly related to world economy and domestic economic and social security, but the reason of the institutions is more or less related to the stakeholders' needs and financial needs of the institutions themselves. The aforementioned domestic context and reasons are the driving force of international projects, and in Thailand the internationalization of higher education is interpreted and rather results in quantity growth [20].

C. Research and Examination on Internationalization

From 2000, the focus of international education has been turned to educational research because globalization allows education to become the pinpoint of research. Historical context, political reform, and the changes in economy, society and culture are widely discussed because they all help scope the guideline for conducting research which reveals the strengths and weaknesses in education and future trend [21]. The findings of those research works can lead to the enhancement of pedagogy internationalization and the promotion of student's internationalization activity. A research studying undergraduate student's participation in 9 large-sized universities in USA. The focus is on student's activities promoting internationalization both at home and on campus. Several issues were reported to be internationalization promotion; they were attending in international programs, opportunity to communicate with foreign students and participation in international activities. All these help develop perspective and provide benefits for students to improve their performance and ability [22].

In Australia, during 1990-2003 the proportion of foreign students increased greatly which placed education the third money-making business of the country, and it was also found that the strength in research production is not as concentrated as graduate production when compared to the UK where liquidity of commercial development involved in globalization was more intensive in both quality and quantity [23]. A qualitative study examining perception of employer, instructor and student about connection of transnational experience and graduate's employability indicated the importance of internationalization and globalization knowledge and skill development in students because the employers needed individuals who were able to work in various contexts and to use many languages. Therefore, universities have emphasized student exchange programs with a hope to prepare graduate's work readiness [24].

In a book named "The Changing academic profession: Major findings of a comparative survey", the professional perspective of internationalization is described based on a survey done to more than 25,000 instructors and staffs in higher education institutions in almost 20 countries around the world. It was found that their work, perspective, and activity were changed. The main change was about their social surrounding within globalization that intensifies expectation toward academic work and institution development which both required them to be more academically professional. An interesting issue was the different context of each country which results in potential of personnel in the country. The academic staffs saw that they had to greater deal with more complicated mechanism, regulation, incentive, punishment, and performance evaluation while they were given more freedom to show their responsibility which clearer reflected their identity [25]. The promotion of academically professional internationalization has been considered the most universal since the early 21st century. The topics specifically focused are teaching in foreign country or using foreign language in

teaching and co-working with foreign researcher in conducting research works which altogether help create international research paper and products beneficial for academic society and graduate production [26].

Research and surveys on internationalization in China and Japan are those comparison works showing the differences of curricula, programs and instruction activities. A survey done in Asia during 2011-2012 showed that scholars play crucial roles in curriculum and program development and instruction activity creation. Higher education was more internationalized [27]. However, in Japan, although education system is more modern than others in the continent or in some European countries, the reform is still to maintain the excellence as national university whose main aim is to respond fundamental needs of the country. Meanwhile, it does not overlook public fund raising which mainly sponsored by the government together with some assistance from the private sector to support the operation of national policy. Without this sponsorship, Japanese higher education would not be able to go as far as it is [28]. For China, interestingly, gender balance between male and female individuals is a practice in China. Competent individuals are appointed to be the administrators of higher education institutions. Their educational background and academic and professional experience are examined. Internationally accepted research experience is also an important input [29], because all of these qualifications help the selected individuals to form a concrete vision which directs the institutions to internationalization. When comparing China and Japan, we can see that Japan focuses more on system and sponsorship while China emphasises on personnel (administrator) recruitment.

D. Competition in National Level and International Level

Competitions in national level and international level are totally different. The competition in the national level focuses on the finding the most potential institution to be the delegate of the nation in the international level. The institution successful in national level competition may be affected by the policy from the government or the special financial support which automatically make it the "picked" institution. This incident is obviously found in China. In many countries, the national level competition is liberal. All institutions are equally or rationally supported in policy and money. On the other hand, monopoly is not found. No single university monopolizes the winning position. Hence, the most important factor facilitating the international success is the ability to respond the globalization. In international level, competitors are obvious. The potential marketing competitors are those US and English leading universities. In addition, the number of competitors from the UK and Australia is increasing rapidly. Capacity of these universities in producing research works is an important qualification for competing in the international level [30]. However, world's university ranking has bring about severe competition in old knowledge hubs as Europe and USA and in newly born hub in Asia-Pacific [31]. This can be seen from the attempt of the old hubs in uplifting their quality leaving a gap

for new hub to struggle for being equivalent or getting as close as it can.

In addition, the intention to upgrade Chinese universities to the world class is very successful, and this shows the light of intensive competition in higher education. The strategies used by Chinese government are that firstly China has impressively pushed its universities to meet world-class standard under effective strategic planning and policy. Secondly, under top-down policy, world class Chinese universities have been enormously sponsored by the government. Lastly, China opens its open for western influence and ranking from external agents. These make it believable that China will soon be one of the higher education influencers in international level [32]. China, in addition, is facing the challenge from globalization, competition toward internationalization of higher education, and a variety of pedagogy from Europe, Asia and the America; consequently, Chinese universities have to communicate with other overseas universities under the government's control to prevent "brain drain" situation [33]. In Thailand, the focus is on becoming a member of ASEAN Economic Community 2015 or AEC 2015. The universities are preparing themselves by revising their curricula, modernizing their programs, and planning to cope with the flows of students, instructors, and money throughout the ASEAN in the near future [34].

However, in the second of the 20th century especially post World War II period, there have been a great number of foreign students attending programs overseas. This is because the developing countries are encouraging their people to see the importance and benefits of education. As a result, the number of foreign students studying overseas especially USA, Canada, UK, Australia and New Zealand was about 1.5 million [35]. The institutions make use of professional marketing strategy in recruiting students into different projects, and this makes tuition fee their main financial source. This means the institution managers and scholars are facing greater challenges. At the present, survival is the reason to which all universities have to pay attention and they have to look deeply at business aspect and competitiveness. In some countries, higher education becomes a famous product. Institutions which previously relies on the reputation of their main campus in attracting students expand their "logo" in forms of franchising to international alliance and establishing their campus overseas with an aim to make money from this investment [36]. This form of competition serves marketing goal of having greater number of students.

E. Internationalization in Language and World Citizenship

International associations whose objective is to promote sustainable development and democratic citizenship are now interested in the internationalized higher education aiming to produce "world's citizens" and motivated by economy and education; therefore, curricula and programs in universities have been revised to pursue the same goal of those associations [37]. In Japan, context and policy of higher education program internationalization have been widely discussed because internationalization has great impact on the ability to attract

foreign students. However, it is not limited to language learning development of foreign students. Local students are able to gain different transnational experience [38], so receiving foreign students into the country provides opportunity to local students to learn knowledge and gain experience facilitating internationalization.

When language is mentioned, it is generally accepted that English is considered an international language. English speaking countries like USA, Canada, UK, Australia and New Zealand have advantage and have played an important role in higher education of the world [30]. Globalization and neoliberalism are two factors spreading the English language to every part of the world. Higher education institutions have developed programs using English as the medium of instruction. In addition, university ranking is another force pushing the imposing of "English as an international language" policy in higher education institutions [39]. To stimulate internalization in higher education, programs in universities in China, Japan and the Netherlands have been developed programs in which English and local languages are both taught and used as media of instruction. For several decades, English has been included in undergraduate programs for local students, but it has been taught through local languages. The number of programs related to identical characteristics and culture of the country taught in English and offered to foreign students are greatly increasing. In other words, English teaching program and programs taught in English play a crucial role in internationalizing higher education program. This highlights the importance of English that although it is not the first language in some countries, it functions as a tool disseminating knowledge and enhancing internationalization in higher education programs [40].

III. MOVING FORWARD TO NEW NORMAL

Since globalization has impacts on internationalization in higher education institutions, the government in every country passes internationalization policy to those institutions and this has become new normal in higher education system. The followings are the issues found from the review.

A. International Understanding

It is a move in which priority has been changed from operation to meet the local rules and regulations to practice with internationally accepted standard such as credit transfer among overseas institutions, revision of rules and regulations to facilitate overseas collaboration among higher education institutions, association of international higher education institutions, and academic resources exchange and sharing.

B. Transnational Activity

This kind of activity becomes common and is being greatly promoted. This may be in forms of student mobility program, short exchange program, faculty member professional improvement program in overseas, and educational trip for both students and faculty members.

C. International Program

Higher education institutions are now competing in initiating international programs and intensifying the quality of their international programs to attract both foreign and local students. The medium of instruction of these programs are not limited to English but also to other languages they have capability. Students are offered opportunity to study and compose their theses and dissertations in various languages.

D. Human Resources

Apart from attracting foreign students, local students are given more chances to gain experience overseas. Moreover, recruiting foreign instructors and workers to join their institutions is another way to enhance internationalization.

E. Policy Imposing Process

The government has changed its role from commander to be policy maker both top-down and bottom-up directions. The government is rightful to scope development framework; meanwhile, the institutions are still free to operate their own administration in accordance with their own potential and to timely propose necessary policies.

F. Support from Government

The support from the government is now changed from equal sponsorship and other forms of support to policy-oriented and institution-focused assistance. This means institutions with greater competitive potential in international level are given more opportunity to gain support from the government.

G. Partner Seeking

Apart from cooperation and resources exchange, universities are also seeking for internationally reputable partners to become their mentors and role models for their own improvement. Their target partners are not limited to higher education institutions but also government sector, private organization, and individuals.

H. Franchising

To serve business operation policy, many higher education institutions are now furthering their business overseas with a hope to gain higher income and to seek for sustainability. Making use of their reputation and recognition in international level, they establish their campuses in other countries either by themselves or under support of institutions in the destination countries.

I. Graduate Production Goal

Graduate production previously relied on the expectations of the programs and the knowledge fields, but now the production is aimed to the production of world citizens equipped with expertise in the field, skills required for working in various contexts, and capability of self-improvement.

J. Employability

In the past, employers needed individuals with academic knowledge, skill, and good study result, but at the present they seek for those with academic excellence who acquire life skills and experience which allow them to work in international organizations.

IV. CONCLUSION

The review of literature shows the connection between the two terms “globalization” and “internationalization” and their impacts on higher education system. What higher education institutions understand about internationalization concept has completely become universal perception. Almost all of the higher education institutions around the globe aim to meet the standard of internationalization. Transnational activities of students and scholars turn out to be new normal and are wider spreading. Competition with overseas institutions are more intensive; meanwhile, clustering of international higher education institutions is in more various forms which push those institutions to pursue internationalization. Their duties are not limited to only offering courses, conducting research and providing academic service but producing world citizens possessing universal knowledge, skills and experience. These qualifications indicate the degree of survival and success of higher education institutions “new normal” globalization.

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