

Internationalization of Higher Education in the ASEAN Region: Is the HEI in the state of “Becoming internationalized or Being internationalized?”

Lourdes Tanhueco-Nepomuceno
 Director/Professor, University of the
 Philippines-Diliman
 Diliman, Philippines
 ltnepomuceno@up.edu.ph

Abstract—*Empirical studies on internationalization of HEIs in the ASEAN countries exist, but are small in scale and are dependent quantitative methods or are limited in perspectives. Therefore, there is a need for a study to examine the role of the selected HEIs in the ASEAN region in managing campus internationalization. The major significance of the study is in its potential contribution to the practice of internationalization and strategic management in higher education. It will shed light on the state of “becoming or being internationalized. The “how is it done?” dimension of university management as it applies to this sphere and, where it appears to be done well, is explored. Some of the strategies evident in the cases were: diversification of teaching delivery modes, exploration of cross-border opportunities, the establishment of strategic alliances, forecasting entrepreneurial research, corporatization, mutual recognition of degrees, intensification of networking abroad, and implementation of one-stop service to foreign students. The study proposed a framework to determine whether the HEI is in the state of “Becoming internationalized or Being internationalized.” The framework consists of distinct processes and strategies based on the effective practices culled out from the case studies. While the framework is built around Knight’s (1995) process approach of the internationalization model and Knight’s (2004) remodeled version, several significant additions were made. Using this framework as a touchstone, academic managers could get their bearings when assessing their university’s position and would have a tool for planning future directions and performance.*

Keywords— *Internationalization of Higher Education, ASEAN, global campus, higher education institutions, Becoming internationalized, Being internationalized*

I. INTRODUCTION

For several decades Higher Education Institutions (HEIs) have worked closely with the ministers of education, culture, foreign affairs, immigration, trade, employment, industry and science, and technology to oversee international students and faculty recruitment, global competitiveness for the production and commodification of knowledge and the commercial and economic benefits of cross-border education.

A number of HEIs in the ASEAN region reacted to these demands in positive ways, but they still face considerable challenges, such as: political realities and national security; government policies and the cost of study; expanded domestic capacity; growing use of English as a medium of research and instruction; internationalization of the curriculum and E-

learning. Private higher education is the fastest-growing segment of higher education worldwide along with quality assurance and control [1].

ASEAN continues to develop and adapt the paradigm shifts and perspectives within the context of the ASEAN community: GLOCALIZATION: Think Global Act Local and COOPETITIONS: Cooperation and Competition. HEIs in the ASEAN align their agenda and reforms in the areas of mobility, research, quality assurance, and qualifications frameworks:

The international dimension is a key factor in shaping and challenging the higher education sector in countries all over the world. This is why educational leaders are now exploring ways and means to find out how internationalization can advance their institution. How did internationalization of higher education in the ASEAN sustain its growth and retain its relevance, in the face of rapid and unprecedented change brought about by technological breakthroughs?

As a focal point of this study, the process approach of Knight’s model provides a common link and consistent theme running through the various fields of literature reviewed. Knight’s internationalization cycle has seven-phased interactive cycle in the process of integrating the international dimension into the university’s primary functions which are teaching, research and service. The seven-phases are: awareness, commitment, planning, structure, operationalization, evaluation, and recognition.[2]

The primary aim of this study was to develop a framework for internationalization based on the experiences of the selected HEIs. The study can help identify and understand the relationships between factors that affect the decision of the academic policymakers and administrators to internationalize. Furthermore, the framework will serve as a reference for future studies in the area and can also be used in the development of accurate measures for empirical studies in the internationalization literature. The researcher’s potential contribution to the practice of internationalization in higher education could add a significant gain by shedding light on “how is it done,” the context in which it could be explored and applied by university management, where it appears to be done well, and how it could become a sustainable and felt influence on university constituents.

At the time of this study, however, there has been no research undertaken to evaluate the current status of internationalization at the selected HEIs. Indeed, the subject of internationalization of higher education institution in the ASEAN region is still a fertile ground for research activities. Although there is an increasing trend on the impacts of internationalization, there is a dearth of empirical studies on internationalization of higher education among HEIs in the ASEAN region. In this aspect, this study will provide a grasp on how the selected HEIs implement internationalization.

The study determined to answer the following research questions: (1) How do the selected HEIs in the ASEAN region implement internationalization? (2) What are the strengths and weaknesses of the selected HEIs in promoting internationalization on their campuses? (3) How are the processes of internationalization perceived among selected HEIs in the ASEAN region? (4) What can be a suitable framework for internationalization among HEIs in the ASEAN region?

The researcher examined internationalization and the role of the five HEIs in managing campus internationalization and effective practices in higher education. Propositions emerged from the research questions that were explored in the evidence presented: (1) Highly internationalized HEIs tend to follow certain patterns as they move beyond their own borders; (2) The strategic objective of the internationalization process is the enhanced quality of the desired outcomes of teaching and research; (3) The desired outcomes of teaching and research are determined on the basis of an analysis of organizational structures and the external environment; (4) In the planning system, the desired outcomes are expressed when strategic and operative objectives are communicated through action plans; (5) Organizational changes caused by and needed for internationalization of higher education are planned actively and systematically through project management; (6) Mobility and networking are some tools for achieving the desired outcomes of the internationalization of the higher education institution; (7) Since internationalization of higher education institution is a process, it demands gradual and continuous development of the different systems along with its own development; (8) Cultural adjustment is required to ensure that all the stakeholder's international agenda is embedded and embraced. (9) Strategic planning in internationalization entails a tool for planning and plotting further direction and performance.

II. METHOD

The entire research was basically a mixed method of study: descriptive-analytical- model building research. The Replication Approach to Multiple-Case Studies of Yin drew a series of steps towards framework development, which contains important elements of internationalization: [3]

Phase 1. Review of related literature and studies. Reviewed four key fields of literature namely: international education management, and strategic management which include models, studies and concepts, the historical background of the ASEAN and an overview of the institutional, national/sectoral, and policy context of internationalization literature. This activity further led to the development of three instruments: Questionnaire for Administrator, Questionnaire for Faculty, and Questionnaire

for Foreign Students based on the seven phases of Knight's Internationalization Cycle.

Phase 2. Analysis of Campus Internationalization. This involved a comprehensive assessment of internationalization programs and strategies of selected HEIs in the ASEAN region. The researcher took into account all pertinent elements, strategies, approaches, and factors that could lead to boosting internationalization of a university following the data collection

Phase 3. Assessment of the Need for intervention. This step entailed reviewing the results, and cross-analyzing case studies of the selected respondents of the study. Information analyzed include: (a) different rationales for strategies and modes of operation that facilitate awareness of internationalization; (b) commitment of administrators, faculty and students to internationalization; (c) strategic decisions and targets; (d) operational plan which customize the specific purpose, needs, resources, and distinctive features of the university; (e) ways and means by which internationalization activities are assessed; and (f) processes of rewarding the participation of administrators, faculty and staff in the process of internationalization. Generally, the factors critical to the integration of internationalization in the major activities of the university and resource requirements for successful internationalization were also taken into consideration.

Step 4. Identification of Effective Practices in Managing Internationalization initiatives. Instruments employed to gather the significant elements of internationalization are primary and secondary data consisting of questionnaires administered to the respondents, results of the interview and focus group discussion, documents, site visits, and direct observation. All pieces of information were carefully organized and recorded. These data were content-analyzed, summarized and applied to uniformity. The final output was an alternative framework for internationalization. In developing the framework, the researcher drew upon existing literature in the realm of operations and delivery and built on insights from allied areas such as management, infrastructure, and the like.

The researcher administered a survey of 5 selected ASEAN HEIs. The survey examined the cases based on the eight phases of Knight internationalization cycle: awareness, commitment, planning, structure, operationalization, evaluation, and recognition [2]. Eight phases variables: international exchange, international conference attendance, international collaboration, foreign language ability, and international/multicultural perspective. The questionnaires were administered during the site visit followed by structured interviews, document assessment and direct observation to 50 administrators, 89 faculties, and 131 foreign students. A further 28 interviews were conducted in the pilot study phase of this research.

The researcher achieved a 93.10% response rate.[4] The variables that were revealed as having high participation are the international collaboration, attendance at international conferences, and training for international and multicultural perspective. Some HEIs reported a low incidence of international exchange, and evidence about the importance of foreign language acquisition was contradictory. Multicultural or international perspective was valued by providing training

or university seminars in which staff members learn to work with diverse and changing populations. University administrators were reported as those who regularly engage in international practices. Respondents indicated that there is a higher rate of internationalization activities for administrators, faculty and foreign students on campuses where their leaders are active in university planning committees and memberships or affiliations to international and professional organizations. Conversely, there had been little or no strategic planning for change in the university, despite serving ever-increasing numbers of international and multicultural students.

The case studies undertaken represent five of the HEIs from the five original ASEAN countries namely; Indonesia, Malaysia, Philippines, Singapore and Thailand, and thus the findings are limited to this sample. In addition, the research is exploratory and descriptive and therefore did not seek to assess issues such as quality of international programs, and credit recognition, beyond considering the perceptions of participants in relation to such issues. No claims for significance beyond this delimitation will be made in the study.

III. RESULT AND DISCUSSION

Each case study exhibited a different operational model of development based on the age of the institution, size, geography, and institutional vision or philosophy. In all cases, they closely followed the model of development at their respective universities, which helped to explain why each had been successful in internationalizing their practices and in integrating library practices with those of the university.

While there were numerous differences among the five HEIs their models had developed differently; there were also commonalities for all the institutions. Growing numbers of international students attend both institutions, reconsideration of curricula and programming is an ongoing process that plans for diverse populations to be served, and entrepreneurship is valued and rewarded: all of these are effects of globalization and could be seen in the professional, respectful approach to all students, foreign or domestic.

All the 5 HEIs have responded to the pressures of globalization, and have changed their structures and operational practices over the past two decades to incorporate new methods for the delivery of education and for working in an internationalized environment. In all, the patterns for change in the universities were similar, blending administrators, faculty and foreign students' participation in university strategic planning, even though the models developed differently in accordance with the university's overall model. In addition, all selected ASEAN HEIs had been in their positions of leadership for over a decade, thus, consistent vision had been sustained over a long period. The quality assurance was adopted throughout the institutions and served as both the structural backbone and marketing device for promoting international education, particularly for offshore programming. Change in the university was built on this corporate model and was consistent with the university model.

The researcher identified similarities and differences on the variables that surfaced in the cross-case analysis. A good number of variables evolved and various elements on internationalization came up but the researcher considered

only the relevant ones as reflected in the framework presented. Information drawn from the review was also used in identifying relevant variables that could be possibly related to the perceived indicators of "becoming and being internationalized."

The how and in what way the five HEIs fall under the state of "becoming internationalized and being internationalized" were discussed in greater detail on proposed framework for Internationalization of Higher Education (Fig.1)

A. "The State of Being Internationalized"

The following themes showed how "being internationalized" HEIs managed their internationalization strategies. The respondents perceived in the four (4) HEIs as "being internationalized" in terms of:

Theme 1: Planning. As Green and Olson mention, as pre-conditions in "being internationalized," it is important for each institution to articulate their visions and build consensus on the priorities within an institution or department [5]. Knight and DeWit (1997) also took an integrative and sustainable approach to internationalization with extensive policies and procedures ranging from academic programs, research and scholarly collaboration, domestic and cross-border programs, governance, operations, services, and human resources. These were the directives pertaining to priorities and plans related to the international dimension of the institution's mission statement [6].

Van der Wende (1996) identified three important factors in planning campus internationalization: goals and strategies, implementation and effects [7]. Knight stressed that clarification of purpose and goal is the critical step towards internationalization. She explained that the institutions should set out the rationale for internationalizing, clarify the intended outcomes, and identify the resources for internationalization. Furthermore, the needs of the organization should be clearly assessed and factored into a strategy and that practical and achievable steps should be identified through an operational plan for internationalization. Wende and Knight take the process approach as their basis and the process of internationalization strategy as a whole [7].

Theme 2: Structure. Most of the cases are establishing an international office and an institution-wide policy for internationalization. This trend takes many forms but illustrates a gradual change from a reactive ad hoc approach to internationalization to a more proactive planned approach. In order to facilitate internationalization, strong leadership of the international office is also essential.

This trend takes many forms but illustrates a gradual change from a reactive ad hoc approach to internationalization to a more proactive planned approach. Incorporating the components of reactive and proactive models, Rudzki seeks to develop both a substantive and formal theory of internationalization incorporating both 'why' and 'how' issues [8]. Proactive approach accommodates both overt institutional approaches to internationalization, where activities are explicit and based on clear strategies and policies, and in reactive approach, internationalization is primarily based on income generation in response to external forces such as cuts in government funding. Institutional policies are statements that define desirable and unacceptable management practices. Van Dijk and Meijer's Model (1994)

introduced three dimensions of internationalization: policy, support and implementation [9]. A policy can be marginal or priority; the support can be one-sided or interactive, and the implementation can be ad hoc or systematic. Thus, the three dimensions together measure the approach taken towards internationalization, the type of support provided for its activities, and the degree of systematic implementation occurring in the institution. Van Dijk and Meijer's support dimension is the major contributor to the development of theory in the strategic management of internationalization. The "support" dimension adds the element of structure to strategic management considerations since the implementation of interactive support processes implies the need to structure the institution in such a way that interactive support processes are encouraged. Arum and Van de Water (1993) have recognized institutional policies on internationalization as a necessary vehicle for developing multiple activities, programs on technical cooperation and exchanges [10].

Theme 3: Operationalization Operations should be integrated into the institution-wide and department/college-level (Knight, 1995)[11]. In Singapore, the Ministry of Education supports the universities on how they can be more autonomous in their operations so that they can decide on their own matters such as admission requirements, fees and the best way to use the block grants, infrastructure expenditure, and staff remuneration.

This step translates the expression of importance and intent into strategic and operational plans, in so doing, implementing the different aspects of a strategy and creating a supportive culture. Each operational plan must be customized for the specific purpose, needs, resources and distinctive features of the university. Academic activities and services, organizational factors and guiding principles are the three components, which play a major role in this phase of the cycle. Operations combine: intensifies international activities such as internationalization of teaching resources, library holdings, curriculum and partnership programs. The implementation phase deals with issues of quality, performance, and baselines. The end deliverables were the international initiatives. Under this phase, operations and evaluation are in effect.

Theme 4: Assessment. The entails defining outcome based on mission and goals and establish measurable criteria; identify appropriate assessment methods; collect data; analyze data; reflect on needed changes, and design and apply changes. Ruzki fractal approach is based on each institution's specific context, and this will inform its rationales, choice of activities, review mechanisms and subsequent strategic choices [7].

The ongoing components of "Being internationalized" may also attempt to forecast or anticipate trends and events in the academic world, which haven't occurred yet. It is in anticipation of what is coming down the road and then responds in ways, which maximize potential opportunities and minimize potential dangers in the predicted future. At this point, Opportunity-Threat Analysis can be used to assess future directions. The main steps are: (1) Pick a relevant, significant "environmental factor," e.g. an outside influence "coming in on the institution" now or in foreseeable future; (2) Draw both the positive and negative implications of this

environmental factor on the organization, as well as the potential benefits and threats; (3) pick a few implication scenarios, positive and/or negative, to which you see do-able responses on your part; (4) form action plans designed to implement positive scenarios and/or deter negative ones; and (5) begin to implement these action plans.

Theme 5: Organizational Learning and Supportive Culture

The dimension of organizational learning was added in the core of the model with a supportive culture. In organizational learning, an organization actively creates, captures, transfers, and mobilizes knowledge to enable it to adapt to a changing environment. Thus, it incorporated the learning as feedback into the planning process.

B. "The State of Becoming Internationalized"

The HEI is in the state of "becoming internationalized" if the following issues restrained internationalization initiatives: (1) internationalization is mainly marginal to institutional plans and still not fully integrated in the mainstream of the university; (2) financial restrictions towards internationalization; (3) accessibility of programs; (4) Coordination; (5) international Student Recruitment; (6) uncertainty; and (7) tracking problems.

Theme 1: Factors Influencing the Decision to Internationalize.

Motivation to go international means identifying the potential, making the commitments to succeed, and the ability to endure stagnation, setbacks and failures Motivations may be proactive or reactive.

Common obstacles on the internationalization process are: attitude towards internationalization, financial restrictions, lack of conceptualization among the various stakeholders, lack of institutional policies, strategies and priorities towards internationalization such as incentives, financial resources, and legislation, lack of national policies encouraging internationalization, lack of connection between international programs and national policies for education, language, resources, administrative bureaucratism, information access, limited mobility, ethical, religious and political considerations, existence of a curriculum centered on profit rather than growth, lack of an adequate academic and administrative structure, resistance from the faculty to implement change in their daily work and course structure; insufficient and weak leadership and competency from the international office, need for faculty development.

C. Perceived Risks and Benefits

These two constructs are central to this phase as they provide the basis for the cost/benefit framework on which it is based. The determination of costs and benefits are usually filtered through perceptual barriers and challenges such as international student recruitment, foreign faculty hiring, joint/dual degree programs, study abroad and so forth, the outcome of which affects intention and subsequent action about this decision.

Perceived risk highlights two relevant dimensions: probability and outcome. While the first-dimension concerns uncertainty and ambiguity regarding the outcome, the second relates to the magnitude or "amount at stake" (Cox and Rich, 1964) [9]. There are several types of risk in the literature: financial, political, legal, performance, physical,

psychological, social, and time risk. Different combinations of risk facets may arise across different decision situations and individuals. Risk perception is the subjective judgment that people make about the characteristics and severity of a risk.

A number of other benefits are intercultural understanding and awareness, tolerance and dialogue as well as improved preparedness of students for a more and international world, economic benefits and increased institutional competitiveness, but neither of these is of great statistical significance. Risks consist of brain drain, loss of local values, loss of linguistic and cultural diversity and issues surrounding financing, including the risk of too much dependence on fee-paying students.

Theme 2: Antecedents to Internationalization

These internal determinants analyze the organization's vision, mission, strengths, and weaknesses. The internal environment is influenced at least by two major phenomena: ethos approach to internationalization and the type of organization.

Theme 3: Consequences

Growth creates new opportunities but it also creates new risks. There is only a limited understanding of the nature and implications of this growth since international higher education is distinct from many other traded goods and services in ways that influence trading relationships. For-profit universities exist to provide a return to investors; for specialized professional courses, where they normally work with a foreign education provider, they can provide a valuable route to additional places; for standard arts and social science courses, the only way of making a profit is to drive down the cost base, leading to homogenization.

and cross analyses reveal that UKM and NUS were the best among the five selected HEIs in terms of internationalization efforts and international dimensions and have completed the phases of the internationalization cycle. At UGM and DLSU, planning was partially demonstrated, while evaluation and recognition phases at UGM, DLSU and ABAC were also partially exhibited. DLSU seemed to fall into another group where international elements/dimensions were found less demonstrated in their practices as far as the seven phases were concerned.

The results and analysis show that the five selected HEIs could likely be categorized into two groups (1) 'becoming internationalized with less phases explored or partially explored and negative global mindset' (UGM, DLSU, ABAC), and (2) 'being internationalized which completed the internationalization cycle' (UKM and NUS). Particularly, it was remarkable that at present only two HEIs demonstrated a complete cycle of Knight's seven-phase internationalization. Although some common strategies and international elements were found in the selected HEIs' practices, feedback was not demonstrated in the selected HEIs' practices.

Building on the identified variables, a proposed framework for creating a global campus was developed. The study revealed that (1) internationalization is certainly necessary for institutional growth and national economic interests; (2) selected HEIs adopted a common rationale for internationalization, "A pursuit for excellence and quality education;" (3) internationalization of selected HEIs was partially demonstrated in terms of the primary functions (teaching, research and services) of higher education. The common strategies among the selected HEIs include: internationalization of curriculum; internationalization of teaching and learning; use of English in campus and as a medium of instruction; and internationalization of research.

The following recommendations are hereby given: (1) That a campus internationalization comparative exercise extending overdeveloped and developing countries provide insights into the working of resource constraints in different academic environments. (2) That understanding the components of the new model will encourage theory development and academic managers as well as policy makers in their search for appropriate internationalization strategies. (3) That the University develops criteria for allocation of funds for implementing international development programs. (4) That an international affairs office be in place and be headed by competent personnel with international exposure, and assisted by a staff with international program knowledge to ensure successful relationships with partner universities. (5) That a core working group or a task force should be formed to conduct a roundtable dialogue and discuss research findings. (6) That future researchers conduct replications of the proposed framework for internationalization on a wider scale, not only among HEIs in the ASEAN region but also in other higher education institution worldwide. (7) That an additional research may include exploration of the future use of the framework, by examining the management practices of other well-known HEIs and adding more variables on the state of "becoming and being an internationalized institution. (8) The model may be used as a template to find out more issues contributing to internationalization and to establish the relationship with more institutional variables.

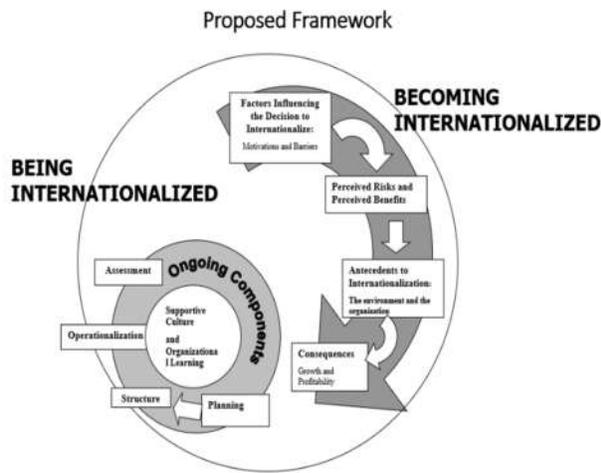


Fig. 1. Proposed Framework for Internationalization of Higher Education Institution

IV. CONCLUSION

The study was able to develop a framework for internationalization based on the experiences of the selected HEIs and Knight's seven-phased internationalization cycle. [2]. Furthermore, the researcher examined the current status of internationalization at the selected HEIs and how they implemented their international initiatives. The within-case

That further research be conducted on the following topics: (a) Comparative studies on the impact of internationalization across national and institutional settings, (c) Funding scheme for internationalization, (d) Stimulating the export of education, and (e) How to balance international cooperation and competitive advantage.

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