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ABSTRACT

VANNAPOND SUTTICHUJIT: The Internationalization of Higher Education in

Southeast Asia:

Three Case Studies from Singapore, Thailand, and Vietnam

The increase of international economic collaboration as a result of globalization has an impact on various aspects of society at the regional level. To improve the effectiveness of such collaboration, the government of numerous countries begins to focus on internationalizing the education system as an approach to increase the level of global competence among the local population. Nevertheless, the results of integrating the international elements in each country are often varied whereby some countries are able to conform to the international policies according to the standards set by global agencies while others distort the international policies to conform to the local norms. This research attempts to provide a holistic explication of the process of internationalization of higher education in Southeast Asia. The purpose of the research is to utilize the findings as case studies for other universities in Southeast Asia that are experiencing the challenges of the internationalization process. Through the application of the grounded theory approach, the focus of the research is to identify how and why the selected universities are able to meet the international standards provided by the Times Higher Education World University Rankings 2012-2013. Moreover, the research also focuses on identifying the level of convergence and divergence in the process of internationalization among the selected universities through conducting a SWOT analysis. The results of the study present a substantive grounded theory on the significant factors positively influencing the internationalization process of the three universities from the perspectives of each

university as a result of the coding process. Furthermore; the research findings identified factors such as the level of nationalism, the local political insurgency, and the increase of living expense as having a negative impact on the success of internationalizing higher education in Southeast Asia.

Order Number: _____

THE INTERNATIONALIZATION OF HIGHER EDUCATION IN SOUTHEAST
ASIA:
THREE CASE STUDIES FROM SINGAPORE, THAILAND, AND VIETNAM

Suttichujit, Vannapond, Ed.D.

Lynn University, 2013

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The process of writing a dissertation requires an extensive amount of time and effort from the author to conduct the study. The complexity of the tasks during the stage of data collection and the extensive analysis of the study means that success depends not only on the skills and effort of the author but also on the support of many people as well. During the period of working on the challenging task of completing the dissertation, my husband and my family were the main sources of encouragement throughout the process.

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CHAPTER I: INTRODUCTION

Background

Globalization has an impact on contemporary society in various aspects. Economic, technological, environmental, and cultural shifts are some of the results of the interdependence of globalization (Goldsmith, Greenbert, Robertson, & Hu-Chan, 2003; Mansilla & Jackson, 2011). Such rapid transition requires public policies to include the elements of effective global problem solving through the participation of local, national, and global civic stakeholders. Therefore, the success of becoming part of the interdependent society depends on the degree of global competence of the national human capital (Smith, 2000). One of the most essential elements of global competence includes peace and interpersonal-intercultural communication (Lustig&Koester, 2010).

According to the Global Competence Task Force and the Asia Society Partnership for Global Learning, the definition of global competence is defined as “the capacity and decision to understand and act on issues of global significance” (Mansilla & Jackson, 2011, p. xiii). Globally competent individuals are aware and constantly involved with learning about the multiple issues that occur around the world. They can utilize their knowledge acquired through interdisciplinary areas to analyze global issues from numerous perspectives, in addition to communicating their findings effectively and be able to propose effective implementation models to resolve the targeted global issues.

The requirements of global competence have influenced education policies in various countries with the goal of preparing youth for the 21st century. Three factors

emphasized as a result of globalization are; 1) the interdependence of the global economy and the shift of human resources, 2) the rapid migration and the changing cultures and demographics of local populations, and 3) the current global environmental issues including the need to be committed as part of the global environmental stewardship (Mansilla & Jackson, 2011; McIntyre & Gonzalez, 2001; Smith, 2000). The interdependence of the global economy reinforces countries to focus mainly on the strengths of their national resources, whether in regards to natural or human capital, in an efficient manner for the purpose of generating the maximum level of productivity (El Semary, Al Khaja, & Hamidou, 2012; Farazmand, 2001; Goldsmith et al., 2003). Moreover, the rapid migration as a result of the advancement of transportation and telecommunication influence the shift of culture and the demographics of the local population (Daly, 2004; Smith, 2000). Such impact requires both the immigrants and the local citizens to acquire a sufficient level of cultural proficiency to eliminate the conflicts that may arise from cultural differences (Guerra & Nelson, 2008). Finally, the current global environmental issues requires the commitment and the attention of all countries as the impact of an environmental catastrophe in one area will create a ripple effect in the global economy (Myint, 2011; Vogel, 2002).

The growing interdependence of nations has an impact on colleges and universities to adapt themselves to meet the changing needs of society (Britez & Peters, 2010). Although many institutions worldwide already support the mission of meeting the need of globalization, several factors may have an impact on the success of implementation.

Statement of the Problem

The rise of globalization has changed the role of higher education institutions beyond providing services to the local community (Costello & Costello, 2012; Smith, 2000). The need to increase the level of global competence among the citizens was emphasized in the policy of internationalizing higher education institutions (Courts, 2004; Farazmand, 2001). Numerous fields of study within higher education institutions worldwide are aware of the importance and the responsibility to prepare the future generation to cooperate and compete in the global society (El Semary et al., 2012; Mansilla & Jackson, 2011; Sabine, 2009). Consequently, higher education institutions from various countries are facing institutional challenges of internationalizing their curriculum design while maintaining the response to the local needs and traditions (National Council of Educational & Training, 2005; White, 2004).

The internationalization of higher education institutes often share several common structures in regards to the curriculum and administration as a result of convergence induced by globalization (Massimiliano, 2004). Some themes are educating their students on how society and the history of each country was shaped by global interdependence rather than as an isolated unit, the emphasis of commitment to adopt values and practices that are recognized by global agencies such as Organization for Economic Co-operation and Development(OECD), the European Union (EU), and Association of Southeast Asian Nations (ASEAN), and the importance of democracy and global awareness of political insurgency, environmental issues, and planetary sustainability (Dessoiff, 2009; Mansilla & Jackson, 2011; McIntyre & Gonzalez, 2001; Vogel, 2002).

For instance, the Maastricht Global Education Declaration adopted by the European Council introduced a global education framework that emphasized raising the individual's awareness of global insurgency and the importance of justice and human rights (Douzinas, 2007; Sabine, 2009). The focus of the Maastricht Global Education Declaration includes, but is not limited to promoting citizenship, justice, and human rights, interculturality, and conflict resolution (Council of European Education, 2002). The United States Bureau of Education and Cultural Affairs (2012) developed Common Core State Standards that outline content and skills that students will need to succeed in post-secondary education and the workplace. In addition to the emphasis of mathematics, science, and language arts, teachers are encouraged to integrate the topic of global society to the subject area (Guerra & Nelson, 2008). The Bureau of Education and Cultural Affairs is a sub division of the Department of State focusing on the task of promoting mutual understanding between the United States and other Countries through education programs. Several programs are offered by the Bureau as opportunities for both foreign and the US students to learn through exchange programs such as: Africa Women Entrepreneurship Program (AWEP), Benjamin Franklin Summer Institute, and Community College Initiative Program. The Global Citizenship Program in Sweden prepares their students to become part of the global society through partnerships with schools in China and India (Stockholm Education & Citizen, 2009). Students are able to experience the reality of globalization in addition to the concepts taught in the classroom through exchange programs and telecommunication with partner schools in other countries.

In addition to the convergence approach, the elements of internationalization also consist of the divergence approach whereby each region tailors the process and components of internationalization to meet local needs and norms (Massimiliano, 2004). For example, the National Curriculum Framework for Schools of Education in India consists of the focus on the school curriculum that recognizes national value and the needs at the local level while constructing the idea of international cooperation that promotes peace and human rights for global citizens (National Council of Educational & Training, 2005). Although the divergence approach may fulfill the local needs, the process of implementing the internationalization of higher education may not be consistent across regions. Such issue may arise as a result of how the concept of internationalization is modified to accommodate the norms of the institutes.

Although many countries are emphasizing the common themes of global education to prepare their citizens for the 21st century, it is essential to examine the structure of the internationalization of higher education institutions among countries in order to identify factors that influence the convergence and divergence of the implementation of internationalization among higher education institutes within the specific region (Smith, 2000a).

Research Issues

While the components of the internationalization institutes of higher education in various countries share some similarities according to the global agencies such as OECD, EU, and ASEAN, the program implementation may vary as a result of an institute adding additional elements or modifying certain practices to meet the local needs (Britez &

Peters, 2010; Massimiliano, 2004). Such incidents are usually left unexposed to the public as the criteria of measuring success tend to focus only on the outcome of the implementation rather than the process.

The Times Higher Education World University Rankings provided an annual report on the world university rankings published by the British magazine *Times Higher Education (THE, 2012)*. With the data supplied by Thomson Reuters, the evaluation includes both the overall and the subject rankings. The ranking system indicates the assessment criteria of the internationalization of higher education institutes as the following; teaching, research, citations, industry income (i.e., service projects), and international outlook (i.e., study abroad, international students and faculty). The Times Higher Education World University Rankings publish the results of the evaluation on a yearly basis. The rankings can be sorted into worldwide rankings as well as regional rankings. The descriptions of the five criteria of assessment according to the Times Higher Education World University Rankings are the following.

1. Teaching: the intercultural curriculum design.

The content of the curriculum is an essential component of the implementation of international proficiency of an institute (Ivey, 2009; McCarthy, Giardina, Harewood, & Jin-Kyung, 2003). Based on the criteria of assessment, the international institutes should include the elements of how receptive their disciplines are to the practices and analyses generated by other cultures and societies in order to increase the students' understanding of the rationale of the subjects. To reinforce the internationalization of the curriculum, professional organizations have assisted educators to properly design courses, syllabi, and

course materials (Kumaran & Bordia, 2011). Research shows that the internationalization of curriculum improves students' critical thinking skills, writing skills, academic self-confidence, and acceptance of diverse viewpoints generated from other backgrounds (McCarthy et al., 2003; Rehg, Gundlach, & Grigorian, 2012). Moreover, Times Higher Education Rankings also take the elements of student-faculty ratio into consideration when assessing the institutes.

2. Research.

Research universities worldwide are seeking scholars with expertise in area studies to contribute to the field of research, analysis, and training at the global level (Ciccarello, 2004). The research findings generated from the collaboration of international scholars will increase the understanding of globalization and its influence at the regional level. According to Time Higher Education World University Rankings 2012-2013 (2012), the criteria of research includes the measurement of volume, income, and reputation of the studies generated by the students and faculty members. This category is measured through the number of papers published in the academic journals indexed by Thompson Reuters in proportion of the number of students and faculty members.

3. Citations: research influence.

This criterion of assessment focuses on measuring how much the institutes contribute to society by spreading new knowledge and ideas (Douangdy, 2012). The criterion of research influence is measured by counting the number of times an institute's published work is cited by scholars globally. The numbers of citations are counted among

various areas to avoid generating bias results for the institutes that published mainly the subjects with high levels of research activity.

4. Industry income: service projects.

Higher education institutes often utilize service projects in regards to volunteers and non-paid internships as the institutional output to the community (Dessoiff, 2009). The application of knowledge gained from the institutes often benefits the community through the aspects of internship and business projects (Douangdy, 2012). The success of international institutes depends on the reinforcement of international projects that are designed specifically to support the institute mission. As a result, the Time Higher Education World University Rankings utilizes this criteria to measure the degree of knowledge transfer whereby focusing on how much income an institution earns from introducing its research to the industry. The scale of measurement also takes the number of faculty members into consideration.

5. International outlook: study abroad and international students and faculty.

One of the most effective approaches to develop global competence among the students is through the study abroad programs (Bakalis & Joiner, 2004; Tillman, 2012). This type of educational experience enables students to better understand the concept of cultural diversity and intercultural competence based on their experience. Study abroad provides students the potential opportunity to develop language skills, to obtain a comparative view of their specialized subjects, and to gain more insight about the visited country such as government, business, and education.

The number of international students and faculty on campus pertains to the true internationalization of the institution (Ayoubi & Massoud, 2007; Dutschke, 2009). The diversity of students and faculty will decrease the likelihood of having the institutes only recognize the culture and customs of the majority population. However, the success of the internationalization depends not only on the number of international students and faculty, but also on the availability of quality support services such as academic and language support program and cultural proficiency training among domestic and international students. The Times Higher Education Rankings include this criterion to measure the degree of diversity on campus as well as the collaboration with international colleagues on research projects (Douangdy, 2012).

Theoretical framework: Neo-Liberalism, Cosmopolitanism, Systems Theory, and International Education

The concept of internationalization of higher education institutions stems from the neo-liberal approach whereby education plays an important role on the success of the economy and social structure (Britez & Peters, 2010; Kotz, 2002). The role of higher education institutes has shifted toward academic capitalism that prepares students for the global market rather than a formation and cultural continuity of the nation-state.

The internationalization of higher education institutes follows the concept of cosmopolitanism introduced by Jürgen Habermas (Douzinas, 2007; Fine & Smith, 2003). The concept of cosmopolitanism believes that cultures and values can be constructed through the emphasis of dialogues that share common themes (Palmer, 2003).

Consequently, the effectiveness of internationalization depends on the constructed dialogues that focus on becoming responsible global citizens.

The success of the internationalization of higher education institution may be affected by both internal and external factors surrounding the institutes (Courts, 2004). Therefore, it is crucial for the institute to recognize its strengths and weaknesses in order to seek alternative approaches that are feasible and are able to minimize the limitations of the internationalization process. The contributing factors to the strengths and weaknesses of a program can be analyzed based on the indicators illustrated in the systems theory (Warren, Franklin, & Streeter, 1998). Systems theory describes how an organization can be divided into eight components that simultaneously interact with one another to maintain the daily functioning. By analyzing how the eight components interact with one another, the institute will be able to identify its strengths and weaknesses. The eight components are:

1. Non-Summative: the focus of whether each component contributes to or constrains each other.
2. Interdependence: the examination of how one internationalization component interacts with other components.
3. Hierarchy: the identification of hierarchical factors that have an impact on the institutional effort to internationalize.
4. Self-regulation: the examination of incentives and motivation that pertain to the success of the implementation of internationalization.

5. Interchange with the environment: the focus on identifying external factors that influence the internationalization.
6. Balance: the examination of how the institutes managed to balance between the needs of the components of the internationalization while maintain the institute's mission.
7. Change and adaptability: the examination of the strategies adopted by the institutes to achieve successful transition from traditional to internationalized structure.
8. Equifinality: the identification of how different institutions adopt various strategies to achieve the same goal.

Conceptual framework: Systems Theory and Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

In this study, the implementation of internationalization will be examined particularly in the component of equifinality according to Systems Theory (Warren, Franklin, & Streeter., 1998). Systems theory views an organization as a set of interdependent components that constantly adapt to the change of environment to achieve its goal. The conceptual framework of this study follows the system theory that focuses on investigating the environmental impact on the internationalization of higher education institutes in Southeast Asian region. By utilizing the business process improvement model that focuses on evaluating the selected goals, the study will measure whether there is an element of convergence or divergence approach among the selected institutes to accomplish the mission of internationalization. The SWOT analysis will be conducted to

identify strengths, weaknesses, opportunities, and threats of the program through assessing each component of the criteria of internationalizing the institutes.

Purpose of the Study

This study attempts to conduct an environmental assessment of the internationalization of three higher education institutes in Southeast Asia Region: 1) National University of Singapore, 2) Chulalongkorn University of Thailand, and 3) Vietnam National University, Hanoi. The purpose of this qualitative study is to identify factors that contribute to or constrain the success of the implementation of internationalization in each institute through the application of SWOT analysis. Specifically, this study focuses on the areas of: teaching, research, citations, industry income, and international outlook factors considered to be important in the literature. The assessment outcome will also reveal the convergence and divergence results of the internationalization across the three institutes. In case the weaknesses are identified in each institute and the additional trends other than the five criteria of assessment arise from the three universities, alternative solutions will be proposed with the goal to improve the effectiveness of internationalizing higher education institutes in Southeast Asia region.

Research Questions

1. How and why the selected international universities contain the convergent characteristics that meet the criteria of assessment according to the Times Higher Education World University Rankings 2012-2013.

2. Whether the selected three universities from Southeast Asia share any unique characteristics that are not included by the Times Higher Education World University Rankings of 2012-2013, but contribute to the success or challenges to the internationalization of the institution.

Significance of the Study

This study is significant due to the growing concern of globalization and the internationalization of higher education institutes across various countries. The three institutes will benefit from the results of this qualitative study by recognizing their strengths, weaknesses, opportunities, and threats within the institutes. Moreover, the findings of the study will add the qualitative explanation on how the three institutes from Southeast Asia region meet the criteria of assessment generated by the Time Higher Education World University Rankings 2012-2013. In addition to that, the results from the study will serve as case studies for other international higher education institutes that share similar demographics particularly in Southeast Asia region.

Assumptions

This study will investigate the internationalization of universities in Southeast Asia. By selecting three institutes that represent the same region with variations of stages of economic development, the researcher hopes to generalize the results of the study within Southeast Asia based on the concurrent trends found in the internationalization among the selected institutes. Moreover, the qualitative methodology used for the study is appropriate to the problem being addressed in the study whereby the researcher will be able to generate the answers of how and why the internationalization of selected

universities in Southeast Asia meet the criteria of the Times Higher Education World University Rankings.

Scope and Delimitations

This study will be conducted in three higher education institutes for the purpose of evaluating the environmental factors that pertain to the internationalization of higher education institutes specifically in Southeast Asia region. The coverage of this study includes the three higher education institutes in Southeast Asia that implemented internationalization programs under the membership of ASEAN University Network established in 1995. The intent of this study is not to determine the effectiveness of the program but rather to assess the strengths and weaknesses of each program for the purpose of generating case studies. Moreover, this study also aims to seek qualitative explanations of how the chosen universities meet the criteria of world university ranking assessment by focusing mainly on the element of equifinality of systems theory.

The findings of the study will be generated from coding white papers from various sources such as ASEAN University Network Policy white paper, and the strategic plan of each selected universities. The universities selected for the study will strengthen the generalizability of the study within the region of Southeast Asia. The three universities represent a developing country, a newly industrialized county, and a developed country. The researcher will provide clarification on the process of implementing internationalization in universities in Southeast Asia.

Definition of Terms

Convergence Approach

The tendency of unrelated organizations or cultures to evolve superficially similar characteristics under similar environmental conditions. Massimiliano (2004) explained how globalization generates the shift in local culture to comply with the international standards provided by significant global agencies such as IMF, UN, EU, inter alia.

Cosmopolitanism

The ideology introduced by Jürgen Habermas that all human ethnic groups belong to a single community based on a shared morality. Habermas proposed how shared morality can be constructed through the exchange of dialogues that share common themes (Douzinas, 2007; Fine & Smith, 2003).

Divergence Approach

Divergence approach is the tendency for organizations or cultures to become increasingly dissimilar with time as a result of the restriction of a culture from the outside cultural or organizational influences. Despite the effort to assimilate toward the mainstream global culture as a result of the convergence approach, Massimiliano (2004) explained how divergence approach occurs as a result of change resistance and fear of losing cultural values. Consequently, divergent approach is developed by organizations distorted the global standards to accommodate the needs and values of local society.

Global Competence

According to the Global Competence Task Force and the Asia Society Partnership for Global Learning, the definition of global competence is having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging

this gained knowledge to interact, communicate and work effectively in diverse environments(Mansilla & Jackson, 2011).

Internationalization

A process of increasing involvement of enterprises in international markets.Massimilano (2004) describe the internationalization of higher education as the implementation of curriculum designs, teaching pedagogies, instructional language, and research concentration that will prepare students for the global society.

Systems Theory

A concept that originated from biology, economics, and engineering which explores principles and laws that can be generalized across various systems (Warren, Franklin, & Streeter., 1998)To analyze the structure of an institution, systems theory has been commonly applied for both theoretical and practical purposes. Systems theory explains how the larger system of an institution consists of the inter-relationships and interdependence of sub-systems. All the sub-systems share the same function of moving toward equilibrium within the larger system of an institution.

SWOT Analysis

SWOT analysis is a structured planning method used to evaluate the strengths, weaknesses, opportunities, and threats involved in an institution (Helms & Nixon, 2010; Simeonov & Lambovska, 2012; Valentin, 2001). The origin of SWOT Analysis was from the research conducted at Stanford Research Institute from 1960-1970.The analysis involves identifying the objective of the institute for the purpose of isolating the internal

and external factors that contribute or constrain to the achievement of those objectives.

The definition of each component of SWOT is the following;

Strength

Strengths are the qualities that enable the institute to accomplish its mission (Helms & Nixon, 2010; Simeonov & Lambovska, 2012; Valentin, 2001). These are the basis on which continued success can be made and continued/sustained. Strengths can be either tangible or intangible qualities such as expertise, traits and qualities our employees possess (individually and as a team) and the distinct features that give the organization its consistency. Strengths include human competencies, process capabilities, financial resources, programs, student services, the accommodating atmosphere, and commitment to the University mission.

Weakness

Weakness is the qualities that prevent the institute from accomplishing its mission in order to achieve its full potential (Helms & Nixon, 2010; Simeonov & Lambovska, 2012; Valentin, 2001). These weaknesses deteriorate influences on our success and growth. Weaknesses are the factors which do not meet the standards we feel we should meet. Weaknesses in an organization may be information technology services and equipment, insufficient funding for research and faculty development, and internal communication.

Opportunity

Opportunities are presented by the environment. A well-planned institute may take advantage of environmental conditions to become more profitable and more competitive (Helms & Nixon, 2010; Simeonov & Lambovska, 2012; Valentin, 2001). What is critical is that the institute recognizes and grasps the opportunities whenever the possibilities arise. Opportunities such as competitive programs (ex: accelerated business administration, accredited school psychology programs), increasing the institute's involvement in the community, special social or medical topics given government funding, or technology.

Threat

Threats arise when conditions in the external environment jeopardize the enrollment and funding or greater scrutiny (Helms & Nixon, 2010; Simeonov & Lambovska, 2012; Valentin, 2001). If compounded with the weaknesses, it is particularly problematic. Threats are uncontrollable and unexpected. Examples of threats are factors such as poor employee motivation due to pay freezes, lost benefits, changing technology; increasing competition from online degree offerings, lower state appropriations, rising costs of providing education, and student retention issues.

CHAPTER II: LITERATURE REVIEW

Chapter two provides an overview of the literature in regards to the five aspects of the study of higher education's internationalization. First, the researcher describes a brief overview of the impact of globalization on the internationalization of higher education, the components of international education, and a previous qualitative research on the internationalization of the three national land grant universities in the United States. Second, a summary of the Southeast Asia region, ASEAN University Network and socio-political structure of Singapore, Thailand, and Vietnam. Third, the literature related to institutional components according to the Times Higher Education World University Rankings 2012-2013. The fourth aspect is the review of the existing literature that indicates factors influencing internationalization. Finally, the fifth aspect summarizes an overview of systems theory, SWOT analysis, and grounded theory that will be used for the study.

The Impact of Globalization on the Development of Internationalization of Higher Education

Globalization has an impact on the notion of time and space between countries through the use of technology and telecommunication (Goldsmith et al., 2003). As a result, globalization influences changes in several aspects in society in order to create partnership amidst the diversity. Each country shares the same purpose of creating public policies that will enable the country to meet a universal standard while responding to the specific local needs. One of the most important elements of responding to the trends of globalization is the internationalization of education (Courts, 2004; Hovey, 2011; Kerry,

2012). The initiative of restructuring knowledge and instruction is based on the three phenomena that have been occurring as a result of globalization; the interdependence of the global economy and the shift of human resource, the rapid migration and the change of culture, and the current global environmental issues that generates the ripple effects to the world economy (Mansilla & Jackson, 2011).

The interdependence of the global economy and the shift of human resources.

The interdependence of the global economy has been developed as a result of the advancement of telecommunication and transportation (Kshirsagar, 2005). Consequently, countries are categorized as leading knowledge-based, semi-skilled, and unskilled (Vogel, 2002). The rapid change of new technology requires individuals to have specialized knowledge and skills that are compatible with the accelerated pace of communication and transaction. Individuals are required to constantly engage in lifelong learning to adapt to the rapid changes of technology.

The rapid migration and the change of culture and demographics of local population.

In addition to the availability of rapid transportation and telecommunication, the government incentives of trade agreement and foreign investment policy perpetuate the distribution of labor that is dependent on the specific skills of an individual rather than on their location or ethnicities (Costello & Costello, 2012). For instance, the United States Immigration Department currently provides special immigration quota for highly qualified individuals particularly in the fields of science, technology, engineering, and medicine (USCIS, 2008). Such policies lead to the shift of culture and the demographics

of the local population due to the rapid migration of highly qualified individuals (Sanderson & Kentor, 2009). Consequently, the impact of the rapid migration requires both the local citizens and the recently migrated citizens to acquire a sufficient level of cross-cultural competence and tolerance in order to prevent conflicts that may arise due to the issue of underlying cultural differences.

The current global environmental issues the need to be committed as part of the global environmental stewardship.

The issue of extreme weather conditions as a result of the Greenhouse Effect and global warming has become apparent in the past decades (Mansilla & Jackson, 2011). The rise of the sea level as a result of the melting of the polar ice sheet causes damage not only to the ecosystem, but also to the world economy (Vogel, 2002). For instance, the flooding in Thailand in 2012 caused damage to global economy as the country holds the role as the host of high tech automotive manufacturers outsourced from several countries such as, Japan and the United States. The heaviest flooding in 50 years caused the industrial zones in Thailand to cease their operations of over 10,000 factories and lay off over 350,000 workers (Economist, 2011). The ripple effect of flooding in Thailand affected the production line of over 300 companies in Japan and several elite computer manufacturers in the United States such as, Dell and Apple. Such examples of environmental issues requires interdisciplinary expertise at the multinational level to find solutions that will sustain the scarce resources and promote efficiency.

The epistemology of globalization is based on the ideology of cosmopolitanism whereby human and ethnic groups should belong to a single community based on mutual

respect, shared norms, and morality (Douzinas, 2007; Palmer, 2003). The modern cosmopolitan approach was introduced by Immanuel Kant in his essay *Perpetual Peace* written in 1795 to describe how cosmopolitanism functions as a defense mechanism to protect people from war through the establishment of universal ethics and morality (Kant, 1991). Kant described how the use of common resources among humans without the notion of territory and ownership would create a cosmopolitan constitution.

The concept of cosmopolitanism later led to the development of the political theory of cosmopolitan democracy which explores the application of democracy at global and local level (Archibugi, 2008). Cosmopolitan democracy was developed during the end of the Cold War with the goal of forming international relations that were based on the foundation of democracy. The tendency to expand democratic structure beyond the nation-state level has been supported by political philosopher Jürgen Habermas (Fine & Smith, 2003). Habermas focused on identifying cognitive areas in which human generates knowledge in order to construct the notion of cosmopolitan democracy in global society. The term knowledge constitutive was utilized to identify the process of discovering knowledge and whether the knowledge claims can be preserved. According to Habermas, cosmopolitanism can be constructed through the area of practical and emancipatory knowledge (Fine & Smith, 2003).

Practical knowledge, according to Habermas, identifies social interactions or communicative actions among human (Fine & Smith, 2003). Practical knowledge is governed by consensual norms that require mutual agreement between individuals in order to identify the validity of the knowledge. The understanding of meaning rather than seeing empirical evidence is used to determine whether the action is appropriate.

Therefore, practical knowledge is an essential element to enable individual to recognize the importance of cosmopolitan democracy through understanding concepts.

In addition to the development of practical knowledge, Habermas also included the concept of emancipatory knowledge to describe the knowledge gained from self-reflections (Fine & Smith, 2003). Emancipatory knowledge is obtained through self-awareness of reasons for one's own problems. Emancipatory knowledge encourages self-reflection that eventually transforms collective consciousness. Consequently, the concept of cosmopolitan democracy can be introduced, constructed, and transformed through the force of globalization into an individual's consciousness through the approach of emancipatory knowledge.

In particular, the concept of globalization revolves around the two main streams of thought; the convergence and divergence approach (DiMaggio & Powell, 1983; Massimiliano, 2004). The convergence approach emphasizes the homogenization of culture, politics, and economics whereas the divergence approach emphasizes the heterogeneity of globalization's effect on the local level (DiMaggio & Powell, 1983). Both approaches are intertwined in the process of institutionalizing globalization in contemporary society which can be identified through common themes such as manipulation, localization, interpretation, mediation, and resistance. Nevertheless, conflicts often arise as a result of the two opposed approaches of globalization that constantly generate challenges between the homogeneity and its impact on national politics, culture, and economy.

Globalization has an impact on almost, if not all, social aspects such as culture, politics, economy, social relations, as well as the structure of higher education (El Semary et al., 2012; Farazmand, 2001; McCarthy et al., 2003). The homogenization of globalization has an impact on higher education institution in regards to the deinstitutionalization of its original policy and values and the challenge of institutionalizing the new ones. Previous studies indicate the relations between globalization and neoliberalism whereby the notion of absolute interdependence between nation-states are emphasized for the absolute gain rather than focusing on the relative gains to other nation-states (Kotz, 2002). As a result, highly legitimated international institutions such as the United Nations Educational Scientific and Cultural Organization (UNESCO), the World Bank, the International Monetary Fund (IMF), OECD, ASEAN, and EU adopt the role as carriers of global policies and standards (DiMaggio & Powell, 1983). Such institutions have two purposes; 1) to incorporate, translate, legitimate, and disseminate a general and common framework that defines the new context, goals, and imperatives in which higher education institutions have to adopt in order to comply with the global age, and 2) to construct and structure a de-localized and global organizational arena that both national higher education policies and institutions have to follow in regards to their daily operations.

In response to globalization, the structure of higher education institutions worldwide has changed dramatically in the past twenty years due to the integration of global policies across the nations (Costello & Costello, 2012; El Semary et al., 2012; White, 2004). Higher education institutions are facing the challenges of the convergence approach of globalization in regards to restructuring and incorporating the new

legitimated criteria produced by the global agencies such as OECD, EU, and ASEAN (Halpin & Troyna, 1995). Moreover, information and communication technology also has an impact on the infusion of globalization in higher education institutions (Little, Titarenko, & Bergelson, 2005; Schmid et al., 2009). The efficiency of information technology not only improves the internal operation of the institutes, but also promotes globalization through constructing distance education and learning systems. However, the integration of a virtual university element also constitutes a challenge for the traditional universities in regards to the competitions for student enrollment on a global level in addition to the shift in organizational cultures (Baia, 2008). To avoid the decrease in student enrollment, traditional universities often incorporate the global standards whereby the institutes encounter challenges that stem from the shift in organizational goals (Dutschke, 2009).

In addition to the impact of the convergence approach, higher education institutions are also affected by the divergence approach of globalization (Alozie, 2005). The negligence of local responses to the macro-process of globalization often results in the national and local translate and modify the concept of globalization to comply with their cultures, histories, needs, practices, and institutional structures (Jarosz, 2001; Robertson, 2001). Consequently, the divergence approach generates two outcomes; 1) the local population has recognized the occurrence of globalization on a daily basis and 2) globalization can be manipulated to meet the local needs and therefore the outcomes will be ambiguous and unpredictable depending on the cultural background (Alozie, 2005; Jarosz, 2001; Robertson, 2001). The impact of divergence approach results in the challenge of organizational change in higher education institutions whereby the

institutions are facing the dilemma of whether to modify the mission of globalization in order to preserve the traditional culture (Beck, 2012).

The Components of International Education and Previous Research on the Internationalization of the National Land Grant Universities in the United States

In response to globalization, the concept of internationalizing higher education institutions was developed and implemented world-wide. The definition of international education is defined as "...an umbrella term for institutional programs and activities that have a recognizable international dimension, such as student and faculty exchange, study and work abroad, international development activities, foreign language studies, international studies, area studies, joint programs, and comparative studies" (Green & Olson, 2003, p. 1).

In order to better operationalize the ambiguous process of implementing internationalization components, the Times High Education World University Rankings 2012-2013, published the criteria of assessment for indicating the performance areas of international universities (Times Higher Education World University Rankings 2012-2013, 2012). Encompassing the broad meaning of international higher education, the criteria of assessment outlines specific areas within the various missions of higher education: teaching, research, citations, industry income, and international outlook. Each of these components coincides with the four broad categories suggested by Clark Kerr as a model of internationalization (Kerr, 1990). The four categories are; knowledge, students, scholars, and the curriculum.

1. Knowledge.

Kerr (1990) conceptualized the flow of knowledge into three fields of study; 1) the field whereby the knowledge is inherently international such as, biology and mathematics, 2) the intracultural fields with some resemblance among nations and/or cultures such as social sciences and humanities, and 3) intranational fields that are specifically applied at the national level such, as law and public policy (Kerr, 1990). As a result of globalization, the knowledge in these various fields is internationally infused through the two approaches which are teaching/learning and research. The following research indicates current trends in this area.

Recently, the mission statements of many liberal education programs emphasize the value of knowledge exchange between international learning institutions (Arden-Ogle, 2009; Ayoubi & Massoud, 2007; Cordeiro, 2007; Dessoff, 2009). Despite the clear mission of international exchange programs, there is a lack of data measuring the institutional progress in the area of knowledge exchange (El Semary et al., 2012). One of the reasons is because institutions of higher education find it difficult to quantify the data that measures the extend the knowledge has been exchanged. Instead, the institutes tend to focus on measuring the environmental factors such as, the frequency of the number of students' enrollment in foreign language courses, the number of international students enrolled in coursework, and faculty employed as visiting lectures from foreign institutions of higher education or the number of domestic students departing to study abroad in a long-term exchange program or short-term study abroad courses (Courts, 2004).

There are several main themes in the literature in regards to the globalization of knowledge (Ayoubi & Massoud, 2007; Quezada & Cordeiro, 2007; Roberts, 2007). The research outcome regarding the impact of technology on the internationalization of knowledge has become more positive (Hovey, 2011; Kerr, 1990; Kshirsagar, 2005; Little et al., 2005). The campus library has integrated technology that provides access to electronic research databases at the global level which in turn impacts the advancement of globalization in society (Núria, Casades, Krakowska, & Julià, 2007). The accessibility of global resources through digital archives enables students and faculty to retrieve current journal articles and research findings from scholarly works from around the world. The role of librarians has also evolved to provide guidelines for users to explore global electronic research database.

However, the globalization of knowledge also faces several challenges such as, language barriers, standardization of curriculum rigor, compatibility of technology and software, lack of international policies, cross-cultural analysis, and affordability of information (Ayoubi & Massoud, 2007; McCarthy et al., 2003; McPherron, 2008; Smith, 2000). However, there are several resources that the institutions access to eliminate such challenges. For instance, libraries have the capacities to provide guidelines to users to access online translation programs such as Google Translate to accommodate the challenge of a language barrier. Organizations such as, The International Network for the Availability of Scientific Publications (INASP), sponsored an initiative to provide an affordable access to online databases at discounted rates for several sub-Saharan African countries.

In addition to the accessibility of electronic global research databases, another trend in the internationalization of knowledge that is also influenced by technology is transnational higher education (Gu, 2009). The characteristics of transnational higher education vary from offering a dual degree with a partnered foreign institution to establishing an additional campus overseas. The use of technology often has an important role in keeping the consistency between the domestic and the overseas campus (Haritos Tsamitis, 2009; Lasater, Ray, Driever, Rosenfeld, & Bradley, 2008). The decisions made at the local campus often impact the integration of global knowledge (Collison, 1999). College and university leadership may affect the decisions in regards to the emphasis of international research opportunities, collaboration with other institutions, utilizing technology to eliminate the barrier of cost and distance, or expanding the access of electronic databases in the library (Gu, 2009).

2. Students.

The two specific components to evaluate the implementation of institutional internationalization are: Study abroad and the enrollment of international students (Sato, 2009). Recent research focuses on reviewing the implementation of study abroad programs and international student programs on campus to seek potential solutions for the current challenges (Rapoport, 2007). One of the most common challenges found in the literature is regarding the rigor of study abroad programs. Although the number of institutions supporting study abroad programs in various countries has increased due to the trend of globalization and internationalization, the length of time spent during the exchange program may vary depending on the students' value toward studying abroad

and the circumstantial factors that occur during the decision-making process (Mills, 2010; Mills, Deviney, & Ball, 2010; Rubin, 1995a).

For instance, research showed that the number of American students who spent more than one semester abroad decreased from 18 percent to 10 percent after 1985 (Kim, 2010). Considering the socio-political situation that has occurred in the United States after 1985, the number of North American students in the U.S. studying abroad increased at a decreasing rate due to the rapid growth of e-commerce that is originated in the United States. Consequently, American students after 1985 may not have recognized the significance of studying abroad as the United States became the most advanced country in the world in terms of the development of computer engineering. The impact of the U.S. economic growth on studying abroad was also supported by the number of international students enrolling in the U.S. institutions that increased since 1985. On the other hand, the number of European students studying abroad remains similarly positive. Such statistical evidence may be related to the cultural value of education and studying abroad that has been widely recognized. OECD Factbook 2011-2012 (2011) provided statistics of students enrolled outside their country of noted below.

Table 1.

Evolution by region of destination in the number of students enrolled outside their country of

citizenship (OECD Factbook 2011-2012, 2012)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Worldwide	2072.0	2146.7	2444.2	2648.6	2843.7	2982.6	3069.8	3198.2	3454.3	3673.9
OECD	1588.9	1647.6	1904.2	2092.5	2272.1	2373.0	2446.2	2534.4	2647.0	2838.0
Europe	918.2	978.3	1040.9	1183.7	1308.6	1385.8	1435.4	1481.4	1588.0	1672.4
North America	569.6	576.1	695.8	712.3	712.3	738.4	733.1	728.2	809.9	851.0
Oceania	118.6	136.7	202.0	219.2	240.5	251.9	258.7	283.6	298.2	335.3

Most research focusing on improving study abroad programs tend to provide recommendations from the research regarding faculty participation and the impact on the effectiveness of program implementation (Charney, 2009; Hall, 2007). The effectiveness of studying abroad depends on the collaboration in co-designing a meaningful study abroad curriculum between domestic faculty and the foreign host institutions or the travel agencies working with the faculty member (Mills et al., 2010). In addition to have directors of study abroad programs, it is essential for the domestic institution to have faculty members who provide adequate supervision, predominantly the content area, to students throughout the process of participating in study abroad program (Mills, 2010). Successful study abroad programs should first prepare students to become familiar with the culture and the program prior to visiting the foreign host institute. The second stage of supervision should involve the collaboration with the faculty from foreign host

institute to monitor the students' progress. Finally, the third stage of supervision should be implemented upon the students' return to the domestic institutions with the emphasis of making the students' experience become meaningful in their reality (Mills, 2010). The third stage of supervision should emphasize the reflection of students' experience and how their experience can be applied to their fields of study or their future professions (Yu, 2008). Moreover, research also recommends that faculty members should be encouraged to participate in international exchange program as a way to experience the benefits of study abroad in person (Gouldthorpe, Harder, Roberts, & Stedman, 2012; Hall, 2007). The strategic plan of a faculty exchange program was introduced with the purpose of increasing the faculty's support to internationalize the curriculum.

In addition to the initiative to improve the quality of study abroad programs, several studies also emphasize on the need to improve the academic and social services for the growing population of international students enrolled in U.S. IHEs (Seng & Khoo-Lattimore, 2012). Several studies demonstrated that international students from regions that share similar levels of socio-economic development and culture to the host institutions tend to adjust more easily than those from regions whereby cultural differences and inferior socio-economic development is identified (Bonazzo & Wong, 2007; Rosenthal, Russell, & Thomson, 2007; Tomich, McWhirter, & Darcy, 2003). Moreover, the length of time residing in the visiting country also has an impact on the level of adjustments among international students. Students who have been residing in the host country for more than five years or at least visiting the host country occasionally tend to show higher levels of adaptation to the culture and language (Tomich et al., 2003).

Along with services provided by the Office of Study Abroad to assist international students' acculturation, the host institution should also provide academic services to promote cross-cultural understanding between domestic and international students (Barker, 2002). In addition to helping international students and faculty to become familiar with English as a Second Language, the host institutions should also design courses that promote in-depth cultural proficiency for both the domestic and international students such as comparative analysis of Western and Eastern Hemisphere countries, area studies, world philosophy and world religion, or comparative education that analyzes the difference of cognitive structures that reflect the characteristics of learning between western and other cultures (Huh, 2009).

3. Scholars.

Similar to the two components of the internationalization of the student population, the focus of scholars also consists of the international efforts of the domestic scholars and the effort of increasing the number of international visiting scholars (Charney, 2009; Hall, 2007; Hulstrand, 2009). Several studies focus on evaluating the effectiveness of the collaboration between domestic and visiting scholars while others focus on comparing the numbers of domestic scholars teaching abroad in comparison to the number of international scholars visiting the host institutions (Hilgers, Flachsbart, & Elrod, 2012; Holland, 2012; Hulstrand, 2009). The amount of funding allocated to support international faculty professional development activities also is essential in internationalizing institutes (Festervand & Tillery, 2001; Hall, 2007; Hulstrand, 2008). Several countries are facing the challenge of inadequate funding for international faculty activities due to various reasons (Khun, 1996). For instance, the

financial situation in higher education institutes in the United States is beyond the issue of supporting international faculty professional development activities (Hudzik, 2010). The rapid growth of for-profit institutions (IHEs) in the United States is causing the decrease in funding allocated per institute nationwide. Such impact leads to the shift of organizational culture in the U.S. higher education institute from research-centered (whereby the success revolved around faculty research findings to become a more business-centered model whereby increased enrollment, students learning support, and graduation rate defines the success). Consequently, faculty members are involuntarily required to focus more on teaching and mentoring rather than conducting research to further their specialized fields of expertise.

4. Curriculum.

The internationalization of curriculum consists of five components of core structure: language courses, integration of globalization elements to the subject area, area studies, cross-cultural, and global studies (Ciccarello, 2004; Howard, 2007; Ivey, 2009; Miliziano, 2009; Schoorman, 2000; Williams, 2012). Language courses in both English and foreign languages function as a method for higher education institutes to promote international skills and cross-cultural understanding (Howard, 2007). Moreover, the integration of globalization elements to the subject areas such as international case studies that are infused into the major disciplines provides an opportunity for students to explore the subject from an international perspective (Ivey, 2009). Furthermore, area studies courses provide students an in-depth understanding of the historical, socio-political, economic, demographic, linguistic and cultural background of a particular country (Ciccarello, 2004). In addition, the integration of cross-cultural lenses of the

discipline enables students to conduct comparative analysis of the existing events that occur in global society. Finally, a global studies courses should also be included in the curriculum to increase the students' understanding of global issues such as, war on terrorism, world hunger, minority rights, religion and conflicts, environmental issues, international securities, immigration and refugee resettlement, world trade, and nuclear disarmament (Mansilla & Jackson, 2011).

There are several ways to internationalize the curriculum using various course designs (Howard, 2007; Ivey, 2009; O'Connor, 2009). However, following the additive approach of including only two or more international courses is insufficient. Previous studies suggested potential solutions for the lack of success in internationalizing the curriculum (Kamwendo, 2011; Levine, 2004; Williams, 2012). One of the solutions is to involve the faculty and international students as resources to promote the internationalization of the curriculum. Upon effective collaboration, international students have potential to contribute perspectives of cross-cultural analysis within their courses through dialogues with their peers and professors and presentations (Guerra & Nelson, 2008; Levine, 2004). Ineffective internationalizing of higher education institutes causes the students to recognize global competency as inert knowledge.

One of the challenges in global education is beyond having students develop understanding and acquire knowledge about cultural diversity. The ability for students to apply their knowledge in action when facilitating the classroom remains problematic as the students fail to connect the concept of globalization when performing critical thinking. Alfred Whitehead (1929) conceptualizes such challenges as "inert knowledge" – knowledge that people can explain when asked to do so, but fail to apply into action.

Consequently, students may be trained in global education and have a full understanding when asked to provide explanation. Nevertheless, students are unable to apply the skills on a daily basis when intercultural interactions arise which indicates a lack of cultural competence (Livermore, 2010).

The Kerr Model of Internationalization was previously applied in the analysis of the qualitative study by Courts regarding the internationalization of three National Land Grant Universities in the United States: Kellogg University, Winfrey College, and Southern State University (Courts, 2004). The study was conducted through assessing the five components of the Kerr Model in each university using grounded theory approach. Through the process of analyzing multiple data sources, the researcher was able to generate a model that describes influential factors in each university. The model focused on the components of historic leadership, strategic infrastructure, and institutional culture.

A Summary of Southeast Asia, ASEAN, ASEAN University Network, and Socio-Political Structures of Singapore, Thailand, and Vietnam

Overview of Southeast Asia.

Southeast Asia is a sub region of Asia consists of two geographic regions: Mainland Asia (known as Indochina) and Maritime Southeast Asia (Frederick & Leinbach, 2012). The mainland Asian countries are: Cambodia, Laos, Myanmar, Thailand, Vietnam, and Peninsular Malaysia. The Maritime Southeast Asian counties are; Brunei, East Malaysia, East Timor, Indonesia, Philippines, Christmas Island, and Singapore (Osborne, 2010). The distribution of the religions, languages, and people in

Southeast Asia is diverse and varies depending on the country. The major religions of Southeast Asia are predominately Islam and Buddhism, as a result of being culturally influenced by India prior to the 13th century CE, followed by Christianity. Despite the major religions as indicated by the official regional census, a wide variety of practices and beliefs are found throughout the region particularly the influence of Hindu and animism.

The cultures of Southeast Asia were also influenced by international trade, immigration, and colonization (Frederick & Leinbach, 2012). The long history of sending tribute to the Chinese emperor and trading with China as evidenced by Magellan's voyage records results in the integration of Chinese culture to the region. Particularly on mainland Southeast Asia, the culture is predominantly a combination of Indian and Chinese. On the other hand, the culture of Maritime Southeast Asia is a mix of Arab, Portuguese, Spanish, Chinese, Indian, and the indigenous Malay culture. The cultural integration of Maritime Southeast Asia was a result of the geographical features that are feasible for having multiple ports. In addition to the influence from Chinese and Indian culture, the Southeast Asia region was also influenced by European cultures as a result of trading and colonization with the exception of Thailand. The Europeans primarily introduced Christianity, medicine, science, education systems, and language.

Since the spice trade with the European and the Middle East region, Southeast Asia has always been a critical part of the world trading network (Osborne, 2010). While the region's economy primarily depends on agriculture, manufacturing and services are becoming more dominant. Newly industrialized countries include Malaysia, Thailand, and the Philippines whereas Singapore and Brunei are classified as developed countries.

The rest of the region remains dependent on agriculture with the exception of Vietnam that is significantly making progress in developing its industrial sectors. The Southeast Asia region significantly manufactures textiles, electronic goods, heavy industrial products, and automobiles, in addition to the presence of oil reserves.

Several countries in Southeast Asia region are experiencing the internal challenges in regards to economic growth, literacy, political insurgency, diversity, and national identity (Frederick & Leinbach, 2012; Neher, 2002). The decolonization that occurred in several countries in 1960s created several challenges regarding the internal affairs. The rise of nationalism and the mission of forming national identity created a sense of discrimination and coercion among the minorities. As a result, certain countries in the Southeast Asia region often have conflicts that pertain to minority religions and languages, freedom of speech, cultural identity, and political dictatorship.

In addition to the internal conflicts, the Southeast Asia region face the challenges to unite the member countries as a result of the fear of communism (Neher, 2002). In response to the agenda of nation-building to reduce the threats of external power in the 1960s, the countries in Southeast Asia region organized the Association of Southeast Asian Nations (ASEAN) to accelerate economic growth, social progress, cultural development among the member countries, protection of regional peace, in addition to providing opportunities for member countries to mediate the diversity peacefully with mutual understanding among all the parties. Moreover, ASEAN also developed ASEAN University Network (AUN) to standardize the policies of higher education institutions with the goal of establishing high quality internationalized institutes among partner countries.

Summary of the ASEAN University Network (AUN).

The ASEAN University Network (AUN) was founded in November 1995 by ASEAN member countries (MFA, 2012a). The AUN consists of twenty-seven universities from the ten ASEAN countries; Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. The Board of Trustees of AUN is elected from the participating universities with the mission of formulating standardized policies, approving project proposals, allocating budgets, and implementing coordinated activities. The financial resources of the AUN are from either the cost sharing between the ASEAN member countries or the external dialogues partner of AUN as the following; Australia, Canada, China, the European Union, India, Japan, New Zealand, Republic of Korea, Russia, and the United States.

During the early years of establishment from 1995 to 1999, the AUN's focus was mainly on the exchange of knowledge and experience among the students and faculty of ASEAN member countries ("ASEAN University Network ", 2012). As from 1999, the collaborative task force has shifted toward the elements of internationalization including the following components; joint curriculum development, cooperation in information technology, and the establishment of sub-partnerships that includes not only ASEAN member countries, but also the dialogue partners including but not limited to Australia, Canada, China, and the European Union.

The Republic of Singapore.

The Republic of Singapore is an island country made up of sixty three islands located between Malaysia and Indonesia (MFA, 2012b). The country earned its

recognition worldwide since hosting a trading post of the East India Company in 1819 (Chew & Lee, 1991). The British obtained sovereignty over the island in 1824 and Singapore became part of the British Straits Settlements in 1826. Singapore joined the Malaysian Federation in 1963 but became independent two years later. Since the independence, Singapore has had dramatic increase in wealth and later become one of the four Asian Tigers (Hong Kong, Singapore, South Korea, and Taiwan) in addition to be known as the world's fourth leading financial centers. The economy of Singapore depends primarily on exports and refining imported goods, as a result of having one of the five demanding ports in the world, which constituted of 26% of Singapore's GDP in 2005. In regards to purchasing capacity, Singapore has the third highest income per capita in the world.

In regards to the languages and cultures, Singapore consists of diverse cultures, languages, and religions (L.-C. Ho, 2009; MFA, 2012b). Consequently, the country does not recognize any particular cultures as the norms of society (Chew & Lee, 1991). Since the independence in 1965, most Singaporean citizens were unskilled immigrants from China, Malaysia, and India. The process of establishing a Singaporean identity and culture occurred after the independence by the former Prime Ministers of Singapore, Lee Kwan Yew and Goh, Chok Tong. Nevertheless, the diversity remains with the justification from both the Prime Ministers that Singapore does not comply with the traditional description of a nation.

The Political system of Singapore is a unitary multiparty parliamentary republic with a Westminster system of unicameral parliamentary government (MFA, 2012b). The country has been governed by the People's Action Party since its election victory in

1959. The party follows the basis of a strong state and prioritizing individual rights such as freedom of speech. Singapore is rated one of the least corrupted countries in the world according to Transparency International (Dan, 2002). The legal system of Singapore is based on English Common Law with substantial local differences.

The foreign policy of Singapore mainly focuses on maintaining a secure environment in Southeast Asia as well as the surrounding territories (Chew & Lee, 1991; L.-C. Ho, 2009). As one of the five founding members of ASEAN, Singapore is a strong supporter of the ASEAN Free Trade Agreement. Despite the strong relations with other ASEAN member countries, the border issues with other ASEAN members such as Malaysia and Indonesia remain apparent particularly the issue of the delivery of fresh water and airspace between the Arm Forces (Daquila & Le, 2003). In addition to supporting ASEAN Free Trade Agreement, The National University Singapore is also part of the ASEAN University Network to promote the high standards and establish partnerships with other outstanding higher education institutes among ASEAN countries as well as other dialogue countries ("5. ASEAN UNIVERSITY NETWORK," 2001; Molly, 2012).

Thailand.

Thailand is located in the center of the Indochina peninsula in Southeast Asia (MFA, 2012b). The country is a constitutional monarchy headed by the ninth king of the House of Chakri who have reigned since 1946 (Baker & Phongpajit, 2009). The king of Thailand is titled, Head of State, Head of the Armed Forces, the Upholder of the Buddhist religion, and the Defender of all Faiths. The majority of the Thai population is ethnically

Thai (75%), Chinese (14%), and ethnically Malay (3%). The country's official language is Thai using the Thai alphabet for the writing system. Buddhism is the primary religion which is practiced by approximately 95% of the population (Arunya, John, & Soree, 2012). Muslims are second largest religious group in Thailand at 4.6% mainly practiced by ethnic Thai and Malay in the south of Thailand with Christians represent 0.7% of the population. Similar to other countries in Southeast Asia region, the Thai population also includes other religious beliefs originating from Animism, Taoism, Confucianism, Hinduism, and ancestor worship. Moreover, seniority is also an important concept in Thai culture as a result of the influence of Confucianism influence. The influence of international culture in Thailand occurred in a mediated manner as the country was never colonized.

Thailand is an emerging economy and considered to be a newly industrialized country (MFA, 2012b; Unicef, 2012). The Gross Domestic Production (GDP) of Thailand classifies as the second largest economy in Southeast Asia after Indonesia. Moreover, Thailand ranks mid-way in the wealth spread in Southeast Asia as the fourth richest nation after Singapore, Brunei, and Malaysia. However, the wealth distribution in Thailand is uneven between urban and rural areas (Sanitsuda, 2009; Unicef, 2012). The economic growth rate was rapid between 1985 to 1996. The country experienced an economic crisis in 1997 and started to recover in 1999 due to the significant number of exports. The Thai government kept the currency weak intentionally to attract foreign investors in addition to establishing multiple projects to increase domestic employment and spending. The major exports in Thailand include: rice, textiles, foot wear, fishery products, rubber, jewelry, cars, computers, and electrical appliances. Moreover,

substantial industries in Thailand include electrical appliances, computer parts, cars, and tourism.

The foreign relations in Thailand are centralized by the Minister of Foreign Affairs (Baker & Phongpajit, 2009). The country participates fully in international and regional organizations. Thailand has taken an increasingly active international role to promote free trade agreements, assist the development of the disadvantaged neighbor countries in the Sub-Mekong region such as Myanmar, Laos, and Cambodia, and to contribute troops for peace-keeping efforts (Furuoka, Mahmud, Lim, & Pazim, 2012). The country is also an active member of ASEAN and has developed close partnerships with other ASEAN countries such as, Indonesia, Malaysia, the Philippines, Singapore, Brunei, Laos, Cambodia, Myanmar, and Vietnam (Sen, 2007). In addition to be part of ASEAN member countries, Thailand appointed Chulalongkorn University to be part of the ASEAN University Network (MFA, 2012a; "Thailand: Thailand's aspiration to become the ASEAN Education Hub," 2009).

In regards to education, the school system in Thailand is centralized under the authority of Minister of Education (Aquino, 2012). Education is compulsory up to the age of 14 and the government provides free education up to the age of 17. Although the literacy level of Thailand is ranked high (98%) according to the Unicef statistics (Unicef, 2012), teaching relies mainly on rote memorization rather than critical thinking methodology as a result of following the Confucianism philosophy of learning (Chang et al., 2011). Another challenge in education for Thailand includes the low level of English proficiency when taking standardized entrance examination for post secondary school level in addition to the rapid change of national entrance examination requirements for

acceptance into higher education institutions in Thailand("Thailand: Universities Urged To Improve Teaching Before ASEAN Community Launched," 2012).

Vietnam.

Vietnam is the easternmost country in Southeast Asia next to the border of China. The Vietnamese as part of Imperial China until 938 AD until the Indochina Peninsula was colonized by the French from the mid nineteenth century until 1954 (H. V. Ho & Dang, 2012; MFA, 2012b). The official language of Vietnam is Vietnamese spoken by the majority of the population. Vietnamese writing used Chinese characters and later developed their own set of characters based on the use of the Roman alphabets beginning in the 13th century. The French language is spoken by some educated Vietnamese as a second language, particularly among the older generation. In regards to regions, Buddhism, Taoism, and Confucianism have been dominant religions influenced by the geographical location that is next to China. However, the vast majority of Vietnamese people practice ancestor worship in the form of minority faiths. The Culture of Vietnam was influenced by Chinese philosophy such as Confucianism and Taoism. The influence of cultures of the immigrant Chinese minorities such as the Cantonese, Hakka, Hokkien, and Hainan culture is also visible in language spoken or religious practices throughout the country. Moreover, the influence of Western culture, particularly, France and the United States, has also become evident in Vietnam in recent centuries (Ho & Dang, 2012).

During the early post-colonial period, Vietnam was politically divided into North and South Vietnam due to the conflict between communist and democratic

governments(Ho &Dang, 2012). With heavy foreign intervention, South Vietnam was finally defeated in 1975. The country was unified under a Communist government with political isolation and impoverishment. The Socialist Republic of Vietnam is a single-party state which established the current state constitution in addition to assuming the central role of the Communist Party of Vietnam in all structure of government, politics, and society. Although the state officially committed to socialism according to its constitution, the economic policies of Vietnam have increasingly shifted to capitalist (Ho & Dang, 2012).

The post-war economy of Vietnam mainly focuses on revitalizing agriculture and industrializing the nation (Huong & Fry, 2004; Rubin, 1995b). The government implements the policy that pertains to the collectivization of farms, factories, and economic capital. Consequently, a large number of populations were able to obtain employment through the government programs. Nevertheless, Vietnam's economy is affected by inefficiency and corruption of state programs, poor quality and underproduction, and restrictions on economic activity. Moreover, Vietnam was also affected by the post-war trade embargo instituted by the United States and most countries in Europe as a result of the Vietnam War. In addition, Vietnam has also been affect by the loss of main trading partners such as the Soviet Union and its satellites since the end of Cold War in the late 1980s.

In 1986, the government of Vietnam introduced free market economic reforms encouraging private ownership in industries, commerce, and agriculture (Huong & Fry, 2004; Rubin, 1995b). As a result, Vietnam has become one of the world's fastest growing economies despite the event of global recession in the late 2000s. The rapid growth of

national economy is influenced by manufacturing, information technology, and high-tech industries. Deep poverty as defined by the percentage of the population living on less than one dollar per day has declined significantly in Vietnam. The poverty rate of Vietnam is now less than the surrounding Asian countries of China, India, and the Philippines.

Since early 2000s, Vietnam has applied a two-track approach to open some sectors of the economy to international markets while reserving others to the domestic level ("ASEAN/Vietnam: Vietnam makes practical contributions to ASEAN," 2009). Vietnam has become one of Asia's most open economies in addition to having chief trading partners such as, China, Japan, Australia, the ASEAN member countries, the United States, and Western Europe. In response to the rapid economic growth, a large number of public schools and universities have been organized across the country to increase the national literacy rate (Huong & Fry, 2004; Laverack & Dao Huy, 2003; Overland, 2006). Vietnam has a government-centralized network of schools, colleges, and universities, in addition to a growing number of private and partially privatized institutions. Although Vietnam's education system is under a reform policy launched by the government, several limitations can be identified. The issue of disadvantaged student population remains significant as the access to education is not fully subsidized by the government. However, school enrollment in Vietnam is among the highest in the world (Unicef, 2012). Moreover, the number of institutions of higher education increased rapidly in the 2000s, from 178 in 2000 to 299 in 2005.

To promote the internationalization of higher education in addition to being part of collaborative members of international trading system, Vietnam became part of the

ASEAN University Network nominating Vietnam National University, Hanoi as a representative to the network (Ashwill, 2005; "Vietnam: Conference seeks new ways for ASEAN tertiary education management," 2009).

Factors Influencing Internationalization

Although the socio-political trend of globalization has an impact on internationalizing higher education institutes, the effectiveness of the implementation occurs at the institutional level (Ayoubi & Massoud, 2007; Courts, 2004; Schoorman, 2000). The components of institutional structure pertaining to the internationalization are leadership, mission, and funding.

Leadership.

The effectiveness of leadership has an impact on the success of internationalizing the institutes in regards to the structure, human resource, politics, and organizational culture (Bolman & Deal, 2008). The potential outcomes of effective leadership support have been addressed in multiple studies. Designing an appropriate organizational structure for internationalization is essential for the sustainability of the program implementation. Upon the appropriate division of resources and the identification of structural flaws, the institutes are able to increase efficiency and enhance the performance through restructuring the institution. Bolman and Deal (2008) suggested various organizational models that enable administrators to implement internationalization programs such as centralized, dual authority, simple hierarchy, circle network, and all channel network whereby the departments can communicate to one another directly. The successful leadership support also reflects the inclusion of procedures, statements, and

goals that emphasize the internationalization in the official policies of the institutions of higher education.

Within the area of higher education, the influence of leadership is often times limited to the president or department head whose roles are not solely involved with research and instruction (Butcher, Bezzina, & Moran, 2011; Hitt & Ireland, 2002). Consequently, the visibility of the new policy implemented may not be apparent due to the lack of commitment with the faculty. Butcher et., al (2011) suggested that highly qualified organizations such as higher education institutes should follow the model of all channel networks to benefit from the expertise of faculty members from various fields. According to Childress (2007), lateral structure is considered to be a more appropriate model for higher education institutes as it complies with the idea of respecting faculty autonomy and academic freedom. By involving the faculty with the process of designing appropriate structure, it is more likely that the institute will be able to obtain the level of commitment required to successfully implement the internationalization in addition to generating innovative approaches suggested by the faculty.

Another outcome of effective leadership pertains to the human resource factor involves the balance between the level of performance and the job satisfaction among faculty and staff (Bolman & Deal, 2008; Farazmand, 2004; Hitt & Ireland, 2002). The impact of globalization plays an important role on the dynamic of person-organization relationship. The rapid change of organizational structure requires leaders to be aware of the dilemma of change cynicism due to the loss of expertise and the increase of workload (Bolman & Deal, 2008; Kumaran & Bordia, 2011). The essential leadership task is to

seek an appropriate approach that will promote the adaptability and commitment while maintaining the loyalty of the staff and faculty.

Moreover, effective leadership involves more than increasing the performance among the staff and faculty (Bolman & Deal, 2008; Butcher et al., 2011; Choi, 2006). The issues of limited resources need to be taken into consideration in order to provide a realistic and feasible accommodation to staff and faculty during the period of transition. Leadership for human resources involves the visibility and accessibility of the leaders, the ability to communicate their strong beliefs in faculty and staff, and the charismatic traits of the leader to empower others. Choi (2006) suggested one of the methods of promoting commitment among the staff and faculty is by keeping them involved with the process of restructuring the organization. In the case of internationalizing the institutes, the administrators should involve faculty members to exchange information, needs, and perceptions toward the restructuring of organization toward the international model.

The ability to choose the appropriate administrative structures to implement the internationalization components is essential as well as, controversial (Ayoubi & Massoud, 2007; Courts, 2004). Depending on the organizational characteristics, administrators need to decide whether to centralize the internationalization into a single department that serves the entire institutes or to distribute the internationalization as a sub-unit of each department (Schoorman, 2000). Both decisions have different aspects of advantages and disadvantages. According to Courts (2004) the centralized international programs and activities tend to reinforce each other and comply with the institution's structure and priorities. On the other hand, Courts (2004) also showed that decentralized international programs and activities that are customized by the department tend to be

more meaningful to the field of study although the outcomes of each department may vary depending on the value of the major.

Another component of effective leadership involves the ability to resolve the political dilemma of developing the agenda to allocate the scarce resources in an efficient manner (Bolman & Deal, 2008; Halpin & Troyna, 1995). Moreover, the administrators also need to be familiar with the organizational environment in order to manage relationships between the faculty who support the program, as well as, those who oppose. Consequently, effective leadership requires administrators to have expertise in negotiation and bargaining to meet the interests of both parties (Chang et al., 2011). In order to promote coalition among the faculty in addition to preventing the conflict, the administrators need to identify the appropriate distribution of power as well as, designing anticipated counterstrategies for the stakeholders who are more likely to resist (Bolman & Deal, 2008). The three areas of politics that have an impact on the program implementation include institutional policy, interdepartmental politics, and intradepartmental politics.

Finally, effective leadership also involves creating and maintaining the culture of internationalization (Bolman & Deal, 2008). Instead of creating a unique model, there are several models of organizational structure that the administrators are able to adopt to promote the culture of internationalization. Although it is more likely that the characteristics of the internationalization will be similar based on the process of isomorphism, it is essential for the administrators to acquire effective leadership skills that will increase the support from the staff and faculty when the institute is moving toward the isomorphic culture of internationalization. Charles Lemert introduced the

process of isomorphism that causes organizations share several characters that are similar to one another (Sabine, 2009). Isomorphism is divided into three categories; coercive, mimetic, and normative. Regardless of the type of isomorphism adopted by the institute, it is essential for the administrators to produce symbols that represent the new culture, as well as, negotiate its meanings and interpretation with the staff and faculty members to avoid resistance.

Mission.

The mission of higher education institutes functions as part of an institution strategy to define its unique characteristics among the competitive institutes (Ayoubi & Massoud, 2007; Barrett & Christopher, 2010). Higher education institute's mission statements include the elements of the demographics of the students, geographic areas to be served, the specification of programs and services, and the institutional characteristics that are more beneficial to the stakeholders compared to other institutes. Consequently, it is essential for the institutes to address and/or review the institution's mission statement to confirm the clarity of the meaning to the stakeholders (Jack, 2008). In the case of international institutions, the global perspectives tend to be emphasized and integrated in all elements included in the mission. Several studies support the idea of how the level of institutional commitment to the internationalization can be measured through the elements of internationalization addressed in the mission statement (Ayoubi & Massoud, 2007; Barrett & Christopher, 2010; Jeffery, Katrina, & Larry, 2012).

In a comparative study of international programs between the smaller and larger institutions, the results showed that the mission of integrating international programs in

larger institutions tends to be more tailored to the fields of study whereas the smaller institutes tend to design the international programs that are more interdisciplinary (Ayoubi & Massoud, 2007). Consequently, students from larger institutes are able to establish direct relationship between the international experience and the major programs. One of the factors that enable larger institutes to design international components that are aligned with particular fields of study is due to the sufficient number of student population in each specialization. Certainly, smaller institutes have to design international programs with interdisciplinary focus to obtain the sufficient number of the students. Therefore, the size of the institute has an impact on the scope of the mission that pertains to the internationalization of the program.

Other studies also suggested that the inclusion of internationalization in the institutional mission should not be overemphasized to the extent that neglects the elements of local needs (Alozie, 2005; Mansilla & Jackson, 2011). Although the purpose of higher education institutes involves preparing students for the emerging trend of globalization, the foundation of higher education institutes also includes providing services to local community. The lack of connection between the program and local implementation will have an impact on the students' perceiving the mission of internationalization as unrealistic. The mission of internationalization should not overlook the aspects of social justice and human rights in a global society (Mansilla & Jackson, 2011). Oftentimes, the mission of the institutes overemphasize the positive elements of globalization such as the advancement of technology and the collaboration of international trade agreements while neglecting the issue of social justice and political insurgency.

Funding.

Despite the economic downturns that occur occasionally across the countries, student mobility and the growth of international higher education demands are scarcely affected (Hudzik, 2010; Schoorman, 2000). The global data sets such as UNESCO, OECD, and IDP predict that international higher education demand in 2015 will increase by 150 percent since 2000 as a result of emerging economy between nations (Kshirsagar, 2005). Consequently, the increase of competition in regards to the student enrollment management will require international higher education institutes to seek innovative policy implementations that will maximize the effectiveness while minimizing the use of limited resources (Ayoubi & Massoud, 2007; Wang, 2008). In response to the challenge of financial constraints in higher education institute, as well as, the national economic downturn, the structure of internationalization require modification to meet the students' and institutes' financial feasibility. However, structural change in internationalization may have an impact on the rigor of the program.

Although the economic recession does not affect the student demand of pursuing international education, higher education institutions have to find a compromised program structure that will also satisfy the economic needs of the students (Hudzik, 2010; John, 2010). To accomplish such mission, international higher education institutes may omit certain elements of the program that may prolong the student graduation in addition to increases the expense such as, tuition and housing. For instance, the components such as study abroad and language courses that require more time and expense from the students to gain expertise may be modified to a superficial level in order to avoid delaying time to complete a degree. Such approach may raise the question of whether the

internationalization of the curriculum in a time and cost efficient manner will be effective for the students.

Moreover, the impact of economic recession also has an impact on institutional choice of engaging internationalization (Valentin, 2001). To improve efficiency in budget allocation, higher education institutes need to prioritize their core missions. Therefore, higher education institutes needs to be cautious not to perceive the internationalization as another additional element to the institutes in order to avoid being eliminated due to the budget limitation. To avoid the exclusion of internationalization, higher education institutes need to integrate the international content into the academic core across departments instead of having the international department as a centralized unit in the institute (Hudzik, 2010). The decentralization approach has the potential to generate a rich international content as the international curriculum is tailored to the specific subject area. On the other hand, the integration of international content in certain departments may not be as affective depending on the perceived values toward internationalization that may vary in each department.

In response to numerous challenges including budgets, a complete review of the academic curricula, academic core, and governance often occur in a cyclical pattern (Courts, 2004). However, the rapid change in innovative knowledge as a result of globalization often requires higher education institutes to reduce cycle time for curricular revision. Consequently, the reduction of cyclical revision raises an issue of whether institutional governance system is responsive to such rapid change in internationalization. Moreover, the rapid cyclical revision of international curricular in the event of limited budget may discourage the institutes from implementing the latest innovations as there is

an uncertainty of having to revise the curricula in the near future due to the ongoing change.

As a result, there is a possibility that the elements of internationalization during the limited budget may become deemphasized due to the financial burdens (Hudzik, 2010). Another response to implementing internationalization with limited budget is to reduce the duplications of similar programs across institutions or to eliminate low enrollment programs in order to concentrate the allocation of budget in a more efficient manner. To resolve the issue of limited budget, international higher education institutes may seek to establish institutional partnerships with both domestic and international to offer the programs (Oleksiyenko, 2008).

Systems Theory and SWOT Analysis

Systems theory.

To analyze an institution, a researcher needs to conduct a careful investigation of the situation, definition of the problem, and search for solution strategies (Hendrickson & Tankard, 1997). Using systems theory, the researcher can perceive the institution as a rational and hierarchical system with differentiated work groups and division of labor among individuals (Warren et al., 1998). Systems theory is a concept that originated from biology, economics, and engineering which explores principles and laws that can be generalized across various systems (Potts & Hagan, 2000; Warren et al., 1998). To analyze the structure of an institution, systems theory has been commonly applied for both theoretical and practical purposes. Systems theory explains how the larger system of an institution consists of the inter-relationships and interdependence of sub-systems

(Hendrickson & Tankard, 1997). All the sub-systems share the same function of moving toward equilibrium within the larger system of an institution.

Three major systems can be applied to analyze institutions; rational, natural, and open systems (Warren et al., 1998). The first two systems are predominantly applied to decrease the uncertainty within an institution with the purpose of increasing the efficiency of the system. These two systems are often utilized by studying internal functions such as managerial strategies and leadership style. However, modern institutions are affected by external environment such as, the industry and consumers (Hendrickson & Tankard, 1997). Consequently, classifying an institution as an open system a more effective approach to understand how an organization continuously exchanges energy such as information and other resources with the environment by identifying input, throughput, and output. Input refers to the energy imported from the environment (i.e. leadership, funding, mission), throughput refers to the process by which the system responds to this energy, and output refers to the product exported to the environment as a result of the input and throughput (i.e. percentage of international student enrollment).

Therefore, input has the capacity to alert the system to the need for change, throughput the capacity to change the system from within an organization through internal reaction toward the environmental circumstances, and output the capacity to alter the environment in order to construct the system's effective functioning (Seung-Won & Kuchinke, 2005). However, input of each institution may not always include the same characteristics. The concept of "equifinality" whereby a system can reach the same goal through the application of alternative approaches was included to justify how each

institution may have different inputs affecting their internationalization efforts. Thus, identifying the more specific input factors and their overall impact will part of the outcomes of the study.

In addition to the identification of input, throughput, and output, systems may also be characterized by their degree of negentropy versus entropy (von Bertalanffy, 1968). Negentropy is the tendency of a living system to import more energy than export which allows the system to expand and develop. On the other hand, the condition of entropy characterizes how the system exports more energy than it maintains which results in the loss of vitality and organizational decay. To sustain the system operations, the use of feedback that constantly informs the system of its status and functioning can be used as an opportunity to take corrective action.

The conception of internationalizing a university requires more than successfully implementing an isolated component of the institution. Thus, the investigation of factors influencing the implementation of internationalization will focus on analyzing each of the various components while simultaneously viewing them as a part of a systemic transformation. As a result, a comprehensive model of influential factors in institutional internationalization will be developed with the application of a SWOT analysis to identify the strengths, weaknesses, opportunities, and threats in each institute.

SWOT analysis.

SWOT analysis is a structured planning method used to evaluate the strengths, weaknesses, opportunities, and threats involved in an institution (Helms & Nixon, 2010; Simeonov & Lambovska, 2012; Valentin, 2001). The origin of SWOT Analysis was from

the research conducted at Stanford Research Institute from 1960-1970. The background of SWOT analysis stemmed from the need to identify the failure of corporate planning. SWOT analysis divides sources of information into two main categories; internal and external. The internal factors influence strengths and weaknesses of the institution whereas, the external factors generate opportunities and threats to the institutions (Helms & Nixon, 2010). The analysis involves identifying the objective of the institute for the purpose of isolating the internal and external factors that contribute or constrain to the achievement of that objective. Once the SWOT analysis is performed, the institute sets achievable objectives that are appropriate to the needs of the institution.

The implementation of SWOT analysis is as simple as fill in the conventional checklists or more sophisticated depending on the institution (Simeonov & Lambovska, 2012). Despite the convenience of using conventional SWOT checklist to assess the institution, the findings tend to yield predominantly to the surface examination of the institution. To alleviate obtaining the superficial outcome, the application of resource-based SWOT analysis is suggested to focus on causal issues that enable the institute to obtain more perceptive, reliable, and actionable insights (Valentin, 2001).

Resource-based analysis enables the institutes to identify significant SWOTs and generate interactive strategies to improve the institutes (Valentin, 2001). Instead of utilizing conventional inventory to identify SWOTs that occur in the institute, resource-based SWOTs undertakes categorizing SWOTs components after the focal institutes' defensive and offensive contexts have been analyzed carefully. Defensive analysis involves the analysis of factors that may affect the competitive position of the institute such as, technological advances and tuition fees.

Defensive analysis focuses on examining strengths and weakness of an institute to identify factors influencing the institute's vulnerability to various external forces that may generate profit or competitive position to the institutes. On the other hand, offensive analysis focus on the assessment of pioneering opportunities of the organization such as, how an institute offers additional benefits that will compensate its weaknesses (i.e. how an international university from a developing country may emphasize the low cost of living expense when enrolling as compared to other institutes from developed countries). Offensive analysis consists of two phases; 1) search for opportunities that may arise from conducting outside-in or inside-out analysis, and 2) evaluate pioneering approaches to identify potential unavoidable vulnerability.

CHAPTER III: RESEARCH METHODOLOGY

Chapter three focuses on the research method that was used in this comparative study of policy analysis in regards to the area of the internationalization of institutes of higher education. This chapter describes the purpose of the study, the research design, the target population and sample, data collection procedures, and data analysis methods that was used to investigate the factors that are influential in the internationalization of three four-year universities in Southeast Asia. This study used qualitative methods to address strengths, weaknesses, opportunities, and threats implementation based on the five criteria of assessment from the Times Higher Education World University Rankings 2012-2013 (2013).

Purpose of the Study

The purpose of this study was to identify the factors that influence the equifinality of the internationalization of selected higher education institutes in Southeast Asia according to the criteria of assessment used by the Times Higher Education World University Rankings 2012-2013. Using the grounded theory approach, the researcher identified strengths, weaknesses, opportunities, and threats that pertain to the success of the internationalization of the selected institutes. The five areas of criteria assessment included: teaching, research, citations, industry income, and international outlook (Douangdy, 2012).

The internationalization of institutes of higher education shares some similar characteristics worldwide in response to the impact of globalization that forms a hybrid

society (Mansilla & Jackson, 2011). Although the missions of international institutes of higher education sharesimilar goals such as preparing students for globalization, internal and external factors may influence the internationalization of the institutes (El Semary et al., 2012; Fang & Zhou, 2010). The current research is a qualitative follow-up to the quantitative research conducted by the Times Higher Education World University Ranking 2012-2013 to identify how the selected universities display characteristics of success according to the five criteria of assessment. Moreover, the researcher also generated the analysis of the internationalization of higher education institutions based on the point of view of the selected universities the Southeast Asia. This quantitative research identified cases that could be conducted as an in-depth qualitative study to understand how and why their internationalization models were implemented.

Development of the Field Guide and Research Questions

Yin (2003) recommended researchers to develop a field guide to direct the process of data collection in case studies that identifies: the research questions to be asked, the rationale for selection of the cases for the study, the samples to be obtained, and the data to be collected. In this study, a field guide was developed from the conclusion of quantitative study of the Times Higher Education World University Ranking in year 2012-2013. The purpose of the field guide of this study was to prepare a qualitative follow-up that focuses on the universities in Southeast Asia. The goal of this study is to answer the following research questions:

1. How and why the selected international universities contain the convergent characteristics that meet the criteria of assessment according to the Times Higher Education World University Rankings 2012-2013.
2. Whether the selected three universities from Southeast Asia share any unique Rankings of 2012-2013, but contribute to the success or challenges to the internationalization characteristics that are not included by the Times Higher Education World University.

The Role of the Researcher

To construct the grounded theory of each institute, the researcher applied an open coding process for the purpose of identifying a set of important criteria derived from reviewing the primary sources of each university. Once the primary coding process was accomplished, the researcher focused on incorporating the five criteria from the Times Higher Education World University Rankings to each university for the purpose of identifying the convergence and/or divergence elements. Finally, the process of SWOT analysis will be conducted based on the information obtained from the primary and secondary coding to identify strengths, weaknesses, opportunities, and threats to the implementation of each university. The process of SWOT analysis is essential to the study as it enables the researcher to identify factors contribute to and/or constrain the internationalization of each university. Throughout the process of constructing the grounded theory, the researcher will not be participating in any field work at the location or involving any human subject to the study. Although the variables of the study will be identified once the process of coding is conducted, the potential key variables that may

have an impact on the internationalization of the chosen university according to the literature review include the area of the five components of the Kerr model, leadership, mission, and funding of the institutions.

The Research Design

The methodological paradigm in this study was based upon the grounded theory perspective originally articulated by Glasser and Struass and later revised by Corbin and Strauss (1990). This model advocates that the researcher worked from the bottom up to develop theory from observations instead of conducting the study based on existing theory. The methodological goal of the study was to examine the information contained in the following areas; 1) the universities' open access resources including web sites and strategic plans will be analyzed to develop detailed description of the institutes, 2) The open access resources in regards to higher education policies from the Ministry of Education web sites in each selected country will be analyzed to establish a connection between public policies and the selected university, 3) The strategic plans developed by the ASEAN University Network (AUN) were analyzed to identify how the selected universities fulfill the mission as part of the AUN member institutes, and 4) the strategic plans of AUN partner institution developed by the Bologna Process were analyzed to identify similarities between AUN and its partner education agency. The examination of primary sources was used as the conceptual starting point to develop an explanatory model of the internationalization of universities in Southeast Asia.

To conduct the study, the researcher used a multiple-case studies design with the intent of supporting the existing theory using qualitative analysis to construct the

grounded theory for each selected university. The purpose of using multiple case study design was to enable the researcher to answer the “how” and “why” questions within the actual contexts in multiple sites of international higher education institutes. According to Yin (2003), a multiple case study enables the researcher to explore differences within and between cases. The goal is to analyze findings across cases through coding to generate comparisons. However, the researcher selected the cases specifically in Southeast Asia region in order to predict similar results across cases or predict contrasting results that are within the same region depending on the findings.

Target Population and Sample: The Rationale

The population of the study consists of three universities within the region of Southeast Asia. The researcher used the purposeful/theoretical sampling whereby the criteria of selecting samples for the study are already predetermined to select the participants for the study. The criterion of selecting the sample of the study was based on the representation of the three stages of economic development; developed country, newly industrialized country, and developing country. This included the international institutions from the following countries; National University of Singapore, Chulalongkorn University from Thailand, and Vietnam National University, Hanoi. Using the *ex post facto* data, the researcher generated comparison of the internationalization among the three institutes that represents the three stages of economic development.

The data of the university in Singapore collected from the Times Higher Education World University Rankings was identified as an outstanding case of

internationalizing institution in Southeast Asia. Moreover, the National University of Singapore also represents an institution from a developed country. The second institution, Chulalongkorn University from Thailand, was selected to represent the newly industrialized country. Finally, the third institution, Vietnam National University, Hanoi, was selected to represent a developing country. The university selected to represent Vietnam was intentionally identified as the case that was not part of the Times Higher Education World University Ranking. The data gathered from the primary sources of the three institutes will be applied to the five criteria of assessment. A maximum variation approach was used to identify condition that purposefully differentiated the second institution from the first as well as the third from the first and second.

For instance the National University of Singapore was chosen to represent the case that meets the criteria of assessment according to the Times Higher Education World University Ranking 2012-2013 in addition to the English language being recognized as the official language of Singapore. The second and third institution from Thailand and Vietnam were selected purposefully because of the difference in demographics and the official languages that are not English. However, all three universities are the top national universities with similar population size and are part of the ASEAN University ("ASEAN University Network ", 2012).

Data Collection

The process of data collection involved the critical examination of documents from primary sources such as the university website and the white papers such as newsletters, record of speeches, and marketing materials provided by each university.

Moreover, additional data were gathered from sources such as the policy paper generated by Ministries of Education of the selected countries and policy paper from ASEAN University Network Quality Assurance. The purpose of using primary and secondary sources is to obtain information that pertains to the five criteria of assessment. The researcher was aware of the variation of definitions used to describe the characteristics of each university. As a result, the open coding process whereby the researcher analyzed the data line-by-line through the process of additive and deductive thinking was adopted for this study to identify concepts that can be sorted to the five criteria of assessment according to the World University Ranking. Once the data were gathered, the researcher developed a grounded theory that summarized and identified the cross-sectional pattern of the data from the three universities.

In this study, the researcher implemented the multiple case studies by examining the primary sources provided by the selected international universities included open access information from the universities including websites, universities' marketing materials such as brochures and videos, strategic plans, ASEAN University Network Quality Assurance white paper, and regional Ministries of Education. Following the grounded theory approach, these sources of information were used to conduct the three stages of coding: 1) the researcher conducted the primary coding process to identify the overall structure of the selected universities; 2) the researcher analyzed the data obtained from the primary coding to identify characteristics in each of the five criteria of assessment in rich detail and to guide the construction of an exploratory model explaining how the selected universities meet the standard of the Times Higher Education World University Rankings 2012-2013; and 3) finally, the researcher utilized the data from the

secondary coding to conduct SWOT analysis to identify strengths, weaknesses, opportunities, and threats to each university. Each component of SWOT analysis was presented with the support from primary and secondary sources.

Through the end of the second stage of coding, the researcher was able to generate answers for the research question of how and why the selected universities contain the convergent characteristics listed in the Times Higher Education World University Rankings. Moreover, the researcher was also able to generate part of the answers to the second research question of whether the selected universities contain any unique characteristics that are not part of the five criteria listed in the Times Higher Education World University Rankings. When the SWOT analysis was conducted in the third stage of coding, the researcher was able to generate answers for the second question regarding the success or challenges influenced by the unique characteristics of the process of internationalization.

Data Analysis

The intent of using grounded theory is to construct a new theory rather than to test the existing theory. Consequently, the purpose of the coding procedure provided the researcher with tools for analyzing the raw data in regards to interpreting the alternative meanings during the analysis of the case study (Miles, 1984). Moreover, coding increases the creativity of the data collection in addition to confirming that the process of data analysis is systematic (Fraenkel& Wallen, 2009). Once the researcher identified the themes generated from the coding process, these categories and subcategories of data were utilized to answer the questions about the internationalization of the selected

universities (i.e. teaching, research, citations, industry income, and international outlook). The type of coding used in this study was open coding. According to Strauss and Corbin (1990), open coding involves sorting the words and phrases into themes and categories created by the researcher.

The coding process was conducted in three stages. The first stage was for the purpose of gathering the general structure of each selected university. The second stage of coding was for the purpose of identifying how each selected university meets the five criteria of the Times Higher Education World University Rankings. Finally, the third stage involved identifying strengths, weaknesses, opportunities, and threats in each university. Table 2 showed an example of how the data gathered in this study were coded into five categories according to the criteria of assessment from the World University Ranking.

Table 2.

Sample Categories of Coding

Categories	Possible Data
Teaching	<ul style="list-style-type: none"> • The learning environment • Staff-to-student ratio • Doctoral to Bachelor's degree awarded by each institution • Active post-graduate community • Unique designs of subject area

Research	<ul style="list-style-type: none">• Reputation for research excellence among its peers• Research income• Research output scaled against staff numbers
Citations	<ul style="list-style-type: none">• Number of published work cited
Industry Income	<ul style="list-style-type: none">• Innovations, inventions, and consultancy to help industry
International Outlook	<ul style="list-style-type: none">• Diversity of campus: international collaboration in research projects• Research journal publication with at least one international co-author• International enrollment

Once the strengths, weaknesses, opportunities, and threats of each university were identified, the researcher developed a grounded theory to describe the analysis of phenomena. The criteria of strengths, weaknesses, opportunities, and threats were clarified once the secondary coding process was conducted as grounded theory requires the researcher to construct the theory based on the results from the coding process. The researcher identified how each of the selected universities defines or hopes to accomplish the five criteria and whether the interpretation of each university was similar or different from one another. Moreover, the researcher provided clarification and recommendations as the additional themes were identified after the coding process. Figure 1 shows the structure of the analysis of this study based on the application of grounded theory and coding process.

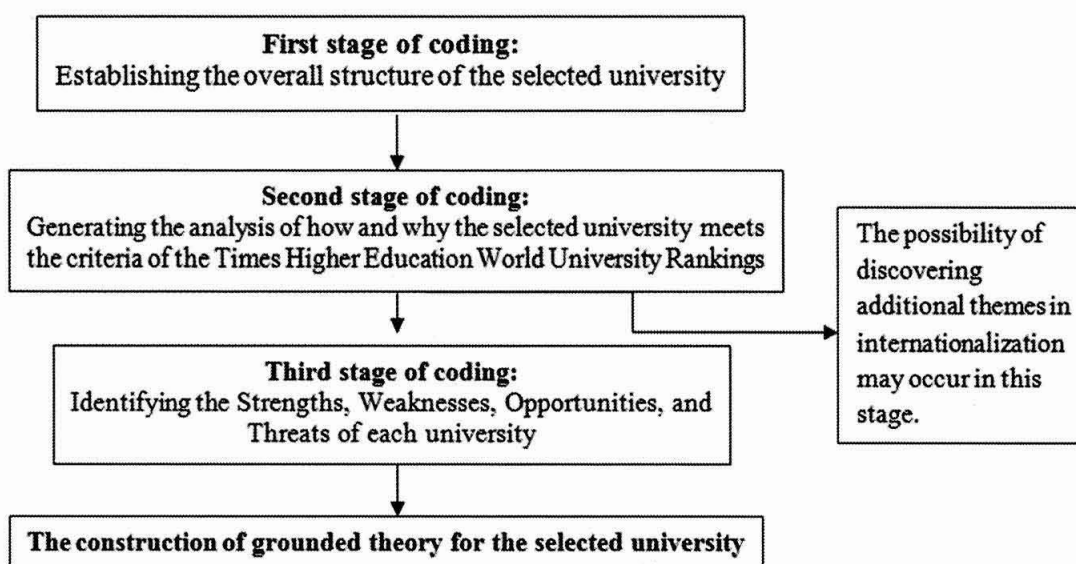


Figure 2. Structural Analysis for each Selected University based on the Application of Grounded Theory.

Triangulation

Validity and reliability of qualitative research often addressed issues of trustworthiness pertaining to credibility, accuracy, transferability, dependability, and confirmability (Fraenkel & Wallen, 2009). However, Holosko (2006) emphasizes the need for rigor in all kinds of research in addition to identifying the weaknesses of each design. The following strategies will be utilized in this study for the purpose of addressing credibility, accuracy, transferability, dependability, and confirmability.

To increase the level of trustworthiness, the data collection involved the process of triangulation. In this study, the data was gathered from a variety of secondary sources such as peer reviewed articles reflecting the selected universities and the higher education structures of the selected countries. The various sources of information were used to

confirm, in other words, triangulate the validity of the study. Moreover, the researcher addressed the credibility of the study by applying the constant comparative method whereby the findings from different stages of coding were utilized to generate a comparison to those in the literature review with each other. The researcher's intention to include different stages of coding provided a richer, more multilayered data set to conduct analysis. Consequently, the constant comparative method increased the credibility and therefore, confirmed the trustworthiness of the study. Moreover, the researcher also increased the credibility of the study through the use of direct quotations from the primary sources to support the findings from the coding process. Furthermore, secondary sources were also utilized to generate explanations that supported the credibility of the findings.

To address transferability, the researcher included several of the data analysis documents used to generate the answer to the research question in the Appendix section. The complete set of data analysis from the coding process will be recorded electronically and will be available upon request. The access to the complete set of data analysis will enable other researchers to transfer the conclusion of this study to other cases, or to replicate the study as closely as possible to the procedure of this study. Moreover, the study used a multiple case studies design with purposeful sampling to expand the range of situations to which the result may be applied to increase the transferability. Finally, to strengthen the dependability and confirmability, the researchers also relied on an audit of the research methods by the dissertation advisor, chair, and committee members.

Researcher's Role and Ethical Concern

This study was conducted through the paradigm of interpretivist paradigm whereby the researcher held the belief of how reality is constructed through the meanings and understandings that are developed socially and experimentally. Following the relativist ontology, the researcher adopted naturalistic approach to construct meaningful reality of the internationalization of higher education institutes in Southeast Asia through observation and analysis of the existing primary sources from the selected universities. As a result, the researcher constructed grounded theory that is based on the reality perceived by the selected universities. The findings from the studies were perceived through the lens of subjective epistemology whereby the researcher's value is inseparable from the studies.

The researcher held the role as peripheral member of the study whereby the researcher did not participate in the core activities of the selected samples. The researcher only focused on conducting a line-by-line and axial coding to generate the grounded theory to explain why and how the selected universities met the criteria of the Times Higher Education World University Rankings. Following the transactional epistemology, the researcher applied the expertise of cultural background and cultural identity to generate the realities of the internationalization of universities in Southeast Asia based on the perceptions constructed by the three selected universities. However, the researcher's cultural background may also generate bias in the analysis due to the researcher's selective perceptions towards the selected universities. Moreover, the generalizability of this research was limited to Southeast Asia region due to the nature of the methodology that focuses only on the qualitative data obtained from each university and the ASEAN University Network.

Despite the limitations of the studies, the researcher increased the validity of the study by seeking alternative explanation from secondary sources to support the findings constructed by the researcher. The findings or knowledge from this study will be treated as an investigation process whereby conflicting interpretations and supporting dialogues may be negotiated among the members of the community.

CHAPTER IV: RESULTS

Analysis of the Process of Internationalization of Higher Institutions in Southeast Asia

The present chapter aims to achieve the goal of analyzing and describing the process of internationalizing higher education institutions in Southeast Asia. As previously mentioned in the methodology section, the goal of this research is to be achieved through the qualitative analysis namely grounded theory. White papers from various sources such as the ASEAN University Network website, ministries of education, government policies, and the selected university documents were coded and analyzed to develop descriptive findings regarding the internationalization of higher education in Southeast Asia. This chapter consists of two sections: the first section described the categories, concepts, and dimensions derived from the process of coding and the second section demonstrated the SWOT analysis of each university.

All the select universities recognized the significance of the following categories to have an impact on the process of internationalization: international outlook, campus, stakeholders, curriculum design, research output, and, international collaboration. The interactions among these categories lead to the better understanding of the process of internationalization among the three universities. Depending on the governance of the administrators and the amount of funding, the process of internationalization varies across the three universities. The following diagram (Figure 2) displays the interactions among the main categories identified by the process of coding.

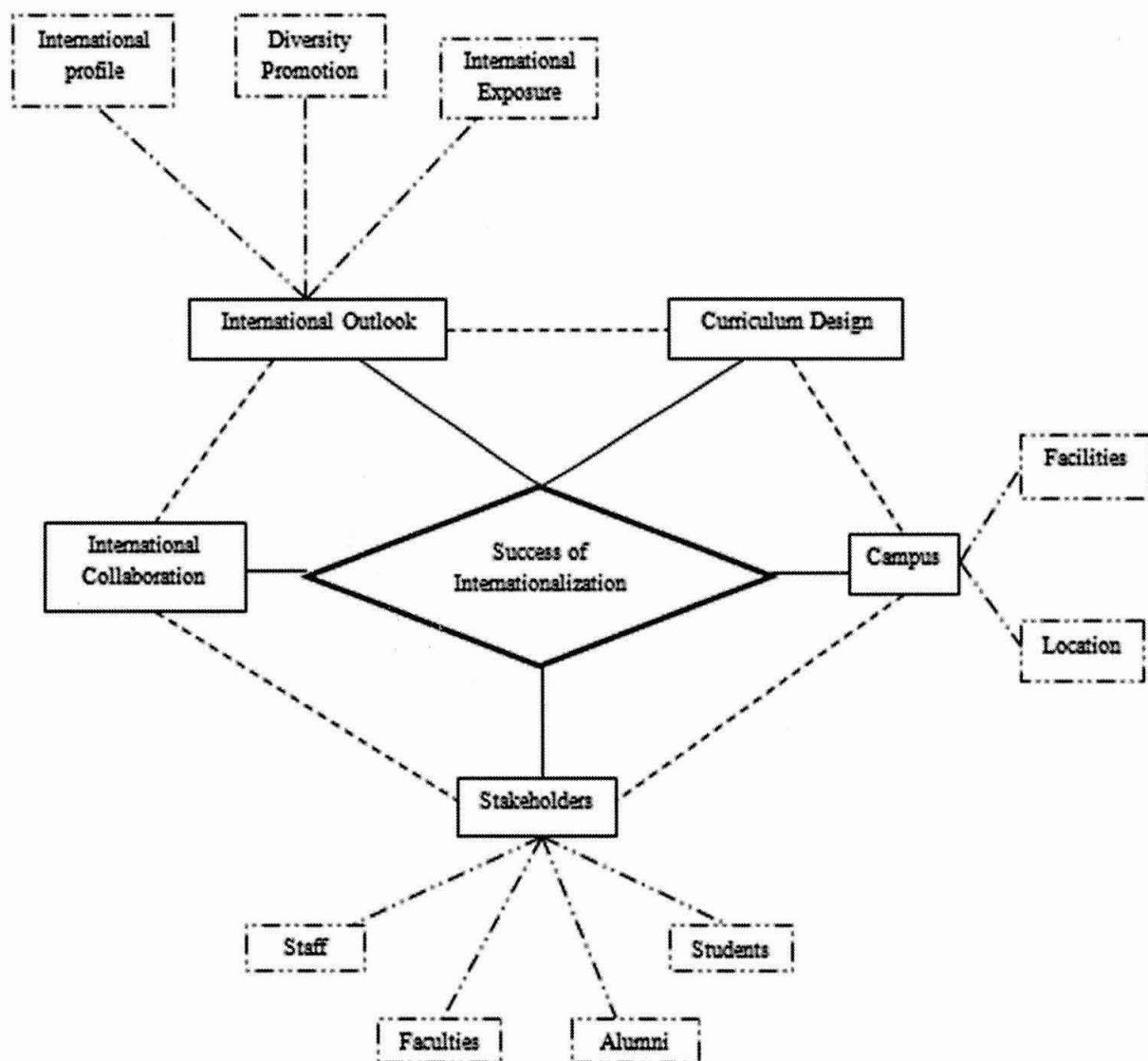


Figure 2. The Structure of the Internationalization Process in Southeast Asia

International Outlook

One of the most essential tasks to enhance the international profile of the university is to measure the degree of international outlook. The category of international

outlook consists of concepts that describe the profile of the university, namely “diversity profile”, the actual daily integration, namely “diversity promotion”, and the degree of international experience namely “international exposure” (CU, 2012, 2013f, 2013n; ISVNU, 2013e; NUS, 2012c, 2013k; VNU, 2013a, 2013i).



Figure 3. Concepts and Dimensions of the International Outlook across the Three Universities

Diversity profile.

The concept used to describe the diversity profile of the university such as “students and faculties’ race and ethnicities” can be measured through the dimension of “distance from their home countries” and “the ratio of domestic and international faculties and students” (CU, 2010, 2013f, 2013n; ISVNU, 2013c; NUS, 2013e, 2013f, 2013g; VNU, 2013c, 2013h). Based on the dimension of such concept, the international outlook of the university can be classified as multiracial, multicultural, or multilingual. The importance of campus diversity is essential to the process of internationalization as the website of NUS clearly states, “NUS constantly identifies key sources for recruitment of both undergraduate and graduate students from a diverse range of countries, deploying targeted approaches that recognize different strengths in different countries.(NUS, 2013e, p. Para 1)”. The previous passage connects the relationship between diversity and strengths that can be contributed to the university. Another example that supports the significance of campus diversity on the process of internationalization is how Chulalongkorn University (CU) describes their international students in the following context: “The 97 exchange students are from 42 universities in USA, UK, Canada, France, Germany, Italy, Switzerland, Netherlands, Sweden, Norway, Finland, Australia, Japan, Singapore and Taiwan.(CU, 2012, para 1)”. Based on the description, the common characteristic shared among the exchange students is the level of economic development in their home country. Moreover, another statement made by NUS also supports the dimension of campus diversity: “...home of the cosmopolitan community, NUS becomes home of over 30,000 students from 100 countries...students, researchers, and faculties

come from all over the world to learn, explore, interact, sharing and exchanging ideas from different perspectives”(NUS, 2008).

The aforementioned passage showed the relationship between student diversity and the process of generating comparative discussion that contributes to learning.

Diversity promotion.

Another concept used to describe the category of international outlook at a more profound level is “diversity promotion” (CU, 2010, 2012, 2013m; NUS, 2008, 2012c, 2013f; VNU, 2013c, 2013h, 2013i). The concept diversity promotion focuses on measuring to what extends the university supports or encourages cross-cultural interactions among the stakeholders within the university campus on a daily basis. To measure the concept of “diversity promotion”, several dimensions were revealed from the data analysis such as the timeline of training, frequency of training, duration of training, and the degree of diversity promotion on campus that ranges from awareness, understanding, to applying. All the three selected university display the dimensions of diversity promotion in various degrees within the same university. For instance, VNU News and Events announces the Vietnam-Taiwan Cultural Exchange 2013 whereby the task during the exchange event was described as the following:

The program was opened with a music performance by, VNU students: the folk songs of Quan Ho genre, pervaded with the breath of youth and spring. On behalf of VNU, Assoc.Prof.Dr. Nguyễn Kim Sơn expressed his honor and pleasure to welcome distinguished guests and artists from Taiwan at the cultural exchange program carrying the message of “Exchanges and promoting friendship

through singing”. The emotional music performance from Taiwanese artists at the event was like a greeting, a message from the Taiwanese soul, a great spiritual gift presented to Taiwanese entrepreneurs in Vietnam and VNU as well.

(VNU, 2013i, para 2)

The previous passage illustrates the degree of diversity promotion at the level of awareness whereby both countries introduce their cultures through traditional performances and superficial greeting dialogues. Both the visitors and the host university were given the opportunity to present their culture to each other. Another example of diversity promotion at the awareness level was also found in CU Faculty of Commerce and Accountancy’s newsletter announcing the organization of “welcome party” as an opportunity to introduce the Thai culture to the international students through traditional performances (CU, 2012). Such example reflects the degree of diversity promotion at the level of “awareness” whereby both the host university and the exchange students introduced their cultures at the superficial level through cultural performances on the stage and greetings. Although both the previous passages from VNU and CU illustrated the examples of diversity promotion at the awareness level, the previous passage described the degree of awareness from CU to be one sided as the reciprocal interactions from the international students were not included as the example provided by VNU.

Nevertheless, the degree of diversity promotion offered by the same university can shift to a more sophisticated level, namely applying. In the CU announcement of ASEAN Youth Exchange Program 2013, the purpose of the exchange program stated “...During eleven days’ exchange, students will be learning about ASEAN in areas related

to the three intertwined pillars – political-security, economic and socio-cultural pillars through various activities prepared by Chulalongkorn University. The program aims to promote greater awareness about the establishment of ASEAN Community and enhance the participation as well as integration of ASEAN youth to achieve the goal of ASEAN as “One Vision, One Identity, One Community” in order to ensure genuine people-centered, durable peace and shared prosperity of the region” (CU, 2013d, p. 1). The previous passage clearly shows how the degree of diversity promotion is more sophisticated than learning about cultures through the welcome party with traditional performances. Thus, the success of student involvement in this exchange program will require substantial background knowledge and understanding toward cultural diversity and historical background of the region in order to generate meaningful participation through the application of knowledge and skills.

The significance of diversity promotion was also presented in the section of Global Students of NUS. The passage demonstrated multiple dimensions of diversity promotion by stating “NUS ensures that these students have a positive global experience at NUS through strong pastoral care and integration programmes. The International Student Services (ISS), a division within the NUS Office of Student Affairs, provides a wide range of services to the international and exchange students who study at NUS. Assistance and support are provided throughout the students' course of study to help them adjust to living in Singapore and studying in NUS. Some of the key services and programmes include "Pre-Arrival Services and Orientation Sessions", "Host Family Programme" and "Cross-Cultural Awareness Programmes". The International Relations Office also organises welcome and farewell parties for inbound exchange students in

order for them to form friendships with students from other universities and meet with their Peer Advisers.” (NUS, 2013e, para 1).

International exposure.

The category “international exposure” refers to the international experience the students obtain from outside of the country. The degree of international exposure among students enrolled in the program is measured through the dimension of: the distance between the university and the place where students cultivate their international experience, the degree of the internationalization or localization of experiences, the duration of international exposure, the type of experience ranging from classroom to external environment, and the complexity of international exposure that ranges from awareness, learning, understanding, and applying (CU, 2012, 2013i, 2013p; ISVNU, 2013e; NUS, 2008, 2011b, 2013e, 2013g; VNU, 2012, 2013c). The dimension of “international exposure” is essential to the success of the internationalization process as NUS International Relation Office (IRO) stated “your overseas experience is an investment in your future and it requires careful planning, management, and commitment. Underlining this importance, NUS believes that all students should have the opportunity to participate in our programmes for your overseas experience...” (NUS, 2013f, para 2). The faculty of commerce in Chulalongkorn University also supports the importance of international exposure as stated in their newsletter: “The 4th year accounting major students have the opportunities to visit Osaka, Kyoto and Kobe on March 23-28, 2013. This trip provides a chance for students to visit important business enterprises in order to broaden their international business outlook and experience a wide variety of cross-cultural discoveries and relationships.” (CU, 2013a, para 1).

Campus

Another category that emerged from the process of internationalization was “campus”. The in-vivo coding of the three universities found the relationship between promoting the internationalization and the emphasis on the university campus. Two main concepts that arose in relation to “campus” were “facilities” and “location” (ISVNU, 2013b, 2013d; NUS, 2008, 2011b, 2012c, 2013a; VNU, 2012). The dimensions of each concept were described on the following figure (Figure 4):

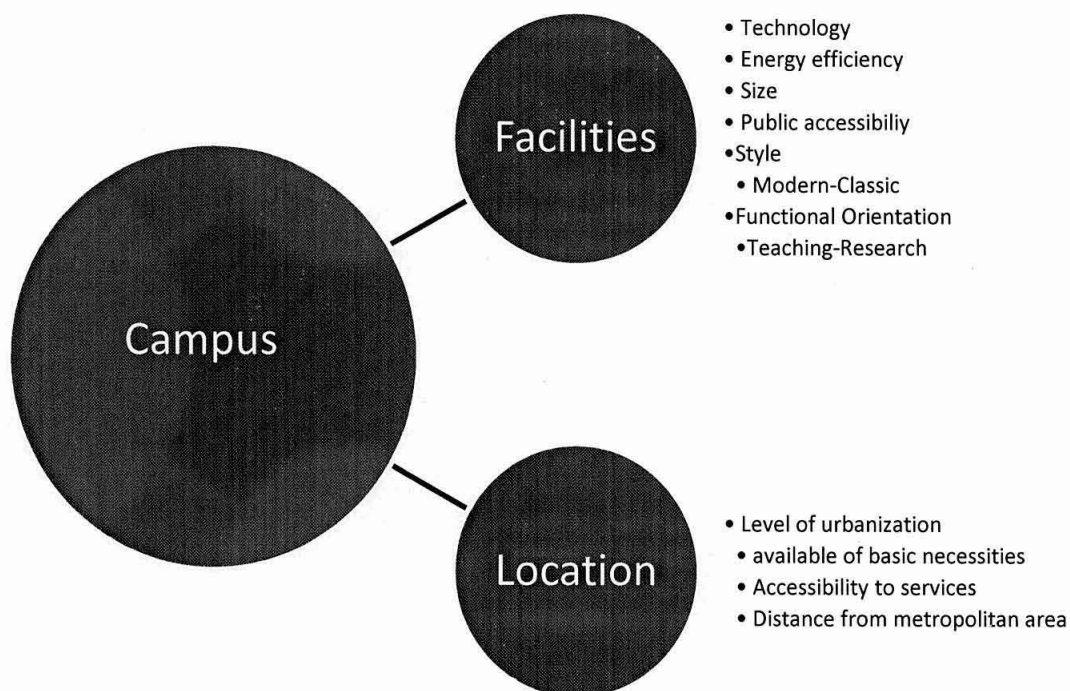


Figure 4. Concepts and Dimensions of Campus for the Internationalization

Process of the three Universities

Facilities.

The concept “facilities” was identified throughout the three universities particularly in the description regarding the learning environment (CU, 2013n; NUS, 2008, 2012b, 2013a). The relationship of the facilities and the success of the internationalization process was clearly stated by VNU: “The university is committed to investing in people and infrastructure, and creating a good environment for scientific and technological research” (VNU, 2012, p. 31) The dimensions namely technology, energy efficiency, size, styles ranging from classical to modern, public access, and functional orientation regarding teaching to research continuum were identified throughout the process of in-vivo coding. The term “the state of the art” was often found throughout the documents of the three universities when describing the facilities on campus (CU, 2010, 2013e, 2013n; ISVNU, 2013d; NUS, 2008, 2010a, 2011b, 2012c; VNU, 2013d). The emphasis on the facilities was found to be a proper mean to pursue the international recognition as NUS information regarding campus life stated “NUS is vitally connected to the global knowledge community with its state-of-the-art IT infrastructure and high-speed network. The University is also well-equipped with a wide range of teaching and learning resources and facilities, as well as comprehensive student support services” (NUS, 2013a, para 1). The connection of facilities and the process of internationalization was also made clear by the document from the VNU describing the highlights of physical facilities of the campus that include “WIFI systems in all the classrooms that allow students to access the Internet quickly, computer rooms with high speed PCs and high speed Internet connections (24 Mbps), and multi-functional classrooms with sound system, Internet-connected PCs, projectors, slide screens and other audio-visual

aids.”(ISVNU, 2013d, para1). The CU marketing video also showed the significance of the facilities on the process of internationalization by stating “Despite being the oldest university in Thailand, Chulalongkorn University provides the most updated knowledge in technology; there are plenty of excellent laboratories which are well equipped and ready for research in areas such as nanotechnology and molecular technology. It is to become a gate that connects students to the world of learning, innovations, and that will complete student life with knowledge and happiness...” (CU, 2010). The previous passages from the three universities demonstrated the strong relationship between the availability of technology and the success of the process of internationalization. Moreover, CU Faculty of Arts and Humanities also displays the dimension of style and public access through the following statement: "In addition, the university offers a beautiful environment for learning. Among the many impressive facilities and buildings that stand out are the Mahachulalongkorn Building with its traditional Thai architecture, the Language Institute, faculty libraries, university museums and galleries and numerous modern academic buildings that while meeting the highest international standards retain their Thai identity"(CU, 2013k, para 4).

Location.

Another concept that the three universities claimed to influence the success of the internationalization process is the location of the campus (ISVNU, 2013d; NUS, 2009, 2012c; VNU, 2012). The concept of location contains several dimensions and thus enriching the description of the process of internationalizing each university. One of the dimensions used to describe the location that supports the process of internationalization was the “urbanization” of the area where the university is located as measured by several

properties including the availability of basic necessities, distance from metropolitan area, mobility and accessibility of public transportation, and/or unemployment rate. The significance of location was apparent in CU marketing video stating “Located among the skyscrapers in Bangkok, Thailand’s economic center and one of Asia’s largest capital cities, there is a prestigious education institution build on the peaceful area over 456 acres. For almost a century, Chulalongkorn University has produced top quality students for the country and the world...Chulalongkorn University is located amongst the most popular shopping complexes in the world” (CU, 2010). VNU also emphasized the fact that the campus is located in an urban area by stating “With the main campus located in Hacinco Student Village, IS-VNU students can access various services quickly and easily: dormitory and surrounding rental houses; students’ canteen, fast food shops; sports center with football fields, a badminton court, and a volley ball court, post office, banks and ATMs, bus stops, gas stations and vehicle parks, shopping and recreation centers: Big C Supermarket, The Garden Trade Centre, My Dinh National Stadium, International Convention Center, and National Cinema Centre.” (ISVNU, 2013b, para1). Moreover, NUS also emphasize the urbanization of the area where the campus is located by stating “People from all over Asia were drawn to Singapore, an important shipping port and bustling metropolis at the crossroads of Asia. Singapore’s rich history and diversity, coupled with its strategic location in the heart of Asia, have shaped NUS’ growth over the last 100 years” (NUS, 2012c, p. 1).

Stakeholders

The category “stakeholders” in this analysis were identified as faculties, students, alumni, and administrators (CU, 2010, 2013o, 2013r, 2013v; NUS, 2008, 2011b, 2012b,

2013e; VNU, 2012, 2013f, 2013g, 2013h). The relationship between the success of the internationalization process and the assets of the stakeholders was clearly stated by President Tan ChorhChuan of the National University of Singapore (NUS): “As you read through this report, I hope you will share my pride at how much process we have made, the result of the collective effort of our students, faculty, staff, alumni, and friends” (NUS, 2011b, p. 1). The category namely the stakeholders consist of the interrelation between the assets of staff, students, alumni, and faculty. The following coding process demonstrated the dimension namely the degree of empowerment in each stakeholder (Figure 5).

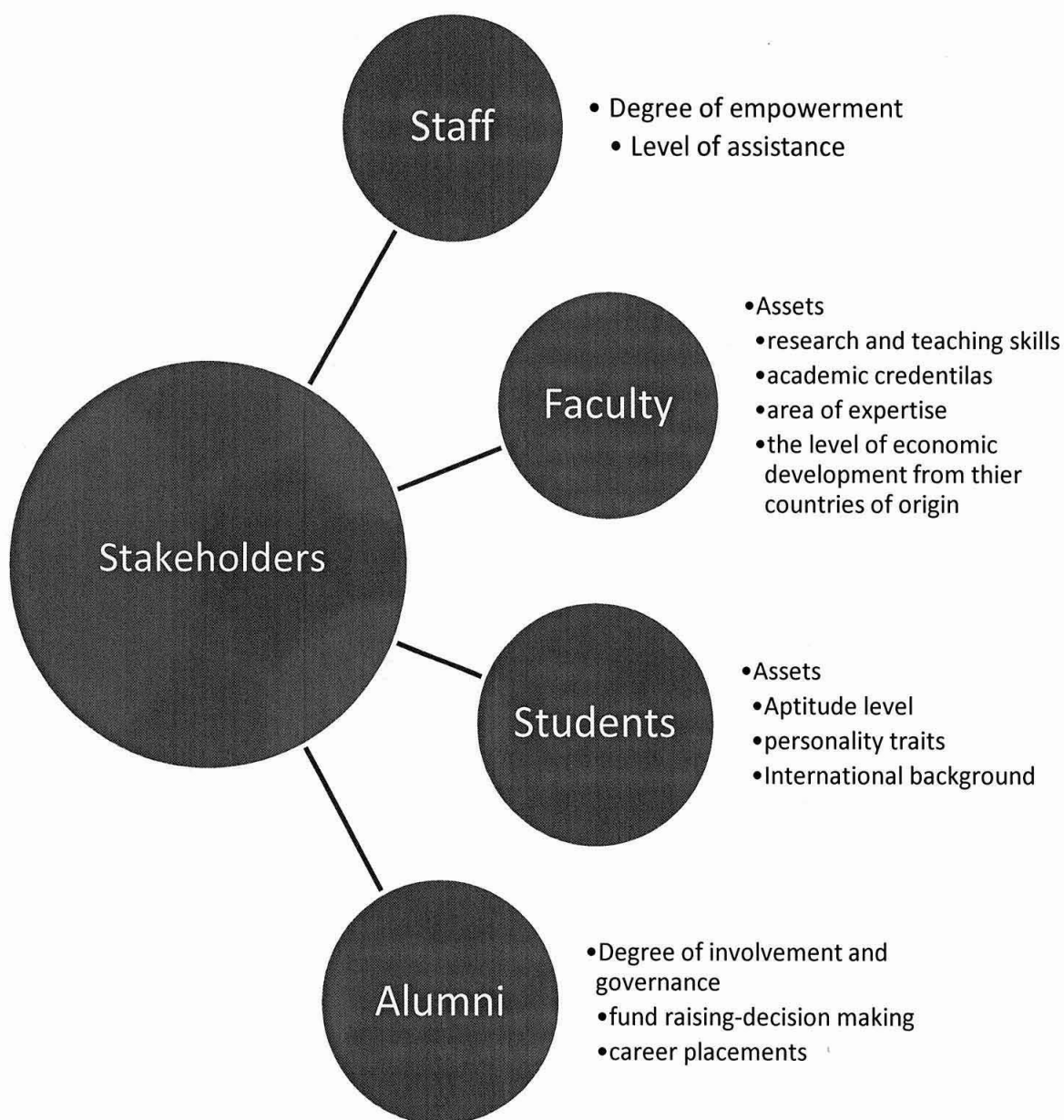


Figure 5. Concepts and Dimensions of the Stakeholders who involve with the Process of Internationalization of the three Universities

Staff.

The concept “staff” describes the relationship between the success of internationalization process and the assistance contributed by the staff members. The operational term of “staff” in this study includes all the supporting administrative

positions below the positions of faculty members and deans. The dimension for describing the assistive role of the staff is the degree of empowerment toward the policy implementation. The coding process demonstrated all three universities give importance to the relationship of staff assistance and the success of the internationalization process (Chuan, 2010; CU, 2013o, 2013p, 2013r; NUS, 2010a, 2012a, 2012b, 2013j; VNU, 2012, 2013f, 2013g). However, each university showed various degree of empowerment among the role of the staff that ranges from leading, assisting, to indirectly supporting the policy implementation process. An example of the relationship between the success of internationalization process and the role of the staff was illustrated in VNU document explaining the responsibilities of VNU staff are “to manage, monitor and evaluate the effectiveness of projects of Vietnam national University, Hanoi.” (VNU, 2012, p. 97). The passage showed how the process of internationalization is influenced by the high level of empowerment regarding the role of the staff that holds leadership and responsibilities in evaluating the policy implementation.

Another passage demonstrated the relationship between the role of the staff and the success of the internationalization process was stated by NUS' President Tan ChorhChuan: “To become a leading global university, NUS' administrative system must be world class, and support and drive our academic enterprise...The programme launched by the Office of Quality Management (OQM) in 2008 has helped our University reduce its operating costs by improving productivity and cutting down on waste...enabling the savings to be channeled to priority areas such as increasing financial aid for students, and providing quality education and research”(Chuan, 2010, p. 1). The previous passage illustrated the lower level of empowerment compared to the role of staff in VNU. The

President of NUS recognized the role of staff as having indirect impact on the success of the internationalization by emphasizing the staff's contribution of the concept namely "efficiency" that enables the university to prioritize the funding to the academic area.

The dimension namely the degree of empowerment of the staff toward the process of internationalization was also demonstrated in CU Office of International Affairs document describing "The Office of International Affairs was set up to develop and prepare academic readiness among personnel and students so as to enable them to keep abreast of academic development, and to communicate effectively on an international level and to restructure work in international relations in order to accommodate activities for teaching staff and international students attending courses in Chulalongkorn University."(CU, 2013p, para 2). The previous passage demonstrated the degree of empowerment in CU staff at the Office of International Affairs to be similar to the description from NUS. The passage from CU Office of International Affairs clearly confirmed the degree of empowerment to be assistive rather than leading the process of internationalization through the in-vivo code "accommodate".

Students.

The concept namely "students" explains the relationship between the success of the internationalization process and the assets contributed by this stakeholder. The dimension for describing the function of the students is the degree of aptitude that contributes to the success of the university. The importance of student's aptitude and achievement was clearly emphasized by the international school of VNU by stating "VNU-IS welcomes all those with high determination, courage and dreams to study and

create with the world. Every year, the International School - VNU conduct undergraduate and graduate enrollment through evaluation on academic performance. To train talent and encourage gifted students, every year VNU-IS provides a wide range of scholarships for students with great academic achievements. Moreover, students also have chances to apply for scholarships granted by foreign partner universities.”(ISVNU, 2013a, para 1). The previous passage emphasizes the significance of students’ outstanding performance as an important asset for the university. The in-vivo code “high determination”, “courage”, and “dreams” describes how VNU not only aims to improve the students through learning experience but also to seek students with such assets prior to the enrollment to increase the possibility to succeed in the process of internationalization.

Faculty.

The three universities describe the stakeholder namely “faculty” as an important factor contributes to the success of the internationalization process (CU, 2010, 2013b, 2013i, 2013v; ISVNU, 2013c, 2013e; NUS, 2008, 2012c, 2013d, 2013j; VNU, 2012). The dimensions for the concept “faculty” consist of research and teaching skills, academic credentials, area of expertise, and the level of economic development from their countries of origin. The dimensions of faculty are clearly described in the passage from VNU as the following: “VNU-IS has a contingent of highly qualified staff, good at foreign languages and experienced in teaching and research. Incessantly crystallizing the essence of an international education, the devoted faculty coming from different countries always create the most favorable conditions for students to overcome all challenges.”(ISVNU, 2013c, para 2). The previous passage describe the in-vivo code of “highly qualified staff” through the property of area of expertise, teaching and research

skills, and the diverse countries of origin. The passage from NUS also displays the dimension of the concept “faculty” by stating “As a leading global university, NUS strives to have world-class faculty in strategic academic areas, as well as special expertise in relation to China, India, and other parts of Asia. The faculty in NUS are drawn from Singapore and the best centres around the world.” (NUS, 2013d, para 1). The passage describes the dimension of the faculty through the property of area of expertise, and the level economic development of the countries of origin. Another passage from NUS describes other dimensions of faculty namely academic credentials as the following: “With a strong faculty, globally recognised degrees, and rigorous multidisciplinary degree programmes, NUS is a highly regarded institution that balances a good measure of in-class teaching and out-of-class activities with a slew of academic programmes conducted locally and overseas.” (NUS, 2013j, p. 16). The dimension of the faculty was also illustrated in CU Faculty of Economics marketing material particularly in the area of expertise of the faculty. CU describes the contribution of the faculty toward the process of internationalization as “Visiting international professors with impressive expertise and experience have been invited to conduct lectures and bring their area of expertise and updated knowledge to strengthen students' caliber”(CU, 2013v, para 1). Moreover, CU also supports the importance of diverse background of the international faculty by stating “Foreign professors are continually invited to teach and give lectures, serve as thesis and dissertation advisors as well as academic consultants to provide added opportunity for both students, researchers and faculty members to expand their knowledge and develop their skills.” (CU, 2013i, para 3).

Alumni.

The importance of the stakeholder's asset namely alumni can be interpreted through the dimension of the degree of involvement and governance ranging from fund raising to decision making. The significance of alumni's financial contribution was emphasized in CU: "The Chula Alumni Association has thus become an important organization in promoting and assisting all Chulalongkorn students, past and present. The Alumni Association is also committed to aiding Thai society and so organizes a number of activities, for example, to raise scholarship funds as well as promote education" (CU, 2013h, para 1). The passage showed the success of internationalization process is indirectly influenced by the financial support from the Alumni that has an impact on the academic development. The significance of alumni contribution is also included in NUS to the extents of career placements and international experience for current students. The contribution of NUS alumni was described as the following:

The NUS Alumni Office engages 210,000 alumni who live in 100 countries. Ten percent of our alumni are working and living overseas and these overseas alumni have been an invaluable resource, facilitating overseas internships, student exchanges and home-stays for NUS students. They have contributed greatly by initiating inter-university collaboration and providing mentorship opportunities for their juniors...The International Alumni Centre (IAC), located in NUS, provides the opportunity and facilities for international alumni to build bonds, renew ties and network with their local counterparts and enhance the strong relationships between international alumni and their alma mater. NUS will continue to engage both local & overseas-based alumni actively

to help develop the NUS global profile and programmes and also involve them in student recruitment & endowment building.

(NUS, 2013c, para 1&3).

The VNU Hanoi School of Business also includes the significance of alumni contribution as part of the success of the internationalization process. The marketing material of the Hanoi School of Business emphasizes the importance of alumni toward the success of current students through the following statement: “Participating in HSB training courses, you get an opportunity to meet with the top notch of Vietnamese business, they would be your Alumni or class fellows. HSB alumni consists of thousands of Graduates. You would come across them in various walks of life as heads and leaders of various enterprises and institutions.”(VNU, 2013a, para 1).

Curriculum Design

The category “curriculum design” describes the relationship between the process of internationalization and the quality of instructional content (CU, 2010, 2013e, 2013s; ISVNU, 2013e; NUS, 2011b, 2012c, 2013j; VNU, 2012, 2013g). Curriculum design plays an important role in the students’ ability to apply their learning in the real-life situation as the CU Faculty of Architecture stated: “The world constantly changes, with unforeseeable developments in geo-politics, world economy, global climate, and rapid advancement in technology, our students must be prepared to face unpredictable future. While a four-year Bachelor of Science in Architecture provides students with the fundamental discourse in architecture, our program is designed to encourage students to

connect their own dots and confidently venture into the uncharted territories.”(CU, 2013s, para 3). Another passage from NUS also describe the significance of curriculum design and the process of internationalization as the following: “NUS' education is defined by its rigor and differentiated by its distinctive global programs which aim to develop students into global citizens with an understanding of the multiplicities and complexities of the world, who appreciate and have empathy for others and their lives, and realize and celebrate the benefits of diversity and difference. This global citizenship is currently developed in two ways. First, using the curriculum and co-curriculum as a means of "internationalization-at-home", students' international, intercultural and comparative perspectives and understanding of the world can be enhanced through what they learn in-situ. Second, by creating opportunities for students to gain global experience through both formal and informal learning opportunities such as overseas attachments and educational programs, NUS can contribute to the cultivation of global citizens.”(NUS, 2013e, para 1). The dimensions of curriculum design were described in figure 6 through the grounded theory built from the coding process.

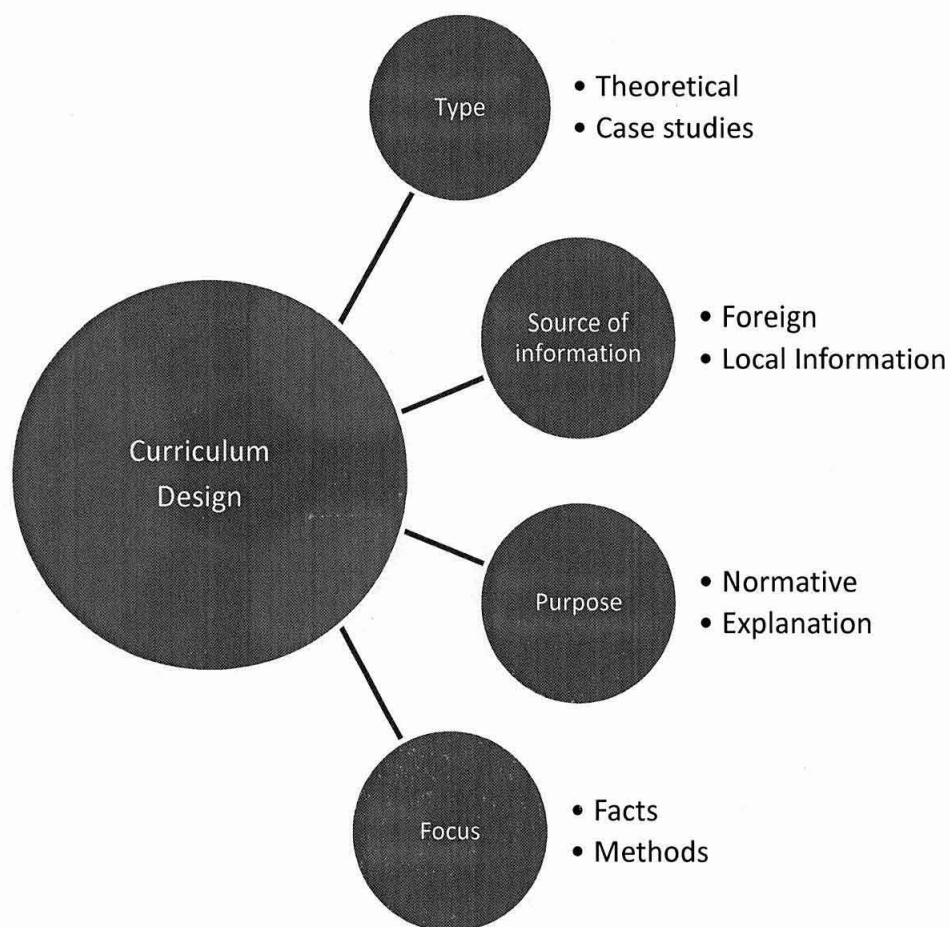


Figure 6. Dimensions of Curriculum Design throughout the three Universities

The significance of curriculum design can be interpreted through the following concepts: 1) The type of the curriculum with the dimension that describes how the curriculum balances the emphasis between theoretical background and the application of the concepts, 2) The source of information with the dimension that explains how the curriculum infuse the international information to generate intercultural and comparative perspectives of analysis, 3) the purpose of the curriculum with the dimension that identifies whether the curriculum design focus on presenting the ideology or explaining the current characteristics of the concepts, and 4) the focus of the curriculum with the dimension of facts vs. methods that explains how the curriculum design focus on

presenting facts or teaching the methods for solving problems(CU, 2013i, 2013k, 2013u; ISVNU, 2013e; NUS, 2010a, 2012c, 2013b; VNU, 2012, 2013b).

The dimensions of curriculum design and the process of internationalization was described in the marketing material of VNU University of Social Sciences and Humanities. The mission of the program is “to be the learning center to pass on knowledge and education qualified human resource in social science and humanities in service of national construction and development”(VNU, 2012, p. 33). The in-vivo code “service” reveals the dimension of application as part of the property of VNU’s curriculum design. Moreover, VNU University of Social Sciences also provides the scope of research and application ranging from theoretical to case studies. The dimensions of VNU curriculum design described how VNU research aims to “study on theoretical issues for related solutions and in order to establish firm theoretical bases for disciplinary development”(VNU, 2012, p. 34) and to focus on case studies by “zooming on the specific development path of Vietnam, processing of unification and struggle for national independence: majoring state and party’s policies, achievements and lessons gained from “Doimoi,...” (VNU, 2012, p. 34).

Research Output

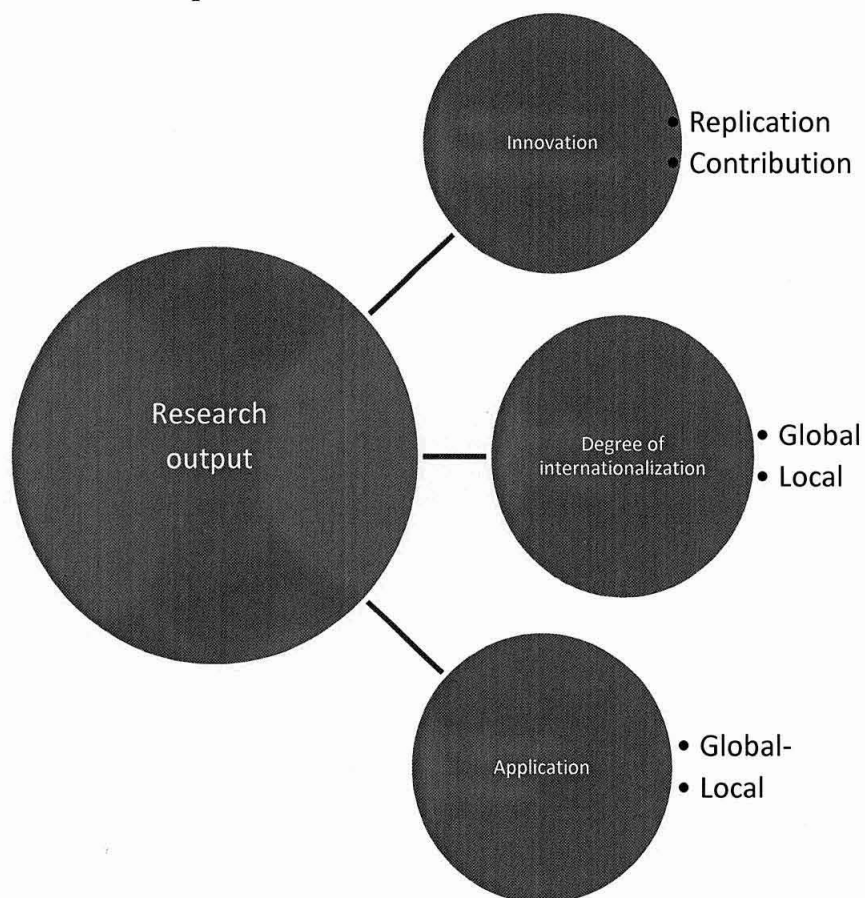


Figure 7. Concepts and Dimensions of Research Output throughout the three Universities

The category “research output” explains the relationship between the research findings and the process of internationalization. The passage from CU Research Highlight supports the idea by stating how “Chulalongkorn realizes how important research can be, particularly now, at international levels. It has become vital for the development of students and faculty as it contributes to expanding their knowledge and understanding, which will lead to their acceptance by peers, colleagues and institutions around the globe. Therefore, the university encourages and supports research and academic studies within the university as well as in cooperation with foreign institutions.

Foreign researchers and faculty are also invited to conduct projects, teach and advise so that all can benefit.”(CU, 2013u, para 1&2). Several concepts that describe the category namely research output are identified through the process of coding including the innovation, the degree of internationalization, and the application (CU, 2009, 2013i, 2013u; ISVNU, 2013c; NUS, 2011a, 2012b, 2013j; VNU, 2012, 2013g). The importance of research output was emphasized in VNU’s description of University of Social Sciences and Humanities that “Research should be not only ideological but also applicable to the current situation of Vietnam’s society” and that the university aims to “conduct research projects to clarify historical, cultural, social characteristic, and natural, environmental and ecological condition to promote regional and inter-regional research...” (VNU, 2012, p. 34) and “To conduct training and research activities in foreign languages according to international standards on the basis of fundamental science and technology, thus contributing to advanced technology transfer and offering scientific services, producing highly qualified human resources for the country’s socio-economic development.” (ISVNU, 2013e, para 1). The previous passage clearly describes how VNU research findings support the process of internationalization by focusing on sharing the research insights regarding the applications and the findings at the local level to partner institutions in the future. The in-vivo code “foreign languages” supports the intention to seek international recognition regarding the research findings.

Moreover, CU also recognizes the importance of the research output and the process of internationalization by stating “Chulalongkorn has also established the Social Research Institute, Population Studies Institute, Environmental Research Institute and Sasin Graduate Institute of Business Administration where research is conducted for the

benefit of society and students are trained through these guided studies.” (CU, 2013l, para 3). The significance of research output is also illustrated in NUS document stating “Our strategy is to focus on high-level research over a broad base from which several peaks of excellence naturally arise. We string to strengthen research impact by tapping into synergies across boundaries.” (NUS, 2012c, p. 4).

International Collaboration

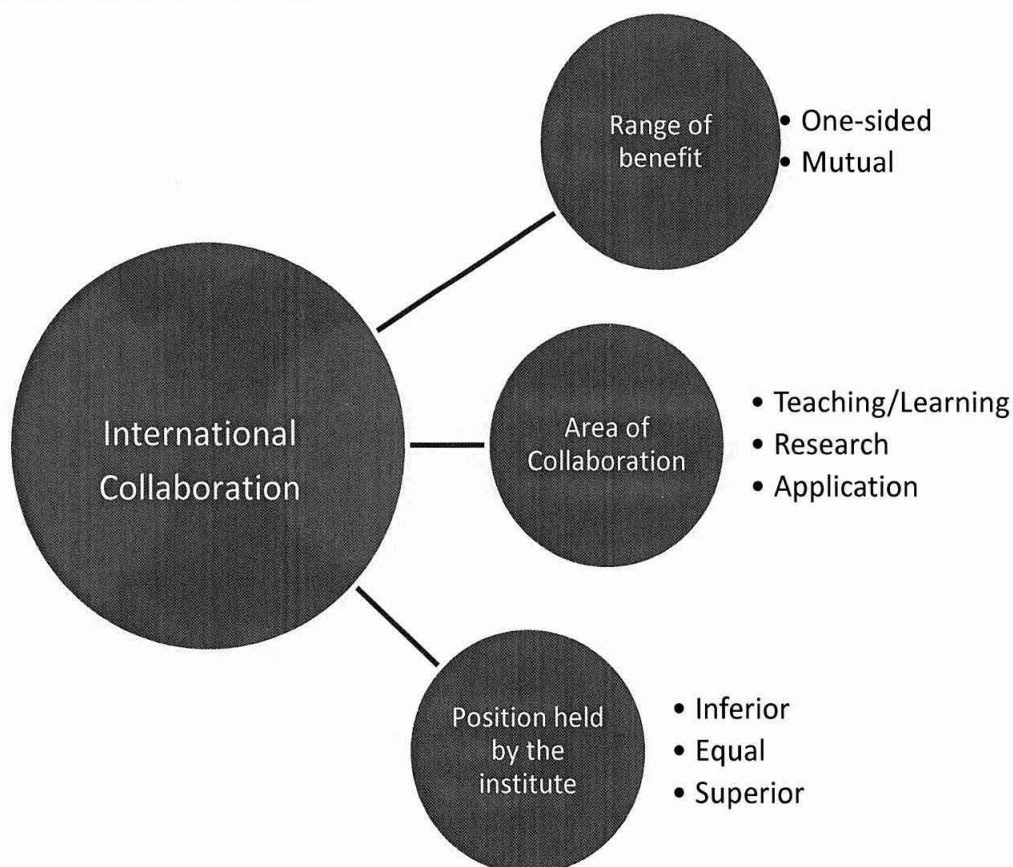


Figure 8. Concepts and Dimensions of International Collaboration throughout the three Universities

“International Collaboration” is an in-vivo concept that has a strong link to the internationalization process. The dimensions of international collaboration include: the benefit of collaboration ranging from one-sided or mutual benefit. The area of

collaboration ranging from teaching/learning, research, or application, and the position of each institution held throughout the process of collaboration ranging from inferior, equal, to superior (CU, 2013e, 2013i, 2013m; ISVNU, 2013e; NUS, 2008, 2012c, 2013h; VNU, 2013c, 2013g). The importance of international collaboration was supported by the introduction of VNU: “with the purpose of broadening and improving the effectiveness of international cooperation while maintaining national identity in education & training and nurturing Vietnamese youths, VNU aims to develop long term relations with well-known international universities and organization by working together to do joint research and technology transfer at university and graduate level, hold international conferences, exchange students and lecturers, etc.” (VNU, 2013c, para 1). The significance of international collaboration was also described in NUS marketing material as the following: “Through enhancing the curriculum with international, intercultural and comparative content, and developing summer programmes and joint- and double-degree programmes in collaboration with selected partner universities, NUS strives to increase students' familiarity with and enhance their understanding of the world, especially Asia.” (NUS, 2013e, para 2). Moreover, CU also recognizes the importance of international collaboration to the process of internationalization by stating:

Chulalongkorn University has been developing its foreign relations for more than 70 years as it realizes the importance of the exchange knowledge, technology and culture. At the same time, through cooperation and assistance, academics and research can be advanced and the university will be able to further develop its potential to produce higher quality graduates who can make a greater contribution to society. Through the development of these ties, the university has

also been able to initiate a number of cooperative, research and social service projects that can improve the quality of life in Thailand and around the world. The university is engaged in a number of international cooperative programs such as student, faculty and personnel exchange programs with many foreign institutions and institutes. The university also organizes and participates in international academic seminars and conferences. At the same time, Chulalongkorn University receives assistance and support of foreign governments including the US, Japan and many other countries.

(CU, 2013i, para 1)

SWOT Analysis: National University of Singapore

Background.

During the period of the British sovereignty in 1823 Sir Stamford Raffle proposed the establishment on an institution with characteristics as college to provide instruction, education, and research (NUS, 2013i). As a result, the governor of the Straits Settlement named Sir John Anderson established a medical school in 1905. The school offered a five year degree programs with the requirement of passing the qualifying examination of the School of Medicine, Surgery, and Midwifery. In 1912, the name King Edward VII Medical School was established in recognition of receiving the endowment and funding from King Edward VII. The General Medical Council of the United Kingdom recognized the standard of King Edward VII Medical School and awarded the Licentiate in Medicine and Surgery (LMS), (NUS, 2013i).

In order to expand the college beyond the area of medical school, the name Raffles College was recommended to represent the college of higher education offering courses in multiple disciplines (NUS, 2013i). Raffles College continued to receive endowment and funding from the Straits Settlements government. At the same time the name King Edward VII Medical School remained as the name for College of Medicine until 1949. Both King Edward VII Medical School and Raffles College were merged to form the university with high academic standards and the capacity to confer a full degree. The name University of Malaya was established in 1959 whereby King Edward VII Medical School became Faculty of Medicine and the Raffles College became Faculties of Arts and Science. The University of Malaya was under the governance of the Straits Settlement government and therefore the university was not nationally autonomous. There were two campuses of the University of Malaya, one in Kuala Lumpur (Malaysia) and the other in Singapore. During the period of transition to become the University of Malaya, Nanyang University was established by the government of Singapore to provide education in Chinese language for the Chinese community in Singapore with three faculties in 1956. The University of Malaya became autonomous from the Straits Settlements government in 1960. Consequently, the name University of Singapore was established under the administration of the government of Singapore (NUS, 2013i).

Both Nanyang University and the University of Singapore merged to form National University of Singapore (NUS) in 1980 (NUS, 2013i). NUS was the first institution in Asia to develop collaboration with international academic institutions through the use of computer network called BINET. The university was also the first university in Asia to create accessibility through the internet. The initiative of global

campus was announced in 1998 with the integration of technology throughout the campus facilities. NUS continued to strive for international recognition by establishing Cultural Center, Student Exchange Program, and joint ventures with various universities to address the demand for global higher education. In 2003, two overseas colleges were established in the United States (Pennsylvania) and China (Shanghai). NUS was listed in the Times Higher Education World University Rankings since 2004.

Strengths.

The strengths of NUS consist of: the support from the British government during the establishment and the adequacy of funding (Singapore Ministry of Foreign Affairs, 2013; NUS, 2012a). With the financial supports and governance from the British government, NUS had an opportunity to adopt the models and practices from one of the most advanced countries at the moment (NUS, 2013i). Consequently, the university was able to receive international recognition early in the history of establishment compared to other universities in Southeast Asia. Moreover, NUS did not experience challenges that usually occur during the phase of cultural transition as the university was established under the British sovereignty (Chew & Lee, 1991). With the long history of receiving international recognition, NUS is able to establish institutional collaboration with partner universities that hold reputations of reaching the global standards (NUS, 2012a). Consequently, such collaboration continues to perpetuate the international reputation of NUS as well as the quality of services which helps increasing the number of enrollment among highly qualified students and the employment of highly qualified faculties and staff.

Another factor pertaining to the strengths of NUS is the sufficiency of funding (Ministry of Education, 2013). Since the university is able to charge the tuition fee that has an equal amount with other developed countries, NUS is able to generate sufficient funding to build the advanced campus facilities and recruit highly qualified staff and faculties. Moreover, NUS is also able to allocate funding that supports research projects in addition to accommodating outstanding students who are economically disadvantaged (NUS, 2013e). As a result, the sufficiency of funding enables NUS to focus on improving its quality through seeking highly qualified stakeholders rather than increasing the quantity of students' enrollment to compensate the high operating costs.

Weaknesses.

Despite the availability of advanced national infrastructure due to high level of economic development in Singapore, the high cost of living in Singapore becomes part of the weaknesses of NUS (Ranasinghe, 2013). According to CNBC news (2013), Singapore's high cost of living was influenced by the appreciation of Singapore dollars of almost 15 percent over the period of 5 years. Consequently, Singapore has become one of the most expensive cities to live as a survey by consulting firm ECA International indicated that Singapore ranks eighth in the world's most expensive cities for rent. Apart from the rent, the inflation also impacts the daily cost of food, transportation, and services. Contrary to the inflation of the Singapore dollar, the major currencies such as US dollars, British pounds sterling, and Euros have been suffering from the deflation. The rapid increase in cost of living in Singapore has an impact on the enrollment of international students and therefore the international outlook of the university can be affected. International students with limited resources may not be able to afford the daily

cost of living unless they are able to obtain scholarships which the requirements are highly competitive. Consequently, students from developed countries may decide not to enroll in NUS as their national universities are not as expensive while they are also internationally recognized.

Opportunities.

The location in Singapore provided NUS with several opportunities to reach the global standard through the available resources outside of NUS campus (MOE, 2012). The stable political situation provides the safe environment in addition to the accessibilities to various public services ensure the acceptable living conditions to the international students and faculties. Moreover, international students are able to adjust to the community more easily as English is part of the four official languages spoken in Singapore ("CIA The World Fact Book," 2012). In addition to the convenience in local communication, NUS students have less possibility to be ostracized by the community as the social structure of Singapore is not homogenous. According to the CIA fact book of 2011, the population of Singapore consists of 63 percent Singaporean citizens whereas the rest are permanent residents or foreign workers. Another factor pertaining to the opportunities of NUS is the availabilities of local internship and potential career placements (NUS, 2013f). Since Singapore is the center of multinational companies in Southeast Asia, NUS graduates are able to obtain job placements or internship with highly respected organizations (Chew & Lee, 1991). In addition to local placements and internship with multinational companies in Singapore, NUS is also able to provide the students international career placements or internship opportunities through the partnership with elite international universities (NUS, 2013h). Consequently, NUS

graduates are able to obtain international experiences with prestige profile that will contribute to their resume when seeking employment in the future.

Threats.

Despite the heterogeneity and cultural diversity in Singapore, international students from most countries in Asia may not find the social structure in Singapore compatible or appropriate to their cultural value (Kumaran & Bordia, 2011). Since most undergraduate students in Asia depends their decision regarding pursuing higher education degree on parents or guidance counselors, the family that holds strong sense of collectivism and nationalism may find the heterogeneous environment of NUS to be against the core value of their society. Instead, these families may prefer to enroll their children in other international universities whereby their societies hold the value of nationalism and homogeneity regardless of the difference in languages or ethnicities.

Another threat to NUS is the rapid increase of international universities in other countries in Asia (NUS, 2010b). Despite the competitive advantage that NUS holds regarding the availability of highly skilled employment market and the well-known reputation for its quality, other international universities in Southeast Asia also have competitive advantage which is the lower cost of living (Ashwill, 2005; Clinton, 2000; "Thailand: Thailand's aspiration to become the ASEAN Education Hub," 2009; "Vietnam: PM works with Vietnam National University," 2013). Moreover, other countries in Southeast Asia has been improving the level of economic development which resulting the rapid expansion of the middle class population and foreign investments (Frederick & Leinbach, 2012). As a result, other countries in Southeast Asia

are gradually able to provide similar employment or internship opportunities with multinational companies in their home countries. Consequently, students from Southeast Asia may not find the competitive advantage of NUS to be as significant as the previous decades.

SWOT Analysis: Chulalongkorn University

Background.

During the late 19th century, the industrial revolution in Europe leads to the colonialism in Southeast Asia for the purpose of obtaining the natural resources (Baker & Phongpajit, 2009). Consequently, King Chulalongkorn (Rama V) has royal policy to strengthen and improve government in order to avoid being colonized by the European countries. King Chulalongkorn improved the Siamese (the previous name of Thailand) educational system to produce highly qualified human resources that would enable the country to resist the tide of colonialism through adaptation. Consequently, the school was founded in 1871 at the Royal Page Barrack within the Grand Palace compound (CU, 2013g). In 1899, Prince DamrongRajanupab, a younger brother of King Chulalongkorn who was the Minister of interior at the time proposed to found the Civil Service Training School. Therefore the school name was changed to the Royal Pages School in 1902 as the students had to work as royal page trainees on their third year prior to the graduation. As a result, the school was only accepting Thai citizens as the royal page did not allow foreigners to work. Most of the course of study focused on government and later expanded to include more disciplines so as to meet the expanding need of the country.

In 1911, the Royal Pages School became an institution of higher education with the name “The Civil Service College of King Chulalongkorn” (CU, 2013g). The Civil Service College received its original funding from the endowment of the royal family, government officials, and ordinary citizens. Moreover, the palace and a large plot of land were also donated by the royal family as part of the campus facilities. In 1917, King Vajiravudh (Rama VI) declared the Civil Service College to become Chulalongkorn University in honor of his father, King Chulalongkorn. The university consists of two campuses and was under the supervision of Ministry of Education (CU 2013g). The Faculty of Medicine was located at Siriraj Hospital while the Faculties of Public Administration and Engineering were at the administration building and the Faculty of Arts and Science was located at the donated Palace. In 1929, the Faculty of Public Administration became the Faculty of Law and Political Science. However, the Faculty of Political Science transferred to Thammasat University founded in 1932 as a result of the establishment of Constitutional Monarchy which was obtained through the coup d’etat. In 1961, the university set up the Graduate School to be responsible for graduate level of education and research institutes. Chulalongkorn University began to offer international programs in various faculties starting in year 2000. The mission of Chulalongkorn University is to provide solutions to local and international issues (CU2013g).

Strengths.

One of the strengths of CU is the well-known reputation at the national level. CU has always been able to attract highly qualified students and faculties at the national level and therefore the university is able to maintain its high quality and research reputation

(CU, 2013q). Moreover, the university is able to provide quality education and services on campus at a subsidized cost as the university is able to generate additional funding from leasing the land around the campus to commercial places which is located in the center of Bangkok (CU, 2013j). Consequently, the university is able to accommodate outstanding students with limited resources by providing services on campus such as shuttle bus, dormitory, photocopies, and food at the lower cost compared the average living expense in Bangkok (CU, 2013c). Another area of strength of CU is the collaboration with international institutions that increases the level of international recognition. Consequently, international and domestic students with limited funding to study in countries with high cost of living prefer to enroll in CU as the students will receive the same quality of education without having to travel to the developed countries.

Weaknesses.

The significant weakness of CU is the homogeneous institutional culture that stemmed from the historical background of the university (CU, 2013g). Since CU was founded as a barrier to resist colonialism, the university holds high value of nationalism and homogeneity. The mission of internationalization in CU clearly indicates the purpose of cultivating the successful education models in Europe and applying them to the Thai society rather than promoting assimilation and cultural diversity (CU, 2013q). Consequently, international students and faculties are accepted for the purpose of internationalizing the profile of the university rather than benefiting CU through cultural exchange. The significant examples indicating the sense of homogeneity in CU were described in the students' code of conduct as the following: "Students must act in compliance with the accepted morals, manner, and culture of Thai society on every

occasion.”(CU, 2013t, p. 29) and “Students must not act in accordance with the tradition or manner that contradicts to Thai culture.”(CU, 2013t, p. 31). The previous examples from the students’ handbook of discipline strongly indicated how CU does not promote cultural diversity on a daily basis. Instead, the university clearly imposes the Thai value to international students. Another example indicating the strong sense of collectivism was also found in the students’ handbook of discipline: “In order to proceed in accordance with this principle, the President or the Dean shall have the authority to issue any regulations, announcements, or orders that do not contradict to this principle.”(CU, 2013t, p. 23). This statement clearly reflects the cultural value of collectivism by disclosing the student’s failure to comply with the rules to the public as an example. Moreover, the CU student’s handbook of discipline also reflects how the university imposes the value of collectivism by stating “Students must behave in an appropriate manner and must not constitute any disgrace to oneself, one’s parents, or one’s university.” (CU, 2013t, p. 31). The emphasis of “one’s parents” indicated how the university does not recognize students as an independent adult. In addition to the issue of homogeneity, the internationalization of CU has occurred fairly recent during the early 2000s. Consequently, the international reputation has not been widely recognized in addition to the university is still in the transition stage whereby organizational resistance and learning curve are apparent.

Opportunities.

The swift economic development of Thailand creates a positive impact on the expansion of infrastructures, technology, transportation, and direct foreign investments (“Thailand: Thai education minister says country unprepared for Asean free trade era,” 2011). As a result, the number of middle class population is growing rapidly resulting in

the surplus amount of domestic students trying to enroll in the university. Therefore, CU has minimal challenges to generate funding as the university has always been able to attract outstanding students with sufficient resources from home to enroll in the university. Moreover, the university is able to maintain its cost efficiency through the alumni and the class size (CU, 2013h). Each year, CU provided scholarships to outstanding Thai students to seek further degree abroad with the condition of returning to CU to teach for at least a decade as a way to express gratitude and to repay the investment. Therefore CU is able to have one highly qualified Thai professor teaching a classroom of 200 students. The efficiency of the Thai program allows CU to allocate the funding to improving the quality of the international program.

Threats.

Despite the prime location of CU and the low cost of living in Thailand, the issue of political insurgency has an impact on the internationalization of CU (Sanitsuda, 2009). Since the coup d'état in 2006, the economy of Thailand has been increasing at a decreasing rate annually resulting in the CU inability to provide job placements to students who recently graduate from the international programs as a result of the high unemployment rate. Moreover, the political insurgency in Thailand also discourages international students from applying to the program ("Thailand: PM says 2006 coup d'etat makes country lose opportunities; thus amendment needed," 2013). Furthermore, the strong sense of nationalism and the censorship of public communication in the Thai society discourage international scholars from partnership with CU due to the lack of academic freedom (Rojanaphruk, 2012). The law of Les Majestewhereby the freedom of

expression toward the Royal Family is limited is constantly applied to people and scholars who constructively criticize the governance of the Thai monarchy.

Another factor that contributes to threats to the internationalization of CU is the rapid growth of Newly Industrialized Countries in Asia such as Vietnam and China (MOE, 2013a). Both countries have the same competitive advantage as CU which is the low cost of living. However, Vietnam and China have more advantage than Thailand as their cost of living remains lower than in Thailand in addition to having economic growth at a faster rate than in Thailand due to the number of direct foreign investment (Salomon & Vu Doan, 2007). Consequently, international universities in Vietnam and China are able to provide placements in multinational companies inside the countries as most of the Vietnamese and Chinese population still have limited level of education. Moreover, the issue of class struggle among the vast amount poor people in rural Thailand can be worsen due to the internationalization of CU (Sanitsuda, 2009). Since the students who got accepted to the programs are the middle class with adequate resources to achieve in the entrance examination, other higher education institution for the poor population will have a wider gap in terms of quality of education. Consequently, employment opportunities in multinational companies continues to be among the middle class to upper middle class population which perpetuate the vicious cycle of the structural violence among the lower class population. As a result, the CU mission of serving as the pillar of the kingdom may become only an ideology as the internationalization perpetuate the issue of social gap in the country.

SWOT Analysis: Vietnam National University

Background.

Vietnam National University was first established in 1902 as Indochina Medical College by the French during the French colonization (VNU, 2013b). Indochina Medical College is the first modern university in Vietnam. In 1906 the Indochina Medical College became the University of Indochina offering degrees other than medical school. The university changed its name to Vietnam National University in 1945 during the rise of the French-Indochina War whereby the Vietnamese began to fight for the independence through the help of Communist China and the Soviet Union. VNU reformed its structure completely to comply with the philosophy and objectives of the communist government. Consequently, VNU governance and autonomy are highly supervised by the government. VNU is the largest comprehensive research center in and higher education in Vietnam particularly in the area of science and technology. The mission of VNU is to produce highly qualified human resources and talent for the industrialization and modernization of the country (VNU, 2013e).

Strengths.

Similar to CU and NUS, the strengths of VNU is the well-known reputation as the model university at the national level ("Vietnam: PM works with Vietnam National University," 2013). With the credibility of its reputation, VNU is able to recruit highly qualified domestic students and faculties who can contribute to the high rigor of the curriculum design. In addition to the complexity of classroom interaction, highly qualified students and faculties also contribute to the number of research findings and

publications which in turn support the reputation of the university (Vietnam News Agency, 2011). Moreover, the funding from the government and the recognition of the ministry of education enable VNU to provide facilities that meet the international standard which increase more possibilities to attract international student enrollment ("Vietnam: PM works with Vietnam National University," 2013).

Weaknesses.

Since VNU was founded as a result of the Civil War with the French colonists, VNU governance adopts the model from the communist government such as China and the Soviet Union (VNU, 2012). VNU reports directly to the national government and therefore the high level of censorship and regulations might interfere with academic freedom in certain areas, particularly in the area of multicultural-comparative analysis of social sciences (Libby, 2011). The research focus in the area of Social Science and Humanities of VNU indicated that the university only aims to study the social structure and the development of the country in addition to conducting the research that will provide solutions for the local area rather than seeking the expansion of knowledge to the international level. Similar to the weakness of CU, the university was recently reformed to the international standard in early 1990s after the recovery from the Vietnam War (VNU, 2013b). Therefore the international reputation has not been widely recognized. Another weakness of the university is the homogeneity of the Vietnamese student population and language barrier. The proportion of domestic students and faculty members are much more than the international students and faculty (VNU, 2012). As a result, VNU holds a strong value of Vietnamese culture and language throughout the university campus. Moreover, the university only promotes cultural diversity to the extent

of acknowledgement whereby Vietnamese students and international students introduces their cultures to each other through cultural performances and casual dialogues during the events (VNU, 2013c). The university does not promote cultural exchange among the students and faculties beyond this level.

Opportunities.

The rapid growth of Vietnam economy as a result of the DoiMoi reform since 1985 has made the country become an attractive foreign investment destination in Southeast Asia (Huong & Fry, 2002; Salomon & Vu Doan, 2007). With the abundance of agricultural resources and low cost of living, Vietnam has become a new hub for the international companies to offshore their industrial production lines which creates the demand of having internationalized local people to coordinate with the representatives from foreign companies (Ashwill, 2005). Consequently, the growing number of employment opportunities among multinational companies in Vietnam increases the demand of local students enrolling in VNU international program. Moreover, foreign investment in Vietnam also generates competitive advantage for VNU compared to other countries of Southeast Asia. Despite the high cost of living in Singapore and the political insurgency in Thailand, VNU is able to provide international higher education programs with low cost of living, international placement opportunities, and safe environment.

Threats.

Although Vietnam does not have the issue of political insurgency as in Thailand, the rapid growth of international investments will cost the shift in the dynamics of the homogenous society in a near future (MOE, 2013b). The increase of foreigners and the

internationalization of VNU will eventually influence the culture of the new generation leading class in Vietnam. Consequently, the cultural conflict may lead to the disagreement with political philosophy held by the communist government and the elder generation who holds the leading position in the country (Doherty, 2010). As a result, the mission of VNU that aims to bring Vietnam to the international standard may soon be perceived as a threat to the traditional culture and the national governance. Moreover, the social stratification of Vietnam is similar to Thailand whereby the gap between the middle class urban population and the poor rural population is wide (Cloutier, Cockburn, & Decaluwe, 2008). Therefore, the issue of structural violence and class division are more likely to be aggravating due to the internationalization of VNU.

CHAPTER V: DISCUSSION

Summary of Conclusion of Grounded Theory

Based on the coding of the universities' documents, the success of the internationalization process across the three universities depends on the symbiotic relationship among the core categories namely international outlook, campus, international collaboration, stake holders and curriculum designs as illustrated in figure 9 (CU, 2010, 2012, 2013h, 2013i, 2013n, 2013p, 2013u, 2013v; ISVNU, 2013b, 2013c, 2013d, 2013e; NUS, 2008, 2009, 2011a, 2012a, 2012c, 2013a, 2013c, 2013d, 2013f, 2013g, 2013h; VNU, 2012, 2013c, 2013e, 2013f, 2013i).

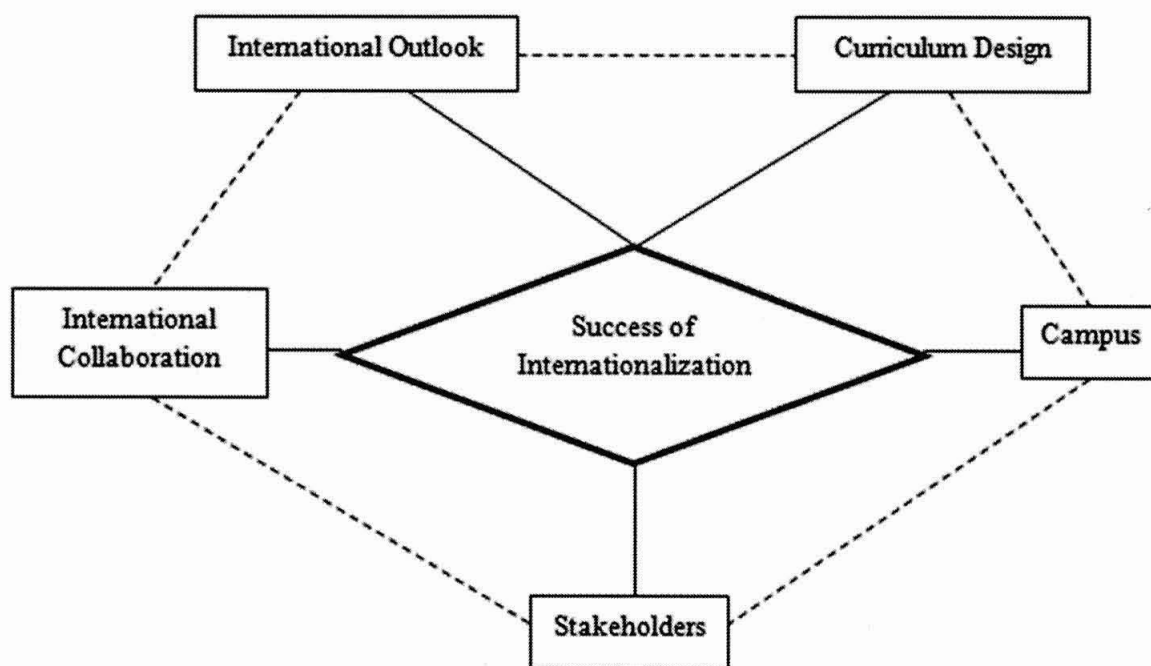


Figure 9. The Five Categories of the Process of Internationalization across the Three Universities

The international outlook of the three universities is influenced by the degree of international profile which can be measured through the ratio of international students and faculty. Moreover, the international outlook of the universities depends on the diverse cultural background and race of faculties and students and the emphasis of promoting the diversity on the university campus in addition to providing opportunities for students to obtain international experience. The international outlook provides an apparent international image of the university to the public and therefore, the universities are able to claim their reputation as being internationalized.

The second category influencing the process of internationalization across the three universities is the quality of the facilities and the strategic location of the campus. The three universities recognize the success of internationalizing depends on the quality of facilities and the level of urbanization of the campus location. The third category derived from the process of coding was the stakeholders namely staff, faculty, students and alumni. The interactions among these stakeholders contribute to the success of the internationalization by generating the categories of research output, curriculum designs, and international collaborations. The quality of faculty and student learning capacity contribute to the increase of research findings and students' achievement which have an impact on the recognition of global and local output that support the university's reputation.

Moreover, the quality of faculties and students perpetuate the rigor of the curriculum design in addition to contributing their multicultural background to generate comparative analysis when conducting classroom discussions. The staff also plays an important role to the success of the university in various aspects. The staff's contribution

of efficiency leads to the improvement of resource allocation particularly in the area of Academic Affairs. As a result, such contribution indirectly supports the process of internationalization by concentrating the university's budget on teaching/learning and research findings instead of the daily administrative operations. Moreover, the staff also provides institutional services such as coordinating with other institutions abroad for the purpose of promoting international collaboration which, in turn, benefit the university's international recognition. In addition, the staff accommodates faculty and students' needs on a daily basis which in turn enhance the effectiveness of student learning and research findings among students and faculties. The staff also retains the connection with the alumni to potentially receive the endowment that will be utilized to support the students and faculties. Through the financial accommodations provided by the universities, outstanding students with financial difficulties are able to enroll in the institute and contribute to the reputation of the university through their achievements such as, research findings and global employments. Finally, the alumni across the three universities contribute to the success of the internationalization process whereby the international alumni are able to provide endowment, institutional services, in addition to employment or internship opportunities.

Summary of SWOT Analysis across the Three Universities

Strengths.

All the three universities have an advantage of receiving a long term well-known reputation as a benefit of being the top universities of their countries with full support from the national governments (Clinton, 2000; CU, 2013g; MOE, 2012; NUS, 2013i;

"Thailand: Thailand's aspiration to become the ASEAN Education Hub," 2009;
"Vietnam: PM works with Vietnam National University," 2013; VNU, 2013b).

Moreover, the three universities were established with the common mission that was influenced by the need to adopt the diverse cultures as a result of the influence of globalization. The three universities were established with the focus of providing the western education to the citizens of their countries as a result of colonialism that was apparent in Southeast Asia during the late 19th century. Consequently, the three universities have constantly been aware of cultural diversity and the necessities of accepting the influence from the European culture. Another area of strength across the three universities is the urban location of the campus that enables international students to easily access public services (CU, 2010, 2013c; ISVNU, 2013b, 2013d; NUS, 2012c, 2013a). Furthermore, the three universities provide the state-of-the-art facilities whereby, domestic and international students are able to maximize their learning potential through the access to technology and quality academic resources such as information technology and the library.

Weaknesses.

Despite the awareness of cultural diversity since the time the universities were founded amidst the current of colonialism, the governance of each university reflected the different degrees of diversity acceptance depending on the value held by the national public policies (Vietnam News Agency, 2011; Huong & Fry, 2004; MOE, 2012, 2013b, 2013c; NUS, 2009, 2011b; "The paradox of nationalism," 2013). Consequently, the success of internationalizing the three institutions depends on the level of openness toward the diversity or the degree of nationalism. The coding process revealed the area of

weaknesses across the three universities whereby CU and VNU share similar weaknesses due to the similarity of the national government that holds the strong value of nationalism. Both CU and VNU only promote cultural diversity to the extent of awareness due to the strong value of nationalism whereas NUS fully supports the initiative of promoting cultural proficiency among the stakeholders as a reflection of the national policy of Singapore. Consequently, the level of internationalization in CU and VNU is at the superficial level whereby the student population may appear multinational or multiracial, but the cross-cultural interactions are not promoted. While NUS is able to overcome the obstacle of nationalism, NUS is facing the challenge of the decrease in enrollment rate due to the high cost of living (CNBC News, 2013).

Opportunities.

Singapore, Thailand, and Vietnam are the hub of multinational companies and therefore the universities are able to receive a high demand from the local students in regards to the enrollment of the international programs (Frederick & Leinbach, 2012; Furuoka, Mahmud, Lim, & Pazim, 2012; Molly, 2012). Both the local students and the multinational companies in these three countries recognize the importance of training and employing recent graduates with required levels of cultural and English language proficiency to coordinate in the complex logistics between the local branch and the headquarters in other countries. Moreover, the increase of multinational companies increases the competitive advantage to these universities when compared to the universities in other continents whereby the local students are able to receive quality education with the equivalent experience while not having to travel to another country.

Threats.

The strong value of nationalism in Southeast Asia and the limitation of freedom of expression particularly in Thailand and Vietnam have an impact on the quality of international education (Doherty, 2010; "The paradox of nationalism," 2013; "Thailand: PM says 2006 coup d'etat makes country lose opportunities; thus amendment needed," 2013). The mission of cultural integration and the ideology of knowledge-based social structure may conflict with the value of nationalism and the social hierarchical that is based on seniority. Consequently, local students who graduate from the international programs may have a cultural conflict with the local population at a stronger level compared to the foreigners as the local population may perceive the domestic graduates as betraying the nation. Moreover, the wide social gap between the middle class and the lower class in Thailand and Vietnam will be perpetuated as the enrollment opportunities for the international programs are reserved among the students from middle class families. Despite the issue of nationalism and cultural conflicts among the local population, Singapore is facing the threat of losing its competitive advantage as internationalization of higher education and society occur in other countries in Southeast Asia with lower cost of living. Students in Southeast Asia are able to have more options regarding the international higher education with more affordable cost.

Research Findings

To establish the quality assurance of the universities at the global level, the Time Higher Education World University Rankings provided five criteria of quantitative evaluation to indicate a group of universities that meet the international quality assurance

("Times Higher Education World University Rankings ", 2012). The five criteria consist of; teaching, research, citation, industry incomes, and the international outlook. The five criteria of the Times Higher Education World University rankings coincide with the four broad categories of the Kerr model of internationalization namely knowledge, students, scholars, and curriculum (Hovey, 2011; Kerr, 1990). Each year, the Times Higher Education World University Rankings published the results of the top world universities with two types of classification which are world ranking and regional ranking. However, the Time Higher Education World University Rankings did not provide the qualitative explanation on the process of internationalization, but rather focusing on the end result of each university. Consequently, this research focused on generating the qualitative aspects of how and why the selected universities meet the criteria of the Times Higher Education using the method of grounded theory. The results of the coding were analyzed from the point of view of a systems theory approach whereby the outcome of the organization depends on the symbiotic relationships among the subunits of the organization and the external environment.

In accordance with the research by Hovey (2011), the three universities recognized the impact of globalization on the structure of higher education institutes. As a result, Singapore, Thailand, and Vietnam began the initiative of internationalization when the level of economic development of the country reached the stage of becoming newly industrialized (Ashwill, 2005; Chew & Lee, 1991; Ho & Dang, 2012). Singapore was the first country among the three to internationalize its higher education as a result of entering the global market in the early 1980s followed by Thailand and its globalized economy that began in the mid 1990s and Vietnam in the early 2000s. The coding

process of the grounded theory generated the description of the output of internationalization among the three universities that were influenced by the input of the sub-unit in the organization and the external environment. Moreover, the coding process also revealed the level convergence and divergence of the internationalization as Massimilano(2004) described in the study of globalization and internationalization. Consequently, the researcher was able to answer the research questions of: 1) how and why the selected universities meet the criteria of the Times Higher Education Rankings, and 2) whether the three universities share common characteristics that were not included as part of the Times Higher Education Ranking.

How and Why the three Universities Contain the Convergent Characteristics that Meets the Criteria of the Times Higher Education World University Rankings

The category namely international outlook was aligned with the criterion namely international outlook of the Times Higher Education and the Kerr category of students (Kerr, 1990; "Times Higher Education World University Rankings ", 2012). The three universities recognized the importance of having an international atmosphere on campus through the recruitment of international students and encouragement of domestic students to participate in study abroad programs. However, the grounded theory of the study disclosed the difference in the dimension of international students across the three universities whereby NUS promotes the multicultural interactions on a daily basis among the stakeholders on campus whereas CU and VNU focused more on the recruitment of the international students to generate the international profile at the surface level. Despite the similarities of characteristics and the availability of the study abroad programs across the three universities, the difference of partner institutions and the location of

international exposure offered among the three universities have an impact on the international experiences that students in each university will obtain as a result of international exposure.

The category namely research output coincides with the concept “knowledge” of the Kerr model and the citations and industry income of the Times Higher Education Ranking (Kerr, 1990; "Times Higher Education World University Rankings ", 2012). The result from the coding process showed that the application of the research in each university varied depending on the mission of the institute and the level of economic development in each country. Despite the common goal of increasing and enhancing the research among the three universities, the scope of research and the application range from serving the local to contributing to the global society. The current socio-political structure of Vietnam and Thailand has an influence on the research focus to concentrate particularly on the area of problem solving at the local level rather than following the NUS’ research focus on contributing the innovative findings to the global society.

The category of stakeholders namely students and faculties derived from the grounded theory reflects the concepts of students and scholars in the Kerr model and the criteria international outlook and teaching of the Times Higher Education Ranking (Kerr, 1990; "Times Higher Education World University Rankings ", 2012). Based on the outcome of the coding, students’ and faculties’ international race and ethnicity contribute to the international outlook of the universities. Moreover the area of expertise among the faculty members and the students’ academic skills contribute to the rigor of the curriculum design in addition to increasing the number of research findings which, in turn, contribute to the industrial input at either the local or global level.

Whether the three universities share common characteristics that were not included as part of the Times Higher Education Ranking

Despite the common characteristics among the three universities that coincide with the Times Higher Education Ranking and the Kerr model, the three universities share common categories that are not listed as part of the Times Higher Education World University Rankings. The coding process revealed the success of the internationalization depends on the external environmental factors namely public policy, national socio-political structure, and the input of the staff and alumni. The national policies of the three countries indicated the initiative of leading the country to globalization through the reform of national higher education. Moreover, the socio-political structure in each country influences the degree of convergence and divergence of the implementation of internationalization in each university as the grounded theory revealed how the mission of each university is aligned with the national policy. The analysis from the grounded theory showed the degree of divergence in the process of internationalization coincides with the value of nationalism.

Furthermore, the three universities recognized the input of the staff at all levels and alumni as part of the categories that influence the success of the internationalization. The level of empowerment among the staff toward implementing the policy of internationalization determines the degree of international interaction among the students and faculty on campus on a daily basis. In addition to the input from the staff, the degree of contribution from alumni has an impact on the internationalization of the three universities.

Implication

The findings from the study revealed the high degree of complexity involved in the process of internationalization whereby the range of each criteria of implementing the internationalization can affect the level of effectiveness. Moreover, the study also recognizes the awareness of the importance of nationalism in the success of or lack thereof international cooperation as illustrated in the SWOT analysis of the selected universities. Furthermore, the research findings introduce the utility of models as guidelines for the development of strategic planning in terms of international cooperation. Other countries in Southeast Asia region may utilize the grounded theory of this research as a model of implementing effective internationalization according to the specific needs of the region. In addition, the complementary nature of inductive and deductive models of strategic planning enabled the future researchers to analyze the process of internationalization of their universities at a more nuanced way. Finally, the findings also revealed the importance of taking socio-cultural context into consideration when trying to understand international cooperation.

Recommendation

Further research.

It is recommended further research be conducted a quantitative follow-up to measure the degree of relationship between categories derived from the grounded theory approach. The quantitative outcome of relationship between categories will clarify the process of internationalization based on the focus of the input, throughput, and output of the categories according to the Systems Theory. Moreover, further research should focus

on analyzing how each international university implement the element of diversity promotion. This focus will confirm the present finding regarding how the degree of diversity promotion in each university affects the internationalization of the university. Furthermore, future research should also investigate the impact of nationalism and the internationalization of the university.

Policy recommendation.

The analysis of the grounded theory revealed several factors constrained the success of internationalization namely the nationalist socio-political structure and the limited amount of funding. The researcher recommends that the three universities to seek higher degree of autonomy from the government and to recognize the threats of nationalism in order to effectively implement the elements of internationalization. Once the universities become closer to the ideology of true internationalization, the amount of joint funding will increase as a result of the increase in number of institutional collaboration.

Limitations.

There are several limitations in this study. The limitations include time limitation, the limited sample size of the resources from the three Universities, the limited scope of the study, the limited access of information regarding Vietnam National University, and the potential bias on the interpretation of organizational relationship due to the similarity of ethnic background of the researcher. The study was conducted within the period of three months using limited sample size and therefore, substantial resources were unavailable to conduct a more in-depth study.

BIOGRAPHY

Vannapond Suttichujit is a fulltime teacher at Toussaint L'Ouverture High School for Arts and Social Justice located in Delray Beach, Florida. Miss Suttichujit holds a Professional Educator Certificate in the State of Florida in the fields of Social Science (6-12), Exceptional Student Education (K-12), English (6-12), and ESOL (K-12). She is also an assistant editor for the Journal of Alternative Perspectives in Social Sciences (JAPSS) and for the Journal of Asia Pacific Studies (JAPS). Prior to her position as a social studies teacher, Miss Suttichujit was a graduate assistant at Ross College of Education and at the Institute of Achievement and Learning both at Lynn University.

Throughout her graduate studies, Miss Suttichujit authored several academic articles that appeared in prestigious peer-reviewed academic journals in the fields of the pedagogy of Exceptional Student Education, education and social assimilation, and Cultural Proficiency.

In regards to the educational background, VannapondSuttichujit holds a Bachelor's of Science degree in Psychology (Magna Cum Laude), a Master's of Education degree in Educational Leadership (K-12 School Administration), and a Master's of Education degree in Exceptional Student Education (Specific Learning Disabilities) all from Lynn University. Miss Suttichujit is also member of the following honor societies: Kappa Delta Pi and Psi Chi. Prior to her study at Lynn University, the author was pursuing a Bachelor's of Science degree in Social Science at Ritsumeikan Asia Pacific University (Beppu, Japan) with a scholarship she received after the completion of her high school diploma at a French Catholic School of girls in Bangkok, Thailand. During her studies at Ritsumeikan Asia Pacific University and Lynn University, the author had an opportunity to observe and experience how each university promotes the internationalization through different approaches while aiming to reach similar goals.

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**APPENDIX A: Sample Coding Process for Constructing the Dimensions of the
Grounded Theory**

Category: International Outlook

Concept: Diversity Promotion

Sample Paragraphs	Coding (Dimensions)
<p>The program was opened with a music performance by, VNU students: the folk songs of Quan Ho genre, pervaded with the breath of youth and spring. On behalf of VNU, Assoc.Prof.Dr. Nguyễn Kim Sơn expressed his honor and pleasure to welcome distinguished guests and artists from Taiwan at the cultural exchange program carrying the message of “<u>Exchanges and promoting friendship through singing</u>”. The emotional music performance from Taiwanese artists at the event was like a greeting, a message from the Taiwanese soul, a great spiritual gift presented to Taiwanese entrepreneurs in Vietnam and VNU as well. (VNU, 2013i, para 2)</p>	<p style="text-align: right;">→ Degree of Promotion (Awareness)</p>
<p>“...During eleven days’ exchange, students will be <u>learning about ASEAN in areas related to the three intertwined pillars –</u> political-security, economic and socio-cultural pillars through various activities prepared by Chulalongkorn University. The program aims to <u>promote greater awareness</u> about the establishment of ASEAN</p>	<p style="text-align: right;">→ Degree of Promotion (Understanding)</p>
<p>Community and <u>enhance the participation</u> as well as integration of ASEAN youth to achieve the goal of ASEAN as “One Vision, One</p>	<p style="text-align: right;">→ Degree of Promotion (Applying)</p>

Identity, One Community” in order to ensure genuine people-centered, durable peace and shared prosperity of the region”(CU, 2013d, p. 1).

“NUS ensures that these students have a positive global experience at NUS through strong pastoral care and integration programmes. The International Student Services (ISS), a division within the NUS Office of Student Affairs, provides a wide range of services to the international and exchange students who study at NUS. Assistance and support are provided throughout the students' course of study to help them adjust to living in Singapore and studying in NUS. Some of the key services and programmes include "Pre-Arrival Services and Orientation Sessions", "Host Family Programme" and "Cross-Cultural Awareness Programmes". The International Relations Office also organises welcome and farewell parties for inbound exchange students in order for them to form friendships with students from other universities and meet with their Peer Advisers.” (NUS, 2013e, para 1).

→ Degree of Promotion
(Awareness,
Understanding, and
Applying)

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