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Why Thai Students Choose to Study in International Programs in Thailand: An Analysis of Applicant Motives from Entrance Exam Essays for Mahidol University International College, Thailand

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Abstract

In some Asian countries, including Thailand, international programs at both the secondary and tertiary levels have acquired the specific meaning that English is the medium of instruction for the classes offered. In the past decade, there has been a significant increase in these programs in Thailand with a corresponding increase in the number of students enrolled in these programs. Little attention has been paid to these students, and this investigation examined applicants' motives to study in international programs at the undergraduate level in Thailand. Motives identified in applicant writing samples were analyzed and matched with factors identified in Boshier's Educational Participation Scale (1982), and similarities and differences were identified and discussed.

Keywords

Globalization and international higher education, internationalization of the curriculum, strategic institutional management of internationalization

International Education in Thailand

In order to understand why Thai students choose to study in international programs at the university level in Thailand, it is first important to understand what these programs are and how they differ from other university programs offered in Thailand. Internationalization of academic programs in Thailand shares some similarities with internationalization in academic programs in other countries and regions of the world, but there is a very important focus on the language of instruction in Thailand. A similar focus exists in other Asian countries where the language of instruction for most universities is not English. In her effort to "update the definition of internationalization" and its development in the past 30 years, Knight (2003) proposed a working definition for internationalization

internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension, functions, or delivery of postsecondary education

She also examined the use of global, intercultural and international dimensions for education, and she distinguished between the three concepts. Finally she focused on internationalization and globalization by stating, "internationalization is changing the world of education and globalization is changing the world of internationalization." Knight viewed globalization as a "multifaceted phenomenon and an equally important environmental factor that has multiple effects on education" (2003).

In a subsequent publication, Altbach and Knight (2007) continued to develop these definitions and stressed the difference between globalization and internationalization. Globalization was defined as the “economic, political, and societal forces pushing 21st century higher education toward greater international involvement.” One of the results that they identified in the globalization of higher education is the use of the English language for instruction or the establishment of English-medium programs and degrees in higher education. While these concepts are complex and the relationships important to understand for policy makers and educators internationally, in Thailand “international’ is easier to understand for both educators and students.

In Thailand, as in some other countries in Asia, the terms international programs or international colleges have acquired a special definition: programs or colleges for which the language of instruction is English. In 1989, in the Thai Ministry of University Affairs publication, *Thai Higher Education in Brief*, it was clearly stated, “Both Thai public and private universities offer altogether 387 international programs using English as the medium of instruction both at undergraduate and graduate levels: 128 under graduate programs in 70 areas of study in 26 universities; 190 master’s degree programs in 112 areas of study in 26 universities; and 69 doctoral degree programs in 32 areas of study in 12 universities.” It appeared that the only commonality was the use of English. The growth of the number of international programs in one decade is significant when compared with the growth of Thai language programs.

According to the most recent figures from the Bureau of International Cooperation Strategy in the Office of the Higher Education Commission (Thailand), in 2008, there were 884 international programs using English as the medium of instruction at both undergraduate and graduate levels, including 296 undergraduate programs; 350 master’s degree programs; 215 doctoral degree programs and 23 other degree programs. Again in reporting the data, the use of English as the medium of instruction appears to define international programs offered by the universities in Thailand.

Chart 1: A comparison of the number of university-level international programs in 1998 and 2008 in Thailand.

	1998	2008	Increase
Total	387	884	228%
Bachelor’s	128	296	231%
Master’s	190	350	184%
Doctoral	69	215	311%
Others	not reported	23	n/a

The rapid increase in programs has been accompanied by an increase of the number of students enrolled in the programs. Indeed, the programs have been developed to meet the academic needs of students in Thailand, yet no significant investigation of student motivation has been undertaken to identify factors that lead students to enroll in international programs in Thailand. The purpose of this investigation was to determine whether motivational typologies could be identified for students who enrolled in international programs at the university level and to analyze the importance of different factors that motivate these students.

Identifying motives to study in international colleges or international programs

Applicants to international programs at Thai universities are frequently asked to write an English essay as part of the entrance exam. As a preliminary step to developing a participation model analyzing factors involved in student motivation for enrollment in international programs in Thailand, topics were assigned for Mahidol University International College entrance exams, which would help identify motivational factors that students wrote about as personal reasons for attending an international program. Once identified, these motivational factors could be compared with those identified from previous motivational typology studies of different programs and different student populations (Boshier & Collins, 1983). The same topic was assigned in 2006 and was assigned again in 2009, in order to gather current information and compare current student motives with those from three years earlier.

The sets of entrance exams that used this topic were for the second intake for Trimester I, 2006 (July 29) and for the third entry for Trimester II, 2009-2010 (October 31). Each applicant had a choice of three topics to write about. One topic was included for both sets of exams, and this topic was analyzed for this study:

What are the reasons to study in an international program at the university level? Give specific reasons that lead some students to make this decision.

For the set of exam essays from 2006, 88 writers out of 129, (68%), chose this topic. For the second set of exams in 2009, 97 writers out of 208, (47%), chose this topic. It was expected that an analysis of the student essays could provide a summary of reasons or motives from the topic concerning reasons for studying in an international program at the university level. It should be noted that many more applicants took the entrance exams; however, for the purpose of this preliminary investigation, only exams for students who met all admission criteria were included. Mahidol University International College offers undergraduate degree programs similar to undergraduate degree programs offered by liberal arts programs in the United States. Applicants must meet English language requirements similar to those required for tertiary education programs offered at schools in the United States or other English speaking countries. By limiting the exams considered to those of students who met the language requirement for admission, exams from students whose low level of English could have interfered with the ability to write about the motivational factors that contributed to the decision to study in international programs were eliminated. It should be noted that the sets of exams included essays from all students who met admission requirements, and this population included Thai students and some non-Thai students who were part of the admission pool.

Roger Boshier, a Canadian researcher, identified a set of factors for participation in educational programs. These factors include Communication Improvement, Social Contact, Educational Preparation, Professional Advancement, Social Stimulation, and Cognitive Interest. He developed and revised an instrument to study these factors, The Education Participation Scale, A-Form. This instrument has been widely used in studies concerning student motivation for participation in educational activities; therefore, it provided a working set of factors to use as a starting point to analyze both sets of essays. Both sets of essays for Topic A were written by applicants to Mahidol University International College, and the papers were reviewed to determine if the factors that Boshier identified for the Education Participation Scale matched the factors that the students wrote and to identify additional

factors which might be specific motivational factors for this group of students applying to an international program in Thailand.

Each essay was read twice and the reasons for study in an international program were identified. Some essays contained only one or two reasons, while other essays contained as many as six reasons. All motives identified were included in the summary of student participation motives from the entrance exams. The essays were analyzed to match the Education Participation Scale factors or identify new factors for each exam for essays from both sets. Additional factors not matching the seven main factors were included separately on a list and were addressed in the analysis of the factors.

Analysis of the motives or factors which motivated students to enroll in international programs showed that the factors written about by the applicants in their essays generally corresponded to those identified in prior research about participant motivation. Some consideration needed to be given for the subjects in this research, applicants to Mahidol University International College. A brief review of the seven factors identified in Boshier's education participation model and the inclusion of three additional factors provided a good understanding of student motivation to study in international programs in Thailand.

Results

The analysis of the essays provided the following results, organized by categories following the factors identified on the Education Participation Scale:

Communication Improvement

In these sets of examination papers, 171 writers, or 93% of the population identified Communication Improvement as a motivating factor. This factor included improving English language skills, speaking, reading, and writing, and understanding English better, English for additional study at the graduate level, English for professional reasons, and English for social contacts. Clearly, access to English language classes, other classes conducted in English, and access to other languages was the most important factor for applicants to Mahidol University International College. The importance of access to classes for other languages should be noted. Altogether 20 writers cited studying other languages as a reason for choosing international programs. It is important to note that many international programs in Thailand offer only English language instruction to students enrolled in these programs and that even when other languages are available in other university faculties in universities offering international programs, the students are often not able to enroll in programs not offered by their own faculty.

Social Contact

One hundred and five writers, or 57% of the population, identified Social Contact as a motivating factor. Specific comments included meeting new people, meeting people from different cultures, making friends for future networking, studying with international classmates, and meeting international faculty. The concept of different culture was a new factor identified in this investigation, and it had not been included in previous studies using the Education Participation Scale. In any additional research in areas related to internationalization, the concept of access to new and different culture should be blended with social contact or included as a discrete factor category. This focus on new or different

cultures is reflected in comments such as “to learn about different languages, meet students from different countries, and learn about new cultures” which were the most frequent phrases. However, some applicants were more sophisticated and wrote comments such as “learn a global point of view, join a global network, or interact with students from the West and study with teachers who graduated from Western universities.” These phrases reflect the impact of globalization on the internationalization of tertiary education in Thailand, at least in the perception of applicants to Mahidol University International College.

Educational Preparation

Sixteen writers, or 18% of the population, identified Educational Preparation as a motivating factor for selecting an International Program. For the purposes of this summary, responses or items concerned only with further study (graduate study or study abroad) were included in this group. Motives concerned with study and English were included in Communication Improvement, and items concerned with specific programs were included in Cognitive Interest. Items or comments concerning standards were included in the separate, additional comment section. The items relevant to this section include acquire knowledge and degrees for graduate study, pass or have exams waived for graduate study, and have access to good study abroad programs. It is interesting to note that in the second set of exams, options for study abroad are specifically cited in comments such as “participate in study semesters abroad, access to university partnerships, and scholarship opportunities for study abroad.” Clearly, the Thai applicants to Mahidol University International College are becoming more aware of undergraduate exchange opportunities.

Professional Advancement

Fifty writers, or 56% of the population, identified Professional Advancement as a motivating factor. Specific comments included helping to reach occupational goals, job preparation, job competence in the field of tourism, working in family business, access to international companies, work abroad, and better jobs. For many applicants there was overlap with Communication Improvement and Job Preparation as they felt that English skills would be an important factor in meeting professional goals. Several applicants cited money, or more money, as a consideration and these responses are included in the other comments section.

Family

Surprisingly, for this set of examination papers, only 2 writers, or 2% of the population, identified Family as a factor for choosing to study in an international program. This low score was unexpected based on information from student admission interviews in the past. However, the students may be making a distinction between studying in an international program and studying at a specific institution such as Mahidol University International College. In the interviews, when asked why they chose to study at Mahidol University International College, applicants often include recommendation from family or friends as an important reason, and this reason may be different for them from studying in an international program. The choice of institution, program, and location may be considered as different motives in selecting an international program. In a related investigation that focused on family influence on Thai students’ choices for international education (abroad), Pimpa (2003) found that family influence is a complex issue and that the two main factors were financial support and family expectations. The family role was more important for the

decision of country and city, but less important for academic program (major) and university. Therefore, since the data collected for this investigation was for an international program in Thailand, the family role might have been cited less frequently.

Social Stimulation

For this set of examination papers, 4 writers or 3% identified Social Stimulation as a factor. This factor may not be appropriate for this population. Generally in previous studies Social Stimulation referred to such items as overcoming frustration, change in relationships, breaking routine and similar items. For the purpose of this set of essays, student comments which indicated a desire for stimulation through changing educational situation (educational system) were included for this factor. There were students who wrote that studying in international programs would help them to be more confident. While this differs from the standard interpretation of social stimulation, the idea of psychological development is related. Also several writers commented that study in an international program might motivate them to be a better student than study in a regular Thai university program.

Cognitive Interest

For this set of examination papers, 14 writers or 16% identified Cognitive Interest as a factor that motivated them to study in an international program. Generally, Cognitive Interest has included more psychologically-oriented items such as searching for a meaningful life, joy of learning, seeking knowledge, or expanding the mind. For this summary, the items were more related to curricular aspects of international programs including diversity of programs, seriousness of programs, learning more interesting topics/subjects, and working with better faculty (international faculty). It is interesting to note that there is large increase of students citing this factor in the second set of papers. Reasons cited in the second set of examination papers were more specific than those in the first set of papers, including such specific reasons as “access to Western teaching style, access to classes that offered opportunities for self study, critical thinking, and learning global perspectives.” The increase in cognitive interest may result from more sophisticated students who have a better awareness of the curriculum offered by international programs and the flexibility of the curriculum as well.

Additional Comments

There were many additional factors which respondents identified in the essays. Several factors were repeated often enough to warrant inclusion in the development of an instrument to study student motivation for this area of motivational research. The three significant additional factors mentioned were standards and international faculty, altruism, and financial considerations.

Standards and International Faculty

Twenty writers specifically mentioned high standards as a factor that motivated them to study in an international program. But more interesting, of the fifteen, nine linked the factor of standards with the factor of studying with international faculty. When this reason, exposure to or studying with international faculty was independent, it was included in the second factor, Social Contact or in the sixth factor, Cognitive Interest, depending on the way it was phrased. Clearly, having international faculty in the international program is a motivating factor for student enrollment. This importance can be noted in comments such as

“studying with teachers who come from the West or using materials, instruments, technology from abroad.” These advantages were linked to “studying in international programs that meet world class standards.” Applicant perception was that international programs met higher standards. Considering the rapid increase of the number of international programs, the quality of the programs, faculty and students may not meet high standards, but the applicants to Mahidol University International College felt that the international programs did have better quality and higher standards than other programs offered at Thai universities.

Altruism

Nine writers identified altruism as a factor in selecting international programs. They felt that skills and knowledge would be gained that would prepare them to help the community or country. In the first set of papers, the terms used were “benefit Thailand or benefit my country;” but in the second set of papers, the terms used were often broader including, “benefit society.” In a similar study concerning student enrollment in intensive English programs in the United States, Windish (2003) also identified altruism as a factor for study for international students. Clearly, some students view education as a means to improve or enhance the position of the respondent’s country or society. This focus differed from responses in previous research studies which were related to a more community-level altruism. Perhaps the social and political conflict in Thailand for the past several years has created an awareness of issues in Thailand or Thai society for applicants to university programs.

Financial Considerations

The financial factor can be divided into two separate and distinct categories: cost and financial gain. Seven respondents included comments indicating that studying in an international program in Thailand was less expensive than studying in a similar program abroad. Twenty-three writers indicated that financial gain was a motivating factor. Sometimes these comments were linked to Professional Advancement, but sometimes they were independent items. Three respondents directly linked financial gain and status. The concept of status was not linked to study but rather to the ability to afford increased cost of international education programs in Thailand, which are significantly more costly than regular Thai language programs, even when they are offered at the same institution.

Chart II. Summary of student responses of motivational factors identified in entrance exam essays for Mahidol University International College

Education Participation Scale factors	2006 (88 essays)		2009 (96 essays)		Total (184 essays)	
	Response	Percentage	Response	Percentage	Response	Percentage
Communication	83	94%	88	91%	171	93%
Social Contact	40	45%	65	68%	105	57%
Educational Preparation	16	18%	19	20%	35	19%
Professional Development	50	56%	67	70%	117	64%
Family	2	2%	4	4%	6	3%
Social Stimulation	4	5%	2	2%	6	3%
Cognitive Interest	14	16%	35	37%	49	27%
New Factors						
Standards and International Faculty	15	17%	5	6%	20	11%
Financial Considerations	18	20%	15	16%	33	19%
Altruism	4	5%	5	6%	9	5%

Discussion

An analysis of essay content in terms of motivation in these two sets of entrance exams offered several important conclusions about Thai student motivation to study in international programs that can help program and curriculum designers develop international programs that meet student needs. The importance of Communication Improvement and English was the overwhelming factor for students to choose international programs in both sets of essays. It was expected that this would be important, but the insistence on this reason in all of its different contexts is indeed surprising. Returning to the distinction between globalization and internationalization proposed by Altbach and Knight (2007), the importance of the English language and use of the English language for students studying in Thailand, combined with the need for English after undergraduate study, indicates that globalization has impacted internationalization of university programs in Thailand. University administrators who are responsible for these degree programs need to be sure that their programs meet the needs of the students in this area. In many programs, content courses need to be supplemented with English study or English for academic purposes. Program directors of other majors and courses should be aware of the importance that Thai students place upon language and communication. There should also be awareness that students may want access to languages other than English when considering elective courses, minors, summer courses, or other exchange programs.

The Mahidol University International College applicants who wrote the exams essays that were analyzed placed significant importance on Social Contact and the expectation that students in international programs would meet international students and study with international faculty. This expectation must be considered when developing student recruitment and faculty recruitment plans. Meeting this expectation will require more

international faculty in most of the international programs in Thailand. And of course, the cost for recruiting and hiring the international faculty will be considerable. In addition to increasing the number of international faculty, efforts should be made to promote programs to prospective undergraduate and graduate international (foreign) students. Student recruitment for all types of educational programs including short term programs, study abroad exchange programs, and degree programs has been challenging in the past several years because of the political unrest and the strengthening of the Thai baht. While administrators may understand the reasons why there are fewer international students in the Thai international programs, the Thai students may be disappointed to see a larger number of Thai students in the classes.

The absence of Cognitive Interest responses in the first set of papers and the increased number of responses in the second set of papers indicated that the students lack preparation for self-direction in their own education development, but that this may be changing as students become more sophisticated. While they may still need guidance to maximize their educational experience and develop an internal locus of control, this awareness has improved. The change may be a result of more exposure to international education in the primary and secondary levels due to an increasing number of international schools in Thailand and opportunities for Thai students to study abroad during their high school education.

This investigation as to why applicants choose international programs revealed information about student motives that help explain the demand for and growth of international programs in Thai universities and the “internationalization” of tertiary education in the “Thai model.” Considering the rapid increase and growth of international programs in the past ten years in Thailand, additional research studying the design and standards for international programs, government educational policies that affect international programs, market factors such as market share of students and demand for international programs, and the cost and price structure for international programs would contribute to better understanding of why tertiary education is internationalizing so rapidly in Thailand. It would also be interesting to examine the internationalization of tertiary education in other countries in the region where “international education” is also identified as education offering courses, majors, and degree programs using English as the medium of instruction.

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Charles Windish, the Associate Dean for International Affairs, has held administrative positions at the Mahidol University International College, including Program Director for both the English Studies Program and the Pre-College Program. Before moving to Thailand in 2004, he was Director of the Language Institute at Georgia Institute of Technology for 18 years. One of his research areas of interest has been the importance of language as it determines student choice for study in international programs at domestic universities or abroad.

The role of transformational leadership in institutional excellence: the case of the University of the Free State, South Africa

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Introduction

One of the main challenges facing higher education is the adaptation of institutional systems to accommodate the ever-demanding and – changing environment. Institutional change management demands a systemic approach to dealing with change or challenging demands that affect the essence of the institution. Managing a change process in a higher education setting resembles a balancing act, as it demands leadership that accepts the challenge of navigating between opposites. The reasons and processes for change in higher education institutions are powered by an underlying tension between inert and adaptive forces (Cameron & Green, 2009). Opposed to their inert characteristics, universities are confronted with powerful environmental forces related to, among others, increased competitiveness, demands of the world of work, technology needs, greater government scrutiny, growing consumer rights, political influence and social diversity. The nature of higher education institutions is therefore challenged by the external adaptive demands, raising concerns about the continuing tension between the essential conservatism of universities and these adaptive expectations. Globally this transformative environment has already led to many structural adjustments in higher education institutions (Peterson, *et al.*:92).

Background

Although they are independent institutions, South African universities are all exhibiting some form of change in order to adapt to the changed South African political and social landscape. The trend towards homogeneity is underpinned by a linear, top-down and sometimes deterministic causal explanation. Opposed to the top-down, linear approach to change, there are the processes of localisation, interpretation, mediation and resistance unique to each institution. Each higher education institution, although confronted with similar global and national pressures to change, addresses and accommodates the change in a unique and institutionalised manner. The responsive university system therefore experiences a tension between the historical and cultural features underpinning the nature of the institution and the opposed global, political and regulatory demands for change – an environment calling for

significant leadership. These leaders should be able to balance the tension between external change forces and the internal university structure, traditions and culture.

Approach

The influence of leadership in balancing external challenges to and within higher education institutions can be exemplified well by the case of the University of the Free State (UFS) in South Africa.

Until recently, the UFS was viewed as a rather conservative university – not only in a political sense, but also in terms of its higher education practices. Traditionally, the University predominantly served a rural, white (Caucasian) student population. During its long history of 108 years, the institution experienced fundamental changes, for example, to a dual-medium English - and Afrikaans-medium institution, then to an Afrikaans-medium whites-only institution when it aligned itself with the “apartheid” government (an institution that belatedly opened its doors to students of colour some twenty years ago) and, more recently, to an Afrikaans and English parallel-medium institution with a commitment to also developing Sesotho (Southern Sotho, one of the 11 official languages of democratic South Africa) as a formal medium of instruction (UFS 2004, 12-3). To a large extent, many of these developments did not enjoy the support of the University’s predominantly conservative convocation members, nor that of the traditional conservative elements of the demography of the staff and student bodies.

Enlightened leadership that managed these changes did not succeed in carrying the hearts and beliefs of those who were fundamentally inimical to the national commitment to democratic change. In truth, neither the Council nor the collective executive leadership responded to the elements of the Higher Education Quality Committees Audit of 2006, which stated the need to investigate the nature and extent of internal obstacles which might be preventing speedier change at the University (CHE 2008:37-9). Instead, there was real evidence of inadequate intervention in respect of procedures and practices that fundamentally undermined excellently envisioned change. This recalcitrance was thrown starkly into relief in 2008 when the higher education and political world reacted in astonishment and disbelief to the so-called “Reitz incident” on the main campus of the University, a racially discriminatory event during which five domestic workers from the Reitz Residence were humiliated by four students. The students perceived this as a prank. The overall reputation of the University was damaged

because the incident was perceived as a reversion to the previous political era of South Africa and the event led to national and international condemnation.

So substantial was the opprobrium heaped on the UFS, that the Vice-Chancellor and Rector stepped down from his role as Chief Executive Officer of the University. It was perceived as demonstrating that the institution only paid lip service to the South African higher education transformation agenda, despite enjoying recognition for significant pockets of scholarly excellence.

Results

Fixing the reputation of a very turbulent and traumatised institution was the task of the newly appointed Vice-Chancellor and Rector of the UFS. This successor, who took office in mid 2009, is an individual who thrives on controversy, but responds always to issues on humane and impeccable academic principles. As a progressive scholar, a visionary and strategic academic leader, he embarked on a six-month in-depth knowledge-gathering project of interviewing and talking to staff, students, alumni, other stakeholders and decision makers, before introducing the implementation of an academic turn-around strategy for the UFS founded on fundamental transformation of the University and an absolute understanding that transforming attitudes is a process, not an occurrence.

The final documentation will discuss the combined strategy implemented: on the one hand, the divisive polarisation of the UFS and its feeder communities in addressing the Reitz debacle and, on the other, the culture of complacency of the academic community that needed to be galvanised into genuine action and engagement with a process of academic renewal (UFS, 2009: 7-10). The following strategies and actions will be discussed:

- Recruitment of 25 senior professors (mainly international scholars) that enjoy high ratings as researchers.
- Launching of a vice-chancellor's prestige scholars programme that selects 25 of the most promising young academics (new PhD's) for an intensive three-year period of international training combined with institutional and external mentorship aimed at preparing them for becoming the next generation of professors.
- The introduction of an academic tenure system combined with a dramatic revision of the standard for promotion, especially at the level of the professoriate.

- Greater rigour in applying, and raising of the admission requirements and criteria for first-time entering undergraduate students.
- A compulsory interdisciplinary module for all first-year students complemented by a broad-based general preparation in the foundations of knowledge that equip students to be critical thinkers, competent citizens and compassionate human beings in the communities in which they live.
- Enhancement of the cardinal elements that are important for acquiring international standing as a higher education institution; and adjustments in the academic curriculums to better position knowledge and training in preparing graduates for the workplace.
- The Leadership for Change Programme that exposes students to positive international models of racial integration for the purpose of changing and enriching the minds of young leaders. (In 2011 more than 150 UFS first-year students were sent abroad for two weeks and given intensive exposure to the academic, social, cultural and residential lives of students at 15 universities in the United States of America and Europe.)
- Establishment of the International Institute for Studies in Race, Reconciliation and Social Justice as a critical space where engaged scholarship, public discussion, community engagement and teaching are integrated innovatively towards exploring and finding solutions to the complex and challenging work of social transformation in South Africa.
- The restructuring of an international advisory council for the UFS as an influential voice aimed at critiquing and advising the executive management of the University.

Implications

Successes have already begun to emerge for the UFS. First the World University Forum (WUF) recognised the developments at the UFS by awarding the WUF Award for Best Practice in Higher Education during 2010 to the UFS in 2011. Secondly, there has been a sea change of real unity of purpose among the campus community, as well as national and international groupings for the scholarly and social cohesion at the UFS – evident in the type of students approaching the institution, emerging scholarly standing of academics, and increased International accredited research outputs.

Concluding remark

Transformation is not an event. It is a sustained process that seeks to embed actions that stimulate rapid change. The UFS is experiencing distinct openness to principled change as a cathartic response to the opprobrium that resulted from the Reitz incident. The full range of change initiatives, and the fact that they have been embraced by the campus community, makes the UFS a singular and exciting higher education institution.

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Rebranding a Thai university: Does it really matter in this era?

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Abstract

The marketisation of higher education has influenced a wide range of practices in our contemporary society. The governments of different nations, including Thailand, have responded in a number of ways, and one of which is that they have undergone the practice of “administrative transformation, administrative reform or administrative development” (Bertucci (2003), resulting in reinforcing state universities to become “semi-autonomous” (Naruprutthipong 2000: 15). However, the semi-autonomous universities are facing a decrease in financial support from the government. They seem to have applied many different marketing strategies to help them increase their income as well as to compete for the best staff, the best students and for resources. Of many strategies, rebranding is therefore being considered seriously by universities in Thailand, such as Maharakham University in particular. This paper will discuss how the University prepares for embarking on re-branding. Certain potential obstacles will also be observed.

Introduction

This paper is aimed at extending Fairclough’s (1995; 2002) argument about the marketisation of higher education that has influenced a wide range of practices in our contemporary society. The governments of different nations, including Thailand, have responded in a number of ways, and one of which is that they have undergone the practice of “administrative transformation, administrative reform or administrative development” (Bertucci (2003), resulting in reinforcing state universities to become “semi-autonomous” (Naruprutthipong 2000: 15). Being semi-autonomous, universities are not totally independent from government in terms of administration—that is, they still have to be monitored by the government. However, the semi-autonomous universities are facing a decrease in financial support from the government. Both semi-autonomous and private universities in Thailand are currently in the same situation—i.e. they have to rely on themselves, when it comes to finance. They seem to have applied many different marketing strategies, including education fairs, advertising on TV, radio, billboards, etc., to help them increase their income as well as to compete for the best staff, the best students and for resources (Chaiyasuk 2008). However, since universities are academic organisations, most of the time they choose not to be so explicit in how they advertise themselves. People in general may discredit them if the universities are seen as being over-commercial, rather than academic or educational. However, the promotion of universities, it seems, is still needed, since governments encourage universities, particularly state or public universities, to be independent. In their aim to advertise themselves implicitly, universities make use of particular promotional strategies and language elements on their websites, among other channels (Chaiyasuk 2008). Promotion through this medium is low-cost, although universities still need to pay a small fee for the server. The use of language on university web pages for promotional purposes seems to have been influenced by university policy.

As well as implicitly promoting themselves through the language on university web pages, different universities tend to consider different other ways to help gain their institution’s recognition both nationally and worldwide. In the case of Maharakham University, like other universities in Thailand and worldwide, of many possible strategies, rebranding is being considered seriously by the administration of the institution. In the succeeding sections, ways in which Maharakham University, under the supervision of Assistant Professor Dr. Supachai Samappito, the President, prepares for embarking on re-branding as well as

expected obstacles and possible solutions will be discussed. The section that follows presents trends in rebranding higher education institutions in general and the current situation of the university under examination.

Trends in rebranding higher education institutions

Rebranding higher education institutions, like other businesses, has been taking place for a long time. It can be seen in the form of merger with other institutions, and often in the form of changing a school's mission. Changing the name of an institution is one of many rebranding techniques. For example, in the US, as Owston (2011) pointed out, "[m]ost "State Universities" were formerly "State Colleges." Before that, they were known as "Teachers' Colleges," and prior to that, they were known as "Normal Institutes." Catropa (2012) provided some other instances of higher education institutions reporting on their own rebranding efforts as follows.

[In March 2012], [it was] reported that The University of Western Ontario is changing its name and rebranding itself as Western University.

This year, [Long Island University](#) rebranded itself 'LIU' to "...present the University in a more contemporary way—to appeal more strongly to future students and other stakeholders," says LIU's president Dr. David J. Steinberg.

Also this year, [Douglas College](#) rebranded itself with the goal of trying to communicate more with prospective students about what the college represents.

In Thailand, Teachers' Colleges had gained a new status to become State Universities—e.g. Maharakham Teachers' College was changed to Rajabhat Institute Maharakham which has been now called Maharakham Rajabhat University, and many Technical Colleges/Institutes have also changed their names according to the new status they received such as Ratchamankhala Institutes of Technology have changed the names to Ratchamankhala Universities of Technology. In the case of Maharakham University, the institution under examination of this paper, its former name was the College of Education (Maharakham) in 1968, and later in 1974 the college became a regional campus of Srinakharinwirot University, the administrative centre of which was in Bangkok. In 1994, Maharakham University became independent and has been using the current name since. Rebranding higher education institutions can be interpreted in a number of ways, but after all, as Catropa (2012) putted it, "...at the heart of such an endeavor is often a purposeful examination of an institution's values, culture and competitive advantage. Starting with research, and basing changes on the input of current and prospective students is often insightful." She further added:

Rebranding can be risky business, so institutions are not doing this to change their name for its own sake. Rebranding is based on the need to critically reexamine what makes an organization unique relative to its competitors, and used to craft and deliver a cohesive, meaningful message to the market (Catropa 2012).

To elaborate Catropa's (2012) comments above, it is worth mentioning that rebranding an institution is sometimes because of other negative factors concerning the current name.

Owston (2011) gave an interesting example of this matter in that

The College of New Jersey (which was Trenton State College) felt that they needed a change because Trenton, NJ (as a city) had a bad reputation regarding crime and there were two other institutions in the region with similar names (Trenton State Prison and Trenton State Mental Hospital) that had negative connotations.

It is worth bearing in mind that not all universities or colleges will become more successful after they rebrand themselves. This may be due to different factors in which each institution needs considering more closely. In the case of Maharakham University, rebranding is considered vital for its own situation. However, there are certain features the administration

of the university should take into consideration. The section that follows presents some information about Maharakham University.

The Current Situation of Maharakham University

Aged 44, Maharakham University or MSU is Thailand's 22nd fastest growing government university. It has two campuses, the Old Campus located at the downtown of the city of Maha Sarakham Province and the New Campus located at Khamriang Sub-district, Kantarawichai District in the north-west of the city. At Khamriang, the pride of Maharakham University highlights all modern buildings and facilities that MSU students benefit from it. Being a comprehensive university offering degrees ranging from Bachelor's to Doctoral, Maharakham University currently has 17 faculties, two colleges and one school which are grouped into three clusters as follows:

Humanities and Social Sciences

1. [College of Music](#)
2. [College of Politics and Governance](#)
3. [Maharakham Business School](#)
4. [Faculty of Education](#)
5. [Faculty of Fine and Applied Arts](#)
6. [Faculty of Humanities and Social Sciences](#)
7. [Faculty of Tourism and Hotel Management](#)
8. [Faculty of Graduate Studies](#)
9. [Faculty of Cultural Science](#)

Health Sciences

1. [Faculty of Medicine](#)
2. [Faculty of Nursing](#)
3. [Faculty of Pharmacy](#)
4. [Faculty of Public Health](#)
5. [Faculty of Veterinary Medicine and Animal Science](#)

Sciences and Technologies

1. [Faculty of Architecture, Urban Design, and Creative Arts](#)
2. [Faculty of Engineering](#)
3. [Faculty of Environment and Resource Studies](#)
4. [Faculty of Informatics](#)
5. [Faculty of Science](#)
6. [Faculty of Technology](#)

MSU is the only Thai university that offers M.Sc. and Ph.D. in Paleontology and a Bachelor of Arts in Khmer Language. It is the first university in northeastern Thailand to offer a Bachelor of Arts program in Accounting and the second to commence Ph.D. course in the same subject. MSU is the first Thai university to join the Microsoft Regional Campus IT Program. Moreover, the Faculty of Education, the flagship of MSU, was voted as Thailand's Best Education Faculty in 2010 by the National Education Office. In response to ASEAN 2015, MSU set up a new ASEAN Studies Center in the Faculty of Humanities and Social Sciences.

Maharakham University is the first institution in Thailand to be rated under the QS Stars System for Excellence in Higher Education and has become one of the top ten universities in Thailand based on the Webometrics Ranking of World University and declared as "University for Community". It is the first and the finest among the rankings from the heart of northeastern region of Thailand.

To emphasize its continuing development and prosperity, Maharakham University has been encouraging all stakeholders to take part in activities in which they can propose practical views on helping promote the university. One of the activities is MSU's rebranding

initiative. The sections below present the purposes of the paper and how the data were obtained.

Purposes of the paper

This paper aims to (1) discuss ways in which a Thai university such as Mahasarakham University has responded to the notion of the marketisation of higher education, with particular interest in rebranding the institution and (2) present some potential obstacles on the practice of rebranding a Thai university with possible solutions.

Data collection and data analysis

In this paper, the data were obtained by way of semi-structured interviews. Due to time constraint, of all stakeholders including private sectors, employers, alumni, donors, current students, faculty members and supporting staff, only the deans of the 20 faculties (see above) were interviewed during the first two weeks of June 2012, the period of which was considered most convenient for the administration, including the researcher, since the new semester had just started and their schedules were not yet filled. In each interview, nine main questions (see Appendix) were delivered to the participant and the conversation was recorded using an MP3 recorder. During the interview, the researcher also took notes for intelligibility purposes. To maintain clarity and understanding of each conversation, within 24 hours, each recording was transcribed for analysis and reference purposes.

Descriptive analysis was applied to the study to discuss how Mahasarakham University prepares itself for rebranding and, interestingly, things the university needs careful considering in handling possible obstacles during the process of rebranding the institution.

The findings

General information about the participants

Of the 20 deans of the faculties under investigation, there are 14 males and 6 females. Their ages range from 40 to 74 years old. Whereas the majority (i.e. 15 people) are aged 40 – 59, the other five are retired but have been hired by the university for the administration purposes. 65 percent of the participants are internal whereas the rest have been invited from different well-known higher education institutions in Thailand. While 35 percent of the participants have between 5-10 years of administration familiarity, 65 percent has more than 10 years admin experience. After all, though, these important individuals who are responsible for their duties under the supervision of the current president, Assistant Professor Dr. Supachai Samappito, have shown their commitment to the improvement and prosperity of Mahasarakham University. The section that follows presents their fruitful views on rebranding the institution together with possible solutions to any anticipated impediment that may occur.

Awareness of the marketisation of higher education and its influence on the university's rebranding initiative

There was only one participant, of the 20 deans, that did not seem to have been aware of the marketization of higher education. This person thought that marketisation here means making money without concerning the quality of education. However, the rest seemed to have well understood that the marketisation of higher education allows the university to seek funding sufficient for improving research and teaching and learning quality. In other words, 95 percent of the participants were in agreement that as long as the students (i.e. customers) are satisfied with the services provided by the university, education as business should not be regarded as something negative. Instead, the quality of teaching and learning and research, which results from great facilities and funding, should be our main concern. The majority of the informants were totally in agreement that, in certain ways, the notion of marketisation of higher education has influenced the practice of rebranding higher education institutions across the globe. Their particular points of view on this issue are given in the next section.

Perception of rebranding the university

All participants agreed that rebranding the university is decisive in this ever-changing era. They all realized that universities worldwide are experiencing a period of dramatic change. The challenges of expansion, accountability and funding have significantly increased competition between institutions. The administration agrees that Mahasarakham University needs to compete for the best staff, the best students and for resources. Those institutions with a widely understood, strong academic reputation compete most effectively in this environment. In 2010, the University reviewed its academic reputation in order to understand how it was viewed by the general public. Conducted by an experienced private marketing company, this review revealed that, whilst MSU was widely recognised as being an established institution, MSU was not communicating its current strengths and achievements to people outside the University. As a result, Mahasarakham was viewed as being self-satisfied, too backward looking and too introspective. Statistical analysis of the student intake supported this finding. It revealed that, over the previous five years, Mahasarakham was losing high achieving applicants to institutions perceived by the applicants as being better quality universities such as Khonkaen University, Suranaree University of Technology, Naresuan University and Burapa University. In order to maintain its competitive position against other Thai, particularly regional and international universities, MSU needed to communicate the University's key values more clearly, values that refer to its tradition as well as focusing on its contemporary achievements and ambitions. These values need to differentiate Mahasarakham from all of its competitors. The new brand, in its use of academic statements and arresting comments, allows the institution to do this, it is believed.

The practice of rebranding Mahasarakham University

This section discusses the extent to which different faculties have responded to MSU's rebranding initiative. Realizing and understanding the current of change in higher education worldwide, the deans shared that the working as well as teaching and learning cultures in their organizations have been amended. Supporting staff became more active and, for many activities, proactive. Faculty members have shown their devotion to their teaching and research, and the students seem to have been more interested in their classes as well as extracurricular activities. This is probably due to the fact that these individuals see the significance of adaptation. They also realize that as part of the Asean Economic Community or AEC they need improving their working and networking quality. Many faculties decided to have their supporting staff attended English for Daily Communication courses, as they become conscious that the number of international students and staff coming to work with Mahasarakham University is continuously increasing. These are some instances of how different faculties have put themselves as part of the rebranding process of the university. As for the practice of rebranding the University, the participants gave interesting recommendations which have been grouped into aspects such as the following.

the policy

All participants agreed that the policy of the university needs to be made clear to its people, especially the administration at all levels. The university needs clear communication with the faculties as well as other units under its direction in that rebranding shall be seriously taken into consideration. The key players from different units are the ones the university should be closely looking at. Then, getting these key players promoted nationally and internationally through different recognized channels is one of the main tasks the university shall consider. The reputation of these key players will eventually bring about the positive recognition of the university.

the clear communication

Another interesting recommendation is that transparent communications between the top administration of MSU and all faculties regarding the dismantlement of authority—i.e. different faculties should be allowed to propose possible plans or projects in favor of the

university's rebranding process—shall be made. To put it another way, instead of ordering the faculties as well as other units to follow what already manipulated by the top administration, each faculty is very much interested in sharing its own methods. Public hearing could be another preference to be arranged by the administration.

the promotion of rebranding campaign

According to the semi-structured interviews, it is suggested that Mahasarakham University launch a rebranding promotion plan. All informants insisted that the only way to draw attention of the university people including students, staff and faculty members to the rebranding of the institution is to provide them with facts pointing out the significance of rebranding. The promotion campaign should be launched incessantly in order to keep the people informed about the event and importantly to create the sense of belonging and mutual pride among the MSU community members. The perception of the people in the organization is very crucially powerful in accelerating the rebranding process.

Collaboration with private sectors

Interestingly, all participants advised that the university collaborate with experienced private sectors. Such collaboration is believed to help shape the institution's direction. Also, their reputations as well as connections with other important organizations will more or less assist the university to gain recognition more easily and professionally. The administrators also pointed out that to share vision with professional marketing bodies as well as the employers will help provide the university with ideas useful for creating a practical rebranding strategic plan.

Construction of Trustworthiness in the organization

It is highly recommended by all participants that trustworthiness be constructed in the organization. The notion of trustworthiness refers to the extent to which different units, particularly faculties, respect the decisions of the university's administration. On the other hand, the administration is advised to pay attention to comments or proposals from different faculties and units. Once trustworthiness is established, it will be easy to ask for cooperation from the units in the university. (see also the policy section above). The weaknesses and strengths of each faculty will then be considered carefully by different designated individuals from different units without any internal conflicts. The weaknesses will then be creatively improved whereas the strong elements of the university will be promoted professionally and collaboratively. As soon as unity is mastered, getting the university rebranded will always be possible and rewarding.

Anticipated obstacles and possible solutions

Based on the data gained from the semi-structured interviews, some anticipated obstacles in the process of rebranding Mahasarakham University are given below.

Politics and conflict

One of the main concerns pointed out by the informants is political issues within the university. Politics on campus is considered to be influential for the administration of MSU as a whole. Should unity is not established Mahasarakham University will never find its brighter future. Therefore, it is necessary for the university to make a mutual understanding among all stakeholders. The current administration's policy should emphasize the quality for the success of the institution.

Working system

Like other cases, working system i.e. government pattern is another possible problem that may delay the process of rebranding. Although the university is in preparation for opting out to be semi-autonomous, the working system within different organizations is considered not proactive. Delays in communication and documentation still frequently occurred. One of the possible solutions to this shortcoming is to provide the staff with professional training

courses. The staff should also be oriented by the designated team closely related to the rebranding initiative. In other words, the management of human resources of the university needs seriously and professionally reconsidered.

Limited funding

Funding is one of the issues that university may need a careful consideration. With a limited funding, it is difficult to launch certain projects to support the rebranding initiative. However, just because the university has got a limited budget, it does not mean that rebranding cannot take place. There are certain cases such as in the USA where universities have not spent a great deal of money on their rebranding. For example, some institutions played around with their signs and stationary in that these items, though old, were used (with stickers stating the new name) until the supply was exhausted. Also, nowadays, there are a number of free “avenues of promotion that institutions’ marketing departments have not taken advantage”, as Owston (2011) pointed out, and most of which would have helped in the promotion of the name. It is therefore suggested that Mahasarakham University do a budget plan for marketing the institution with particular attention to its rebranding.

Conclusion and Discussion

From the sections above, it can be said that rebranding really does matter in this era. It is necessary for higher education institutions worldwide to consider rebranding in order to be able to compete for the best staff, the best students and for resources. Also, rebranding will also be of much help in terms of networking, empowering institutions, identity recognition and world recognition vs. collaboration.

In the case of Mahasarakham University (MSU), it is highly recommended that the rebranding initiative be approved of by MSU’s stakeholders, so that the process of rebranding will become possible and effective. It is crucial to place an emphasis on quality rather than on just to change a name. What MSU would do with the name (it can be the current name) should be considered most important. That is to say, as Owston (2011) recommended, the name of the institution (such as MSU in this particular case) has to be “perceived as genuine”. He further added that the name has to make sense reflecting the caliber of the university and that “it has to be supported by stakeholders. If not, it will probably fail” (ibid). Following Owston’s (2011) suggestion, one of the ways to associate quality with the name can be done by advertising the university’s quality and come up with a slogan like “With a name like Mahasarakham, it has to be good.” Then, bearing some anticipated obstacles together with the possible solutions in mind, the university shall stand by its name and focus on quality, the quality of the key players from different faculties. Doing so will work for every stakeholder and it is needless to consider a name change.

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Appendix

Questions for a semi-structured interview

A. Personal details

Your full name:..... Position:..... Unit:
.....

Administration Experience:.....years

Sex:.....Age:.....

Type of employment:

[] Government Official [] University Officer (Please specify:)

B. Your opinion

1.Are you aware of the marketisation of higher education?

.....
.....
.....

2.Do you know anything about re-branding and/or MSU re-branding campaign?

.....
.....

3.Is re-branding important, especially in this era?

.....
.....
.....

4.Have you ever thought of re-branding your unit or MSU?

4.1 Your unit (how?):

.....
.....

4.2 MSU (how?)

.....
.....

5.Who should be involved in the process of re-branding? WHY?

.....
.....
.....

6.Are you willing to help?.....What should be considered before we begin the campaign?

.....
.....
.....

7.What obstacles do you expect from getting MSU re-branded?

.....
.....
.....

8.What have you (or your unit) done so far in terms of policy to re-brand your unit? [if any]

.....
.....
.....

9.Who should be responsible for re-branding MSU? Why?

.....
.....

Challenges of Higher Education in South Africa: Implications and Opportunities, with Specific Reference to the University of KwaZulu-Natal

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Introduction

The main challenges facing the South African higher education system can be categorized in three groups, namely; historical challenges, challenges of change and challenges of efficiency and effectiveness. This paper highlights the various challenges that fall under these categories and, using the University of KwaZulu-Natal (UKZN) as a proxy, indicates how they impact on higher education institutions in South Africa. The paper also highlights the initiatives that some universities in South Africa have adopted to address the said challenges, the implications of those challenges and the opportunities they present. It is then concluded that despite the challenges identified, a number of universities in South Africa, including the University of KwaZulu-Natal, are well placed to position themselves as world-class institutions that deliver world-class higher education.

Challenges facing South African higher education

1) Historical challenges

The key challenges facing the South African higher education system remain as broadly summarized in the 1997 *Education White Paper 3: A Programme for the Transformation of Higher Education* in the following terms:

“In South Africa today, the challenge is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities.”

Fifteen years on, this challenge still forms the bedrock of most of the other challenges of higher education in South Africa. There is no doubt, therefore, that history has played and continues to play an important part in the higher education conundrum. In this regard, an important challenge facing higher education, and many other facets of the South African society, is that of overcoming social, economic and structural inequalities of the past. In other words, there is a challenge of reconstructing social and economic relations to eradicate and redress the inequitable patterns of ownership, wealth and socio-economic practices that were shaped by segregation and apartheid (*Education White Paper 3*). Indeed, with its wide disparities in wealth, South Africa is one of the most unequal societies in the world. This inequality continues to reflect historical patterns of disadvantage with Blacks remaining at the bottom of the poverty scale. These patterns manifest themselves in all facets of life, including higher education. As a result, poverty plays an important role in access and success of students in higher education institutions. Indeed, it is the most significant factor in the high student drop-out rates and low retention and graduation rates.

A closely related challenge is that of overcoming the legacies of the past in terms of mindsets and differentiation based on colour and race. Historically, whites were able to invest more in the education of their children due to privileged access to opportunity. On the other hand,

education for Blacks was not only restricted and inaccessible, but it was also poor and sub-standard. The effects of the infamous “Bantu Education” policy, whose consequence was to deny black people access to the same educational opportunities and resources enjoyed by white South Africans, still manifest themselves in the South African education system today. A 2007 study noted that “the major racial disparities in completion rates in undergraduate programmes, together with the particularly high attrition rates of black students across the board, have the effect of negating much of the growth in black access that has been achieved” (Scott *et al*, 2006: 33).

As a result, another important challenge is that of fixing a dysfunctional secondary school system that is still grappling with the above-mentioned legacies. It is no secret that the secondary school system in South Africa is in a mess. As a result, the majority of students joining the higher education system are inadequately prepared and are unable to cope and succeed during their first years at university. These learners are unprepared or poorly prepared for higher education. This adds to the perennial problem of low retention and the added challenge of high dropout rates that was mentioned earlier.

2) Challenges of change

Higher education in South Africa has undergone massive transformation during the past eighteen years. As part of the move towards the transformation of the higher-education system, *A Framework for Transformation of Higher Education* was developed in 1996. It was a historical document that contained and mooted three sets of ideas. These ideas emerged as “pillars” for a transformed higher education system. These included increased participation; greater responsiveness; and increased co-operation and partnership.

Flowing from this, and following widespread consultation and investigation, there were two significant policy developments. The first was the *Education White Paper 3: A Programme for the Transformation of Higher Education (1997)*. The White Paper sets out policy in support of a plan to transform higher education through the development of a programme-based higher education system. This was to be planned, funded and governed as a single co-ordinated system, in order to overcome the fragmentation, inequalities and inefficiencies of the past, and to address the contemporary and future challenges of reconstruction and development. Three years later, the *National Plan for Higher Education (2001)* was formulated. This Plan outlines the framework and mechanisms for implementing and realising the policy goals of the *Education White Paper 3*. It is far-reaching and visionary in its attempt to deal with the transformation of the higher education system as a whole - impacting on all institutions within it and assessing weaknesses and strengths as part of developmental goals.

Arguably, the most significant change has been in terms of size, shape and reconfiguration of higher education institutions. In December 2001, a National Working Group appointed by the then Minister of Education, released its report *Restructuring of the Higher Education System in South Africa*. In terms of restructuring education on a regional basis and through the development of new institutional and organisational forms, the report recommended a reduction in the number of higher-education institutions (universities and technikons) from a total of 36, down to 21. This was to be realised through the specific mechanism of mergers, and the report listed the specific institutions in various provinces to be targeted for this. As a result of this process, the South African higher education landscape today consists of 23 universities. This includes 11 conventional universities offering theoretically-oriented

university degrees, 6 comprehensive universities offering academic and vocational degrees and diplomas, and 6 universities of technology which offer vocationally-orientated education.

An important change in the higher education sector has been in regard to the organizational structures of higher education institutions, accompanied by changes in management and governance. The traditional model of faculty organisation with departments as the basic academic units of scholarly life has changed in many South African universities, attendant to the restructuring process discussed above. Two of the biggest universities in South Africa - including the University of KwaZulu-Natal (UKZN) - now operate a College model that completely eliminates the notion of faculties. Other organisational and governance changes in this regard, include the institutional prominence of centralised and strategic planning; decentralisation of core administrative and academic functions; expansion and concentration of executive management on a centralised basis; and expansion of the functions of Councils of higher education institutions, thereby getting them more involved in the management of their institutions (Jansen, 2004: 302-303).

One notable change since 2001 relates to the modes of delivery of education at higher education institutions. Included among these modes is the increase in distance learning relative to contact learning. Although the University of South Africa (UNISA) is the main distance education institution in South Africa, distance education enrolment in traditional contact learning institutions has been increasing steadily - from 214 294 (47.7%) in 2001 to 316 349 (60.6%) in 2009.

One important change that has posed several challenges relates to the public funding of higher education. The nature and sources of funding for the higher-education system have become increasingly relevant and topical. This is because higher education receives less than half of its funding directly from the state and institutions are under increasing pressure from government to contain soaring tuition fees. Funding must be understood both holistically and in terms of specific output and factor grants. There are five main sources of funding for tertiary (higher education) institutions in South Africa. These are:

- (i) Government subsidies;
- (ii) Student fees;
- (iii) Investments and endowments;
- (iv) Donations; and
- (v) Third-stream income (including fundraising and the commercialisation of research).

With regard to factor and output grants from national government, a government funding formula was developed in 2003 to cater for this. The aim of the formula has been to provide funds in a fair and objective way; to give greater recognition to the autonomy of institutions; and to allow for medium or even long-term planning. The formula is based on five categories of funding:

- Teaching input grants
- Teaching output grants
- Research output grants
- Institutional factor grants
- Earmarked grants

There are, unfortunately, several disadvantages to the current funding formula. This includes the lack of funding for student residences (the provision of which is a major challenge for many institutions), and the lack of adequate funding support for student fees for those in need. The National Student Financial Aid Scheme (NSFAS) was established in the past as a conduit for funding historically-disadvantaged students with academic ability, but has been greatly inadequate in this regard. Public funding of higher education is therefore an important challenge in the category of challenges of change.

The other challenge is that of equity and transformation – the race, gender and social class distribution of students in various fields and levels of study and the racial and gender representation of staff. There have been significant strides in many South African universities to enroll African students, female students and students from disadvantaged backgrounds. Consequently, there have been significant changes in the demographic character of student distribution in higher education institutions. According to the Council on Higher Education (CHE), for example, the proportion of Black African students in the public higher education system as a whole increased from 49% in 1995 to 61% by 2004 and up to 63% by 2007. By 2009, this had increased to 64% (DBE, Education Statistics in South Africa, 2009: 28). According to *Education Statistics in South Africa*, 57.1% of all students in South African higher education institutions in 2009 were female. These encouraging student equity statistics are a far cry from the equity profile of staff. In 2009, only 42% of the instruction and research staff were African and only 44% were female (DBE, Education Statistics in South Africa, 2009: 39).

Another change-related challenge is that of declining student enrolments. While there has been a general increase in student numbers across South Africa's higher education institutions, such increases have not matched the population growth and development needs of the country. In particular, postgraduate enrolments (particularly at doctorate level) are very low and inadequate. In 2009 for example, postgraduate enrolment accounted for only 15.4% of the total student enrolment in public higher education institutions.

Then there is the challenge of language and multilingualism. The main language of teaching is a second or foreign language for many South African higher education students. This is usually English at most South African universities or Afrikaans at a few. This means that students from disadvantaged educational backgrounds have to learn in their second or third language. Research has shown that language and academic success are closely related. Students learning in their second or third language are therefore at a disadvantage that is compounded by poor schooling background (Jaffer, Ng'ambi & Czerniewicz, 2007: 134).

3) Challenges of efficiency and effectiveness

The main challenge in this category is poor governance and management of higher education institutions. According to Higher Education South Africa (HESA), this specifically relates to “issues of power and responsibilities as dealt with by Councils, the university leadership, senior administrators, academics, staff, students, policy makers and other external stakeholders” (HESA: 2010). In many universities, the roles and responsibilities of Councils and the way they have been executed has been quite problematic. Partisan and personal interests of some Council members have led to several higher education institutions being crippled by weak governance and poor leadership. This has happened in institutions whose management ignored the principles of good governance, namely; democracy, accountability, transparency. At a recent HESA Workshop, a report on an analysis of recent assessor reports

of universities under administration was presented. The report highlighted common themes and issues in those reports. According to the report, the problems and difficulties experienced by the various institutions fall into four clear categories:

- Governance failings in respect of council's functioning;
- Fraught relationships between councils, Vice-Chancellor and other members of staff;
- Ineffective institutional structures such as senate and the institutional forum; and
- Management failures and challenges particularly in the fields of Human Resources and Finance.

The other challenge in this category relates to poor throughput rates. This is perhaps the biggest challenge as it has a significant impact on the absolute number of graduates available to address the shortage of high-level skills on the labour market. In 2008, Higher Education South Africa (HESA) reported that 35% of first-years dropped out after their first year (Sapa 2008). A year earlier, research had shown that only 15% of students who enrolled, completed their degrees in the designated time; 30% dropped out after the first year and a further 20% dropped out after their second or third year (Breier and Mabizela, 2007: 281).

An important challenge of efficiency and effectiveness is South Africa's weak knowledge and skills base. There is a serious shortage of academic and research capacity in the country. As a result, the recruitment of adequate and appropriate academic and research staff is a big problem. In order to remain competitive in the global knowledge economy, South Africa needs to produce 6000 Science and Technology PhD graduates per year. Currently, only 20% of that number is being produced (Calldo: 2008). A 2010 study by the Academy of Science of South Africa (ASSAf) found that South Africa produced 1 274 doctoral graduates in 2007 (or 26 doctorates per million of the country's total population) and that most of these were white South African men in their 30s (ASSAf: 2010). The study recommended that the numbers of doctoral graduates should be escalated through external intervention programmes and the levels of funding for doctorate studies in South Africa should be escalated, with a particular focus on shifting the balance of students towards full-time study (ASSAf: 2010).

The development and efficient use of information and communication technologies (ICT) is a challenge in South Africa generally and the South African higher education sector in particular. Most South African higher education institutions have not kept pace with the growth and development of ICT and are therefore not harnessing the functionality of these technologies for efficiency and effectiveness. A 2007 study on the role of ICT in higher education in South Africa argued that "educational technology has a key role to play in South African higher education as one of the strategies for addressing teaching and learning concerns" (Jaffer, Ng'ambi & Czerniewicz, 2007: 140). It has been suggested however, that despite the use of emerging technologies in higher education, such as facebook, twitter, blogs and many others, teaching and learning practices have tended to remain untransformed in many South African higher education institutions (Ng'ambi: 2012).

It must be emphasized that the challenges discussed above are not the only challenges facing the South African higher education sector. There are several others which, for example, include the entrenchment of the Further Education and Training (FET) system and the regulation of private higher education institutions. The recent Green Paper for Post-School Education and Training has also identified several challenges including the lack of coherence and articulation in the post-school system and challenges relating to the regulatory system (qualifications, quality assurance and contractualisation). Most of these fall in the category of

challenges relating to efficiency and effectiveness of higher education. These and all the other challenges discussed under the other two categories have had significant implications, and presented various opportunities, for higher education institutions in South Africa, an aspect to which we now turn our attention with specific reference to the University of KwaZulu-Natal.

Implications and Opportunities

Challenges by their nature have both negative and positive implications. Some challenges are basic while others are complex. Whatever the nature of the challenges, in trying to resolve them, opportunities are created and improvements are made. Accordingly, many South African Universities have benefited from the opportunities presented by the challenges faced by the South African higher education sector over the last two decades or so. Using the University of KwaZulu-Natal as a proxy, some of those benefits are here highlighted.

Transformation is one important consequence of the challenge of change. In the context of this discussion, transformation ought to be seen in its broad sense that incorporates issues of equity, access, broadened participation, and curriculum transformation. In that context, not only has there been increased and broadened participation in higher education, there has also been a significant shift in curriculum content in several universities. As mentioned earlier, many South African universities now enrol more African students, female students and students from disadvantaged backgrounds leading to significant changes in the demographic character of student distribution in higher education institutions. The University of KwaZulu-Natal is seen as one of the most successfully transformed higher education institutions in South Africa. One aspect of that transformation is equity. According to *Education Statistics in South Africa 2009*, UKZN instruction and research staff equity profile was 56% Black compared to 30%, 27%, 22% and 17% at the Universities of Witswatersrand, Cape Town, Pretoria and Stellenbosch respectively (Makgoba and Mubangizi, 2010: 233).

Another important consequence of the challenge of change is the restructuring of higher education through mergers and other forms and other forms of incorporations. Although certain mergers have been unsuccessful – for example the merger between the Medical University of South Africa (MEDUNSA) and the University of Limpopo – several universities have benefitted tremendously from successful mergers. The University of KwaZulu-Natal has not only become a much bigger, better and stronger institution through the merger, it has also benefitted tremendously from the changes in its organisational structures. According to Adam Habib, UKZN is one of the institutions that have been successful in restructuring and enhancing academic and research efficiencies (Habib: 2011). The college model organizational structure that came with the merger has led to greater efficiency and higher productivity. The structure has led to the release of academics from administrative duties to focus on academic work. Broad-based devolution has placed the management of resources and the ownership of decision-making into the colleges. This has led to academic and management authority being vested in those closest to the operations.

In so far as the challenge of poor governance and (mis)management of higher education institutions is concerned, the implications can only be negative. At the time of writing this paper, four universities were under administration (the University of Zululand, Walter Sisulu University, Vaal University of Technology and Tshwane University of Technology). One university (the Central University of Technology) recently successfully challenged the Minister's decision to put it under administration (*Minister of Higher Education and Training and Others v Mthembu and Others, Council of Central University of Technology, Free State v*

Minister of Higher Education and Training and Others (2776/2012, 2786/20). The Bloemfontein High Court set aside Higher Education Minister's appointment of an administrator at that university. This leads to another important governance-related challenge, namely, the education authorities' handling of the institutions they perceive to be dysfunctional. In the above mentioned case the Court found that the council, and not the minister, was responsible for the appointment of senior personnel, such as the Vice-Chancellor and that the minister, or the department, did not have the powers to terminate the employment of university staff, such as the Vice-Chancellor. The Court also held that the minister had no power to dissolve the university council and that he had exceeded his powers in this regard. This is obviously a precedent-setting decision and it remains to be seen how the Minister and, indeed the Department of Higher Education and Training will in future deal with higher education institutions that they perceive to be dysfunctional.

Mention was made earlier of the development and efficient use of information and communication technologies (ICT) as a challenge in South African higher education. Whereas this is a challenge, it has also presented enormous opportunities. The impact of technology on teaching and learning is increasing by the day. Advances in technology have enabled contact institutions to offer a range of alternative modes of delivery that were not previously available. Enhanced use of ICT is also one of the factors that have led to the increase in distance learning enrolments across many higher education institutions – including traditional contact learning institutions. In the specific context of the University of KwaZulu-Natal, IT initiatives have included the use of web-based programmes such as moodle and podcasting. The pivotal IT system in the teaching and learning infrastructure is known as Learning@UKZN. This is a learning management system, based on the open source software platform, Moodle. In July 2012, a total of 921 courses were available online to students in the four Colleges.

In addition, the Academic Computing Strategy Working Group has prioritised complementary technologies that are currently in various stages of implementation. These include Mobile Learning which involves the use of handsets capable of supporting web-browsing to support media and content delivery, augmented reality, e-books & classroom response systems. They also include Lecture Capture & Retrieval which comprises a set of complementary tools for the live recording of lectures, including voice and visual data. And finally, they include a Learning Resource Repository which is a rich media repository to enable lecturers to build course content linked to the learning management system.

The depth and length of this paper do not lend themselves to a detailed discussion of all the implications and opportunities presented by the challenges facing higher education in South Africa. Suffice here to say that many South African universities have not only taken advantage of those opportunities, but have also come up with innovative ways through which to address them, an aspect to which we now turn our attention.

Addressing the challenges

One of the mechanisms that universities can use to address the challenges discussed above is through sound strategic planning. In this regard, the University of KwaZulu-Natal, like many other South African universities has a Strategic Plan. The university's functions and activities are continuously measured and interrogated in terms of the goals and strategies set out in the strategic plan. UKZN's Strategic Plan is currently under review to take into account

rapid changes in the external and internal environment and to place more emphasis on metrics and quantifiable indicators of success which is inadequately reflected in the current Plan.

In so far as the challenge of funding is concerned, universities can augment government funding through the so-called third stream income which includes establishing and developing projects that generate income, and entering into public/private partnerships and ventures that lead to income generation. The University of KwaZulu-Natal has several such projects and partnerships. These include UKZN Foundation which is responsible for establishing projects, acquiring investments and raising funds; University Extended Learning (UEL), a University-owned company that is responsible for the administration of short courses; and Inqubate, another University-controlled business entity which is responsible for intellectual property and technology transfer.

Mention was made of the challenge of declining student enrolments. One way through which the University of KwaZulu-Natal has addressed this challenge is by setting and meeting enrolment targets. This can be done through targeted and efficient marketing and publicity campaigns. It can also be done through access programmes, the benefit of which would not be just meeting the enrolment targets but also meeting student equity targets by providing access to students from disadvantaged backgrounds.

One important challenge that was mentioned earlier is South Africa's weak knowledge and skills base. In addressing this, universities have to, firstly, conceptualise new mechanisms and strengthen existing ones for increasing research productivity. These would include, but are not limited to:

- Setting productivity targets;
- Developing and implementing research development plans;
- Using performance management as a tool for driving the research agenda;
- Hosting conferences and encouraging attendance at external conferences;
- Conducting output driven research workshops;
- Encouraging and initiating inter- and multi-disciplinary research projects; and
- Encouraging international collaboration

Related to this is the shortage of academic and research capacity which was also identified as a challenge. There are various ways through which this can be addressed. These include:

- Growing your own timber;
- Capacity building – through staff mentoring and development initiatives;
- Looking beyond your borders; and
- Introducing staff incentive schemes.

In addition, universities need to drive hard the project of increasing PhDs/Doctorates among their staff. Every staff member who does not have a PhD should be required to work towards one. This has many benefits: it increases supervision capacity, it increases research capability and it creates better academics. Moreover, universities need to increase their postgraduate enrolment and throughput, particularly at Doctoral and Masters levels. This is crucial. Benefits include research productivity and higher government subsidies. The University of KwaZulu-Natal has implemented all these initiatives and as a result, the staff/student ratios have been steadily declining and research productivity has been increasing.

Conclusion

This paper has highlighted the main challenges facing the South African higher education system and their implications, the opportunities they present and the mechanisms that some universities have adopted in order to address those challenges take advantage of the opportunities. Using the University of KwaZulu-Natal as a proxy, it is clear that in spite of (and perhaps because of) the said challenges some universities have become more transformed, more research productive, more IT advanced and more innovative in planning and self-sustaining. Given the success with which some universities have done this, it is fair to conclude that a number of universities in South Africa, including UKZN are well placed to position themselves as world class institutions that deliver world class higher education despite various challenges.

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Multi-Sector Partnerships for Sustainable Business Development in Indonesia: The Role of Higher Education

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Over a period of three years, Bogor Agricultural University/Institut Pertanian Bogor (IPB) and Maastricht School of Management (MsM) have been executing the multi-annual project Round Table Indonesia, www.roundtableindonesia.net. This project aimed at contributing to the improvement of a sustainable business and investment climate in the Indonesian agricultural sector by strengthening the knowledge capacity, formulating concrete investment opportunities, and facilitating partnerships. As a result, IPB and MsM have developed courses on sustainable business development and facilitated business projects in poultry, mangosteen, palm oil, shrimps, and tourism. All projects are based on value chain analyses and roundtable meetings with key stakeholders of government, private sector, academia, and civil society. The article outlines lessons learned in the area of partnership management and the role of academic institutes. It is argued that linking education and applied research with business development will lead to a stronger and more sustainable Indonesian agricultural sector, being of crucial importance for the Indonesian development as a whole. And in which process higher education plays a crucial role.

Background

Stimulating pro-poor economic activities within the agricultural sector is of crucial importance. In his speech held for Maastricht School of Management (MsM) (May 21, 2008), the Netherlands Minister for Development Cooperation said “In many developing countries, agriculture is the engine of economic development and food security. Increasing the productivity, profitability and sustainability of agriculture can help considerably to reduce poverty in rural areas. If we really want to make the most of developing countries' growth potential, greater investments in agriculture and rural entrepreneurship are needed. One option is to stimulate and improve market chain development.” He further continued to state that “The key to ensuring that research and knowledge are used effectively for poverty reduction and sustainable development is to intensify dialogue and cooperation between policy, science and practice.”

Pro-poor economic growth requires an integrated approach early on in the process; the Monterrey Declaration (2002) recognized partnerships as an important instrument in creating an environment favorable to the normal functioning of business and the attraction of investment, an essential element in generating employment and creating wealth. The various actors in a chain all contribute to economic growth differently, complementing each other along the way, whether governmental, civil society organizations or the private sector. Also academic institutes play an important role in further developing the theoretical frameworks for pro-poor growth, educating the leaders of the future, as well as translating such and other insights into practical policy recommendations. Concluding, the activities of all actors have the potential to complement each other, but there is a need to improve coordination and further develop joint efforts.

These notions of sustainable economic development, multi-sector partnerships and an inclusive value chain approach were at the basis of the cooperation of IPB and MsM in Indonesia that took-off in 2009 as ‘Round Table Indonesia’. In the scope of this project, multi-sector partnership are defined as a form of cooperation between public sector, private sector and civil society in which they agree to work together to reach a common goal or carry out a specific task, jointly assuming the risks and responsibility and sharing their resources and competencies (Ministry of Foreign Affairs the Netherlands, 2010). Partnerships are supposed to create a ‘collaborative advantage’ by generating additional knowledge and resources (Partnerships Resource Centre, 2012). Round Table Indonesia was about bringing different (international) partners together to work towards concrete sustainable economic development in the agricultural sector from a business perspective, based on a value chain approach.

The project aimed to increase the opportunities and eliminate constraints for Indonesian suppliers to be integrated in the regional and international markets. It fostered a structural collaboration between international businesses, local companies and policy-makers. The approach chosen was holistic, comprising of education, research, stakeholder dialogue, matchmaking and business development.

Agribusiness in Indonesia

For Indonesia, it is an obvious choice to invest in the agricultural sector when one wants to stimulate sustainable economic development. Over 50% of its population is living in rural areas (WB, 2005) and around 17% of Gross Domestic Product (GDP) (2003) is generated by the agricultural sector. In reality the significance of this sector is even greater, as the economic values of agro-industry and agro-related manufacturing sector (like packaging for fruits and vegetables) have not been included in this figure of 17%.

The agricultural sector plays an important role in the Indonesian Industrial development vision (Presidential Decree, 2008). Indonesia has the ambition to be a New Industrialized Country by 2020. To achieve this target, Indonesia's industrial sector should be able to meet some basic criteria. By 2020, the agricultural sector with other non-oil industries should contribute 30% of GDP. During the period 2010 till 2020 the industry should grow an average of 9.43% with the growth of small industries (IK), medium industries (IM), and large industries (IB) respectively with a minimum of 10.00%, 17.47%, and 6.34%.

In order to realize these targets, the Ministry of Industry has developed a strategy to strengthen the competitiveness of national industries. The main approach is through the development of 35 industrial clusters, based on international competitiveness and their potential for Indonesia. Most of these clusters are based on the agricultural and agro-industry sector. In response to the national industrial cluster strategy, the Ministry of Agriculture 2010-2014 Strategic Plan is repositioning agriculture as a driving force of national development through: (1) the achievement of sustainable self-sufficiency, (2) increased diversification, (3) an increase in added value, competitiveness and exports, and (4) improving the welfare of farmers.

The national figures indicate that Indonesia is on the right track: in the first semester of 2011, agricultural exports reached 21.6 billion USD, which is an increase of 115% from the year 2009 and of 66.3% compared to 2010 (BPS, 2012). Meanwhile, the balance of exports and imports to the agricultural sector surplus reached 11.34 billion USD. This figure is 68% higher than last year's surplus (6.74 billion USD). In the first six months of 2009 the value of agricultural exports reached 9.3 billion USD. In the same period in 2010 this increased with 39.24% to 12.98 billion USD. This growth is also reflected in the trade surplus: whilst the trade surplus reached 4.7 billion USD in 2009, by June 2011 the figure had exceeded 11.3 billion USD or multiplied nearly 150% from mid-2009 conditions.

Agricultural products and derivatives including the export of products have great economic potential. However, in order to become competitive agricultural products have to meet standard rules, labelling and technical requirements. This will require major efforts and cooperation of all parties, including farmers, agriculture officials and business practitioners.

Also the Ministry of Maritime Affairs and Fisheries developed a strategy with four pillars to increase competitiveness and value-added fishery, called the Blue Revolution Policies:

1. To strengthen an integrated Marine and Fisheries human resources and institutions
2. To sustainably manage marine and fisheries resources
3. To increase scientific based productivity and competitiveness
4. To extend the access to the domestic and international markets.

As a result of this strategy, the contribution to GDP of fishery in 2007-2010 reached 27.3 percent a year (statistics from the Ministry of Maritime Affairs and Fisheries), which is the highest, compared to the GDP growth in other agricultural sectors. In the third quarter of 2011, GDP contribution of the fishery sector reached 19.85 percent of all agricultural groups, ranking second after the food industry. For the record, in 2009 the export value of the fishery sector was 2.46 billion USD, in 2010 2.8 billion USD and then increased to 3.2 billion USD in 2011 (BPS, 2012).

It is important to realize that many Indonesian farmers as suppliers in the food value chain have a weak position. The competitiveness of the sector is constrained by low investments, inadequate infrastructure and underdeveloped agribusiness practices (USAID Amarta II Project, Agribusiness Market and Support Activity, 2012). Competitiveness and bargaining power are big issues especially when small-scale farmers have to deal with large national and international companies that source from them. Another problem is that small-scale farmers cannot compete in the international market because of lack of both financial support and management and marketing knowledge and skills. These challenges were to be addressed in the project for which a value chain approach has been used.

Round Table Indonesia, the approach

In Round Table Indonesia analysis and research was linked with sustainable business development, resulting in two interrelated processes, each with two components. The first process, education and research, focused on capacity building in the field of applied research by supporting Indonesian Master students who examined particular agricultural economic sub-sectors (component a). Their research (component b) focused on developing sound recommendations for enhancing business opportunities in the sub-sectors studied through value chain analysis. The second process, the implementation, was to generate momentum for sustainable business development in Indonesia by launching joint projects with private sector, public sector and civil society through Roundtable meetings (component c) and pilot projects (component d).

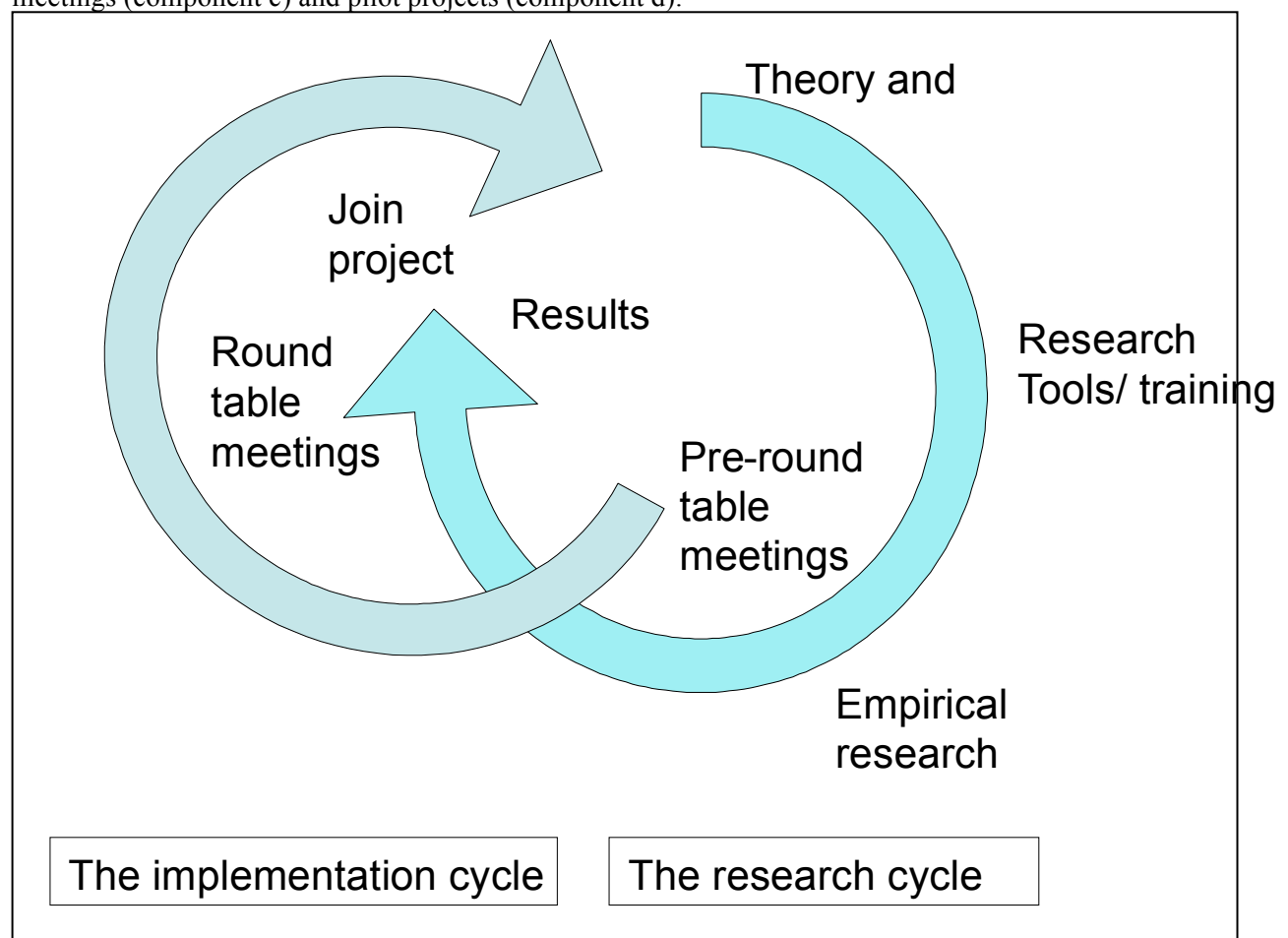


Figure 1. The Round Table approach

The main reason for this approach was the understanding that improving the situation of small holders or small entrepreneurs needs understanding of the full economic and social system in which they operate as well as involvement of a multitude of actors. The value chain analysis is a tool that helps to get clarity on the system in which the farmers (or entrepreneurs) operate, helps to map all the actors involved, whether direct or indirectly involved (for instance regulatory institutions), and outlines options for improving their position, referred to as value chain upgrading (Humphrey and Schmitz, 2000).

The strong emphasis on the Roundtable meetings was because an analysis as such will not lead to any improvement of a sustainable business and investment climate in the Indonesian agricultural sector as was the objective of the project. The crux is on making the market actors co-owners of the findings and ideas for value chain upgrading and for improving the sustainability and competitiveness of their sector. Another important reason was to make the chain actors start realizing that they are related in business and need each other.

Evaluations of multi-sector partnerships have shown (ECSAD, 2008 and 2009) that a partnership between private and public sector and civil society may generate better results if – among others – there is a knowledgeable, trustworthy, independent facilitator (in this case the trained faculty of IPB), a mechanism to facilitate the actual dialogue process (the Roundtable meetings) as well as some funds for implementing projects. These elements have been incorporated in the approach of Round Table Indonesia:

a. Training and education

The capacities to do value chain analysis and – development needed to be well embedded within IPB to be able to act as knowledgeable partnership facilitator. To make this happen, IPB faculty were trained and coached by MsM faculty and courses were delivered together. A new research specialization ‘Sustainable Business Development’ was set-up within the existing Master of Management in Agribusiness of IPB’s Management Program, covering a period of around 9 months. The first three months are courses on value chains, competitiveness, CSR, institutional entrepreneurship, and multi-sector partnerships, and the last six months comprised out of desk and field value chain research by the students.

It was foreseen that the specialization ‘Sustainable Business Development’ would not require donor support beyond the project period. The contrary: it was meant to become a vehicle for generating income from private and public funds for research and consultancy, and would strengthen and broaden the profile of IPB and its academic faculty.

b. Researching value chains

Each Masters student analyzed a value chain in a certain region and in a certain sector. In order to allow for synergy among students and a more cost-efficient use of the available resources, it was decided to focus on five sub-sectors: 1) Poultry, in particular the broiler industry; 2) Palm Oil; 3) Seafood, in particular shrimps; 4) Horticulture in particular mangosteen; and 5) Sustainable tourism. Then, IPB faculty assessed the quality of the student research and identified those which most potential for sustainable business development. In many cases, additional data were to be collected by IPB faculty.

c. Stimulating partnerships through Roundtable meetings

As a next step, a multi-sector dialogue process was being started by organizing two to three Roundtable meetings per selected value chain in which gaps and opportunities were discussed. By organizing these meetings, Round Table Indonesia aimed at sustaining ownership for business development projects and creating synergy between new project initiatives and ongoing activities. The meetings were organized in the region at stake, being Riau (palm oil), Surabaya (shrimps), Bogor (poultry and tourism) and Bandung (mangosteen). In all meetings, representatives of private sector, government, academia, and civil society participated, on average 25 people per meeting. Particular attention has been given to national, sub-national and local organizations as trade associations, chambers of commerce, advisory councils, and knowledge institutes.

d. Pilot Projects

During the Roundtable meetings distinctive topics were at length discussed with the aim to identify business development projects aiming at improving the situation of small-scale farmers or entrepreneurs in a value chain. Per sub-sector (five), a seed fund of Euro 5,000 was made available for one project. Since ownership and local support of projects are essential for their success, potential stakeholders were participating in the development and implementation of these projects. Whenever appropriate, strengthening or the set-up of a partnership platform was stimulated that could play a pivotal role in enhancing and maintaining an enabling business environment.

Roles of IPB and Maastricht School of Management

Bogor Agricultural University (IPB) as the premier agricultural academic institution in Indonesia and Maastricht School of Management with its expertise on sustainable business and partnerships have been working together in this project. IPB has identified the need for more education and research capacities in the area of competitive value chain analysis, – development, and partnerships, and has asked MsM to be of help.

MsM focused in Round Table Indonesia on curriculum development, coaching of IPB staff in the facilitation of partnership and the organization of the Roundtable meetings, and joint research. IPB's Management Program (MB) played a pivotal role in the project and positioned itself as economic partnership and matchmaking facilitator. It was responsible for the supervision of students, implementation of research, organization of Roundtable meetings and the implementation of the five pilot projects.

In table 1 the different roles are clustered per project component.

Project components	Roles IPB	Roles MsM
a. Training and education	Selection of students Delivery of education	Curriculum development ToT of IPB faculty Co-delivery of education
b. Researching value chains	Supervision of students Additional data collection	Coaching on distance
c. Stimulating partnerships through Roundtable meetings	Implementation	Coaching, advising
d. Pilot Projects	Co-selection, implementation	Co-selection, Coaching, advising
Overall	Implementation, co-delivery, co-steering	Coaching, advising, co-delivery, co-steering

Results

After a period of three years, many results have been reached of which the graduation of 35 students may be the most tangible. The most significant results are however of a different nature. To name the value chain approach integrated in curriculum and research, the experience of working in partnership between government and private sector, and the new role for Indonesian faculty as facilitator in such partnerships. In table 2 the main results are listed grouped per project component.

Project components	Results
a. Training and education	<ul style="list-style-type: none"> * Training of IPB faculty on research methods, partnerships, value chain analysis, CSR, competitiveness * 35 Masters students graduated at IPB with MsM certificate * New curriculum developed, integrated as compulsory elements of new private funded Masters program at IPB * Importance of educating Sustainable Business promoted among Indonesian MBA providers
b. Researching value chains	<ul style="list-style-type: none"> * 35 value chains analyzed by students, 5 further researched by IPB faculty * Special Edition (June 2012) of the Journal of Management and Agribusiness on Sustainable Business Development * Paper published for Indonesian Journal (selected from students' research) * Papers included in the Proceeding of the RTI International Conference on Sustainable Business Competitiveness in Indonesian Agribusiness * Poster presentations at International Conference * Paper presented at 8th QS- Asia Pacific Professional Leaders in Education Conference 2012
c. Stimulating partnerships through	* 8 meetings organized with a total of more than 250

Roundtable meetings	participants * 2 sector-specific partnership platforms set-up
d. Pilot Projects	* 5 projects implemented, for the results see boxes 1 - 5 * Opportunities identified for linking with Netherlands business partners

Training and education

Divided over two batches, a total of 35 Masters students followed the specialization ‘Sustainable Business Development’. Nine training of trainers’ workshops for IPB faculty have been given by MsM faculty, and a total of six weeks co-delivery of teaching. One year after graduation of the first batch (15 students), their labour position looked promising. Five alumni were working in various sectors such as owning and running a consultancy company, a bank, the electricity sector, and a poultry business. The remainder 10 alumni already had jobs before entering the program (executive students) and most of them were still in their old jobs and positions except one who moved to a different job that is directly in line with the Sustainable Business Development specialization.



IPB graduate students exercising partnership models

Photos: Huub Mudde

Whilst the specialization is part of the elective curriculum of a Masters program, IPB decided to – besides continuation of this specialization – integrate the courses within the compulsory curriculum of a new E-MBA. This program, which started with a first batch of 30 students in 2012, is fully private funded and is targeting Indonesian students that do not live in the proximity of Bogor, West-Java. One may conclude that introduction of the topics and approach of Sustainable Business Development was timely and resonated with social and economical developments in Indonesia. IPB has actively promoted the topics and approach amongst the Indonesian providers of MBA education and government: the 2010 annual conference of IPB-MB was about sustainable business competitiveness, and in December 2011, the approach was advocated at an annual seminar of the Indonesian Association of MBA in Jakarta. Late 2010, around 20 government officials from several ministries participated in a workshop that explained the value added of the Roundtable approach for improving Indonesian agricultural competitiveness.

Researching value chains

The value chain analyses as performed by the Masters students mapped the five commodities (poultry, palm oil, shrimps, mangosteen, and sustainable tourism). Investment opportunities were identified as well as challenges to be addressed through business strategies and government policies. The foreseen aim of these business strategies is to improve commodities competitiveness by value chain upgrading. For instance, in production and handling processes, it became clear that strategies should address the issue of adoption by farmers of global sustainability and traceability standards. In parallel, strategies should be focusing on customer satisfaction of consuming green or sustainable products.

Regarding government policies, a variety of problems and gaps have been identified that occur in each of the studied commodities of relevance for policy formulation and implementation.

Overall, the analyses showed a growing partition between national and global economic activities, an unequal income distribution, and provided causal explanations for agricultural competitiveness.

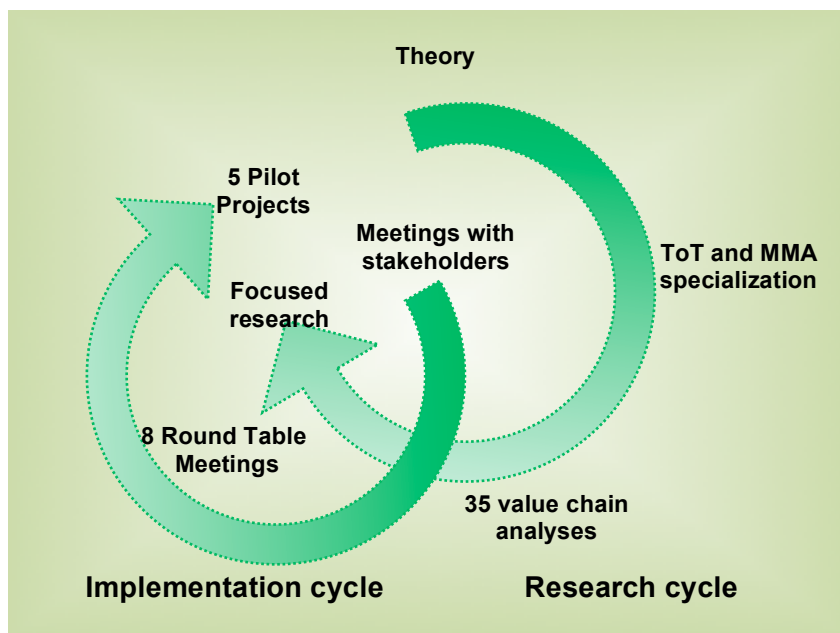


Figure 2. Positioning of the project results within the model of the Round Table approach
Stimulating partnerships through Roundtable meetings

In the original project outline (written in 2008), only one Roundtable meeting was foreseen per sub-sector. This appeared to be far too little. Bringing together government officials, corporate industry, farmer associations and civil society in one room to explore together options for improving the sustainability and competitiveness of a specific sector or chain was still a rather new phenomenon in Indonesia. Hence, thorough preparation by IPB (data collection and bilateral meetings) was required as well as two to three Roundtable meetings to build relations and create trust among the stakeholders. Most of Indonesian agribusiness being studied involves many smallholders in the value chain. Partnership with big actors in the chain is often unavoidable to overcome their limitations in either access to finance or market. Big actors are also in need of the smallholders to supply their raw materials or just to reduce their overhead costs. Despite their mutual needs in the chain, however, lack of discipline from both parties in meeting the agreed terms and conditions of partnership often lead to an unhealthy environment for a partnership to run sustainably. Once the trust is broken, it is not easy to bring back all parties to work together to improve the condition of the whole chain. This is one of the biggest challenges to improve agribusiness competitiveness.



At the end of most of the Roundtable meetings, the participants were asked to fill-out an evaluative questionnaire. Answers from 113 respondents were received (out of the 230 participants). The results underline that limited cooperation among chain actors is indeed considered as a prime concern that restrains economic development: 45% of the respondents mentioned it as the main bottleneck (see figure 3).

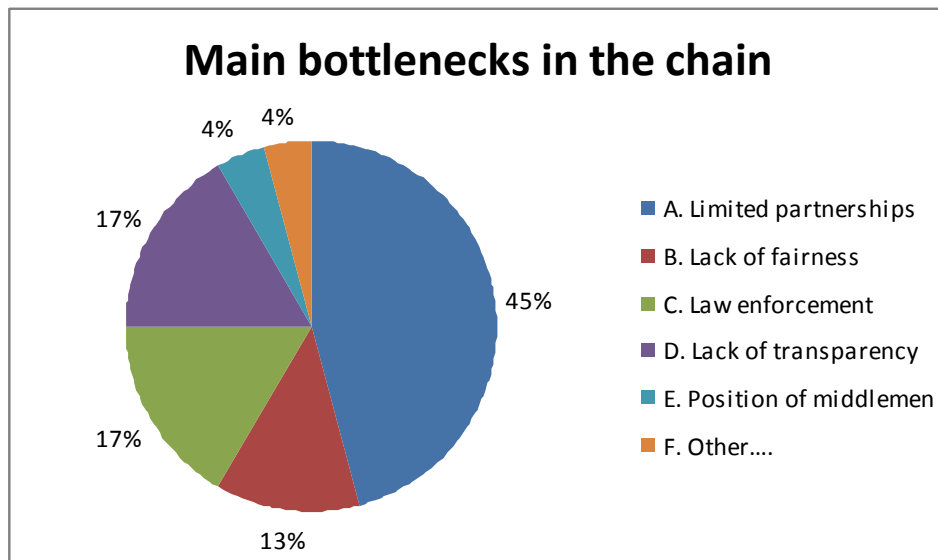


Figure 3. Main bottlenecks in the chain, according to 86 participants of 4 Roundtable meetings

A vast majority of 73% of the same people indicated that the meetings had helped them to become more positive towards cooperation with other chain actors. A small number of people has apparently been disappointed and are hardly willing to cooperate (see figure 4).

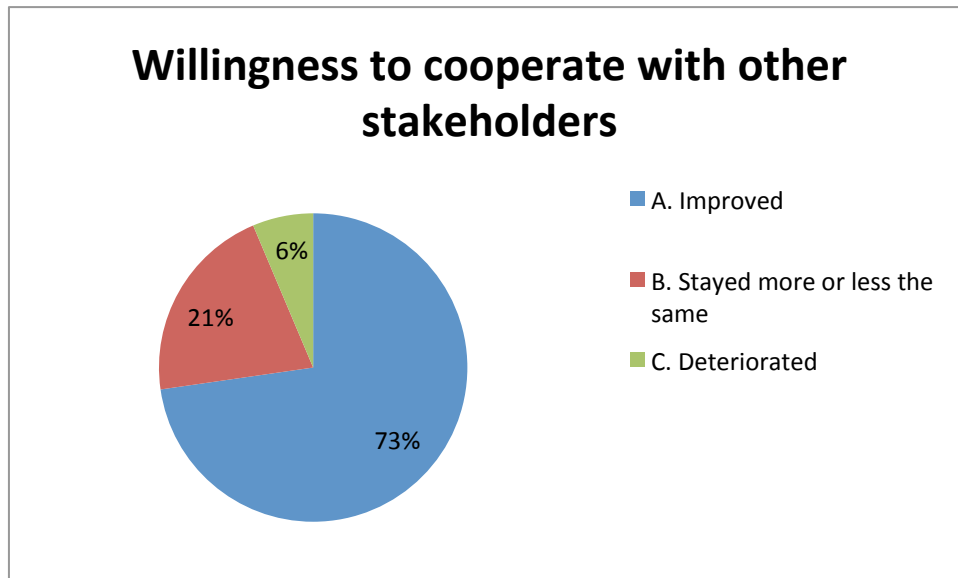


Figure 4. Change of willingness to cooperate with other stakeholders measured at the end of the Roundtable meeting, according to 110 participants of 6 Roundtable meetings

This positive picture is further translated in a strong support of the participants in the outcomes of the meetings with 78% (very) satisfied with the steps identified for follow-up action (see figure 5).

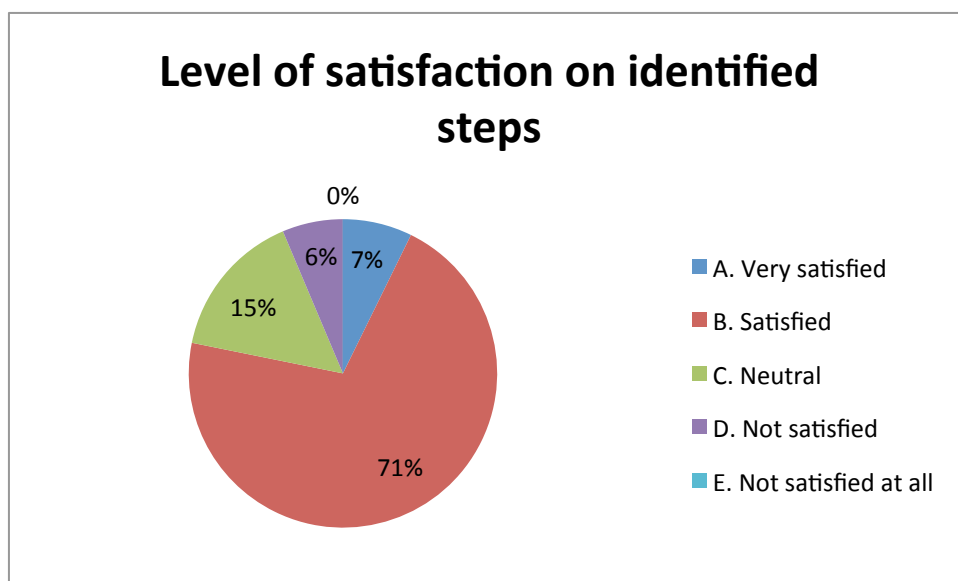


Figure 5. Level of satisfaction on steps identified for follow-up of the Roundtable meetings, according to 110 participants of 6 Roundtable meetings

The figures do not give evidence of differences between the five economic sub-sectors. Three examples:

The **mangosteen** sector is still a young, scattered agribusiness sector in which many stakeholders are not yet well organized and developments towards export are just starting. A dominant lead firm does not exist. The support offered by Round Table Indonesia through thorough analyses and facilitation of meetings was new and helped the chain actors to think more widely.

In the case of the **palm oil** sector in Pekan Baru, major economic interests were at stake with one dominant state-owned enterprise, PTPN5. As independent facilitator, IPB managed to get all actors around the table with the exception of PTPN5 because of sensitivities in the relation with one farmer association. A parallel, bilateral, informal process was needed to take these sensitivities seriously. A solution was found by widening the group of farmer representatives and by shifting institutional representation towards participation on personal capacity in multi-stakeholder meetings.

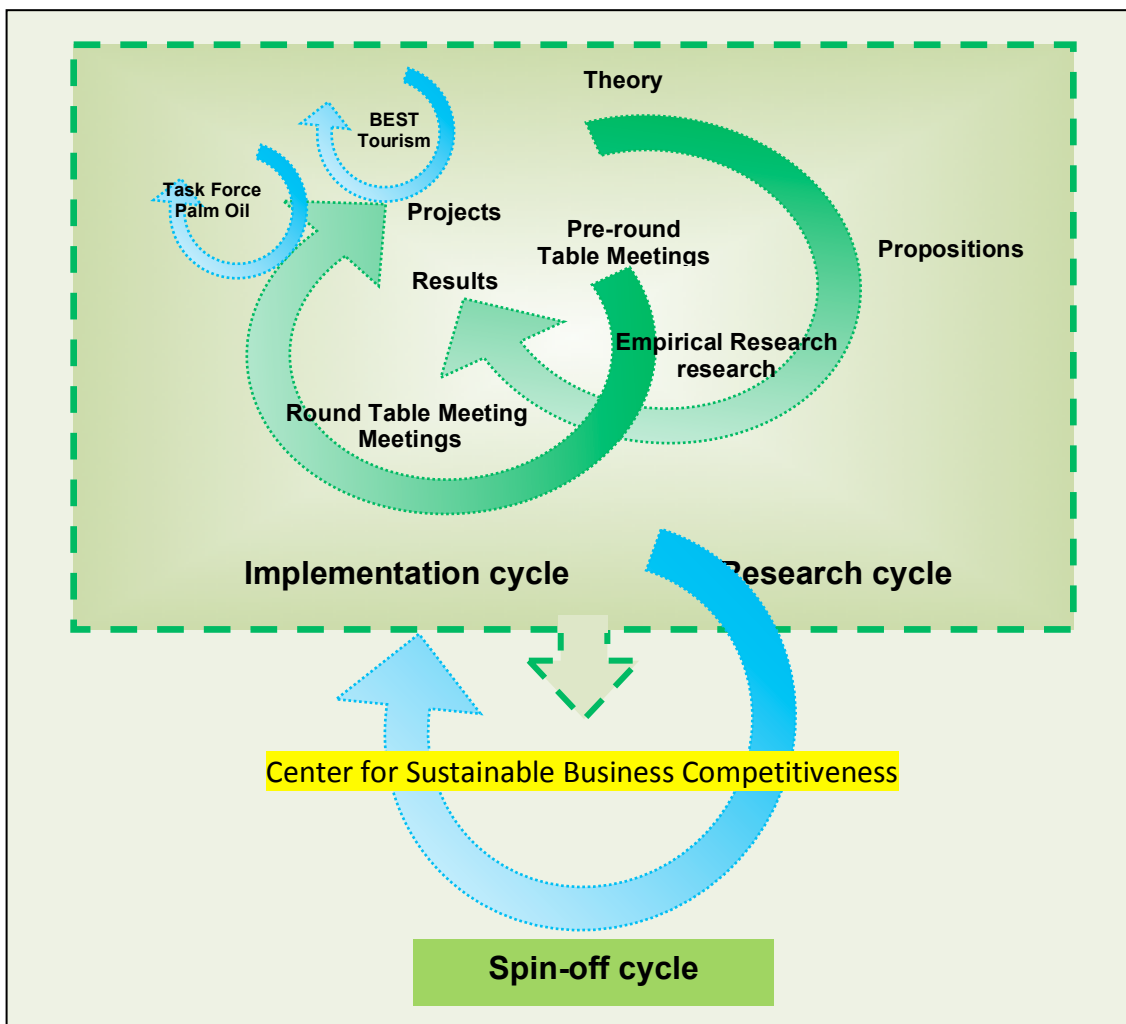
The **shrimp** sector in East-Java is a vested, big industry, well organized as important economic cluster. Competition however is tough and many relations between different actors are characterized by mistrust. Faculty of IPB has put effort in collecting field data, identifying main issues that were hampering value chain upgrading, and managed to come to an agreement for joint action towards a more sustainable aquaculture between government, small scale pond holders, middlemen, as well as the processors and exporters.

Value chain upgrading

Stimulating pro-poor economic activities within the Indonesian agricultural sector has been the ultimate drive for Round Table Indonesia. This is reflected in all the five projects in which the improvement of the economic situation of small holders or small and medium enterprises is pertinent. In the poultry sector, an improved contract farming model is developed with equity principles; in the multi-stakeholder platform as is set up on tourism in the Bogor region, small and medium enterprises play a pivotal role; the Kampung Vannemai in East Java (shrimp) is aiming at improvement of the situation of communities with holders of 1 or 2 ponds, the palm oil replanting strategy in Pekan Baru is to safeguard the business of the smaller farmers, and the formulation of Good Handling Practices of the mangosteen production is crucial for opening markets.

Institutionalization of partnerships

Beyond the outputs as listed above, Round Table Indonesia has resulted in institutionalization of several partnerships, two on the level of a specific sub-sector, and one partnership between academic, government and private sector (see figure 6).



shifting institutional representation towards participation in multi-stakeholder meetings on personal capacity.

BEST: Bogor Eco- and Sustainable Tourism Society

The establishment of the Bogor Eco- and Sustainable Tourism Society (BEST) was successful as of the start. BEST is a good example of a multi-stakeholder platform: around 20 businesses, the three relevant governmental organizations (federal, regional and local) and a dozen non-government organizations agreed to join forces for more sustainable tourism in the Puncak region of Bogor. This fragile mountainous region is extremely popular resulting in too high a pressure on natural resources and infrastructure. The absence of good waste management is a big problem. The project spearheaded by an IPB faculty member helped to bring actors together, facilitated meetings, and supported in formalizing the organization. Eight students have researched different aspects of the tourism sector in the region. BEST has the potential to become an important player and can be considered as a test ground for true partnership in Indonesia.

Centre of Sustainable Business Competitiveness

Beyond the already mentioned educational sustainability, institutional sustainability of Round Table Indonesia will be through a new **Centre of Sustainable Business Competitiveness**, hosted at the Management Program of IPB (IPB-MB). The governance structure is reflecting the partnership approach, with an Advisory Board representing the Indonesian government, agribusiness, and academia (MsM and IPB).

It will be positioned as a centre focusing on the relation between business, public sector, and academia with the mission to enhance the ability of the private and public sector in Indonesia to respond proactively, innovatively and exceptionally to global market challenges. The new center is a working group of experts, committed to bringing different (international) partners together to work towards concrete sustainable economic development in the Indonesian agricultural sector from a business perspective, based on a value chain and cluster approach.



The launch of the Centre of Sustainable Business Competitiveness on June 25, 2012 with MsM Director International Projects M. Gans.

Lessons learned and policy recommendations

The work over the period 2009 – 2012 with the results as outlined above leads to a variety of lessons learned clustered around aspects related to i) the partnership management, ii) the role of academic institutes.

Partnership management

Partnership management implies to build mutual understanding, to foster mutual respect, and to focus on joint problem solving and relationship management (MsM, 2012). The approach of Round Table Indonesia has learned that facilitating multi-sector partnerships in the academic and business context in Indonesia need specific attention for:

1. Building trust among the stakeholders
2. The specific characteristics of the Indonesian culture
3. The selection of partners.

1. Building trust among the stakeholders

The absence of trust among chain actors is one of the biggest challenges to improve Indonesian agribusiness competitiveness. This concurs with findings of research by the Partnerships Resource Centre on Public-Private Partnerships, indicating the need to create trust as one of the “uncertainty factors” that need to be addressed when setting up a PPP (Engel, 2012). The approach Round Table Indonesia has used for creating trust with a certain level of success (see results above) is:

1. Perform independent fact finding, incorporating the various perspectives as a basis for discussion and dialogue.
2. Create a neutral environment for people to meet and to get to know each other. Take all opinions seriously. This has been done in the Roundtable meetings. This is the first condition.
3. Use interactive workshop formats that allow all stakeholders to speak up.
4. Have transparent and agreed governance: decisions are recorded (minutes), reports are available, roles and actions are clear.
5. Act! Show that you take it seriously and foster a partnership activity with a certain visibility and impact: this is done through the 5 pilot projects.
6. Start small in your actions – not in your ambitions! – and show results first, after which the partnership and desired sustainable business development may grow like a snowball.

2. Acknowledge the specific characteristics of the Indonesian culture

Engaging in partnership asks among others for transparency in decision making, accountability, professionalism in overcoming differences, and a knowledge based process. In general terms however, the Indonesian culture has certain elements that hamper partnership and joined decision taking and – ownership; in many Indonesian settings, coming together to talk and to eat is important. People join and have the intention to leave after a meeting of two to three hours but decisions may not be taken, and follow-up may be dependent on actions by individuals. Another factor of importance is that Indonesians tend to avoid conflicts, in particular in meetings in which more people are involved. As a result, people may not speak-up or even prefer not to participate at all. This also becomes manifest in attendance: if a more senior person invites you, in most of the cases an Indonesian ‘can’ not refuse and will attend the meeting. This however also implies that if just before a meeting an even more senior person calls you, you will change your schedule. Hence, till the last minute it will remain a question who may attend the meeting, and planning well ahead of time is extremely difficult.

For this reason, Round Table Indonesia has learned that changes for a successful partnership process will be higher if:

1. Key actors will be approached diplomatically, avoiding settings that may undermine certain status.
2. This also needs flexibility. An example is the attempts to form a multi-sector partnership for the replanting strategy of palm oil in Pekan Baru. Beyond the formal meetings, a more direct, personal approach was needed to get one of the key actors on board. Lobbying outside the spotlights by a knowledgeable facilitator is crucial.
3. Invitations are done by well-respected senior people who will also be present at the meetings: this will demonstrate to the invitees that it is indeed a serious matter.
4. Persevere: organizing one meeting will not suffice; it requires a longer term process with bigger and smaller meetings to unravel the boundaries between stakeholders and make them feel comfortable.
5. Keep focus: make clear that the meeting is part of a process, gear towards transparent, owned decisions and write them down.
6. Remain active as facilitator: keep the communication lines with the key actors short and show your commitment for making it a success.
7. Be a good host, hence offer good food, preferably including a lunch.



Figure 7. Socio-cultural factors influencing a multi-sector partnership positively

3. Partner selection

A crucial factor for success of a partnership process is the selection of the participants, of the actors invited to explore and possibly engage in partnership. This is a delicate process. People have the intention to work with the people they already know, to avoid people who act and think differently, may be perceived as ‘trouble makers’. In male-dominant circles, women are often simply overlooked. There is no easy one size fits all solution, but some lessons can be drawn:

1. First, make a comprehensive mapping of all the direct and indirect stakeholders that are of relevance for the desired agribusiness development / value chain upgrading. In the case of Round Table Indonesia this was a compulsory element of the work undertaken by the Master students.
2. Make a short list of the most influential people, the champions per societal group: the business sector, government, civil society.
3. Start with these ‘champions’, involve them in promoting the partnership among others.

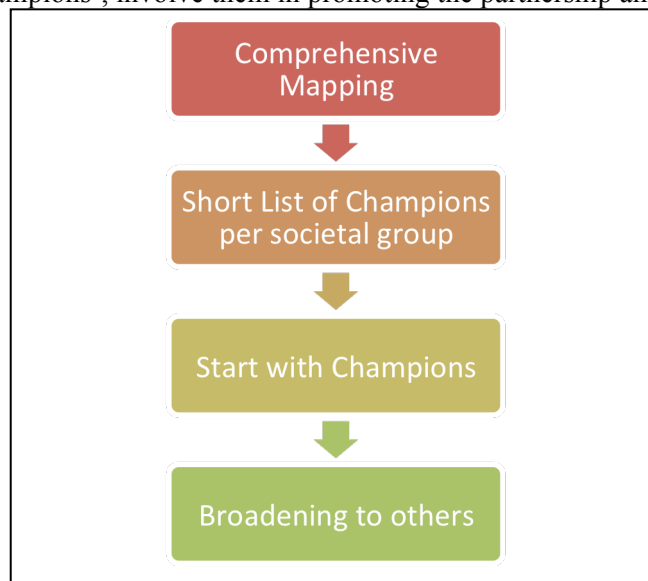


Figure 8. Process of partner selection

Role of academic institutes
Independent facilitator – initiator

Faculty of IPB performed in a new role as initiator and facilitator of a partnership process. Traditionally, the involvement of the university stops upon delivery of a report. But in this case, a student thesis was the starting point of a structured follow-up process. The experiences of the project demonstrate that university staff can indeed perform such a role because the chain stakeholders see them as an independent player without a stake in chain development. And because they can contribute with an analysis on the basis of various perspectives.

Quality of student work

In most of the cases, the quality of student research (Masters level) is not meeting the quality standards needed to start-up a partnership process. In practice, the value chain analyses by students were the starting point for faculty to do further focused research. Budget needs to be available for this applied research. It is however a useful learning process for students to involve them in the organization of Roundtable meetings.

Research based process

The importance of applied, academic research is that it has the possibility to incorporate various perspectives. If properly done and new and sufficient hard data from the “field” will be brought to the table, chain actors will be more willing to engage. In the case of Round Table Indonesia it helped to come to conclusions and strengthened the position of IPB as knowledgeable facilitator.

Focus and network

Academia should realize that their role remains limited: their core business is in education and research; hence they should focus and be open for partnering with a diversity of stakeholders, like business development support organizations and financiers.

Policy recommendations

Based on the lessons learned as described above, five policy recommendations are identified that will strengthen the role of higher education in supporting sustainable economic development:

1. Stimulate the development of partnership platforms for strengthening agribusiness development in Indonesia. These platforms can at best be organized on cluster or sub-sector level for stakeholders to be able to find a common ground for cooperation. Higher education can help in collecting the required baseline information.
2. Seek partnership champions in Indonesian government and corporate industry and stimulate them to promote partnerships among their peers as a strategic mechanism for strengthening sustainable economic development. Higher education can support this through case research.
3. Develop a pool of professional partnership facilitators in Indonesia, independent from government and corporate industry, which will acquire knowledge and skills on how to facilitate the partnering process effectively in the Indonesian context.
4. Involve academic institutes as of the outset, being able to generate factual data on the issues at hand, make a comprehensive stakeholder analysis. With the expertise and research finding, academic institutes can be positioned as initiators and catalysts of innovation and sustainable development.
5. Engage in multi-disciplinary research on the development impacts of partnerships. This could be an important threat of the research agenda of the Sustainable Business Competitiveness Centre of IPB Management Program that is set up as a multi-sector partnership initiative.

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TOWARD A WORLD CLASS UNIVERSITY; THE EXPERIENCES OF UNIVERSITAS ISLAM INDONESIA

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Abstract

The global competition among higher education institutions later raises the new paradigm called the World Class University (WCU). As the oldest university, Universitas Islam Indonesia (UII) affirms its commitment toward WCU. To reach WCU, UII has set up its policies to deal with several issues including international certification, , international recognition, development of local genius, international university ranking and others. Since 2009, UII has attained international accreditations including ISO 9001:2008 and ISO 17025. In addition, UII has continued its attempt to promote international publication by registering UII's journal on the international journal database such as Scopus and Directory of Open Access Journals. Fostering university internationalization, UII also keeps continuing doing "intensification and extension" of international collaboration which has taken various forms, such as staff and student exchanges, dual degree, research collaboration, transfer of knowledge and technology, and others. UII has also used higher education world ranking to measure UII's efforts in performing internationalization.

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Introduction

The development of information and communication technology has brought change in many aspects of life. This also has led to the development of competition, including in the education sector that whirl across national borders. In addition, free trade also has given such contribution in shifting the competition orientation of education sector, both in national and international scale. The inclusion of education in GATS (General Agreement on Trades and Services) has been directly driving competition in education sector that involves many parties. As a member of the WTO and ratifying the GATS, Indonesia must be ready to deal with all the consequences of GATS' implementation. Moreover, in Asia Pacific region, higher education has been considered as one of the important sectors that also becomes a strenght (Jeong, 2005).

Global competition has been encouraging Universitas Islam Indonesia (UII) to affirm its commitment toward World Class University (WCU). This commitment has been firmly stated in UII's vision, "Towards UII as a virtue for the whole universe, aspiring to become an internationally recognized university committed to perfection and Islamic values in the fields of education, research, community services, and *da'wa*.

The Experiences of UII towards World Class University

Towards WCU level, UII has been conducting strategies, namely international certification, international recognition, development of local genius, international university ranking and others.

1. International Certification

In 2009, UII successfully obtained international certification including Quality Management System ISO 9001: 2008. Quality management system can be used as indicators of education quality and teaching assessment at higher education institution. It is expected that this certification is able to produce excellence output and bring implication on market competitiveness improvement. In addition, this international certification has delivered both internal and external benefits. Internally, through this certification, it is expected to improve efficiency and productivity that gives a result on output quality. Besides, internally, this certification is intended to increase customer loyalty.

Meanwhile, UII has also attained Accreditation of ISO 17025 for its Integrated Laboratory and Environment Laboratory since 2010. The ISO 17025 sets international standard parameters in the assessment of laboratory quality. UII is the first private university in Indonesia that has successfully achieved ISO 17025 accreditation for testing laboratory. By obtaining ISO 17025, the results of experiment that are issued by its laboratory deserve both national and international recognition. Moreover, this recognition will be able to attract companies in conducting experimental test. Therefore, the laboratory with ISO 17025 can also provide benefits for universities in term of both opportunities in promotion and financial sources.

Furthermore, UII has also made serious effort in gaining international certification for academic program. UII has obtained international accreditation like ACCA (The Association of Chartered Certified Accountant) that located at Glasgow UK. UII has also been collaborating with SAP and Edugate institutions in SAP University Alliance Program. UII declared as the first member of SAP UAP of universities in Indonesia. Being a member of SAP UAP, academic programs at UII are expected to be able to develop and design curriculum with information technology based. The implementation of SAP in curriculum is intended to sharpen graduate's competitiveness and accelerate graduate's waiting time entering work field at the domestic and international level.

2. International Recognition

The expansion of international cooperation helps higher education to take part in international level. Therefore, UII keeps continuing to establish collaboration links along with international institutions by doing 'intensification and extension of international collaboration. The intensification of international collaboration was carried out by intensifying the existing partnership. Besides, the extension of international collaboration has taken by establishing new collaborations in various forms such as staff and student exchanges, dual degree, research collaboration, transfer of knowledge and technology and others.

Gaining international recognition, UII is actively engaging in various organizations and international activities, such as by taking part in World Muslim League (WML), Federation of the Universities of the Islamic World (FUIW). FUIW is an international forum that involves 200 Islamic

higher education institutions all over the world. UII, along with 14 other universities, was elected as the member of Executive Council on the 5th session of the General Conference in Azerbaijan. In addition, the lecturer's participations and engagement in various international and national scientific meetings also enhance UII's international recognition.

3. The Development of Local Genius

The development of local genius in the university is very useful in achieving a World Class University because it can be used as a differentiator with other universities that can enhance the benefits of higher education both at national and international scales. In general, local genius can be interpreted as the intelligence of local people to manipulate the influence of foreign cultures and the culture that has existed to a new, more beautiful, better and harmonious one according to local tastes and also to a specific form or the identity of the area itself (Sukarata , 1999).

In Ayatrohaedi as quoted by Sartini, local genius is a term first introduced by Quaritch Wales. In the disciplines of Anthropology, Haryati Subadio states that local genius is a local identity, the identity / personality of the nation's culture that causes the nation to absorb and process foreign cultures according to their own nature and ability (Sartini, nd).

UII develops local genius through research centers and academic programs. Some research centers at UII has begun to develop local genius, like CLDS (*Center for Local Law Development Studies*), CEEDS (*Center of Earthquake Engineering, Dynamic Affect and Disaster Studies*), CIS (*Center for Islamic Studies*).

Some academic programs also have developed and examined the products that can be used as local genius. The development of the local genius substance is organized by several academic programs at UII as follow. Architecture Department, for instance, examines the building materials and local technology; Department of Chemical Engineering concerns on the use of natural fibers for textile materials; Department of Mechanical Engineering develops the manufacturing of handicrafts and jewelry products; Department of Pharmacy examines natural medicines; and Department of Chemistry develops essential oil.

The Department of Pharmacy has also developed local genius products based on natural medicines. Pharmacy students are encouraged to conduct research of local potency for the development of natural medicines. Meanwhile, Chemical Engineering students are more focused on local genius research of exploration-based technology and natural materials-based utilization. The lecturer's researches and student's final projects are directed at the development of supporting manufacture technology in strengthening Yogyakarta's potential, especially in craft and art products. The development of several products based on local genius does not end in the laboratory, but it eventually must be continued to production and marketing.

UII is currently also developing other fields such as Islamic economics, Indonesia business practice, family medicine and others. Faculty of Economics at UII not only develops Islamic economics but also creates SME (Small and Medium Enterprises) business laboratory and

entrepreneurs with Islamic economic based. These programs provide funds called *murabahah*. In the field of management, UII is also developing management by culture of which the application adapts to the local situation.

4. World Class University Ranking

The Times Higher Education Supplement (THES), Shanghai Jiao Tong, Webometrics, 4ICU and QS World Rankings are several world university ranking systems that have different assessment criteria. THES applies the following criteria: (1) Peer review, (2) Citations per faculty (Research quality), (3) Student faculty ratio (Teaching Quality), (4) Recruiter review (Graduate employability), (5) Number of five international faculty, and (6) International students (international outlook), (O'Leary et al, 2008).

Shanghai Jiao Tong uses different criteria, namely: (1) Quality of education, (2) Quality of faculty, (3) Research output, and (4) Size of institution. Besides, Both Webometrics and 4ICU give emphasize on website assessment. Webometrics assessment criteria includes: (1) visibility, (2) size, (3) rich files, and (4) scholar. The 4ICU involves three parameters, namely: (1) Google page rank, (2) Yahoo inbound links, and (3) Alexa traffic rank.

UII views that the world university ranking system is not a primary goal. Otherwise, the ranking system is considered as benchmarks for measuring UII's attempt toward internationalization. In term of internationalization of higher education, benchmarks assessment can also be used for determining UII's rank among other universities, both local and international.

UII's rank according to Webometrics ranking system shows its work improvement. Based on released version of Webometrics ranking on January 2012, UII ranks 41st for South-East Asia level and 1381 for world level. It proves that UII's rank improves significantly if compared to UII's rank in previous period. Also, UII has been ranked 14th for both public and private universities in Indonesia by 4ICU-international Colleges and Universities on July 2012.

Currently, UII has received the certificate award from QS Stars, an international institution which evaluates universities worldwide using a rating system. According to QS Stars assessment, UII has achieved two stars predicate. The QS Stars indicators include: Research quality, Graduate employability, Teaching quality, Infrastructure, Internationalization, Innovation, Engagement, and Specialist.

In addition, UII has been ranked 83rd for world level and 6th for national level by Green Metric World University Ranking. In 2012, UII also achieved Indonesia Green Award with category of Green Campus by La TOFI School and Corporate Social Responsibility. This award proves UII's commitment to actively engage in environmental conservation.

Conclusion

Global competition forces higher education to start thinking about shifting its orientation from inward looking to an outward looking orientation. However, this shifting orientation will not ignore the aspect of internal consolidation that can be used to face the tight domestic competition. Besides,

an endeavor to build the competitiveness of higher education is needed to be implemented to maintain the existence of higher education and achieve excellence in the future.

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Providing Global Accurate Understanding of Islamic Banking: The Necessity of Comparative Approach of both Islamic and Conventional Banking as a Core Subject

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Abstract

This paper addresses justifications for the necessity of comparative approach of both Islamic and Conventional Banking Law as a core subject for business, legal and economic courses in providing globally accurate understanding of Islamic Banking. Words like “Islamic”, “*Sharia*” and “interest” are likely to be misinterpreted and misunderstood. To know Islamic Banking or more accurately, *Sharia* banking is actually to appreciate the differences and similarities between both Islamic and conventional banking law. *Sharia* is the rule of law in Islam and it is best comprehended by comparing it with conventional banking law in order to see the clear demarcation line between both systems. The paper attempts to provide the curriculum design to serve the global needs for the proposed subjects.

INTRODUCTION

The teaching and learning of law include both the systematic and critical understanding of the law and effective learning skills (Kenny, 1994). Among the learning skills that need to be developed are competency for conducting research and drafting of laws (Kenny, 1994). Studies have shown that in tandem to the lecture as a teaching approach, the PBL nurtures deep learning and encourages long life learning required for a law practitioner (Liddle, M., 1999).

The Islamic Finance Law offered at the Kulliyah of Economic and Management of the International Islamic University Malaysia is a course that combined three fields, namely Islamic law, Islamic finance and Islamic economics and their conventional counterparts. The legal field in particular is consisted of two variant systems namely; shariah and civil. The shariah, Islamic finance and Islamic economics are fundamentally based on the normative values and ethics derived from the divine sources of Al Quran, prophetic Al Sunnah and the consensus of the ulama. Whilst their conventional counterparts are fundamentally based on a body of historical, conventional human knowledge and experiences of legal experts.

The Kulliyah of Economic and Management of the International Islamic University Malaysia has applied an integrative approach in teaching and learning of Islamic Economic and

Finance which integrates the conventional with Islamic.(Mohamed Aslam Haneef & Ruzita Mohd Amin, 2008). Harmonisation approach has also been applied in adjudicating Islamic banking and finance cases. (Abdul Hamid Mohamed, 2009).

THE CONCEPT OF TRIPLE I H

The Islamic finance law course therefore consists of three main elements namely integration of knowledge, Islamization of knowledge and harmonization of civil and Shariah laws. The results obtained from the first cycle of my action research have underscored three important areas for the enhancement of teaching and learning using the PBL approach in the UK3153 Islamic Finance Law course. Firstly, the PBL for the course must be compatible with the content of the course founded on the concepts of TRIPLE I H or Integration and Islamization of Knowledge and Harmonization of civil and Shariah laws. The type of PBL strategies must enable students to be competent in research, teamwork, and time management to achieve the THINK I H objectives. T collectively refers to the triple aims of the course regarding aspired students attributes; Integration and Islamization of Knowledge; and Harmonization of civil and Shariah laws. The H in the acronym HINK refers to the aspired attributes of the students; hardworking, honest and employ harmonization in the process of learning. I is for independent, innovative and ICT competent in dealing with legal documentations. N means nifty, and skillful in negotiation and narrative skills. K refers to know-how and professional key skills. Finally the I H refer to the ultimate aims for Islamization of Knowledge and Harmonization of civil and Shariah laws. Secondly, the PBL must encourage students to be responsible and competitive for the life long process of learning. The PBL approach must instill sustainable problem-solving skills which are not only useful for students during study but also for life long professional applications. Thirdly, the success of PBL for the UK3152 course requires the cooperation of all parties. The lecturers need to function effectively as coordinators and motivators and not merely as knowledge providers. Students must also be key participants and hold responsibilities in the process of learning.

THE MODULE ON DRAFTING LEGAL DOCUMENTATION OF ISLAMIC BANKING

On the foundation of TRIPLE I H concept, a module on drafting legal documentation of Islamic banking is created. In fact, the module is the course outline for the course of Islamic

Banking and Takaful Law (UK3153). The main objective of the research is to develop the students' legal understanding and drafting skills of Islamic banking legal documentation. The module consists of three phases, theoretical, harmonization and drafting phase. The theoretical phase introduces the students with the historical background and the legal and regulatory framework of Islamic banking. The second phase harmonizes important concepts of Islamic banking with its conventional counterpart. Among others are the concept of selling and buying. In addition, few modern Islamic banking contracts are discussed to give the students some insight prior to the drafting of legal documentation. Finally, the students are required to prepare four sets of legal documentation relating to home financing based on the contract of *Al Bai Bithaman ajil, Musharakah Mutanaqisah, Ijarah Thumma Al Bai'* and *Istisna'*.

ACTION PLAN

An action plan was established in order to achieve the objectives of this research. Firstly, two sets of open – ended questionnaires were administered to the students who registered for the course. The pre course questionnaire is hoped to help the students to capture their initial view of the course. This view is based on the course description that is given with the questionnaire. Then, the students were given post-course questionnaire to see the feedbacks of the students.

Following the administering of the questionnaire, the students will participate in the second phase of module – series of lectures on Islamic banking concepts and contracts like al bai bithaman ajil, musharakah mutanaqisah, istisna and ijarah thumma al bai'and the practical phase. This intervention is expected to help develop and hone their knowledge on Islamic banking and drafting skills. This will also act as an indicator of whether the students can relate and apply the skills in a more specific context such as this course. In the course of time, the researchers will survey and select teaching and learning materials that will help to enhance the student's skills in drafting legal documentation. Concurrent to this, the course coordinator will utilise the teaching and learning material during lectures.

As such this paper presents a preliminary way forward in equipping students with a grounding skill in understanding Islamic banking and legal drafting of Islamic banking documentations. The relevant way forward is based on the students opinions before and after the harmonization and practical phase. The response discussed below gave an insight into the

reasons behind the students confusion towards the course understanding and provided the researchers with relevant input to prepare the intervention measures during the course.

The open ended questionnaire which allowed free responses which was administered to the registered students has three questions. The questions were:

1. Based on the course description, what are your expectations with regards to this course?
2. How would you prepare for this course?
3. What are your assumptions about legal documentation of Islamic banking? (you can relate your answer to Islamic banking products)

Henceforth these questions will be referred to as pre course questions 1,2 and 3. The questions administered to the students before the end of the course were :

1. What is Islamic banking legal documentations?
2. Do you find any improvement in your drafting skills after studying this topic?
3. Do you have any suggestions for improvement to enhance the students drafting skills for Islamic banking and takaful course?

Henceforth these questions will be referred to as post course questions 1, 2 and 3.

For pre course question 1, the responses that are considered positive in nature show that some students encounter precisely the hope that they will develop their drafting skills on legal documentation of Islamic banking. They also expect to gain new knowledge and learn how to draft legal documentation of Islamic banking like Bai baithaman Ajil and Musharakah Mutanaqisah. In addition, they expect the course to deal with comparative analysis of Islamic and conventional banking documentation. The responses that are considered negative in nature reveals that students expect to learn every aspect of Islamic business in every day life. This misconception correlates with other responses that indicate the students expect they should have good understanding of Islamic business in order to understand the content of this course. Whilst some feel the course confusing as they do not know what to expect from this course. This is perhaps due to the lack of understanding on basic concept of muamalat.

For pre-course question 2, the responses indicates that the students readiness to start researching, reading and discussing on the topic of Islamic banking legal documentation.

With regards to the students' assumptions about Islamic banking documentation, the responses are categorized as positive and negative. The positive assumptions include the students' opinion that the Islamic banking documentation relates to legal documentation of Islamic banking products like al Bai'Bithaman Ajil and Musharakah Mutanaqisah. The negative assumptions revealed that the students considered Islamic banking documentation is about financing and insurance. The more negative assumptions expressed by the students that the topic is complicated and they have no knowledge on the topic.

For the post-course questions, question 1 indicates that the students were able to explain the meaning of Islamic banking legal documentation satisfactorily. On the other hand, the responses are were divided for question 2, positive and negative responses. The positive responses showed that the students expressed that they increase their knowlegde on legal drafting of Islamic banking documention. The students realized the differences between understanding theoretical concept of Islamic banking and applying the concept during the legal drafting exercise. The negative responses showed that the students did not experience any improvement in their writing skills.

Nevertheless, having gone through the course the students were able to identify the difficulties and suggestions for improvement to enhance the students drafting skills for Islamic banking course. This is observed in the responses to post question 3 and 4. Students admitted that they find difficulties in studying the topic. The students found that the concept and terms of the contract in Islamic banking slightly different in the modern Islamic banking contract. They also acknowledged that they the explanation by the lecturer assisted them in doing the drafting exercise. Lastly, the students provide valuable suggestions in improving the course like the drafting exercise should be done individually and proper guidelines should be given to the students.

In summary, the students in general have the basic knowledge of Islamic banking documentation but have difficulties in its application. The most significant contributing factor is the claim that the students realized the differences between understanding theoretical concept of Islamic banking and applying the concept during the legal drafting exercise. It is also apparent that as law students, they feel the lack of knowlegde to do the legal drafting of Islamic banking documentation. As a result, the students faced difficulties in drafting Islamic banking documentation and modify the conventional documents.

IMPLICATIONS

The pre-treatment questionnaire survey enable the researchers to have a better idea of the students level of knowledge and understanding as well as the types of pre-conceived notions about Islamic banking documents in general and about the course specifically. This allowed the researchers to make more informed decisions when selecting teaching and learning material and when devising drafting activities to achieve the objectives of the study.

THE WAY FORWARD

As such, the proposed intervention can be categorized under approach, method and assessment. As an approach to Islamic banking course, it is suggested that legal documents be included as “text” to be studied. The current practice is to approach the Islamic banking via written texts such as text books and articles. It is also suggested that related or relevant documents like guidelines be used as a means to highlight issues in Islamic banking texts. Under method, it is proposed that the relevant Islamic banking legal drafting topics be introduced before the legal drafting. It is felt that accompanying Islamic banking legal drafting concepts would help the students to apply the concept appropriately. In terms of assessment, a varied mode of drafting exercise according to the underlying Islamic contract would make the course better and more interesting.

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8. Appendix

Course Description –UK3153 Islamic Banking Law & Takaful

The course introduced the law students to the basic understanding of Islamic financial system in Malaysia. The course begin with the discussion on the history, objectives and development of Islamic banking, Takaful and capital market. Then, the students are exposed to the similarities and differences between Islamic and conventional banking. The legal and regulatory framework of Islamic banking and finance is explained to the students. Then, the students will analyze the adjudication of Islamic banking cases in Malaysia. Finally, the students will be trained to do legal drafting of Islamic banking documentations.

Human Resource Implementation, Leadership and Good Governance in the Competitiveness of Higher Institutions

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Abstract

The competitiveness of Indonesian universities nationwide in 2010 was still relatively lower than some other countries such as Malaysia, Thailand and Singapore. The main pillar of the competition is in productivity and innovation which depends on the human resources. The purpose of this study is to determine factors that influence the competitiveness and organizational performance and impact of human resources and other factors for improving competitiveness and organizational performance. This research is a research study at the private university in Jakarta. The results showed that variable implementation of HRM, especially training and development and compensation significantly affect performance. The variables of leadership, especially the willingness to give an example and speed of act affect on performance. Good Governance variables there are accountability and sosial responsibility significantly affected performance.

Keywords: competitiveness, implementation of human resource management, leadership and good governance.

I. INTRODUCTION

Competitiveness according to Brodjonegoro (2008) and Soediby (2008) depends on the knowledge, values, and skills of the human resources. Competitiveness in this respect means the organization's ability to grow and develop normally among other organizations as competitors in an industry (Balai Pustaka, Kamus besar Bahasa Indonesia 2002). Competitiveness is required to win the competition in free trade as a positive sum game where every organization gets the benefits if it has an absolute excellence or competitive advantage based on specialization (Connor 2003). Therefore, the main pillar of competitiveness is on productivity and creativity which largely depend on the human resource's competence and commitment in producing high productivity and technology innovation (Choo and Moon 2003). The human factor which determines a nation's competitiveness is closely related to education, especially higher education. Higher education in Indonesia plays an important role in producing highly competent graduates through its teaching *darma*, and its role in technology innovation relating to research and community service (Jalal 2009b)

Competitiveness of higher learning institutions according to THES, QS, Webometrics, or Shanghai Jia Tong (ARWU) mainly emphasizes on human factor, that is the quality of research and teaching, competency of graduates, and international prospect (Slameto 2009, Kamanto 2009, Suharyadi 2008). To gain those 4 aspects, the quality and commitment of human resources becomes very important. According to BAN-PT's indicator 2009, the number and quality of publication (point 7) weighs 19%, and quality of HR (point 4) is 22%. Consequently, BAN-PT views HR quality and productivity as very important factors (BAN-PT 2009).

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The problems of competitiveness in higher learning institutions are : (1) low level of competitiveness, (2) lecturer's performance relating to competency and commitment , and (3) the organization's condition relating to policies in implementing HRM, leadership and governance. Based on those problems, the objective of this research are: (1) to find out factors resulting in competitiveness of higher learning institutions, (2) to find out factors resulting in lecturers' low performance and its correlation with HR competence and commitment, and (3) to find out the correlation and impact of HRM implementation, leadership, and organization's governance on lecturers' performance in higher institutions.

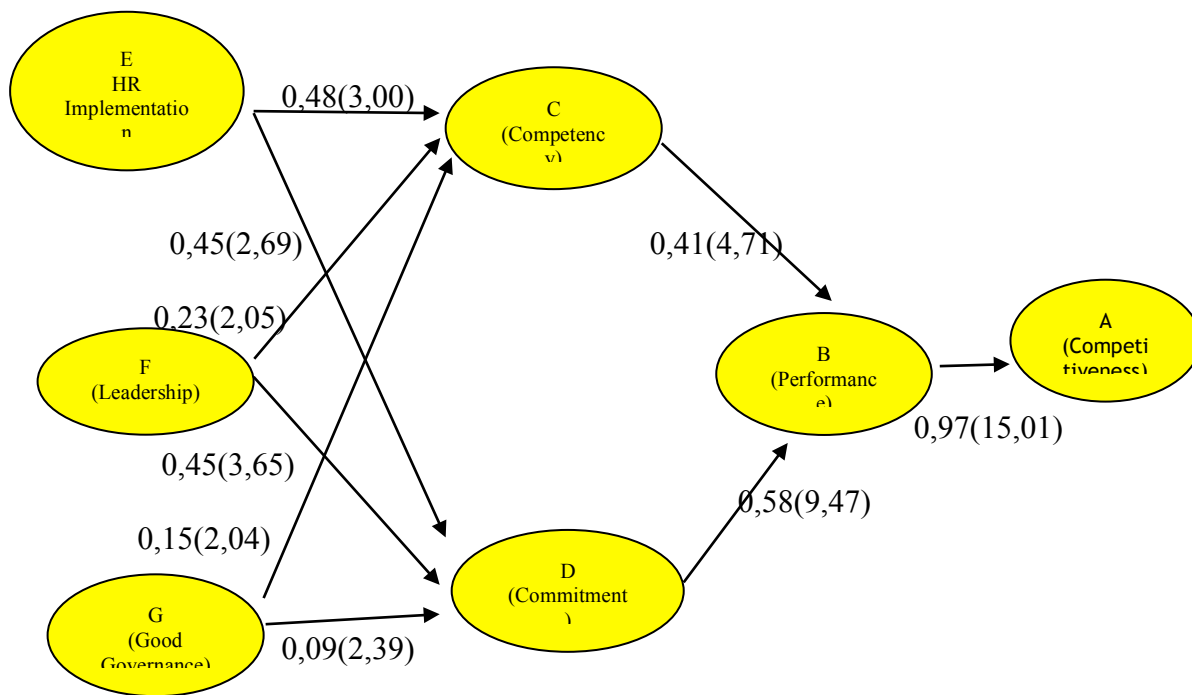
II. Research Method

This is a mixed-method, quantitative and qualitative study. The quantitative section is done through statistical procedures with hypothesis testing. While the qualitative part is done through observation, interviews, and FGD. This study is a case study in private universities in Jakarta. Sampling is done through proportionate stratified random sampling. Samples are stratified based on their academic ranks, starting from *asisten ahli*, *lector*, *lector kepala*, and *guru besar*. The number of participants is 150 lecturers. This number is based on normal standard at statistical error level of 5%.

Data were gathered through questionnaires and interviews. Variables are measured in ordinal and interval scales. Interval scale uses Likert scale from 1 for strongly disagree to 5 for fully agree. Competitiveness uses indicators from Ferguson (2006). Performance uses indicators from Chen, Wang and yang (2009). Competency uses indicators from Pahlan (2007). Commitment uses indicators from Meyer and Herscovitch (2001). HR implementation uses indicators from Cathy (2007). Leadership uses indicators from Bass and MLQ (1996) and governance uses those from Silveira and Saito (2009). Before questionnaires were used in this study, they had been pre-tested for 10 lecturers in IPB and UMB. Data then were tested for their validity and reliability using SEM (Structural Equation Modeling) to find out causalities of scale and multivariate data.

III. Research findings and Discussion

Analysis using SEM is depicted in Picture 1. Competitiveness correlates with HR performance at 97% and calculated-t is 15.01. This finding supports diamond theory from Porter that HR is the key to improve organization's competitiveness, as done by South Korea, Japan, Taipei, and Singapore, which rely on HR rather than their natural resources.



Model of Private Higher Education Competitiveness

Note: numbers in brackets are t-values

HR performance correlates at 41% with competency (calculated-t is 4.71) and at 58% with commitment (calculated -t 9.47). This result supports Goleman (2002) that performance is determined by 20% IQ, and 80% EQ. Competency strongly relates to education and training as hard skill. While commitment is about EQ. Commitment is something that drives someone to do something, which combine personal and organizational motivation. The result of this study urges that organizations need to build commitment by improving engagement and participation from all lecturers, and to create reward and punishment to improve organization's performance.

HRM implementation correlates 48% (cal-t 3.00) with commitment and 45 % with commitment (cal-t 2.69). HRM implementation which involves selection and recruitment, training and development, compensation and benefits, and promotion, has positive impacts on competency and commitment. The impact of HRM implementation on competency is stronger than that on commitment. This is because HRM focuses more on competency aspects in recruitment process such as *IPK*, English mastery, potential academic test, and education level. Training and development programs also closely relates to competency which is about basic competency related to the fields of science. Supporting factors such as compensation and benefits and promotion are relatively less developed due to limitation and availability of budget, salary system which is not based on performance, and promotion which is not based on the organization's design.

Leadership correlates 23% with competency (cal-t 2.05) and 45 % with commitment (cal-t 3.65). The impact of leadership is stronger on commitment compared to that on competency. This result supports Yuki (2005) that leadership function is to give coaching

and mentoring to improve commitment and to give inspiring vision in order to improve commitment. Therefore, HRM and leadership complement each other where HRM strengthens system and leadership improves performance through commitment. The function of leadership is to synergize individual and organizational motives by aligning vision and mission, role modeling, effective decision making, and believing that the organization will sustainably grow which gives security to members of the organization.

Governance correlates 15% with competency (cal-t 2.04) and 9% with commitment (cal-t 2.39). Governance involves accountability, justice, social responsibility, and transparency. Organization governance is developed in order to improve accountability and transparency in budgeting and activities. The impact of accountability and transparency is efficiency and effectiveness which finally result in lecturers' competency. This may happen because there is available budget because of accountability, and high motivation among lecturers to attend training and development because accountability is required. Commitment can also be formed if there is justice and social responsibility. Justice requires every individual to improve engagement and participation in organization. On the other hand, social responsibility will improve emotional bond among HR and organization which finally leads to willingness to work more for the organization.

IV. Summary and Recommendation

Summary:

- a) Organization competitiveness is closely related to HR performance especially the improvement of academic product quality and customer loyalty.
- b) HR performance is closely correlated with HR competency and commitment. HR competency is developed through the fulfillment of basic competency in terms of education. And commitment is developed through emotional bond by aligning individual and organizational vision, willingness to perform better, with the implementation of performance management, and willingness to stay with organization for security.
- c) HRM implementation in terms of education and training, compensation and benefit system is very essential to support HR performance.
- d) Leadership in Higher institutions to improve competitiveness is role modeling, quick action, and beliefs.
- e) Organization governance has strong impacts on commitment and competency by improving accountability and social responsibility.

Recommendation:

- a) To improve lecturer performance, it is important to note the customer and financial perspectives so that lecturers view students as customers and the financial aspect from all activities done by lecturers.

- b) To improve lecturer performance, policy in HRM implementation has to emphasize on training and development for lecturers, and the policy on salary and benefits should be based on performance management.
- c) Leadership system is stratified based on performance, and becomes part of career path, and democratic system which allows only the best people in terms of performance and track record.
- d) The improvement of organization accountability by assuming financial responsibility to those who are concern.

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Scenario-based learning: Transforming Tertiary Teaching and Learning

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Abstract

This paper documents the evolution of an online teaching program based on authentic learning and utilising Scenario-based learning (SBL) as a teaching tool. SBL, where students are presented with situations derived from actual classroom practice, affords learners a more active role in their learning and the opportunity to develop real life skills outside the institution; in order to operate successfully in the global arena. By participating in scenarios that target teaching dilemmas worldwide, students gain experience and understanding that can be transferred to various international educational contexts.

Introduction

Early Childhood Education students often experience a theory/practice divide between their university studies and actual classroom practice (Sorin & Klein, 2002). While up to 100 days over four years are spent in professional experience classrooms, students still report entering the profession underprepared for the everyday life of a teacher in a global society (Ibid). However, it is critical that students develop these real life skills in order to operate successfully as teachers in the global state. This is challenging enough, but was further challenged by delivering subjects in an online learning environment, where face-to-face contact with students is minimal at best; and learning is dependent on student motivation and engagement. Despite the challenges, online learning is an important component of global education. Grummon (2012) notes that outcomes from online learning are “at least the equivalent, if not better, than the outcomes of face to face courses” (p. 56).

Mezirow (1997) reminds us that as teacher educators our job is to transform; “to help learners reach their objectives in such a way that they will function as more autonomous, socially responsible thinkers” (p. 8). Learners need to be guided to think critically, participate in meaningful dialogue with others and challenge long-held assumptions and beliefs. Traditional modes of teaching, such as lectures and other forms of teacher-centred learning, are limited in their scope to provide opportunities for transformative learning, so other methods need to be trialled and employed (Ibid).

Scenario-based learning (SBL) presented as a possible solution to this dilemma. In SBL students are presented with hypothetical situations derived from actual practice and asked to immerse themselves in the situation and solve the dilemma. SBL affords learners a more active role in their learning and the opportunity to develop and practice real life skills that they will need to operate successfully in the global state. According to Errington (2011), “scenario learning processes usually incorporate the exploration of true-to-life tasks, encounters with realistic challenges and work-based role engagement” (p. 184).

SBL is not a substitute for actual work experience, but a way of supplementing it (Errington, 2011) within the classroom learning context. In this case, it was an approach selected and developed within the online teaching environment of an Early Childhood Education and Care subject for third year students. Clegg, Hudson and Steel (2003) note that, “Academics have been able to draw on their own pedagogic repertoires, practical wisdom and relative control of the curriculum to shape the ways in which innovation is implemented. If we are to understand the impact of technologies on pedagogy we need to take account of these local conditions and the range of possible responses to particular pressures, rather than rely on over-deterministic accounts of global tendencies” (p. 40).

In this university subject, students were presented with problem-based scenarios of teaching dilemmas worldwide; asked to take on the role of the early childhood teacher; and challenged to find solutions to problems presented. Errington (2011) emphasises that “it is crucial that aspiring professionals are able to envision and explore alternative futures – to develop the kind of flexibility needed to tackle events and issues from a professional perspective” (p. 5). The aim of these problem-based scenarios was for students to gain experience and understanding that could be applied to a variety of early childhood educational contexts locally, nationally and internationally.

Scenario-based learning (SBL)

Based on situated cognition (knowledge is acquired and understood within its context) SBL situates learning in real world, authentic contexts that are important components of knowledge acquisition (Lave & Wenger, 1991; Kindley, 2002). Damoense (2003) notes, “an authentic learning environment will promote connectedness to the real world because projects are based on real world issues and challenges, and are related to learners’ interests” (p. 28). Scenarios are designed to engage learners in processes of problem-solving, decision-making, critical thinking, generating perspectives, and acting creatively in relation to assumed roles, responsibilities, dilemmas and challenges of the professional culture (Errington, 2010). They can be safely explored within the classroom context and are often written or told as narratives.

In teacher education, scenarios permit learners to safely explore situations they might face in their future classrooms (Alessi & Trollip in Hunter, 2009; Aitken in Errington, 2010); to apply theory to practice; and to help develop learners’ professional identities (Errington, 2011). They immerse learners in a situation, as they take on roles, engage, think deeply, collaborate, make decisions and create options for solving the problems presented in each scenario. This process encourages learners to communicate and collaborate effectively, demonstrate mature perspectives, and elicit ethical behaviour - in the shared pursuit of personal and professional development (Errington, 2010).

According to Errington (2005), there are four types of scenarios: skills-based scenarios to demonstrate acquired skills and knowledge; problem-based scenarios to refine acquired skills, identify and pursue problems; issues-based scenarios to investigate and debate relevant professional issues; and speculative scenarios to apply knowledge to hypothetical professional situations. This study incorporated problem-based scenarios, utilising problems that an early childhood teacher could face in their careers.

A scenario-based approach suits problems that could have multiple solutions (Akins & Crichton, 2003), such as the professional dilemmas teachers face in everyday teaching. They offer teacher educators a creative challenge: to develop a story with a dilemma, gather supporting materials and give direction for further investigation. Stewart (in Errington, 2003) notes that in creating scenarios, he uses “a ‘subset of reality’ with places, objects and people that tend to exist in the real-world environment” (p. 84). Errington (2011) notes that scenarios help students to deal with uncertainty, but that “this very uncertainty can also render scenario-based learning some of its motivational appeal” (p.3). While preparation involves considerable work, the rewards to learners include: deeper learning through sharing knowledge in a community of learners; forging stronger links between theory and practice; and a chance to safely practice the roles for which they are preparing (Akins & Crichton, 2003).

Methodology

According to Kindley (2002), “scenario-based learning best fits an open philosophy of blended and multiple learning solutions in which change and experimentation are valued and

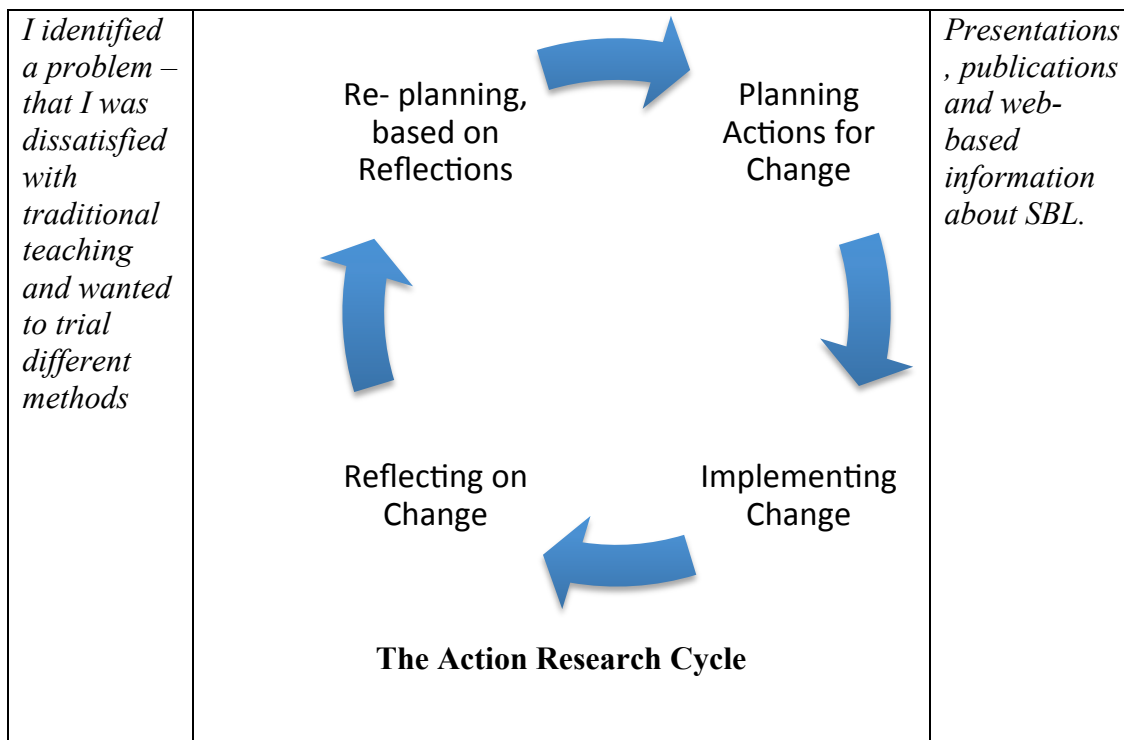
the lines between training, performance improvement, and organizational development are blurred.” This research draws upon Constructivist Theory, where new understandings are constructed based on past and current experiences; and Engagement Theory, where learners are challenged with authentic problems, in which they construct; interact with other learners and instructors; collaborate in teams; and solve problems (Damoense, 2003). Stewart (in Errington, 2003) notes that a problem-based scenario “provides a constructivist learning environment rather than an instructivist one” (p. 83). Within this paradigm, Action Research was the chosen methodology. Akins and Crichton (2003) suggest that action research is ideal for the creation of a scenario-based approach to learning.

McTaggart (1992, in MacNaughton and Hughes, 2009) reports that, “action research increases our understanding of what we do and why we do it (p. 10). It is usually practice-oriented and leads to transformed and improved practices and new knowledge (MacNaughton and Hughes, 2009). It is a cyclical process, which involves both reflection and action, as various actions are trialed and implemented, then reflected upon and new ideas developed and trialed (Ibid).

MacNaughton and Hughes (2009) suggest a four-phased approach to action research: choosing to change; planning for change; creating change; and sharing the lessons of change. Within the planning for and creating change phases, one or more cycles of action research can occur. Each cycle involves planning actions for change; implementing the change; reflecting on the change; and re-planning for change, based on reflections. Table 1 (below) shows the phases and the action research cycles.

Table 1. Action Research Phases and Cycles (based on Mac Naughton and Hughes, 2009)

Action Research Phases			
Choosing to Change	Planning for Change	Creating Change	Sharing the Lessons of Change



In the first phase, ‘Choosing to change’, practice is examined and a focus area for change identified, based on something the researcher identifies as needing change. The dissatisfaction with traditional, text-based teaching and the isolation it can cause for students between university studies and classroom teaching triggered the need for change in this research. I wanted to trial more engaging methods that would more closely relate university studies to teaching in schools. My research question became, “How can my pedagogy relate better to real life classroom practice in a way that engages and motivates students?” In further action research cycles, as the research progressed and the focus became scenario-based learning for student engagement and connectedness with the classroom, the question changed to “How can I best design and implement scenario-based learning?”

The second phase was ‘Planning for change’. During this phase I sought new information, from text and web-based sources, (MacNaughton and Hughes, 2009) as well as from colleagues and experts in early childhood education. Having spent many years in academia, with only brief periods in early years classrooms, their input was invaluable. Stewart (in Errington, 2003) advises to “enlist the help of experts if needed. If possible the exercise should be constructed by, or with the aid of, people who have actually ‘been there and done that’” (p. 85). Further, Errington (2011) states that “degrees of authenticity and relevance perceived within the scenario depend very much on students’ perceptions of the teacher’s ‘professional’ currency and his or her familiarity with the professional culture” (p. 7).

I selected topics, information to be included in scenarios, support material for the scenarios, and issues to be resolved. I wrote detailed scenarios, based on individual recounts, research and information acquired. I sought feedback from colleagues and students and began to critically reflect on my practice, “in order to challenge any social habits or customs that prevent us from changing it” (Macnaughton & Hughes, 2009, p. 99). For example, in one action research cycle I received feedback from colleagues about limiting the amount of

information and input I provided in scenarios. They felt that limiting information and presenting incomplete scenarios gave students more ownership of the scenario, as they were required to put in the effort to seek and make sense of information to support the scenario. Errington (2011) agrees, stating that “unlike stories, scenarios are usually presented ‘incomplete’. Upon reflection, I re-planned the scenarios, using this strategy.

The third phase was ‘Creating change’. During this phase, changes are introduced and data gathered about the changes. Throughout the action research cycles, data were collected through feedback from colleagues, largely through a cross-disciplinary collaboration with lecturers from other disciplines; feedback from students, through university surveys of subjects and teaching; anonymous feedback in the online Discussion Board; unsolicited emails from students; and informal conversations with students.

Data were coded to simplify, standardize and reduce the quantity of information (Mac Naughton and Hughes, 2009). This process is often intertwined with data collection “because you need to interpret what has happened so far in order to decide what to do next” (Ibid. p. 175). Themes that emerged were analysed and reflected upon in relation to information gained from text sources and previous cycles. Through this process, deep and broad understandings of the data were developed and further changes sought and trialed.

When colleagues suggested that I should limit my involvement and input in the scenarios, I was at first skeptical. However, after much reflection and reading, it was a change I implemented. It was also one that I evaluated, through data collected from students as well as further reading and reflection. I decided that limited involvement was a strategy that could keep students engaged and active in the scenarios, so it was one of the changes that I implemented, reflected upon and found to be successful.

Mac Naughton and Hughes’ (2009) fourth phase was ‘Sharing the lessons of change’. This phase involves drawing conclusions from the research and sharing them, in the forms of papers, presentations and collegial discussions with colleagues and students. This paper is one of the ways I am sharing my lessons of change. Other ways have included presentations nationally and internationally, alone and with my cross-disciplinary colleagues; videos created about our collaborative project; and a university-based website about scenario-based learning. Findings are elaborated below, with particular focus on scenario content; lecturer input and assessment of scenario-based learning.

Findings

Based on comments such as: “*As much as our Bachelor of Education course is comprehensive and in-depth, it cannot hope to expose us to the myriad of emotive and contentious issues we will no doubt be exposed to even within the first few years of our teaching career,*” I chose change my teaching practice by introducing Scenario Based Learning (SBL) into an online Early Childhood teacher education subject as a way of bridging the gap between theory and practice and exploring real life issues that can occur in everyday early childhood teaching.

These were issues that were not generally covered in textbooks, but many early childhood professionals nonetheless experience that: Ethics, Child Protection, Bullying, Partnerships and Brain Development. They were chosen based on current research and on extensive consultation with the early childhood professional community.

Each issue begins with a narrative story, based on actual experiences reported by early childhood professionals. Narratives present problems or dilemmas, to be worked through by students (in their roles as the teacher in each scenario) as part of their assessment for the subject. For example, the Ethics scenario reads:

It is your first year of teaching and you are in a Year 2 team teaching classroom of 45 active children. Michael, your team teacher, has been teaching at the school for 8 years and is a popular member of staff, both with other teachers and with the principal. You often hear comments about how great it is to have a male teacher in an early childhood classroom. Michael is welcoming, but after three or four months, you begin to question some of his practices. While you do some planning together with Michael, he often doesn't prepare the lessons he has agreed to do, saying it is good practice for you to learn to "wing it". After lunch, he often switches on the television set, allowing the children to watch children's programs "because they're too tired to do anything much after lunch, anyway."

In the staffroom, Michael often remarks about the "hyperactive sole parent-type kids" or the "really hot" young teachers. An Indigenous mother on tuckshop roster told you that last week when Michael went to the tuckshop to buy a pie, he tried to joke with her about the "little black kids who never seem to bring their lunch, their homework, or a hat."

At times, Michael leaves you alone with the group while he leaves to do personal business. Yesterday he had to pay his VISA bill so left you alone with the 45 children. You tried your best to keep them busy, but didn't notice when young Jared went missing, that is, until the little boy was returned by two parents who found him roaming in the playground. They made a comment that implied that you need better control of the class.

You have tried to talk casually to Michael about some of these issues, but he just laughs them off, saying that you need to chill out more. You think that if you talk to another teacher or the principal, you might be labelled a "dobber". But you have a strong commitment to social justice and best practice issues and don't feel that this situation is good for the children.

Narratives are supported by information such as related articles, anecdotes, children's work samples, policy documents, podcasts, videos and websites related to the topic. Stewart (in Errington, 2003), states that "video, sound and images simply add to the realism of the scenario" (p. 89). But the information is purposely incomplete, as would be the case in 'real life', where teachers are privy to some, but not all information. It is here that previous knowledge and experience becomes valuable and valued, and further information can be accessed from a variety of sources. There are no set answers or pathways to solutions. Students work through the information individually and in small groups, and come up with

solutions, which are then presented to the class, commented on and edited for submission for assessment purposes. Each scenario includes a debrief discussion, where “analysis and recommendations are critiqued and/or feedback given” (Stewart in Errington, 2003, p. 90).

Throughout the action research cycles, from 2009 – 2011, a number of changes were planned and implemented. The change process involved peer review, critical reflection and student feedback. For the most part, changes occurred in the areas of: scenario content; lecturer input and assessment of scenario based learning. Each of these areas is discussed below.

Scenario Content

“The writing of the scenario – its plot – its authenticity when benchmarked against real world events – the opportunities for decision-making – and the selection of well chosen (not stereotypical) characters are essential ingredients for optimising scenario learning success” (Errington, 2011, p. 11). Most students considered the scenario content to be interesting and relevant to real life situations; a “*good start to thinking about what actually could happen at school.*” One student noted, “*The [support] information was all very interesting and related to the topics well.*” Colleagues reported that the introduction and instructions for each scenario were clearly explained. Further, one said, “*The child protection scenario and supporting information are relevant to future teaching experiences. There is a lot of useful information in this scenario.*” Other colleagues commented favourably on debriefs that follow each scenario, as a way of exiting the scenario situation.

But while content was considered appropriate, it was suggested that the number of scenarios and amount of detail given to support each scenario be cut back, to allocate more time to each scenario and to focus on the quality of information presented, while allowing learners to locate more of the material themselves. One said, “*Don’t overwhelm [the students] with too much material.*” However, a few students disagreed, stating that more information was needed:

“Scenarios needed more information as most of them required a lot of assumptions, such as children’s age, how long they have been at the school, how much involvement we have with the next door neighbour, etc.”

“More indication of what would be the most suitable response to a scenario would be beneficial.”

Through considering both colleague and student feedback, I created and implemented changes to the scenarios. I cut back from five scenarios to three, allowing a three-week cycle for each so that students could immerse themselves in the situation. Rather than filling in every detail of scenarios, I removed some information and introduced drama activities, where students took on roles of the characters in the scenario. In these roles they questioned each other as a way of gathering more information about the situation. Drama not only made the scenarios more interesting, but also gave specific roles and responsibilities within the scenarios to each group member, allowing for more cohesive group work. One student reported, “*Group work was less confrontational and having roles that could be assigned to group members alleviated a lot of the stress that can come with group work.*”

With the help of student actors, I filmed short video clips to supplement the scenario narratives. These were used along with podcasts, student work samples, and other support materials to elaborate on the scenario. While these changes offered students less written information, they gave

them more of a chance to ‘tune in’ to the world of the narrative and come up with their own ideas about it.

Most students saw redeveloped content, with responsibility given to learners to further investigate, as positive:

“Scenarios were realistic and you could see them having been played out in real life.”

[Scenarios have] “given me an idea of resources available and steps to be taken.”

[Personal anecdotes] “supported my learning experience and brought a reality factor to the information.”

“Information was comprehensive and informative.”

“All information was extremely useful and issues discussed relevant to current teaching practices.”

“In each of these topics, there is (sic) wide and far reaching implications, not just for teachers and schools, but for the wider community in dealing with sensitive issues.”

During content rewrite, some of the characters in scenarios were changed to include men and women in non-traditional roles, from a variety of socio-economic positions and cultural groups. This had been suggested by colleagues, and seemed to add depth and interest to the scenarios.

Lecturer Input

While I began by sharing in all discussion and providing considerable information to support the scenarios, my input changed based on this action research. Peers suggested to, *“Give feedback as needed.”* In my reflections, I wrote: *“It would be easy for me to intervene and even take over the learning process. After all, having written the scenarios, I know a lot about them, and I have had a lot of experience as a teacher. But I need to step back and give learners more agency.”*

Lecturer input became limited to giving procedural instructions about how the scenario should be followed and providing intervention when learners were off topic, or to avoid an easy and early consensus. While this worked to some extent, a number of students nonetheless found group work difficult. This has meant monitoring group work more closely and supporting individuals within each group to maximize their participation.

For the most part, however, students’ comments on lecturer input described it as supportive:

“She was always quick to reply to questions and is always available on the discussion board to keep us on track.”

“She is supportive, understanding and knows what she is teaching.”

Assessment of Learning

Assessment of learning has varied over the years, from group assessment to group input, but individual assessment. However, group work is now again assessed, due to reflection on peer feedback that group work should be acknowledged through assessment. But while group work is important in teacher education as a preparation for working collaboratively in schools, a number of students still saw it as a less favourable aspect of SBL, needing further development:

“Group work was challenging, but the way it was delivered made it manageable and somewhat enjoyable.”

“Group work was difficult. Students wouldn’t start discussing until the final week.”

“I liked everything except group work.”

“It is very easy to hide in cyberspace. This places pressure on the rest of the group.”

In choosing to assess group work, I had to recognise student feedback and also found that in some groups, one or two members simply did not contribute; forcing other group members to do the extra workload. To address this, I assess non-contributing students individually rather than allowing the whole group to be affected. Further, I ask students to rate themselves and their group members for contribution to the task and use these ratings when I assess subject participation.

Assessment tasks have also evolved. Feedback from colleagues included that assessment could be made more authentic by requiring real world tasks that would need to be performed by teachers in classrooms. This is supported by Errington (2011), who says “students need to engage in those kind of routine assessment practices found in the professional setting” (p. 6).

Initially, students were required to write reports about how they would resolve the scenarios; now I have moved to more of a variety of assessment pieces, attempting to link more closely to the teaching profession. For example, students write a report for a principal about a suspected child abuse case; an informative article for parents about how to support their children’s learning; a presentation for staff about brain research; and an acceptance speech for an inclusive practice award for partnerships with families. Redeveloped assessment has received positive feedback from students, such as, *“The assignments set are relevant to teaching and current issues.”*

With explicit embedding of graduate attributes (a requirement of university subjects) and the redevelopment based on peer and learner feedback and critical reflection, SBL was considered an enjoyable and deep learning experience:

[SBL] *“was an engaging, challenging method of investigating the subject matter that develops life-long learning skills and attitudes.”*

[SBL] *“was worthwhile to introduce those who have never taught in a school to scenarios which are fairly certain to occur in their careers.”*

[I learned] *“how to work through decisions ethically so that all impacts have been considered before making a decision.”*

Conclusion

Through the action research cycles, including peer and student feedback and critical reflection, SBL has transformed my teaching practices and evolved into the way it is presented today. This includes changes to content, lecturer input and assessment. With these changes, students seem to be gaining a better understanding of the issues explored in the scenarios and how they might react if they encounter a similar situation. One noted, “*I gained a deep understanding of these topics from participation in the scenarios.*”

SBL is a teaching approach that, through trialing and developing through Action Research cycles, I have come to enjoy and support. It has transformed both my teaching and my students’ learning. As Mezirow (1997) notes, “When circumstance permit, transformative learners move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience” (p. 5). This is echoed in student comments about SBL, including:

“I liked the idea of the scenarios. It helped me connect what I was learning to real life situations and therefore, understand a lot clearer.”

“I feel privileged to have participated in this form of education and a lot more knowledgeable and prepared if every faced with similar situations.”

I look forward to further exploration of SBL through action research cycles informed by colleagues and students in my future teaching. I echo what one student said about SBL, “*I thought I knew quite a bit, but [the scenario] really opened my eyes to what could possibly be happening to children.*”

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Building a green environment for supporting education in Maharakham University, Thailand

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Abstract

Sustainable development, according to the World Bank, is the ability to ensure that “development meets the needs of the present without compromising the ability of future generations to meet their own needs” (1987). In order to preserve the natural world, economic, social and environmental factors usually could be jointly considered and harmonized. This necessary issue is pronounced in the realm of higher education, because at this level students are being prepared to enter the labor market, including emerges with skills and knowledge to support green concept to many areas, and as messengers of ideas. Green University refers to the universities whose practices are environmentally friendly and benefit our natural resources. Many universities have been promoted through their attention to sustainability and this seems to be a good way to promote the universities’ status. This paper will discuss the eagerness of Maharakham University to participate in this debate and to identify environmental issues is a very positive starting point, to be the example of building green environment for supporting education.

1. Introduction

There is a worldwide drive for sustainable development, which has been recognized as a concept that should be employed in planning not only our cities. Sustainability is also an integral part of university life. A global trend among universities shows that universities are revising their mission and restructuring their courses, research programs and operations on campus to include sustainability in university’ perspectives. Sustainability adds both an overcrowded curriculum and a gateway to a different view of curriculum, of pedagogy, of organizational change, of policy and particularly of ethos. The necessary transformation of higher education towards the integrative and more whole state is related to a systemic view of sustainability in education and society.

In order to preserve the natural world, economic, social and environmental factors are necessary to be jointly considered and harmonized. Formal and informal learning, through raising awareness and influencing behavior have a pivotal function if sustainable development is to be achieved. Creating greener universities requires that measures should be taken for energy efficiency, air-quality, water and resource management, toxic-free materials, waste recycling and many other areas. UI Green Metric Ranking of World University has been launched since 2010 which focuses on these main indicators: setting and infrastructure, energy and climate change, waste water and transportation. Six Thai universities were ranked by UI Green Metric Ranking of World University 2011. Kasetsart University was awarded

the first green university in Thailand while Maharakham University ranked fourth. The competition in sustainability seems to be a good direction to promote the universities' status.

This ranking also creates a healthy kind of competition between campuses. The eagerness of universities to participate in these debates and to identify environmental issues is a very positive starting point. Maharakham University has been building green environments in many areas, which has been beneficial to campuses. The university's policy tools have been implemented to promote green university development. New policy areas have recently been targeted, stirring up debate. However, barriers still exist in the establishment of concrete action plans for universities, even though higher education has a key role in the ongoing processes for change.

2. Literature Review

2.1. Sustainable Development

Robert (2005) defined sustainable development as “the ability to make sustainable development—to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs”. The Lithuanian strategy for Sustainable Development was adopted in 2003 and identifies sustainable development as a compromise between environment, economic and social objectives of the society that provide opportunities to improve the welfare of present and future generations without exceeding allowable limits of environmental impact (Romualdas, 2005). The core of mainstream sustainability thinking has become the idea of three dimensions; environment, social and economic sustainability. These have been drawn in a variety of ways, as “pillars” as concentric circles, or as interlocking circles (Figure 1). The IUCN Program 2005-8, adopted in 2005, used the interlocking circles model to demonstrate that the three objectives need to be better integrated, with action to redress the balance between dimensions of sustainability (IUCN, 2005). Joy (2007) the value added of the concept of sustainability, above and beyond the social, economic, and environmental concerns that make it up, is that it forces us to recognize links and trade-offs, rather than dealing with each concern independently. To achieve sustainability, we need to sustain our economy, protect our environment, and achieve our social goals – ideally without trading off one goal for another.

2.2. Sustainable Development to University

Society needs scientists, engineers, managers and politicians or even educators, who can shape the systems of our society in a way that sustains rather than degrades the natural environment and enhances human health and well-being for all. For technology this can imply seeking inspiration in biological models and operating on renewable energy (as in nature there is neither waste nor resource depletion). Higher education institutions have the responsibility to deliver graduates that have achieved the moral vision and the necessary technical knowledge to assure the quality of life for future generations. This implies that sustainable development will be the framework in which higher education has to focus its mission (Corcoran et al., 2002, cited in Baldiri & Karel, n.d). In order to preserve the natural world, economic, social and environmental factors must be jointly considered and harmonized. Formal and informal learning, through raising awareness and influencing behavior, has a pivotal function if sustainable development is to be achieved. This role is especially pronounced in the realm of higher education, because at this level students are being prepared to enter the labor market and emerge with skills to support green economies and as messengers of ideas (Andy, 2007). Sterling (2004), cited in Baldiri et al., (n.d), acknowledged that sustainability is not just another issue to be added to an

overcrowded curriculum, but a gateway to a different view of curriculum, of pedagogy, of organizational change, of policy and particularly of ethos. The necessary transformation of higher education towards the integrative and more whole state implied related by a systemic view of sustainability in education and society.

An increase in awareness about environmental issues cannot be accomplished without changing or modifying values and habits. Moreover, a serious analysis of the environmental issues must necessarily have an interdisciplinary character. In fact, other than a scientific approach to the problem, which is certainly essential to any concrete action plan, the cultural and social dimension that is part of any change cannot be forgotten. The approach therefore becomes evident how universities represent an ideal place to start the revolution/ evolution. Today's students are tomorrow's workers, and therefore future's parents, professors, doctors, governors and world citizens. Educating students and stimulating their active involvement equals promoting a “cheap” and successful 10 to 20 year program: an opportunity cannot be afforded to waste (Alice et al., 2010).

The role of universities is to contribute to a global social progress and advancement of knowledge. Universities are therefore expected to impart the moral vision and technical skills needed to ensure a high quality of life for future generations. Sustainable development is the context in which higher education must focus its mission, and as soon as possible (Alice et al., 2010).

2.3. The Evolution of Sustainability Declarations in Higher Education

The synopsis of meetings on sustainable development highlights how more and more importance is given to this issue worldwide. The key themes have emerged from declarations on sustainability in Higher Education since the early 1990s.

Table1: International Sustainability Declaration for Higher Education Institutions

Year	Declaration	Level
1990	Talloires declaration	International
1991	Halifax Declaration	Canada
1993	Kyoto Declaration	International
1993	Swansea Declaration	International
1994	CRE Copernicus Charter	Europe
1997	Declaration of Thessaloniki	International
2000	Luneburg Declaration	International

Source: Maryam, 2010

2.4. Green University

Back in 1990, two years before Sustainable Development (SD) was formally adopted at the Earth Summit held in Rio de Janeiro in 1992, some university leaders created and adopted the Talloires Declaration, which aims to help faculty, staff and students to develop, create, support and maintain environmental sustainability in higher education. North American and European University leaders took early steps to develop “Green Universities” since 1990s. The development of Green Universities and Sustainable Development within Higher Education are closely linked in teaching, research, and outreach in campus operations (Yutao,

& Renqing, 2012). The competition in sustainability seems to be a good way to promote the universities' status. In the United States, a "Green University Ranking" has been partly introduced in order to raise the visibility of what universities can do to improve their eco-sustainability. This ranking creates also a healthy kind of competition between campuses (Alice et al., 2010). Green University refers to universities that their practices are environmentally friendly and benefit the natural resources. However, King Mongkut's University of Technology Thonburi (KMITT)², Thailand, has defined the Green University as the universities that include:

- Have cost effective resource management.
- Have pollution protection and/or pollution emission minimization.
- Strengthen the quality of life with a good and safe working environment.
- Support the teaching, learning, research, development, and technology transfer that leads to a green campus.

Creating greener universities requires that measures should be taken for energy efficiency, air-quality, water and resource management, toxic-free materials, waste recycling and many other areas. And there are many ingenious ways to find solutions in each of these areas. The eagerness of universities to participate in these debates and to identify environmental issues is a very positive starting point. But there is still a manifest lack in the establishment of concrete action plans for universities, even though higher education has a key role in the ongoing processes for change (Alice et al., 2010).

2.4.1 Why Green University?

A growing consensus of opinion is that the framework offered by sustainable development cannot only be a matter of concern at governmental level, but that all institutions, including those of higher education, need to take an active part in the struggle to achieve this goal. As institutions for research, teaching and policy development, with their influence and resources, universities and colleges are well suited to take on the leadership for promoting sustainable development (Leal Filho, 1996 cited in Marianne, 2001). Hazardous chemicals used in laboratories, fertilizers, insecticides, and pesticides are abundant on campuses, and can contribute to water pollution and indoor air pollution problems that can put the campus community and natural systems in danger. Furthermore, transportation to and from campus can lead to congestion, noise, and air quality problems for local communities. Universities and colleges also generate vast amounts of radioactive, solid and hazardous wastes (Marianne, 2001).

Facing resources and environmental problems, universities have responsibility to promote the construction of green university, implement the principle and guideline of sustainable development and environmental protection in the various activities of university, cultivate high-quality technology and management personnel with sustainable development idea and spread and practice the idea of sustainable development. Because of these factors, green university has been encouraged in universities' strategic development plan. Tsinghua University has implemented "Green University Construction" and carried out the work of

² <http://whichuniversitybest.blogspot.com/2008/11/green-university-ranking-in-uk.html>

“Green Education”, “Green Scientific Research” and “Green Campus Demonstration” since 1998 (Tsinghua University, 2011).

As many of the people whose decisions will affect the future attend colleges and universities today, Higher Education institutions have the potential of teaching environmental literacy to the politicians, teachers, and decision-makers of tomorrow (Eagan and Keniry 1998, cited in Marianne, 2001). Both in the classroom and by the example of its physical plant, a university can give students an understanding of the interrelationship between business decisions and the natural environment, and thereby model behaviors and attitudes that encourage environmental responsibility (Creighton 1999, cited in Marianne, 2001). A green university can furthermore become a green model for the external community by gathering and sharing effective ideas on environmental issues and practices. The greening of a college or university can also be cost effective. Universities’ economic power, thought the investments they make, the products they buy, and the companies they do business with, is extensive. By demanding environmentally friendly products and technologies, colleges and universities can therefore create or encourage markets for sustainable commodities (Marianne, 2001).

As the ‘greening of higher educational institutions’ is a complex and relatively new field of research, further studies are probably needed to be able to establish the various factors causing the reluctance to greening, and thereby help HE institutions realize that ‘going green’ has numerous advantages (Marianne, 2001).

2.4.2 UI Green Metric Ranking of World Universities

In 2010, Universitas Indonesia spearheaded an initiative to create an online ‘green’ ranking for world universities which received outstanding responses from universities in 35 countries in the world. The aim of this ranking is to provide the result of an online survey regarding the current condition and policies related to Green Campus and Sustainability in the Universities all over the world. This ranking is drawing the attention of university leaders and stakeholders. More attention will be given to combating global climate change, energy and water conservation, waste recycling, and green transportation. Such activities will require change of behavior and providing more attention to sustainability of the environment, as well as economic and social problems related to the sustainability. The ranking will benefit university leaders in their efforts to put in place eco-friendly policies and manage behavioral change among the academic community at their respective institutions.

The first year was a great success with close to a hundred universities taking part in this ranking. The ranking, UI Green Metric World University Ranking, was based on information provided by universities around the world on criteria that demonstrate commitment to going green and sustainability, such as space, energy efficiency, water use, and transport and other elements. Due to some comments, suggestions and support from others last year (UI GreenMetric 2010), there was a push to revise and improve the ranking system (UI GreenMetric 2010). UI Green Metric 2011 was launched, which is used to measure campus sustainability. As a result, independent multi-disciplinary committees of experts to critically review the methodology and provide suggestions to make the ranking more useful to more people has been established in the new ranking. Therefore, UI Green Metric 2011 has been launched which is used to measure campus sustainability. It focuses on 5 main indicators/criteria: setting and infrastructure, energy and climate change, waste, water, and transportation

In 2011, Thai Universities have increasingly (from 2010) joined in UI Green Metric Ranking of World University. As a result, Kasetsart University was awarded as the 1st green university ranking in Thailand and 46th in the world and King Mongkut's University of Technology Thonburi received the second in Thailand and 47th in the World while Chulalongkorn University was also awarded as the third green university of Thailand and 70th of the World. However, Maharakham University, King Mongkut's University of Technology North Bang and Burapha University were also ranked as the fourth, fifth and sixth green university ranking in Thailand and 126th, 141th and 151th in the world respectively.

Maharakham University (MSU) was awarded the 4th Green University ranking in Thailand from the UI Green Metric Ranking of World Universities 2011. MSU got the rankings due to the university has lots of potential factors and shows effort. Because of its intent to be a green university, MSU has started a distinctive policy since 2009. The policy focuses on energy and environmental management systems, and safety and health issues in order to follow the standard of quality and integration of these systems to fit within the university's defined plans of university process. These plans include landscape improvement, energy conservation, security preservation, university's traffic operation and SWM (integrated Solid Waste Management: Maharakham University). In addition, environmental management, infrastructures contributing to a green university, increasing green space by grass and tree planting and a transportation system (tramcars for providing services for university staffs and students) inside the university have been applied. Besides these improvements, the acceptance, good cooperation and continuously striving for sustainability and fitness within the university is the ultimate objective.³.

Table 2: Thai University Ranking 2010/2011

University	Country	2011		2010	
		Total score	Rank	Total score	Rank
University of Nottingham	UK	8,033.54	1	8,201.55	
Northeastern University	US	7,981.46	2	7,885.73	4
University of Connecticut	US	7,708.02	3	DJ	
University College Cork	Ireland	7,682.48	4	DJ	
Linkoping University	Sweden	7,661.23	5	DJ	
University of California, Berkeley	US	7,601.87	6	8,213.18	1
University of California, Los Angeles	US	7,498.49	7	DJ	
Washington University In St. Louis	US	7,359.69	8	DJ	
University of California Merced	US	7,347.30	9	DJ	
University of Bath	UK	7,341.27	10	DJ	
Kasetsart University	Thailand	6,535.46	46	DJ	
King Mongkut's University of Technology Thonburi	Thailand	6,485.51	47	6,859.71	
Chulalongkorn University	Thailand	5,724.82	70	DJ	
Maharakham University	Thailand	4,781.29	126	DJ	
King Mongkut's University of Technology North Bang	Thailand	4,403.64	141	DJ	
Burapha University	Thailand	4,022.37	151	4,486.53	

Note: DJ= Did not join the ranks

Source:

http://www.matichon.co.th/news_detail.php?newsid=1325843918&grpId=03&catid=03

3. Research Methodology and Design Framework

³ <http://www.web.msu.ac.th/hotnews/detailnews.php?hm&hotnewsid=2970&uf&qu>

MSU was ranked 4th green university in Thailand and 126th of the world by UI Green Metric of World Universities in 2011. The main five main UI Green Metric of World Universities' criteria/indicators included setting and infrastructure, energy and climate change, waste, water, and transportation are therefore brought to make detailed consideration. Each criterion was detailed via using literature reviews, participant/ field observation and photographic methods, and also the MSU Green University Committee's documents. These useful tools are convenient and fit with collecting data. The evidences gained from the collecting data phase displayed what MSU have already done so far and are daily practicing. These helped to analyze its green university policy, regarding its orientation. GIS information also used to analyses the areas that has been implemented, as well as aerial photogrammetry of MSU also shows the movement forward steps in making visual image of sustaining green practice profile.

4. Results

Thailand enacted different laws related to the environmental quality control since 1969 (B.E. 2518) called Act of Promotion and conservation of B.E. 2518. During B.E. 2521 and B.E. 2522 this enact had been revised. However, in the period of Prime Minister Anan Punyarachum had set the draft called Act of Promotion and Conservation of National Environment Quality 1992 with the aim of decentralization of planning and action of environment to local participation. This act has worked active until present. The environmental concern has been considered not only in the national level, but in all governmental levels and agencies, including university which is an academic leading institution occupying significant space of a city.

MSU master plan has planned supporting Green University Concept since establish Khamriang Campus, by the first President, Professor Dr Pavich Thongroj. The Green Concept has been developing time to time. The attention has given more on the period of the present president; Assistant Professor Dr. Supachai Sammapito has continued to implement policy of the greening of Mahasarakham University. The continually expanding new campus has many construction sites operating. Dr. Supachai and his support staff are actively engaged in seeing these sites are not left. Mahasarakham University (MSU), as one of the newly established campuses in the region locates of Khamriang Campus in Kantrawichai district, has been growing not only in the developmental aspect, but also in the number of students and staff.

In the university strategy development plan (2012-2016), MSU has set its mission to get 1 among 10 universities in Thailand and 1st university for community of Northeast region. This means that MSU has set its goal to be the university which has quality of research, teaching, producing qualified graduate students and being as international quality of education such gaining 1 among 10 university rank in Thailand which ranked by Quacquarelli Symonds (QS). The university has sustained its life based on TAKASILA principle. TAKASILA comes from Teamwork, Advance Technology, Knowledge-Local based, Accountability, Student-Centered, Integrity, Learning Organization, and Academic network. In order to reach the setting goal, 7 strategies have been applied. 6th of university's strategies is develop itself to sustain green university- sustaining green university ranked by University of Indonesia (UI).

MSU has so far intended to become an environmentally friendly university; therefore, its strategy development plan has been changed. For instance, as a part of becoming Green University, MSU policies and plan has been set in order to sustain the green university profile

based on UI Green Metric World University Ranking which has 5 main criteria/conditions: setting and infrastructure, energy and climate change, waste, water, and transportation. These evidences show that the MSU's executives have genuine attempt to encourage the green university policy as having policy on paper or official media. This written and enacted policy provides a development orientation to university staffs and students. All faculties, institutions and departments under the MSU must takes the "sustain green university policy" to follow.

4.1 Setting and infrastructure

The campus setting and infrastructure information will give the basic information about the university's consideration towards a green environment. This indicator also shows whether the campus deserves to be called as Green Campus. Space for greenery and safeguarding for the development of sustainable energy are considered. MSU strongly encourages faculties to be green campus and energy efficiency. As result of this, each faculty has tried to improve and maintain its conditions to reach green campus. Faculty of Architecture Urban Design and Creative Arts has also set its goal to be green campus.



Figure1: Pictures of example of green faculty, the Faculty of Architecture's building



The building of the faculty was designed with the eco-friendly concept – i.e. use less lighting during classes. Every floor of the faculty has planted flowers, small trees and other plants. This not only provides benefits to environment, but also small recreation areas for students. Public spaces of the faculty building are designed for multiple uses and users. For instance, the Faculty of Architecture, Urban Design and Creative Arts, the public spaces are not used only for architecture students, but also for other faculties' students. Students use these spaces for doing group work, performance, show and other ceremonies. Besides, tropical climate has been considered in every university building, noticeable from building shading, a long roof cantilever and widely using natural ventilation. This tropical-concerned design and flexibility of use in building and shows the attempt in encouraging the setting and infrastructure to be sustainable. The implementation has driven more the attention on building this concept for implanting, the document from the MSU Green University Committee show that funded a research on this issue to be a direction from implementing eco-friendly concept in faculty level.

4.2 Energy and climate change:

The university's attention to the use of energy and climate change issues will be the indicator with the highest weighting in this ranking. The university defines several indicators for this particular area of concern, i.e., energy efficient appliances usage, renewable energy usage policy, energy conservation programs, green buildings, climate change adaptation and mitigation program, greenhouse gas emission reductions policy. With this indicator, MSU is expected to increase the effort in energy efficiency on their building and to care more about nature and energy resources. The promotions and efficient energy policies have been created in order to obtain the energy efficiency goal. These promotions and policies have been applied to each faculty, staff/officer building, student dormitory/lecturer apartments, library and market. For instance, air conditioner policy is applied for all campus/faculty such as defining the time for turn on/turn off electricity and water of air conditioner. Each faculty is required to turn air conditioners at 9:00 morning or around accordingly to real conditions. Both visual and in visual media of transferring the concept have been being utilized in all the university. Visual media such as leaflets, funny cartoons/pictures, attached labels and signs on the wall in/next to restroom, switch light position and announcement board.

Advertisements about saving energy on university's website/facebook is a kind of visible media of energy efficiency. Communicate or explain to officer and renter to know about the utilization control of electricity in term of benefit of economic saving and eco-friendly way. This concept is not only practiced in university, but students also apply this concept and daily practice in their home and/or dormitory since they can save more money-less monthly electricity expense- in their living places.



Figure 2: Pictures showing the campaign for encouraging students and staffs to save energy

Moreover, MSU strongly cares about participation in climate change adaptation and mitigation. Trees along the roads, grass fields and small gardens have continually been grown and improved in the university. These are not only benefit for students' traveling and relaxing, but they are applied for green house gas emission reduction program: catching and storing carbon dioxide (CO₂) emission from transportation modes. MSU's natural study center locates nearby the President Office building and MSU's mini zoo. This center is university's forest protected area. Many trees have been named. The natural study center is multi-benefits: it is used for species conservation, students' study, recreation areas, relaxing and tourism. It is also utilized green house gas emission reduction area.



Figure 3: Pictures of the participation in climate change adaptation and mitigation in MSU

MSU’s museum and mini zoo have been created for years in purpose of conservation of Isan’s culture and traditional houses and also for animal protection. Every day many students both MSU’s students and other students, and local people come to visit and do other activities. Students use these places for doing group work, relaxing and other performances. When MSU has traditional ceremonies or dinner parties for outside guests, they usually celebrate in MSU’ museum since they are fresh and natural places. These places have open spaces with green landscape, walking ways, and good view of nature that encourage students come to do exercises such walking, jogging, tennis, aerobic dancing and other kinds of sports.

MSU cares about the environment and the university always takes its time to help and improve the environment. For instance, during Mother’s Day⁴, at and around Mahasarakham University campus, school student community members collaborated in activities not only in showing respect to HM Queen Sirikit but combining to benefit their health, hygiene and the environment. Activities included cleaning in and around dormitories to promote hygiene, create a healthy living environment and to recycle waste. There were also activities of cycling to sites where trees were planted to create a healthy environment around Khamriang close to and within the campus. Trees were planted in honour of Her Majesty Queen Sirikit.



4.3 Waste

Waste treatment and recycling activities are major factors in creating a sustainable environment. The activities of university staff and students in the campus will produce a lot

⁴ Mother’s Day in Thailand is celebrated on HM Queen Sirikit’s birthday, August 12 all over Thailand. Her Majesty Queen Sirikit is regarded as the mother of all Thais and ceremonies are held in her honour as well as to honour all mothers in Thailand. Mother’s Day is a public holiday which fell on a Thursday (2011) so many students from MSU travelled back to their Isan homes to pay respect to their mothers on this important day.

of waste; therefore, MSU has concerned and set programs involving with wastewater control and solid waste management in university.

➤ **Solid waste management:**

Integrated Solid Waste Management: Maharakham University's program has been launched since 2009 in order to deal with the much amount of solid waste. 3Rs principle has also been encouraged and applied both inside and outside class. It is necessary that waste producers (mainly students, staffs and seller) have knowledge of separating, storing/keeping, and transporting/disposing the waste because it can provide more effective, economic and environmental friendly waste services. Different colors of trashcans are put nearby student's dormitories in order to help students bring their rubbish. MSU has practiced both policies and daily practices in the campuses. The method dealing with solid waste are used:

- Solid waste is separated by 3 types of bin that are general waste, recycle waste and dangerous waste with cover.
- Each type of bin is attached the label for each kind of waste: disposal waste to the correct bin.
- Provide contemporary depot nearby (the storage hours) for waste during waiting transportation to dispose at landfill. It is far away from water sources.

During these processes of solid waste, some recycle and reuse waste are reduced because recycled waste pickers and finders such dormitory keeper, waste business man separate and take them for selling. All kinds of waste are transported out of the university 2 times (in the morning and the afternoon or evening) a day with 2 different truck types.



Figure 4: Pictures of solid waste management process in MSU

Wastewater has been collected, stored and processed treatment before it is reused. MSU has potential condition for wastewater management since it has space, have appropriately primary wastewater treatment and have ponds for store the whole wastewater of dormitory, market and faculty and other sources, for wastewater storage and treatment process. A wastewater

treatment plant has been run for years in order to control water pollution and retain it for reuse. Another main benefit is the university can save the money paid for water supply. Ponds in MSU are capable of catching rainwater and surface water from roads and buildings. To comply with water quality, the wastewater is examined for quality at least one a year. If wastewater quality examination is not qualified, it needs to refer to action plan to control quality of water drainage. Waste from primary treatment pond is regularly collected.



Figure 5: Picture of MSU's treatment pond and water storage

4.4 Water

Water use in campus is another important indicator in the Green metric. The aim is that universities can decrease water usage, increase conservation program, and protect the habitat. MSU uses water from different sources. Main sources of water usage are water supply, ponds and water treatment. MSU's treatment plant has been run for years in order to supplement and reduce the water supply from government. The ponds and canals in the university are not only used for storing rainwater, watering tree, grass and garden, but they also provide wildlife, additional plant option, refresh in summer. These water sources are also applied for recreation areas. For instance, the large pond next to the MSU Museum has had a concrete path constructed around its entirety with viewing plat forms at each end. The area has plenty of open space with the footpath doubling as an exercise track to encourage students to walk or jog around this pleasant area for fitness.



Figure 6: Pictures of MSU's canals and ponds

Related to water consumption in campus, the university and each campus have encouraged users, mainly students and staffs, to think about water efficiency consumption. We encourage reuse water in dormitories, campuses and small markets. Each faculty and inside dormitory practice and encourage students such as: buying and installing eco-friendly and water saving equipment, controlling and maintaining water supply systems, turning off the water after use, water security guard, and final control when class is finished. The faculties and dormitories have applied the water efficiency concept via various media such as attaching label on student's room, faculty and dormitory restroom to make student have image of their mind. Students not only practice this concept, but they also transfer the concept to friends, classmates, roommates and their family.



Figure 7: Pictures of the campaigns for encouraging students and staff to save water

4.5 Transportation

The transportation system plays an important role on the carbon emission and pollutant levels in university. Transportation policy to limit the number of motor vehicles in campus, the use of campus bus and bicycle will encourage a healthier environment. The pedestrian policy will encourage students and staff to walk, use the tram car and cycling around campus instead of using their own private motorized vehicle. The use of environmentally friendly public transportation will decrease carbon footprint around campus.

In term of transportation criteria, a university policy relating to transportation has been designed to limit the number of motor vehicle used on campus; public buses should be available within the campus whether free or paid; bicycle and pedestrian policy on campus impacted the extent to which bicycle use or walking is supported. In this light, MSU has set up many plans and projects to increase their performance. Those are, a public pickup truck known as Song Thaew, ridesharing or Carpool Car-free day project, free university tramcar, ribbon-bicycle, walking and cycling promotion policy.

(1) **Song Thaew** is a very common public transport in Masarakham province, especially Mahasarakham University since it had been applied since 1998. This mode of transportation runs by private companies who receive a concession from the government. Because of fast growing in term of economic, environmental development and the number of students yearly, new campus (Mor Mai) located in Khamriang commune, Kantarawichai district have been set up in 1998. The new campus is far apart (about 10km) from old campus. Song Thaew has

become a more important mode of vehicle for picking up students from new campus to old campus and other places such as downtown and Khamriang areas. Song Thaew has different colors such as yellow, thick blue, gray and other colors. Different colors of Song Thaew have different destinations. The yellow Song Thaew's destination is from new campus to old campus and reverses direction while other colors travel from new campus to downtown and to urban area Khamriang and back from those areas to new campus. Song Thaew starts their work from early morning around 6:00 am to 9:00 pm every day. This kind of public transportation is economic and eco-friendly vehicle since it costs only 8 bahts a trip and can reduce a number of motorbikes and personal cars entering the university. Students can access whatever they need with quickly and safely mode of transportations.

(2) Ridesharing or Carpool: The concept of ridesharing, referring to carpooling or vanpooling, in which vehicles carry additional passengers is considered one of the most cost-effective alternative modes to the areas not well served public transit. For the carpooling, participants use their own automobiles and take turns on riding a car. In term of Mahasarakham University context, ridesharing can be included motorbike-pool. Motorbike-pool is very common use in MSU since students can share cost of fuel, more safety, convenience and alternative motorbike turn. Under this context, ridesharing could be promoted on the campus.

(3) Initiated car/motor-free day: Set within this program, students have to leave their vehicle at home and travel with alternative modes, such as rideshare with friends, public transportation, and bicycles/walk. MSU has promoted car/motor-free day concept to students via emerging value of economic benefits, environmental help and making friendlier between classmates or roommates.

(4) Free university tramcar: MSU's tramcars have run for free transporting services since it was initiated in 2011. Unlike the Song-Thaew, this mode of public transport runs by MSU. Students who use them mostly are inside dormitory students and some are nearby outside dormitory students. These tramcars not only provide free services for both inside and outside dormitory students, but also for staffs, teachers, and other stakeholders. They run very day from early morning around 7:00 a.m. up to 8:00 p.m.; however, these tramcars give services only inside new campuses. Students just stand along the road or go directly to tramcars parking lots nearby central inside dormitories. These services are very powerful and helpful for students since students spend less time for going to the faculty or coming back from the faculty. Students can easily travel from one faculty to another by taking their time 3-10 minutes. With suitable and convenient conditions, they are currently taking more attention from students, staffs, teachers and others.

(5) Ribbon-bicycle: The ribbon-bicycle project is among the projects launched in the last two years. This project has helped students who have no bicycle/motorbike could rent bicycle with the super price, only 1 baht a day, for their travel needs. Most students stay in inside dormitories; for instance, freshman (first year students) are required to stay inside dormitories. Some thought the project was not very successful and was not popular among students, since lack of participation of students and people on the campus who prefer to use

personal cars or motorbikes for their daily traveling to and from the campus. It is a good way to help environment throughout reducing the CO₂ emission and economic benefits for inside dormitories' students.

- **Walking and cycling promotion:** in order to promote bicycling and walking, MUS has policies to reduce a number of personal car and motorbike entering the university. The university has improved pedestrian and cycling roads to be more convenient. Another improvement is the shadowed road both entering and inside roads in the university which can help students to protect them from sunlight. Arranged planted trees which have been grown along the road not only get shade but also provide fresh air from them. Bicycle parking lot promotion has been done to be convenient for students; bicycle parking lots have been constructed and improved. Some faculties such faculty of Architecture Urban Design and Creative Arts has provided the staff the bicycles and cycled to come and back the faculty.



Figure 8: Pictures of common modes of transportation using in MSU

Overall, the implementation shows that MSU has given attention to developing a Green University, the evidence shows that student and staff really enjoy this learning environment. That could help to understand more on the concept of sustainable development, which has been developing in MSU. This skill and knowledge will be part of implementing sustainable development, especially in university level; therefore this will bring the influence of care on protecting our natural resources. As well as, it should be increase the areas that concern about green concept not in university level, this skill and knowledge could be applied in every area such as in a house, office, every development project. Building green environment in MSU is an example for supporting education; this will be part of achieving sustainable development.



Figure 9: Overall of MSU on implementing Green University in Kamrieang Campus.
Source: Aerial Photogrametry by Assitant Professor Dr. Tarawut Boonlua (2012)

5. Conclusion

MSU's executives have been seriously encouraging the university to be green by setting a fundamental policy regarding sustainability, as well as all UI green indicators have been considered with projects and activities in practice. Initially, the green policy has been practiced and achieved in construction or physical aspects; however the behavior change of students and staffs, especially in green transportation and saving energy and water, needs a much longer time to achieve. Therefore, in order to be genuinely Green University, MSU must consider or underline additional measures to do, both increasing demand and supply sides, such as effective campaigning and particular restrictions. The written and enacted university policy provides a development orientation to university staff and students. All faculties, institutions and departments under the MSU must take action to sustain the green university profile. Initially, the green policy has been practiced and achieved in construction or physical aspect; however, the behavior change of students and staffs is crucial part of survival of green university, especially in green transportation and saving energy and water, and waste management; but it needs much longer term to achieve. Therefore, in order to be genuinely Green University, MSU must consider or underline additional measures to do, both increasing demand and supply sides, such as effective campaigning and particular restrictions. Overall the implementation shows that MSU gives much attention to developing a Green University, this skill and knowledge could be applied in every area. Building a green

environment in MSU is an example for supporting education; this will be part of achieving sustainable development.

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