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EXAMINING UNIVERSITY STAKEHOLDERS' PERCEPTION OF THE IMPLEMENTATION OF INTERNATIONALIZATION IN HIGHER EDUCATION INSTITUTIONS IN THE UAE

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THE IMPLEMENTATION OF INTERNATIONALIZATION IN
HIGHER EDUCATION INSTITUTIONS IN THE UAE

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Declaration of Original Work

I, Mohammed Madi A. Ahmed Yousif, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled *"Examining University Stakeholders' Perception of the Implementation of Internationalization in Higher Education Institutions in the UAE,"* hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Mohamed Alhosani, in the College of Education at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma, or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been appropriately cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation, and/or publication of this thesis.

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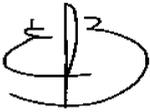
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Abstract

The globalization of economies and societies worldwide, has brought massive transformations in the field of higher education, creating a context to include an 'international' dimension in higher education institutions (HEIs). Global learning is essential in the development of cognitive skills, as well as for increased success among academics, hence institutional stakeholders such as administrators, faculty, and students are key participants in initiatives to internationalize academia. The current study examines the perspectives of institutional stakeholders (top administrators, faculty, and students) concerning the process and implementation of internationalization of higher education in the UAE, revealing its potential benefits and challenges. In a mixed method study, data were collected using online questionnaires and semi-structured interviews with the institutional stakeholders from eight top-ranked institutions in the UAE. To assess the process of internationalization within the 'internationalization cube' framework, official documents regarding policies and strategies were sought from these institutions. The overall findings suggest that institutional stakeholders mainly view internationalization as a significant phenomenon which serves as a tool for the creation and dissemination of knowledge, ultimately to improve the quality of education. The study categorized the institutions under study based on their internationalization efforts, offering decision-makers a rich source of information for beneficial use in planning and implementation of internationalization at their institutions.

Keywords: Internationalization in Higher Education, Higher Education in the UAE, Higher Education Stakeholders, Perception of Institutional Stakeholders.

Title and Abstract (in Arabic)

استطلاع أراء أصحاب المصلحة الجامعيين حول التدويل في مؤسسات التعليم العالي في دولة الإمارات العربية المتحدة

الملخص

بسبب العولمة العالمية للاقتصادات والمجتمعات، يوجد تحولات هائلة في مجال التعليم العالي، مما خلق سياقًا يتضمن بُعدًا "دوليًا" في مؤسسات التعليم العالي. حيث يعد التعلم العالمي ضروريًا في تطوير المهارات المعرفية ونجاح الأكاديميين. لا شك أن أصحاب المصلحة المؤسسيين مثل كبار الإداريين وأعضاء هيئة التدريس والطلاب هم من المشاركين الرئيسيين في مبادرات تدويل الأوساط الأكاديمية. لذلك، تبحث الدراسة الحالية في أراء أصحاب المصلحة المؤسسيين (كبار الإداريين وأعضاء هيئة التدريس والطلاب) فيما يتعلق بعملية تطبيق تدويل التعليم العالي في دولة الإمارات العربية المتحدة، وتكشف عن الفوائد والتحديات المحتملة من خلال الإجابات على الاستبيانات. في هذه الدراسة المختلطة، تم جمع البيانات باستخدام الاستبيانات عبر الإنترنت والمقابلات شبه المنظمة مع أصحاب المصلحة المؤسسيين من ثماني مؤسسات ذات تصنيف عالٍ في الإمارات العربية المتحدة. بهدف تقييم عملية التدويل باستخدام إطار التدويل، تم طلب وثائق رسمية بشأن السياسات والاستراتيجيات من هذه المؤسسات. تشير النتائج الإجمالية إلى أن أصحاب المصلحة المؤسسيين يعتبرون التدويل ظاهرة مهمة، والتي تعمل كأداة لخلق ونشر المعرفة، والتي من شأنها تحسين جودة التعليم. صنفت الدراسة قيد الدراسة بناءً على جهود التدويل التي تبذلها، مما يوفر لصانعي القرار مصدرًا غنيًا للمعلومات لتعزيز عملية تخطيط وتنفيذ للتدويل في مؤسساتهم .

مفاهيم البحث الرئيسية: التدويل في التعليم العالي، التعليم العالي في الإمارات العربية المتحدة، أصحاب المصلحة في التعليم العالي، أراء المؤسسات المعنية.

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Dedication

To my beloved parents and family

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List of Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
ANOVA	Analysis of Variance
AUCC	Association of Universities and Colleges of Canada.
AUD	American University in Dubai
AURAK	American University of Ras Al Khaimah
AUS	American University of Sharjah
BA	Business Administration
CAA	Commission for Academic Accreditation
CIEA	Chief International Educator Administrator
DCCI	Dubai Chamber of Commerce and Industry
DIAC	Dubai International Academic City
DST	Dynamic Systems Theory
FL	Foreign Languages
GATS	General Agreement on Trade in Services
GCC	Gulf Cooperation Council
HCT	Higher Colleges of Technology
I@H	Internationalization at Home
IAU	International Association of Universities
ICU	International Communication Unit
IS	International Studies
KU	Khalifa University
MBA	Master of Business Administration
MENA	Middle East and North Africa
MIT	Massachusetts Institute of Technology
MNC	Multinational Corporation
MOE	Ministry of Education
NYUAD	New York University Abu Dhabi
OIR	Office of International Relations
QS	Quacquarelli Symonds
SLO	Student Learning Outcome
THE	The Time Higher Education

UD	University of Dubai
UOD	University Outreach Department
UoS	University of Sharjah
UOW	University of Wollongong
UOWD	University of Wollongong in Dubai
ZU	Zayed University

Chapter 1: Introduction

1.1 Overview

"*Internationalization is changing the world of higher education, and globalization is changing the world of internationalization*".—Jane Knight.

The global higher education landscape is experiencing a dramatic upheaval of change, and higher education institutions (HEIs) have no choice other than to align their operations, strategies, policies, and practices to respond and survive this transformation. The world of higher education is changing, undoubtedly, and the international world which higher education serves is changing too. Accordingly, the international dimension of higher education is becoming increasingly important, complex, and confusing. As a result of the phenomenon of globalization, higher education is experiencing the involuntary mandates of internationalization.

While globalization and internationalization are interrelated, they are inherently different. Globalization is defined as "the flow of technology, economy, knowledge, people, values, and ideas across borders" (Knight and de Wit, 1997, p. 6). In this way, globalization affects each country differently due to the nation's history, traditions, culture, and priorities. Wherever globalization exists, the international dimension of higher education is bound to be a significant part of its setting. Despite being a popular buzzword in the mainstream media, the nature and significance of globalization have proven hard to pin down with enough precision to delineate its influence on the policies and practices in higher education. Globalization is a complex phenomenon which stubbornly resists easy interpretation and application (Carnoy and Rhoten, 2002). Like globalization, internationalization is frequently employed and

used in varying contexts for wide purposes; however, the functional meaning of this term remains vague and unclear (Knight, 1999; Stier, 2003; Yang, 2002). Notably, Knight (1999) has influenced researchers by distinguishing these two terms, thus: "Globalization can be thought of as the catalyst while internationalization is the response, although a response in a proactive way" (p. 14). In contrast, Nielsen (2011) specifies internationalization as a primary variable which inspires and facilitates globalization, not just a response variable that describes how institutions react to globalization across economic, social, political, and cultural domains.

Internationalization is best understood from Knight's (2004) definition: "The process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of post-secondary education" (p. 11). In this sense, any activity that facilitates the described process is considered as an attempt to internationalize a HEI. Study abroad programs for students, international research collaborations, and mobility programs for faculty are all considered important elements of internationalization. In the past decade, the focus of HEIs around the world has been on internationalization activities abroad rather than internationalization activities at home.

In addition, the internationalization strategies adopted by HEIs were more ad hoc, lacking clarity in their purpose and misaligned with the ultimate goals of the HEI. However, currently, the higher education setting worldwide is heavily affected by neoliberal reforms which view higher education as a commodity to be freely traded. Consequently, higher education has become an industry capable of generating high revenues and in which institutions compete with other institutions instead of cooperating with them (De Wit, 2020). The process of social transformation includes

the change in societies due to economic growth, science, and technology. Globalization acts as a catalyst for this change, which has a transformative effect, for example, on the core functions of HEIs. Under this influence, HEIs are developing a 'consumerist' mentality that transforms education into a product traded and exchanged in an open market (Altbach, 2004; Marginson and Considine, 2000; Slaughter and Rhoades, 2004). Slaughter and Leslie (1997) contend that "the academy has shifted from a liberal arts core to an entrepreneurial periphery," in which 'marketization' of the education leads to the rise of "research and development with a commercial purpose" (pp. 208). This allows HEIs to compete globally for monetary and human resources to capitalize on opportunities (Slaughter and Rhoades, 2004).

Economic globalization is also turning knowledge and education into a commodity. Khan et al. (2016) compare the internationalization of HEIs to that of business organizations in a market-driven environment, influenced by supply and demand, and operating competitively and entrepreneurially. The resulting activities were more globally developed than they were previously. The phenomenon is seen as a capitalistic system that pushes institutions towards competitiveness to achieve excellence in all facets, thereby increasing status and prestige. This process then leads to the reinforcement of another cycle of commodification. Khan et al. (2016) state that even the rationales for internationalization within HEIs mirror those of business organizations—that is, to increase profits, learn from the market, share technological know-how, and diversify their risks.

Moreover, the labor market has a massive demand for skilled graduates with the cross-cultural communication skills and training to become the global leaders of tomorrow. AlSharari (2018) expresses caution of many scholars against this

'commercial model,' arguing there would be adverse impacts if HEIs were forced to compete in the marketplace, potentially compelling the institutions to reshape their real purpose. Studies suggest that a way to counter these impacts would be to make higher education a public asset with rights, access, and mobility for everyone on a worldwide scale. De Wit (2000) states that, politically, internationalization facilitates a way for building dominance—more specifically, 'academic dominance' in which expanding influence requires knowledge of cultures.

De Wit (2000) states that universities in the United States have utilized different internationalization techniques and secured funding from its federal government to support internationalization initiatives. Normally, knowledge of cultures, languages and system becomes an extension of influence. These actions, though, have been interpreted differently by many other countries; some see this strategy as 'imperialism' to enforce their dominance. However, the US is adamant its strategy for internationalization is an initiative for peace and understanding among other cultures and countries. For Asia-Pacific countries, internationalization offers the prospect of a move away from Western dependency and Western languages of instruction, and thereby an opportunity to promote their own languages in the process (De Wit, 2000). De Wit (2000) remarks that, previously, the rationales for internationalization were more political and pertained to improving understanding among countries and promoting peace. However, the rationales have since changed to those which add value to the economic goals, whereby institutions are now competing in an entrepreneurial world, catering to burgeoning labor markets in order to reap profits. According to Hudson (2016), the focus on the 'revenue-generating' aspect of internationalization activities is mainly

due to reduced public funding for most HEIs worldwide. The rationale to internationalize is also affected by institutional and external competitive dynamics in higher education landscapes (Seeber et al., 2016). Internal reasons for institutions to become internationalized include a new and diversified mode of revenue and a focus on high-quality research through foreign collaborations.

Internationalization brings upon numerous benefits to HEIs. Khan et al. (2016) provide a snapshot of possible advantages, including:

- Increased awareness and open-mindedness of global issues among students

- Sharing of effective practices to improve the quality of teaching and learning

- Strengthening research and knowledge production capabilities

- Increasing brand presence and reputation globally

- Diversifying revenue streams (since the number of foreign-paying students increases revenue).

In respect of open-mindedness, Jibeen and Asad Khan (2015) add that such traits are desirable in the global economy. Differences in benefits are also highlighted. For underdeveloped countries, there is an opportunity to gain national and international citizenship for students and staff; for developed countries, brain gain and revenue generation are the main potential benefits (Jibeen and Asad Khan, 2015). The most important benefits identified by HEIs are more internationally-oriented staff/students and improved academic quality (Knight, 2007). In addition, the benefits of global learning can be seen in the development of cognitive skills, as well as increased academic success (Kahn and Agnew, 2017). The least-important benefits, according

to the HEIs, are national and international citizenship, revenue generation, and brain gain. To some, it may seem hard to believe that revenue generation is seen as such a low-priority benefit (and rationale) (Knight, 2007).

Globalization and internationalization have significantly affected and influenced the United Arab Emirates (UAE) by providing a favorable environment for business and investment. In the last few decades, the UAE has expanded its higher education capabilities rapidly. Although this growth has occurred over a relatively short period, sufficient attention has been given to quality (Kirk and Napier, 2009), something often overlooked in a rushed expansion. Furthermore, the presence of HEIs offering an international curriculum has increased competition among local education providers, subsequently improving their quality of education. The UAE government pursues a high quality of education through investment in world-class institutions and consultative services to young students.

HEIs in the UAE employ three governance practices more commonly than any other. They are: (i) neoliberal reforms; (ii) standardization; and (iii) partnering.

First, neoliberal reforms have privatized higher education in the UAE, expanding access to higher education by creating a culture of blended or open learning. Neoliberal reforms ensure competitiveness, hence leading to innovations in the delivery of higher education. Online learning is a method used by universities to increase access for students on a large scale.

Second, the standardized quality approach is a well-known American credit system used in universities across the UAE. The system is characterized by mandatory electives that lead to a minor degree, credit hours depending on the major, and a grading system on a scale from 0 to 4. The American University in Dubai (AUD),

American University in Sharjah (AUS), and New York University Abu Dhabi (NYUAD) are examples of universities in UAE which use an American credit system.

Third, several universities in the UAE have signed partnerships with foreign institutions, including universities, aiming to bring modernity into the Arab academic environment. This practice has become known as 'Americanization.' The prime examples are UAEU, which has multiple partnerships with universities in Korea, Japan, and the US; and Khalifa University (KU), which has partnered with the prestigious Massachusetts Institute of Technology (MIT). The practice does not necessarily imply agreements with 'American universities'—rather it seeks to modernize the UAE higher education landscape through collaborations with foreign universities, mainly from the West.

Internationalization is, however, not without its flaws. AlSharari (2018) states that, with intensive attainment of modernity and symbols of trust (i.e. accreditations), national objectives and cultural integrity may be subject to dilution. In addition, internationalization is predicted to raise the costs of higher education, which are incurred primarily by students. In some cases, poor infrastructure and sub-standard facilities are ill-suited for research, thus leading to low numbers of enrolments among Ph.D. students, which further diminishes the quality of research. Externally, global competition in the worldwide market acts as the chief threat for HEIs in the UAE (AlSharari, 2018).

1.2 Statement of the Problem

The importance of providing high-quality education at HEIs in the UAE is growing. Leaders are continuously emphasizing the significance of high-quality education, acknowledged on a global scale. These aspirations are also clearly

articulated in the national government's Vision 2021 program, which has as an ultimate goal, among four others, of unity in knowledge, to be developed through the establishment of a 'knowledge-based economy.' The government aims to encourage more Emiratis to enter HEIs, wherein they will develop the skills needed to drive a knowledge-based economy (UAE Vision 2021, 2019). For this purpose, it is, in the author's opinion, essential that HEIs in the UAE become internationalized. Internationalization helps to increase the accessibility of highly-skilled human capital in a given country (OECD and The World Bank, 2007). It further provides local HEIs with the intellectual enrichment and stimulus to their academic programs and research (Stella, 2006), with the concomitant outcome of creating capacity at both institutional and national levels. Through internationalization, HEIs may improve the quality of their curriculum, students, and programs, which can lead to the development of skills needed in the knowledge-based economy envisioned by the UAE government in the near future.

AlAleeli (2019) states that people are vital resources that ultimately drive the economy. Through education, training, and skills development, the UAE is set to attract a highly skilled and productive workforce to increase its economic capacity (Oxford Business Group, 2019).

Internationalization affects higher education, both nationally and internationally. As Knight (1999) puts it, "it is short-sighted to think of internationalization as only a geographically based concept" (p. 16). The current market structure of higher education has brought considerable pressure on national universities to cope with internationalization demands. There is an ongoing race between HEI leaders in attracting high-quality educators, researchers, students, and

administrators to survive in a highly competitive market. It is vital to uncover the intentions behind internationalization as these dramatically affect the policies directed at effective internationalization.

Subsequently, an indicator of effective implementation of internationalization may be seen through the appearance of HEIs on world ranking lists prepared by agencies such as the QS World University Rankings, Times Higher Education (THE) World University Rankings, and the Shanghai Ranking. The market structure of HEIs is driving them to pursue higher world rankings, in an attempt to brand themselves globally as an internationalized, high-quality education institutions, but without proper regard for the underlying reasons why their institutions need to internationalize. Most of the assessment criteria of worldwide ranking agencies are demonstrated through internationalization factors such as academic reputation, recruiting international faculty, employer reputation, and international students. For instance, THE World University Rankings uses 13 calibrated performance indicators based on teaching, research and international outlook. Specifically, for internationalization endeavors such as international outlook, the indicators measure the proportions of international students, academic staff and co-authorship with international academics (The Time Hihger Education (THE) World University Rankings, 2020). In the Quacquarelli Symonds (QS) World Rankings, universities are ranked using different indicators such as academic and employer reputation, international faculty and student ratios. These ranking systems have their limitations. In the case of the UAE's universities, international activities are employed without a proper structure, in a single-minded bid for higher rankings. Although the UAE higher education system comprises more than 75 institutions, only six (at the time the present research commenced) were included

in the list of world-ranked universities, and with the highest among them is UAEU, currently ranked at 284th (QS World University Rankings, 2021) and only five institutions appear in the THE ranking worldwide (THE World University Rankings 2020).

Accordingly, it gives a clear indication of the shortcomings in the implementation of the internationalization process in UAE universities. Al-Agtash and Khadra (2019) note the lack of a clear policy direction to guide Arab internationalization strategies, and therefore an absence of the elements of effective internationalization to strengthen Arab higher education.

Furthermore, UAE has witnessed a rapid expansion in its higher education system. Since this growth has occurred over a relatively short period of time, the HEIs compromised many of their operations (policymaking, funding, and planning) to reduce pressure and reach their goals at a minimum cost. This urgency led to many deficiencies, as noted by Ghabra (2010), who claims that universities in the UAE suffer from weak administration, poor recruitment strategies and practices, heavy teaching loads, an over-emphasis on profit, ineffective faculty representation, and instability among staff. This was certainly the case almost a decade ago. Currently, UAE is striving to tackle all these deficiencies; however, an improvement in implementation is required across HEIs in the UAE to bring forth effective internationalization. AlAleeli (2019) cites that there is an absence of research that describes how UAE institutions put their internationalization plans into action, which will allow stakeholders to assess the shortcomings and facilitate effective implementation.

The process of internationalization of HEIs requires the inclusion of cross-cultural linkages, transfer of knowledge and technology, effective systems of

accountability, shared benchmarks, and standards for ethics and quality (Altbach et al., 2009; Tilak, 2007). The wave of change imposed by the internationalization process has affected national cultural beliefs and teaching practices and prompted some resistance from the traditional education community. Al-Ali (2014) asserts that a striking characteristic of HEIs in the UAE is their sense of Arab identity, which may be subject to dilution through excessive internationalization. AlAleeli (2019) expresses the concerns regarding loss of national identity being diminished by internationalization. For instance, by having English as the main medium of instruction, nationals have diluted experiences of what it means to be Arab. The Arab language is diluted and traditional values are not as common as before.

Undoubtedly, internationalization has become imperative for HEIs to survive in a highly globalized community. Globalization, on the other hand, has not only facilitated internationalization endeavors but also brought in massive transformations in the global higher education landscape, especially in the UAE. While internationalization has numerous known benefits, it is not without challenges—these will be discussed in the later sections. In addition, the process of internationalization, specifically within eight institutions in the UAE, will be examined along with the benefits and challenges of implementation. HEI administrators, faculty, and students hold the keys to success in internationalization—in how they integrate the added value of internationalization procedures into their management practices and in their core function within the higher education system.

1.3 Purpose of the Study

The study's main aim is to provide an effective and consistent description of how the internationalization process is conceptualized by institutional stakeholders.

Therefore, administrators, faculty, and students, as agents of change, have a vital role in emphasizing the real value of this process, as well as in shaping its practices. Hence, the current study mostly concerns itself with the points of view and perceptions of institutional stakeholders through an examination of (i) the awareness among institutional stakeholders of the implementation process of the internationalization of higher education in the UAE; and (ii) the institutional stakeholders' perception of internationalization, compared with their actual practices. Finally, the current study seeks to elucidate the potential benefits and associated challenges, as depicted by the institutional stakeholders.

1.4 Research Questions

The research aims to answer an overarching question: What are the perceptions of HEI faculty, senior administrators and students on the process of implementation of internationalization within their institutions?

The research questions are divided according to the two phases of research: the qualitative and the quantitative. The two phases each have separate questions that aim to examine the process from different angles. The questions in the quantitative phase are as follows:

1. How do university stakeholders perceive internationalization in the UAE?

2. How do HEIs implement internationalization in the UAE's universities?

3. What are the opportunities brought by internationalization to HEIs in the UAE?

4. What are the challenges associated with the implementation of internationalization in HEIs in the UAE?

5. Is there any significant difference between nationals and non-national faculty and administrators regarding their perception of internationalization?

6. Is there any significant difference between the stakeholders regarding their internationalization perceptions, implementation, opportunities, and challenges?

1.5 Significance of the Study

The significance of the study is evident at both the macro and microeconomic levels. At the macro level, the study contributes to the available body of literature concerning the internationalization process for HEIs nationally and internationally. In addition, the study findings provide a detailed description of institutional awareness of the internationalization process and the opportunities and challenges associated with internationalization.

At the micro or institutional level, the significance of the study lies in presenting a model to assess the effectiveness of the internationalization process. The study focuses on assessing the internationalization activities of HEIs, as well as perceptions of internationalization and the associated policy, support, and implementation strategies. As such, the overall results offer a guide to HEI decision-makers to help determine an institution's position with regard to its internationalization process. Similarly, it may help these decision-makers to identify any gaps between a HEI's goals and its realization of internationalization, so as to improve strategies for policy, support, and implementation. Similarly, in engaging in an internationalization

review, such as the study contemplates, HEI decision-makers would be permitted to move to the next stage in the internationalization process or develop a plan to revise the current process.

According to the researcher knowledge there is fewer studies has not been conducted in the UAE before, the current study provides valuable insights into HEIs in terms of internationalization. The study will help decision-makers and top management to understand how internationalization is significant in coping with the massive impact of globalization. In addition, in revealing the perceptions of HEIs regarding internationalization, it allows for an assessment of the purpose and important steps to be taken during planning for internationalization. This study potentially enhances the internationalization strategies that HEIs are following, either in the UAE or the region. The research results expand knowledge of internationalization strategies, which should assist in preparations for future efforts to internationalize higher education and compete for spots among top-ranked international universities. The study uncovers critical challenges and barriers in internationalization, and ways for HEIs to overcome those obstacles to realize their endeavors.

Assessing the contribution of internationalization is not only a concern for HEIs but likewise for accrediting bodies such as Western Association of Schools and Colleges (WASC), Middle States Commission on Higher Education (MSCHE). Thus, the findings indicate directions for improving the internationalization strategy and a pathway for those institutions lacking a way to improve international standards.

Chapter 2: Literature Review

2.1 Introduction

This chapter aims to introduce and discuss in detail themes related to the internationalization of higher education. First, the chapter examines definitions of internationalization to build a solid ground for understanding the various outlooks and perceptions. Then, theoretical models are discussed to help explain the process of internationalization of HEIs, and these will be used as a guide to analyze the process of internationalization in eight HEIs in the UAE. The theoretical frameworks are founded on Van der Wende (1997a) and Knight's (1994) nine-step model for analyzing the process of internationalization, as well as the internationalization cube, formulated by Van Dijk and Meijer (1998). These frameworks, when combined, allow us to fully dissect and critically analyze the processes and strategies related to the internationalization of an institution. Subsequently, the dramatic impact of globalization is discussed, along with the importance of internationalization and various rationales of stakeholders. Since culture and policy are intertwined elements, they are explored in the context of internationalization. Lastly, the chapter considers the many challenges arising from the internationalization of HEIs and the primary debates and critiques found in the literature.

2.2 Definitions of Internationalization

Internationalization is not a new term. In fact, it has been around for centuries in political science and governmental relations; however, its context in the education sector has increased exponentially since the 1980s. Knight (2015) explains the

importance of altering the definitions of internationalization to reflect the current context of higher education in today's globalized world. The world of higher education is not static; it is ever-evolving, and today more so than ever, with the emergence of new terms such as transnational, borderless, and cross-border education. While researchers have attempted to define internationalization from various perspectives and at different levels of specificity (Harari, 1977; Arum and Van de Water, 1992; Rudzki, 1998; Söderqvist, 2002), the need for a broader definition to reflect the current system and challenges remains, due to the interconnectedness and integration brought about by globalization (Knight, 2015).

Definitions of internationalization of higher education have progressed in terms of identity and meaning. Based on a definition originally given by Harari in the 1970s, Arum and Van de Water (1992) define international education as "multiple activities, programs, and services that fall within international studies, international education exchanges and technical cooperation" (p. 202). This definition focuses on three elements: (i) international content of the curriculum; (ii) international movement of scholars and students concerned with training and research; and (iii) international assistance and cooperation. Van der Wende (1997b) summarizes the definition of internationalization of HEIs as "any systematic, sustained effort at making higher education (more) responsive to the requirements and challenges related to the globalization of societies, economy and labor markets" (p. 19).

Knight (2004) argues that Arum and Van de Water's (1992) definition neglects to acknowledge the context of the education sector in which HEIs function. Knight's (2015) revision does include contextual aspects, stating that internationalization at the national, sector, and institutional levels is "the process of integrating an international,

intercultural, or global dimension into the purpose, functions or delivery of post-secondary education" (p. 2). Beck's (2013) conceptualization of internationalization is strikingly similar to that of Knight (1994) and Van der Wende's (1997a) definition of globalization. Beck (2013) draws upon Appadurai's (2006) work on 'scapes,' which Beck defines as 'flows' following the conceptualization of globalization through political, economic, and social dimensions. Accordingly, Beck (2013) introduces a new 'edu-scape' to encompass the internationalization of higher education, which entails the flow of ideas, activities, and research across national borders. These edu-scapes are heavily influenced by other scapes, such as the 'ethno-scape' (movement of people) and 'finan-scapes' (movement of money).

To include the domain of organizations and their impact on the progress of institutions toward their internationalization goals, Rudzki (1998) defines internationalization as a "process of organizational change, curriculum innovation, staff development, and student mobility for the purpose of attaining excellence in teaching, research, and other activities which universities undertake as part of their function" (p. 16). Similarly, another definition focused on institutions describes internationalization as a process of change from a national HEI to an international HEI, leading to the inclusion of international dimensions (Söderqvist, 2002). Utilizing an outcomes-based process, Hudzik (2011) defines internationalization as a "commitment through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education" (p. 7).

The meaning of internationalization has been explored from many different angles and views, and in many contexts, emphasizing different elements of internationalization. These have ranged across the different aspects contained within

internationalization—from the organizational change which brings effective implementation, to the commitment evidenced by outcomes of internationalization (measurable aspects). Bearing similarities with the circumstances in which globalization takes place, internationalization has been conceptualized as the flow of ideas, research, and activities across borders. The definitions have evolved over time, reflecting changes in the higher education landscape. The following section elaborates on the process of internationalization through the various approaches and models present in literature.

2.3 Internationalization of Higher Education: Process, Approaches, and Models

To comprehend the phenomenon of internationalization of higher education, it is essential to explore the processes and sub-processes involved, as well as the various approaches taken to internationalization.

2.3.1 Process

Zhou (2016) proposes a framework rooted within dynamic systems theory (DST) to assess the nature and development of the internationalization process in higher education. She explains DST as an approach to investigating the dynamics of complex systems which contain elements that are subject to change over time, and in which one system may contain subsystems operating under the same dynamic principles and at individual levels within a hierarchy. Moreover, within this framework, any change in one variable or subsystem may lead to changes within the whole system through a self-organizing process.

These dynamic systems have two states. The initial state is a build-up of historical factors. The variations at this starting point make it sensitive to distinct

inputs, thereby leading to different developments. The following state, known as the attractor state, occurs when a system is open and ever-changing, although, under certain conditions, stable. It can be said that the attractor state is when the system is accustomed to the current state. Another feature is that when external forces penetrate and call for change, the system re-organizes and finds a new attractor state. The dynamic system also has control parameters which enable the system to move forward or hinder its development and these are deemed as critical elements able to affect the whole system.

Developing DST and other ideas in the literature, Zhou (2016) proposes that internationalization occurs at five distinct levels: the global, national, institutional, program, and personal levels.

The global level, being the broadest, is internationalization which occurs in the global context, including the essential skills needed by students in the 21st century, the context of global development, and the various technologies in use worldwide. The national level mirrors the situational and internationalization needs of a specific country, including elements such as national student mobility trends. The institutional level refers to internationalization at a single institution and includes elements such as mission statements and internationalization programs on campus. The program level comprises the various needs of the different disciplines involved. Lastly, the personal level refers to the individual activities pertaining to internationalization, ranging from faculty courses, the extracurricular activities of students, and professional development training for staff.

Within each of these five levels are further components, designated as purposes, programs, approaches, projects, and outcomes. Purpose alludes to why the

subject is motivated to adopt internationalization and includes the overall goals and strategic plans. Program refers to the site of internationalization—that is, where the internationalization is needed. Approach refers to the method undertaken to achieve the goals of institutional internationalization, including implementation strategies. Projects are the activities of internationalization, while outcomes are the results of all activities. The hierarchy within the conceptual structure resembles an upside-down cone shape, with the highest level having broader, encompassing purposes and developing more considerable outcomes in comparison to the narrower levels below. Each level has the above-mentioned states and operates within a dynamic system. Conceptualizing the process of internationalization using DST provides a strategic perspective on how the sub-processes are affected by different elements and ultimately impact the total process of internationalization.

Another model to explain the process of internationalization is found in Knight's (1994) internationalization cycle, which delineates six phases to describe the process of internationalization. The process begins with an awareness of the phenomenon, which entails the need and purpose of internationalization to be clearly articulated, followed by a commitment phase involving various stakeholders seeking to foster a mutual understanding and cooperation. The next phase includes the planning of resources, strategies, and priorities. This is followed by operationalization in terms of implementation, then review and reinforcement phases. The process is underpinned by a 'supportive' culture, meaning the six phases are more efficient with the full support of relevant stakeholders. These are the general stages in an internationalization process strategy; however, Söderqvist (2002) prefers to classify these stages in terms of outcomes:

- A zero stage (where internationalization activities are marginal)

- A first stage (with a focus on student mobility)

- A second stage (increased curriculum and research internationalization)

- A third stage (institutionalizing internationalization, where quality is given more importance)

- A fourth stage (commercializing internationalization, wherein higher education service is exported).

The process of internationalization can also be explained using Knight's six phases (1994) with Van der Wende's (1997a) three steps combined, which are: (i) analysis of the environment; (ii) implementation analysis; and (iii) integration effect. These two models explain the process through which institutions internationalize themselves, including the process of implementation, which is the focus of the research question. In order to have a holistic understanding of the process involved as a whole, it is essential to explore the models proposed by both Van der Wende and Knight. Van der Wende's (1997a) model recognizes three important factors for internationalization. The first factor is the goals and strategies toward internationalization (as defined by the university itself and other international policies). The second factor corresponds to the implementation of the goals and strategies in three particular areas: student mobility, staff mobility, and curriculum development. The third factor is the effects of the implementation phase. Within the implementation phase, the model analyzes the short-term effects on student mobility, staff mobility, and curriculum development, and the long-term effects on the quality of education, output, and position of the institution.

2.3.2 Approaches

Notably, it is also useful to delineate the various approaches to internationalization. Examining the typology of various researchers (Aigner et al., 1992; Arum and Van de Water, 1992; De Wit, 1995; Knight, 1994, 1999; Knight and de Wit, 1997), Qiang (2003) describes these approaches as 'stances' from a managerial point of view—that is, stances adopted by the management of an institution that drives it towards internationalization. The activity approach, being the most prevalent, encourages curriculum enhancement or student exchange. This approach neglects the impact and benefits of internationalization activities, leading to mostly uncoordinated and disintegrated outcomes, with regard to the overall internationalization strategy. The competency approach emphasizes the development of skills and knowledge that will help students, faculty, and staff become 'competent' in a culturally diverse, globalized world. In contrast, the ethos approach focuses on the corporate culture that is adapted to international needs and values. Lastly, the process approach promises an infusion of international dimensions into services through an amalgamation of activities, policies, and procedures.

Knight (2004, pp. 19–20, pp. 31–33) attempts to discern the approaches at national and institutional levels. The national level includes the program, rationale, ad hoc, policy, and strategic approaches. The program approach contains international activities and programs related to mobility, research, and linkages. The rationale approach includes why a nation is pursuing internationalization in the first place. The ad hoc approach to internationalization is seemingly a response to the changes in the educational environment. In addition, Knight (2004) mentions that the policy approach emphasizes the policies that facilitate internationalization. Lastly, the strategic

approach aims to align the international goals of the institution to that of the nation's goals.

At the institutional level, Knight (2004) adds two more dimensions, in addition to the four approaches/stances canvassed by Qiang (2003). These are the outcome approach and the abroad/cross-border approach. The outcome approach focuses on the outcomes or results of internationalization, whereas the abroad/cross-border approach emphasizes the cross-border delivery of education.

Vardhan (2015) summarizes concurrent themes in internationalization of higher education and attempts to present the processes that entail the constituents of internationalization, including the modes and models of internationalization. The modes contain the program, student, and academic mobility. Among other modes identified in the literature are the neoliberal, quality assurance and imported modes of internationalization. The models of internationalization include the import, export, joint venture, partnership, and foreign campus models, much like the models for multinational corporations (MNCs). Mobility models include franchising, double degrees, and distance or blended learning. Vardhan's (2015) summary describes the processes as tools that facilitate internationalization, not the actual process contained within the internationalization of an HEI.

The approaches mentioned above are discussed both on the institutional and national level. Each HEI adopts one of the approaches according to its institutional needs, sometimes depending on whether the HEI wants to align it with the national strategies of the country or not.

2.3.3 Models

Various models of international universities have emerged in the past decade as a result of ongoing efforts to internationalize institutions. Knight (2015) has classified international institutions by model: classic, satellite, and the co-founded university, the latter of which is the most recent generation of international universities. The classic model refers to an institution that has developed multiple activities and partners. These include collaboration with international partner universities, research centers, and non-government and government agencies. The partnerships encompass many academic to management initiatives, for example, academic mobility, joint program, development, delivery, and benchmarking. Under the satellite model the university establishes its presence in other countries through satellite research centers, branch campuses, and contact offices for alumni support, recruitment of faculty, etc., in those countries.

According to Knight (2015), the critical feature of this model is a strategically planned and developed series of research, teaching, or management offices in targeted countries around the world. Moreover, any university having one or more overseas satellite campuses or offices is referred to as an 'international networked university' (for example, New York University). The most recent model of universities is the co-founded or co-developed model of the university. This model entails the establishment of an independent co-founded university, licensed by the host country but developed through international collaboration, for example, the German University of Technology in Oman, and the Masdar Institute of Science and Technology in Abu Dhabi (now part of Khalifa University (KU)) in collaboration with MIT.

Internationalization has various facets. By looking at the processes, approaches, and models relevant to the current context, valuable insights regarding its importance in the higher education sector can be gained. The following section elaborates on relevant theoretical frameworks which guide and shape the main analysis of the research.

2.4 Theoretical Frameworks

This study was framed by the human capital theory and the neoliberalism theory, in addition to Knight's internationalization cycle (1994) and the internationalization cube developed by Van Dijk and Meijer (1998).

Two theories are outlined below: Human capital theory and neoliberalism. These theories are powerful in explaining why internationalization is important and inevitable today, providing further context for the discussion that follows.

2.4.1 Human Capital Theory

Human capital theory perhaps best explains why internationalization is a significant process for higher education. Human capital theory suggests that formal education is highly instrumental and necessary to improve the productive capacity of a population. The theory emphasizes how education increases the productivity and efficiency of people by increasing their level of cognitive stock. Any contribution towards formal education is then seen as an investment in human capital, which proponents of the theory hold to be more valuable than physical stock. Most economists agree that human resources are the ultimate determinant of socio-economic development. In this, they concur with Psacharopoulos and Woodhall's (1997) assertion (as cited in Olaniyan and Okemakinde, 2008) that human resources

"constitute the ultimate basis of wealth of nations" (p. 479), and that, while physical capital and natural resources are passive factors of production, humans are the active agents who accumulate capital, exploit natural resources, and facilitate further national development.

From an economic perspective, investment in human capital is also evident in rates of returns. Economists argue that by increasing investments in human capital throughout an individual's life cycle, the rate of return is reflected in any investment they make, at any point in time. Gorgoshidze (2010) sums up the theory by emphasizing that in order to get jobs that pay well, one must be well educated, which is why many individuals in developing countries are likely to emigrate to gain access to high-quality education. Additionally, the building up of human capital is essential for nations to diversify their economies and move toward a knowledge-based economy. De la Fuente and Ciccone (2003) conclude that investment in human capital contributes to productivity growth significantly, bringing rapid technological changes and enhancing social cohesion.

In addition to macroeconomic outcomes, the creation of human capital can also result in benefits on an individual level. Education may enhance a person's professional abilities and help create informed citizens who contribute to a better society. The new economy today is a global, knowledge economy that is transnational and deeply integrated. This economy is dynamic and competitive and requires a workforce with analytical skills and the ability to innovate and adapt in order to succeed. The needs and rewards of participating in the global economy helps explain what motivates an individual to pursue higher education.

Human capital theory explains one of the overarching rationales for the need to internationalize, from two perspectives: for students, who hope to gain a high-quality education for the attainment of better jobs; and for nations and thereby institutions, for the attainment of students/individuals with the necessary capabilities and skills to thrive in a globalized workforce and contribute to knowledge-based economies. Raghuram (2013) explains that 'knowledgeable migrants' are indeed valued as both drivers of economic growth and for being more socially integrated migrants in the environment.

2.4.2 Neoliberalism

To explain the current setting of HEIs, it is worthwhile exploring the features of neoliberalism and how it brings about rapid internationalization through increased competition and altered rationales with a greater focus on the economic outcomes of internationalization.

Neoliberal ideology advocates operating under a free market system, wherein government interference is minimal. Bamberger et al. (2019) explain that neoliberalism promotes the supremacy of the market, competition, and rational choice. It is key to framing education for individual economic gain. Zheng (2010) summarizes the impact of 'neoliberal globalization' (a term intended to indicate that the wave of globalization has facilitated neoliberal reforms). First, the core, developed countries are able to attract people due to their advances in technology and modernization, receiving incoming global human flows. In contrast, the peripheral and developing countries are left to deal with a brain drain. Second, a desire to accumulate human capital, as seen through the students' perspective, is evident. Students migrate to gain access to high-quality education and be competitive in the global world market.

As a result of its massive impact, neoliberalism poses several challenges. Bamberger et al. (2019) summarize these challenges and deem it responsible for economic practices that affect internationalization in HEIs. The critique here is that neoliberalism brings out the commercial aspect of internationalization as opposed to the humanistic aspect. These include the incessant pursuit of global branding and reputation through fierce competition, instead of establishing a well-built cooperation model. Intensive student recruitment, as well as treating international students as 'cash cows,' all while serving as an international business company, are manifestly evident consequences of operating in a neoliberalist setting of higher education. The impact of globalization on aggravating neoliberal reforms and market-oriented endeavors is undeniable. This view has fueled competition among the various higher education systems worldwide, shifting their rationales from academic to the mostly economic. This shift may be seen in all key stakeholders, as well as in the reforms implemented by them (by both institutions and countries).

2.4.3 Internationalization Cube

An extension of the two-dimensional model suggested by Davies (1992), which included dimensions of policy and implementation, their internationalization cube is a more holistic instrument for analysis of implementation through the inclusion of the dimension of 'support.' In essence, the cube aims to discern the policies of internationalization as either marginal or priority, the support as one-sided or bilateral, and the implementation as ad hoc or systematic. Compared to the two models posited by Knight and Van der Wende, the internationalization cube has definite, measurable parameters. According to Davies (1992), the cube also offers insights into the process of internationalization: that in most instances the institution follows a marginal, ad

hoc, and one-sided structure but grows and develops toward a structured, priority, bilateral point or vertex on the cube, which equates with a well-defined and strategic policy on internationalization (Table 1).

Table 1: Vertices of the internationalization cube (Van Dijk and Meijer, 1998)

	Policy (P/M)	Implementation (S/A)	Support (I/O)
1	Marginal	Ad hoc	One-sided
2	Marginal	Structured	One-sided
3	Marginal	Ad hoc	Interactive
4	Marginal	Structured	Interactive
5	Priority	Ad hoc	One-sided
6	Priority	Structured	One-sided
7	Priority	Ad hoc	Interactive
8	Priority	Structured	Interactive

The internationalization cube is used in the present study as a guide in examining the internationalization process of eight HEIs in the UAE. For each of these dimensions, the institution's website, catalogs, admission packages, annual reports, etc., were examined to determine the position of the institution on the cube, reflective of the process of internationalization at their institution.

2.4.4 Internationalization Cycle

As noted, Knight's (1994) internationalization cycle presents internationalization as the result of six steps embedded in a supportive culture which enhances the functioning of the cycle. According to Knight (1994), "the proposed cycle has six phases in which

colleges and universities would move through at their own pace" (p. 12). Specifically, the six phases are:

- Awareness (of need, purpose, and benefits of internationalization for staff, students, faculty, and society)

- Commitment (of senior administration, the board of governors, faculty, staff, and students)

- Planning (identifying the needs, resources, objectives, priorities, and strategies)

- Operationalizing (focus on academic activities and services)

- Reviewing (assess and enhance quality/impact of initiatives and the process of formulating strategies)

- Reinforcement (develop incentives, recognition, and rewards for faculty, staff, and students).

These stages are cyclical and flow seamlessly one after the other. Knight (1994) mentions how simply having awareness is not enough—transforming it into commitment is crucial. Moreover, Knight (1994) elaborates on how the commitment should not be solely based on 'tangible' features such as funds, but also the 'attitudes' of the involved entities, from the senior levels to the lower levels. Furthermore, planning only comes to fruition if a large body of supporters are willing and committed to the cause of internationalization. Similarly, effective operationalization cannot occur without proper planning and requires a significant amount of strategic thinking. The steps of review and reinforcement thus lead to a renewed sense of awareness, starting another cycle. The whole process, as depicted by Knight (1994), explains how

each cycle brings more change in the next cycle, leading eventually to the desired level

of internationalization.
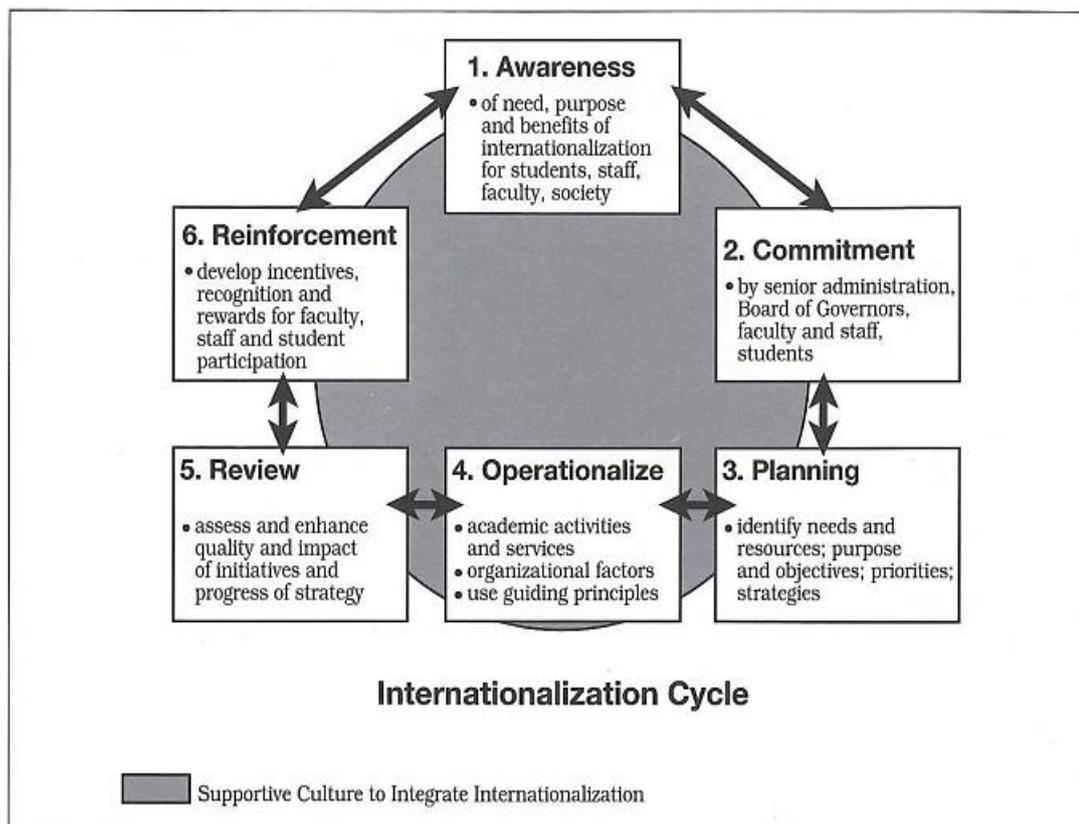
Figure 1: Knight's internationalization cycle (Knight, 1994)

2.5 Internationalization and Globalization

Globalization has brought massive change to the higher education scene, with 'internationalization' being the principal response to the change. Internationalization is now received by "proactive" as opposed to "reactive" attitudes (Ota, 2018, p. 230). These transformations are evident, through the emergence of new infrastructures of international universities (Knight, 2015), the various modes through which institutions internationalize (Vardhan, 2015), new modes of delivery of education, new providers of education (Altbach and Knight, 2007), and the emergence of regional educational hubs (Mok, 2007). Moreover, Levin (1999) postulates that there are many aspects of globalization which have impacted HEIs, including public sector funding, internationalization of students, curriculum, delivery, partnerships, and external competition. Though internationalization can be dated to the 13th century, its novelty lies in the intensity of such practices as they are expedited on the wave of globalization.

It must be stated that, although internationalization and globalization are interrelated, they are not to be used interchangeably. Knight and de Wit (1997) defines globalization broadly as the "flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders" (p. 6). Crăciun (2018) speculates that the lack of a universally accepted definition of globalization only shows that it is regarded in different forms in different contexts. Altbach (2014) notes that internationalization may be viewed as specific policies and programs implemented by governments and academic institutions to either cope with or exploit globalization; indeed, it may even be viewed as a voluntary, creative way of coping with globalization. One difference that may be inferred is that, while globalization and the changes it brings are inevitable,

one may choose how to internationalize, subjecting it to a level of autonomy and flexibility.

To differentiate between the two terms, the following may provide greater insights into their dissimilarity. Globalization can be seen as the economic, political, and social forces leading education toward higher international levels. In contrast, internationalization includes the policies and practices of the educational system and institutions in dealing with the global education force (Altbach and Knight, 2007). To sum up, internationalization may be viewed as a result of globalization, although in the current environment, internationalization is seemingly becoming more differentiated, especially in the field of education. It can no longer be thought of as a simple resultant or outcome of globalization. It has become an initiative that stands alone from the wave of globalization which carried it. Moreover, there are various opinions on what the term globalization encompasses, which tend to further differentiate the two terms. The literature reveals views of globalization ranging from a "process whereby countries become more integrated via movements of goods, capital, labor, and ideas" (Bloom, 2004, as cited in Kandiko, 2010, p. 154) to the "compression of the world and the intensification of consciousness of the world as a whole" (Robertson, 1992, p. 8).

Altbach (2014) discusses key elements of internationalization brought upon by globalization in the 21st century. One of the most vital is the role of English. It may be viewed as the Latin of the 21st century, as Latin had been in Europe's medieval period, and central for communication even in areas where English is not the language of higher education. English is the language of scientific journals and universities emphasize the importance of publishing in internationally circulated scientific journals

in English. In addition, large numbers of international students go to universities in English-speaking countries. Many non-English-speaking countries offer courses in English to attract international students (so they do not have to learn the local language and domestic students are able to improve their English).

As English is the language of the scientific world, the English-speaking or 'Anglo-Saxon' countries, specifically the US, are able to leverage this to better articulate their research in the scientific literature and benefit by the peer review system, which is dominated by Western methodology. In contrast, others must communicate in an unfamiliar language, using an unfamiliar methodology. Academics are pressured to publish in English, as this is believed to ensure their accomplishments will be featured in the 'best' or 'top' scientific journals, hence validating their work. The dominance of English products is evident in the journals and even textbooks—they influence students and academics worldwide.

In terms of internationalization of the curriculum, business administration (BA) and Master of Business Administration (MBA) programs best exemplify the dominance of ideas emanating from major English-speaking countries. BA is a new field established to prepare individuals for work in MNCs. In an MBA degree, the American curriculum design is most evident. The origins of the degree emerged from the need to prepare American students to work in American firms that function using American ideologies. This model has been adopted by local institutions, with only minor adaptations for local contexts (Altbach, 2014). Van der Wende (2001) summarizes the threats posed by Anglo-Saxon countries, highlighting the key features that give them a strong position in the international education market, including

English as its lingua franca or bridge language, varied degree structures, offshore delivery strategies, and supportive governments.

The common worldwide trends in internationalizing higher education, accelerated by globalization, includes: increased competition in developing human talent; increased access for low-income students; A heightened focus on research and innovation, international research collaboration, and equity for all (Coelen, 2018; Ibrahim, 2011).

As summarized by Coelen (2018), the general trend is towards: increased accountability within HEIs with regard to their internationalization endeavors; increased strategic use of existing diverse demographics within certain nations (e.g. UAE) to produce similar outcomes of internationalization without the need to cross borders; increased focus on enhancing the employability of university students; a widened use of technology to facilitate online and virtual models of education for distance learning.

Another trend worldwide is that, internally, institutions are wary of add-on and ad hoc international programs by each faculty or department; instead they favor a more strategic and institution-wide approach towards internationalization (Brandenburg and de Wit, 2011; Hudzik, 2011; Ota, 2014). Some academics focus on the economic value brought upon by globalization, whereas others consider political and cultural aspects more important. These political and economic aspects have led to consequences evident in the HEIs around the world: reduced public funding, concentrated research funds in the science and technology fields, and increased partnerships and cooperation with other institutions. However, not all changes have brought successful outcomes;

problematic aspects include mass enrollment, issues of access, privatization, affordability issues, and decentralization (Kandiko, 2010).

Global capital is investing heavily in knowledge industries worldwide in order to meet the rising demand of the globalized workforce and the need for knowledge products and personnel to fuel economic growth. Currently, internationalization is seen as a private commodity that can be freely traded, therefore emphasizing the role of commercial forces and their dominance in the higher education scene (Altbach and Knight, 2007). Increased attention is paid to market demands and workforce development, both leading to increased competition between HEIs (Ibrahim, 2011).

Indeed, universities are becoming increasingly consumer– and market-oriented. Neoliberalism now features frequently as the subject of research articles, referring to the dominance of the market, governments loosening control, and markets regulating themselves. Students and parents become consumers, and, through this, there is an incentive to enhance the managerial effectiveness of HEIs, which further propels 'transparency' and the need for tangible outcomes. Due to the commodification of higher education and funding cuts, there is also massive pressure on universities to secure funding from other sources (White, 2015).

Interestingly, globalization allows for scholars and scientists to travel and study abroad, expanding the global marketplace with internationally accredited degrees. Moreover, many countries have immigration rules that facilitate the ingress of people with high skills, while universities are always willing to enlist the best talent. However, while globalization increases access for scholars to study and work anywhere, it also reinforces the existing inequalities. Influential universities dominate the knowledge production domain, and weaker institutions follow in their footsteps. The powerful

institutions are located mainly in large and wealthy countries where they may benefit from a full array of resources e. g., government funding, infrastructure, and research laboratories (Altbach, 2014).

Hudson (2016) notes internationalization as both a driver of globalization and being driven by globalization. Undoubtedly, globalization has paved the way for global innovation and greater interconnectedness; however, the pressures of globalization have also resulted in numerous changes in how HEIs function. This is evident in the way they are managed and what it really means to be an internationalized HEI. Moreover, internationalization is now not just a flow of students— it also encompasses the flow of programs, providers, projects, policies, etc. In addition, the governments, higher education leaders, and policymakers are now intensively taking measures to maximize the benefits achieved through internationalization initiatives.

Globalization has genuinely transformed the higher education landscape, as evidenced by the emergence of new modes of delivery of higher education. While globalization and internationalization are interrelated concepts, they are certainly not the same. Internationalization is at once the result or a consequence of globalization but also, more and more today, a standalone initiative that HEIs and nations are embracing. Globalization has facilitated the spread of knowledge through Western models of higher education; however, it has also reinforced inequalities which are typically seen as a form of neocolonialism asserted by the dominant education providers in the market (located mostly in Anglo-Saxon countries). Globally, the landscape of higher education is surveyed from a neoliberal outlook, thus increasing competition in the market and allowing for the economic dimension of internationalization to be pursued aggressively.

2.6 Rationales of Internationalization

In order to gain a clear understanding of internationalization initiatives, it is of utmost importance to uncover the underlying reasons for an institution's desire to internationalize. Seeber et al. (2016) stress that it is crucial to investigate rationales in order to understand why institutions act in a certain way, as the rationales affect resulting behavior and choices. Notably, these rationales are influenced by institutional and external competitive dynamics in the field of higher education. The organizations are situated in complex environments, as they are affected by internal and external entities that have their own sets of interests. Thus, the rationales are subject to various outlooks from both the external and internal environment in which they operate.

The various rationales of internationalization exist due to the significant impact imposed by internationalization over several domains of higher education, sparking the interest of a diverse body of stakeholders. Rumbley et al. (2012) claim that the basis of internationalization differs from nation to nation, and from institution to institution. Similarly, Cross et al. (2011) argue that the rationale for internationalization is presented on several levels, prioritized differently by different nations, and reflecting a multifaceted complexity which has been evolving over time in response to various needs and trends across the higher education landscape.

Knight and de Wit (1997), De Wit (2002), and Qiang (2003) discern four kinds of rationale, described as political, economic, socio-cultural and academic, and in nature. A country's position, as it is achieved through its foreign policies, explains the political rationale (De Wit, 2002; Qiang, 2003). Economic rationales demonstrate the long-term objective for development and competitiveness in which internationalization contributes to the skilled human resources needed for the

international competitiveness of the nation (de Wit, 2013; Qiang, 2003). Hudson (2016) mentions that, due to reduced public funding for most HEIs worldwide, there is a keen focus on the 'revenue-generating' aspect of internationalization activities. Notably, Altbach and Knight (2007) claim the chief motive for all internationalization projects to be profit-making. Although there is a lack of empirical evidence for such claims, an indication of economic rationales at work is evident in the actions of countries such as Australia, Canada, the UK, and even the US, which recruit international students to earn profits by charging high fees. For instance, the revenue from Australia's education sector generates massive revenues, injecting over USD 13 billion a year into the local economy (Deloitte Access Economics, 2016).

These international students also provide research and teaching services, as well as spend massive amounts of money within the host country. Another noteworthy finding by Altbach and Knight (2007) is that more than two million students are self-funded; therefore, students are the largest source of funds for international education. Altbach (2014) notes that almost 80 percent of the students from developing countries study abroad, with the vast majority pursuing education in the North. These international students prove to be huge sources of funds for the host country, a strong incentive for the HEIs' economic rationales for pursuing internationalization.

Globalization has also led to altered rationales for pursuing internationalization. De Wit (2000) and Van der Wende's (2001) remark that previously the rationales were more political, pertaining mostly to improving understanding among countries and thereby promoting peace. However, the rationales have now changed to those that add value to economic goals, whereby institutions compete in an entrepreneurial world and cater to burgeoning labor markets, in order to

reap profits. AlSharari (2018) mentions the caution expressed by many scholars against a commercial model, stating that there would be adverse impacts if the HEIs were forced to compete in the marketplace, where they would be potentially compelled to reshape their true purpose. Studies suggest that a way to counter the adverse impacts would be to make higher education a public asset with rights, access, and mobility for everyone, on a worldwide basis (Alfantookh and Bakry, 2008).

The social and cultural rationale is concerned with the role of the university in creating intercultural understanding and competence for students and the faculty. This concentrates on the country's own culture and languages; however, the importance of understanding foreign languages and cultures is encouraged (De Wit, 2013; Qiang, 2003). Interestingly, Vardhan (2015) highlights how some researchers deem the cultural rationale as the most important issue among the economic, political, academic, and social rationales. They term it as "a modern version of cultural imperialism" (Grieco and Holmes, 1999, as cited in Vardhan, 2015, p. 3), wherein Western culture has the power and influence to dominate the rest of the world using their expertise in the fields of education and research.

Lastly, the academic rationale has to do with the development of an international and intercultural dimension in the functioning of higher education. Internationalization of higher education leads to better international academic standards for teaching and research (De Wit, 2013; Qiang, 2003). Therefore, the international academic rationale has value-adding merit for the education system.

2.6.1 Altered Rationales: From Academic to Economic

The academic rationale acknowledges the importance of internationalization for the quality of higher education. Higher quality of education is often regarded as

one of the main outcomes of internationalization. In her research on internationalization and the quality of higher education, Jang (2009) concludes that internationalization has a net positive impact on quality and, in particular, the presence of international students seems to have the highest impact on quality. Similarly, research by Wang and Long (2019) investigating the relationship internationalization and the quality of the Ed.D program in the US, shows similar results, and indicating a positive correlation between internationalization and indicators of quality in the program such as innovation and research capabilities. Evidently, internationalization has lasting impacts on the quality of education and may serve as a basis for pursuing the academic rationale; however, with increased neoliberalism reforms, the shift is seen to be mainly toward economic rationales.

In encapsulating the four main rationales (political, social/cultural, economic, and academic), Lumby and Froskett (2016) state two overarching views that guide these rationales. One is a philosophical dimension, which interprets internationalization as a vital element in adding value to education, to produce a globally competent and aware workforce. The second involves the economic dimension, whereby internationalization is a business opportunity with revenue-generating capabilities, among other benefits. Knight (2010) remarks that internationalization can either be superficial or embedded. Superficial tactics deal only with rhetoric—recruitment of overseas students without any substantive objectives, and with heavy promotion and marketing. Embedded strategies are where real change occurs and these strategies are drafted to fulfill key objectives related to internationalization. Kea (2014) summarizes the three ideological concepts under which internationalization of higher education operates: idealism, instrumentalism,

and educationalism. While instrumentalism bears similar notions to the economic dimension mentioned above, the philosophical dimension is subdivided into idealism and educationalism. Within an idealist conception, emphasis is placed on increased intercultural competence for solving global challenges in the hope of creating a better world; in an educationalist conception, the main focus is on developing the skills of the individual and contributing to their growth and development.

Qiang (2003) draws upon Knight's institutional rationales framework (Table 2) to include various stakeholder perspectives, including government, education institutions, and the private sector. Moreover, Qiang (2003) calls for recognition of the multiple motivations and rationales within one stakeholder group and comparison with others to attain a holistic view of the situation. Garson (2016) argues for a balanced approach towards these rationales in order to ensure the success and sustainability of the higher education sector.

Table 2: Institutional rationales of internationalization

Academic	• Academic quality with international standards • Human resource capacity development • Curriculum innovation and development • International profile and reputation • Knowledge and technology transfer.
Political	• Networks and alliances.
Economic	• Diversified sources of income and financial support • Economic growth • Competitiveness in the regional and international market.
Social/cultural	• Increased intercultural awareness and mutual understanding.

Source: Author (adapted from Knight, 2008).

The literature has several contributions on the various rationales and their classification; however, as noted by Hudson (2016), a critical assessment of these rationales, as perceived by various stakeholder groups, is vital. Hudson (2016) attempts to assess the changing rationales but her results are subject to conformity biases, as only a single stakeholder group was used in her sample. Top leaders and administrators would be hesitant to conform to the economic rationales, as listing profit-making as a rationale would potentially endanger the reputation of institutions mainly established to educate. Moreover, profit-making goes against the real purpose of HEIs, jeopardizing the quality of education offered. Garson (2016) calls for an examination of the outcomes of the rationales behind internationalization, including a thorough investigation of the rhetoric, specifically: 'Is internationalization really able to produce globally competent graduates, given that it promotes a hegemonic monoculture and increased global inequity?'

The significance of discerning the underlying rationales is highlighted in the literature mentioned above. Although the rationales may exist generically, there remains a critical need to confirm the rationales with empirical evidence, as well as the institutional stakeholders' viewpoints and their input. The present research study focuses on the key institutional stakeholders' perceptions with regard to the internationalization process, and an attempt is made to question and analyze stakeholder motives for internationalizing, among other objectives.

2.7 Impact of Culture on the Internationalization of Higher Education

From globalization to financial downturns, to post-colonial shifts in power, to a rise in technology and communications around the world, internationalization is an ever-evolving process, affected greatly by the pressures of a changing world. In

relation to culture, Jiang (2008) has characterized internationalization of higher education as "reciprocal exchanges of national culture" (p. 348). Lumby and Froskett (2016) explore the HEIs' efforts to discern and secure relative positions through internationalization, focusing on how culture is conceived in an organization and how it facilitates and somewhat dictates the approaches taken to internationalize. Culture cannot be viewed as homogenous, whether it be a nation's culture or simply its organizational culture. The emergence of various sub– and counter-cultures is inevitable. Moreover, the emergence of a dominant culture, even in the presence of various sub-cultures, is to be expected. The study of culture helps us understand how people behave the way they do. A vast amount of research suggests that culture distinguishes various patterns of human behavior to decipher the meanings attached to the things they do. This can be especially useful in the higher education scene, in understanding and exploring the motivations and actions of the various stakeholders in the initiation of internationalization practices.

High levels of social interaction with other entities are a distinctive characteristic of universities, resulting in a highly developed organizational culture. Bartell (2003) refers to the culture of the HEIs as the values and beliefs of those associated with the universities' personnel (administrators, staff, students, board members, and support staff) developed in a historical process and portrayed through the use of language and symbols. Additionally, the process of problem-solving is influenced by these very patterns of behaviors and their associated values. The literature emphasizes the importance of culture and how it opens a holistic outlook on organizational functioning. The culture related to external adaptation, system openness, and community interaction constitutes the 'adhocracy' cultural type, which

is more likely to facilitate a fruitful international process, as opposed to a culture that emphasizes hierarchy and resource allocation. Furthermore, strategic planning guided by culture, mission, communication patterns, global views, and feasibility outlooks, is imperative to develop an organizational culture able to facilitate and support adaptation to environmental change (Bartell, 2003).

Lumby and Froskett (2016) identify four key areas where HEIs focus on internationalization with regard to locating their relative status and reflecting their organizational culture. First, for some institutions, internationalization is solely about recruiting foreign students to study at their location, with the assumption that the students' culture is of high value and status. Second, some institutions believe internationalization is chiefly about cultural exchange, in which the differences are appreciated and celebrated. Third, for some, it may imply the participation of the world in a homogenized global culture.

Fourth, some institutions believe internationalization is about an exclusive group of equals working together in which only those with the same worth in terms of world-class culture and value are included. Lumby and Froskett (2016) define a few challenges in light of the cultural exchanges that occur within internationalization. While international students acquire diverse outlooks during their study, their own culture is subject to potential dilution. Altbach (2014) notes that students absorb not just the training they receive, but the cultural values and norms of the host country as well, thereby serving as carriers of international academic culture.

These, in reality, are the norms and values of major metropolitan universities, which effectively diminish the importance of the cultural values of the developing world. Subsequently, this may lead to a reduction in cultural distance or distinctiveness

for future generations of these international students from their home culture (Lumby and Froskett, 2016).

In order to gain a comprehensive understanding of organizational culture, Bartell (2003) mentions the significance of organizational culture, identifying it as a chief component in organizational change. To yield successful outcomes, the culture of an organization should, therefore, support its structure and the strategy used to reach goals. Universities have unique characteristics. Their cultural paradox requiring the reconciliation of accumulated heritage often comes into conflict with the modern imperatives demanded by an external dynamic environment. In a similar vein, Qiang (2003) emphasizes that the academic and organizational elements of the services provided by the institution need to be aligned so it may be entrenched in cultural policy and planning, and lead to a successful internationalization strategy. Moreover, the role of culture and its ability to shape management strategies are stressed, noting that in a diverse pool of various stakeholders, aims and objectives appear to be unintegrated. Such an environment may often serve as a hindrance to effective planning. The leader's role is cited as a critical element that can facilitate the alignment of goals between different stakeholders and create links between culture and the very objectives of internationalization (Taylor, 2004).

Murray et al. (2014) expound on leadership needs in international higher education in the context of Australia and Europe. In both regions, internationalization is highly dependent on academic involvement, as the responsibilities now encompass a variety of institutional stakeholders. There is a trend towards mainstreaming the strategies, which calls for increased collaborations and co-dependencies across several disciplines and departments. They also mention the challenges—engaging staff

effectively in the process of internationalization is the major issue. Being innovative, strategic, and persuasive in order to move the institution forward and secure high-level support from relevant entities is yet another challenge. Specific technical skills are required, such as strategic planning, change management, and intercultural competence, to list just a few. The solutions suggested by Murray et al. (2014) include professional development for all groups and levels to strengthen skills and include the various stakeholders which constitute the internationalization of higher education. Short courses and seminars are viewed as important, and less formalized training (peer mentoring, networking, buddying with other institutions in the same or another country) may be a possible action point to facilitate effective management. In particular, senior executives require individualized tailored executive leadership programs, with early clarification of roles before moving into an internationalization job.

Since internationalization mainly involves an exchange of culture to build and develop intercultural competencies and skills, the role of culture is significant. The study of culture offers insights on how people behave and what motivates them to make decisions, and it is extremely beneficial in analyzing the rationales of the various stakeholders with regard to the internationalization of HEIs. The culture of an HEI impacts its ability to implement internationalization effectively, varying from a strategic outlook to a more ad-hoc approach. Therefore, many researchers have emphasized the need for alignment between the goals of institutions and the motivations of the stakeholders involved. Culture also affects the policies that are directed toward internationalization, which are explained further in the next section.

2.8 Policies on Internationalization of Higher Education

Vardhan (2015) points out the recurring nature of internationalization—how it drives a cycle of knowledge, economy, and governance. In essence, the need for knowledge and investment in human capital propels economic performance, which in turn influences governmental functions and provides stability to the nation. Therefore, government policies are heavily dependent on economic performance, which is driven by knowledge, research, and human capital. Thus, government policies have become focused more on the internationalization of HEIs and the range and number of actors involved in the internationalization of higher education are increasing exponentially. Although the policy remains within the jurisdiction of provincial governments, numerous federal and national non-governmental bodies have entered the arena to make policies directed at internationalization. Generally, these policies aim to connect the actors involved in education, trade, immigration, and corporate communities. It is, therefore, vital to understand the relationships between the policies conceived through interactions among national-level organizations within HEIs, as the performance of the HEI is highly dependent on these relationships (Viczko and Tascón, 2016).

Helms et al. (2016) classify these actors into four categories: Regional government entities, national government agencies, quasi-government agencies and independent organizations, and other influencers. For regional actors, the membership is at the country level, through the involvement of agencies and sub-agencies in each member nation's government. The main motivation here is the promotion of economic development throughout the region as well as increasing human capacity. At a national level, the responsible government body which oversees higher education in the country is usually the ministry of education, which officially initiates and implements

internationalization policy. As for the quasi-governmental and independent entities, these are usually non-profit organizations that receive funding from government to facilitate and enhance internationalization activities.

As these actors interact, interests and power relations vary. It is evident that whilst internationalization is embedded within HEIs and directed at the pursuit of a global knowledge economy, it is affected and influenced by neoliberal reforms. For example, in Canada, neoliberal reforms constitute the state's goals of fostering a free trade in education that can be commodified and marketed internationally. Neoliberal reforms have deeply affected the governance of HEIs and changed how they operate. There has been a shift from a traditional view, in which knowledge is seen as a public good, to one where it is seen as a form of capital to be marketed or traded. While institutional leaders have been aware of the need for internationalization, there is an 'ineffectiveness' when it comes to implementing and operationalizing the articulated goals. Although the goal of institutions is to internationalize, there are significant barriers to this process, in particular the need for a paradigm shift from the outward focus to a more holistic approach which considers the values, assumptions, and practices of institutional stakeholders (Childress, 2009).

In an analysis of national policy, Viczko and Tascón (2016) mention the influence the knowledge economy has on framing social change. This change is driven by economic processes that work to create institutional arrangements and power relations, including a hierarchy of social positions. In this, the term 'policy' is delineated as "a social or political space articulated through relations of power and systems of governance" (Shore and Wright, 1997, p. 14)

Responding to the complexity of the term 'internationalization,' Crăciun (2018) argues that confusion may lead to policies that are unable to deliver their intended outcomes. This is apparent from Ballatore and Stavrou's (2017) effort to dissect and analyze international policies created for the EU's student exchange program, Erasmus. They showed that these policies reinforced social inequalities brought into HEIs through specific curricula, programs, student academic mobility models, and so on. They showed that some countries in the Erasmus Programme and their corresponding HEIs had greater inbound flows of students, and that it did not provide equal opportunity for those belonging to other countries, allowing those students to partake in the development of the program and experience intercultural involvement. The aim of these kinds of mobility programs and policies is to allow for ease of mobility and assist students to choose institutions that match their preferences, regardless of their social background. However, taking Erasmus as an example, students from higher social backgrounds are better able to partake in such programs, since they are better able to bear the cost of living abroad.

To sum up, investing in policies on the internationalization of HEIs is significant in terms of generating economic value through knowledge creation and investing in human capital, which ultimately underpins a stable government that can draft and implement the policies better. There are several actors involved in the creation and implementation of such policies, including regional organizations and quasi-government agencies. Neoliberalism affects the policies, which are drafted based on the differing motivations of the various stakeholders, altering rationales to adopt a greater focus on competition and economic flows. The policies on

internationalization follow a common typology (Helms et al., 2016) focusing on each of the following:

- Student mobility

- Research

- Collaborative partnerships

- Internationalization at home.

It is important to understand how these policies, so affected by neoliberalism, may influence the internationalization initiatives. The most pressing issues and challenges in the current higher education landscape are brought upon as a result of ineffective policies. It is, therefore, crucial to explore the challenges underpinning internationalization.

2.9 Internationalization of Higher Education: Challenges and Critical Perspectives

Internationalization brings many exciting opportunities for HEIs (Jowi, 2009). At the same time, challenges are inevitable in a complex and uncertain environment (Altbach et al., 2009; de Wit, 2013). Universities today are more connected through technology, partnerships, and student mobility—much of this can be attributed to the wave of globalization. HEIs face harsh pressures due to competition, and as a result of globalization, they are investing time and effort in drafting effective internationalization policies and strategies. Although the internationalization of HEIs promises numerous benefits, the phenomenon needs to be analyzed critically to overcome shortcomings and help relevant stakeholders to leverage on its benefits.

Altbach and Knight (2007) highlight the challenges of internationalization, in light of globalization. Their main concern is around the ability of institutions,

companies, and networks that deliver cross-border courses or programs to have registered and licensed courses recognized by the sending and receiving countries. It is claimed that many countries do not have the political will or capacity to register or evaluate providers abroad (Altbach and Knight, 2007). If institutions have regulatory frameworks for quality assurance, they still do not apply for providers outside the national education system. Due to this gap, both bona fide and rogue foreign providers avoid compliance with the national regulation in many countries, which makes monitoring an arduous task. Further to this issue is another question: How can the regulators ensure the quality of courses offered by private institutions which are not part of the nationally based quality assurance system?

Accreditation is becoming highly internationalized and commercialized, and this poses its own set of challenges. While there are bona fide international accreditation agencies that provide international standards and parameters, self-appointed networks of institutions also have begun to accredit their members. This can lead to potential problems for organizations focusing merely on increasing their accreditation status instead of the actual quality of education. It also raises a concern over 'phony degree mills' crafted by fake universities. Moreover, an issue stems with the qualification awarding authority: Who is responsible for the awarding of qualifications in partnerships and other network arrangements?

With reference to accreditation, it is, therefore, essential to have mechanisms which recognize qualifications in all national, regional, and international contexts. In addition, the quality assessment and policy by the regulatory authorities need to be reworked to accommodate different providers using different methods of delivery. Altbach and Knight (2007) provide some insights into the globalization trends,

uncertainties, and challenges that affect the pace at which institutions adopt internationalization. Political and national issues, including the threat of terrorism, visa restrictions in many countries, governmental authorities, and their influences on policies that regulate the cost of tuition fees, may affect internationalization endeavors.

In respect of operating in market systems under the influence of neoliberal reforms, Garson (2016) mentions several concerns regarding the internationalization of HEIs. Trading of education on a global market through the GATS agreement encourages the excessive use of international student recruitment policies as a revenue-generating strategy. The market situation has further fueled challenges related to inequity and access for those least able to pay. The Western domination of internationalized higher education raises more concerns. Academics around the world have limited access to resources or publications, and therefore Western universities dominate research as well.

However, the main challenge, according to Garson (2016), lies in the continued ideologies and imperatives of colonialism. Notably, this occurs in the flows of intellect evident in both educational products and physically in the form of brain drains. Typically, the flows of students are from South to North and East to West, whereas the flows of educational products are from North to South and West to East.

Moreover, the benefits of internationalization are only received by international students who come from another country. Beck (2013) mentions that while the receiving country reaps economic and academic benefits, developing countries are left to deal with depletion of their talent pools through brain drain. Garson (2016) states that internationalization needs to benefit all students and personnel instead of just focusing on the mobility of international students. One approach listed

is through 'internationalization at home' (I@H), wherein all students would be exposed to intercultural and global learning without having to go abroad for study.

The challenges in implementing the strategies and policies of internationalization are equally unsettling. These challenges include lack of funding, lack of facility and material resources, poorly motivated and under-qualified faculty and staff, lack of institutional autonomy and academic freedom, complicated bureaucratic procedures, and politicization (Bloom and Rosovsky, 2007; Chapman and Austin, 2002; Lee, 2007; OECD and The World Bank, 2007).

To sum up, the challenges of internationalization include accreditation issues arising from different systems used in different countries, inequity in access due to the increasingly market-oriented system that higher education operates within, the use of excessive recruiting strategies to generate revenues, and one-sided benefits for the host country (leaving the other country to deal with a loss of talent). The challenges in the implementation of any internationalization activity include the lack of strategy, support, and funding.

The challenges associated with the internationalization of higher education are rising at an alarming rate. Adverse impacts may outweigh the benefits, if not viewed through a critical lens. Although limited, the body of literature on critiques of internationalization is growing. The critiques generally examine the impact of globalization on changing priorities in higher education, and the effect of internationalization policy on global social justice-related educational issues.

Beck (2013) remarks on the problem areas in research on internationalization, noting several gaps in conceptualizing the issue, and that existing interpretations of the rationales are simplistic, with little attention paid to curriculum and pedagogy. The

absence of faculty and student perspectives in the narrative, as well as the credulous acceptance of the imperative to internationalize, all form part of the internationalization discourse that needs to be critically analyzed. Beck (2013) confronts the existing rhetoric in perceptions, specifically in the academic rationales of internationalization. The results of a 2014 survey on internationalization by the Association of Universities and Colleges of Canada (AUCC) revealed that 94 percent of respondents were using internationalization as a means to prepare the students for the globalized workforce and that the rationale for internationalizing was purely 'academic' (AUCC, 2014). It is apparent that, while a majority of universities wish to be agents of change through internationalization, the desired change cannot be achieved simply by increasing international activity and higher enrolment through foreign students.

Similarly, White (2015) discusses the challenges with diversity. Diversity in student recruitment, international research collaboration, and international projects is brought upon by internationalization. Many universities, as noted in the AUCC survey, claim diversity as the primary rationale for internationalization. The critique lies in claiming diversity as a preferred rationale. Is the rationale a carefully thought-out 'strategic policy'? Or is it just a method adopted to respond to the increasing pressures of funding cuts and globalization? The survey also mentions that universities did not consider additional revenue from international students as an important factor. White (2015) wonders whether any institution would openly acknowledge their economic rationales.

Analyzing the outcomes of internationalization critically is equally important. The implications for internationalization are found through an assessment of how

international students understand their own cultural and national identities. Beck (2013) examines the experiences of international students studying at a Canadian university. From her analyses, it would appear that the pursuit of higher education is already operating through the economic dimension; students perceive economic benefits as a result of studying abroad, whereas institutions are aware of the economic prospects of bringing in international students. Moreover, students believe that western education is 'good,' hence playing a role in maintaining Western dominance. This dominance becomes entrenched within nations and enforces former colonial influences. Mok (2007) discusses how Asian universities have been greatly influenced by Western management practices and neoliberalist ideologies, reviewing the reforms in the field of marketization, privatization, and corporatization, in a bid to improve their own governance and management. He stresses the fact that Western models need to be adapted to the national context, instead of copied directly. The caution here is that, without proper adaptation, Asian universities are likely to be subject to recolonization of some sort.

Beck (2013) aims to elucidate the differences between perceptions and realities regarding intercultural interactions and agendas. While a commitment to creating diversity is observed and reinforced through policies and promotional documents, there is an apparent absence in communications and cross-cultural exchange between the students. This leads to international students forming same-culture groups, thus denying the purpose of having international students for cross-cultural exchange to promote values of diversity. Beck (2013) suggests that the university 'facilitate' these interactions to produce the intended outcomes. James et al. (2013) note that many institutions portray, through their mission and vision statements, the importance of

gaining an education in a foreign environment to foster intercultural skills and competencies and thereby gain a competitive edge.

However, when speaking of internationalization, it is often assumed that, somehow, by having different people around us, we will be able to function effectively in a globalized workplace. The reality and expected outcome can only be achieved if there is a focus on beliefs, knowledge, and attitudes that support an aspiration to be a responsible, globally competent citizen. Further, Qiang (2003) states that a sustainable model can be achieved if internationalization attracts international students and sends domestic students, and also provides an intellectual space for effective discussion on various viewpoints and, therefore, growth in the learning. James et al. (2013) highlight the importance of faculty, stating that to truly address the challenges of meeting expectations and the needs of the international body of students, educators must work with students and question the underlying issues pertaining to cultural domination and help develop their critical thinking skills.

This process will further facilitate a deeper comprehension of social contexts, root causes, and ideologies of events and discourses. Furthermore, they argue that it is vital for the culture of the institution to acknowledge and foster diverse cultural contexts, histories, and paradigms, and to reflect these in their approaches to knowledge, research, and teaching.

Massification is another challenge. Hornsby and Osman (2014) define massification as an increase in student enrolments, and therefore an increase in access to education. Altbach (2013) contends that massification lowers the quality of education and increases dropout rates among students, especially in developing countries such as China and India. Similarly, Ballatore and Stavrou (2017) state that,

while high enrolments have indeed increased access, social inequity is bound to be present due to the various imperatives of HEIs. Altbach (2013) calls for further steps toward expanding accreditation and quality assurance measures to ensure a seamless process. These are important issues that must be addressed by educators and university administrators worldwide through a more engaged, equitable, and responsive internationalization policy at the individual institutional level.

White (2015) argues that, while internationalization may bring numerous benefits, downsides may be intensified if the process of internationalization is unplanned. The candidate believes institutions should openly admit and acknowledge that internationalization generates revenues. Once openly acknowledged, institutions would be in a better position to engage in transparency and thoughtfulness in the process of internationalization. Further to these issues is the fact that, while internationalization has the potential to increase the quality of education, and hence the quality of life, it also brings with it a wave of neocolonialism and Western hegemony. White (2015) suggests opting for a balanced implementation of internationalization that integrates social justice.

While internationalization of higher education is a phenomenon that has been viewed positively, a critique of its shortfalls and unintended consequences are a must, to help policymakers draft more effective policies. Institutions that relentlessly pursue internationalization without fully understanding their motives need to be wary of the critical discourse on internationalization. In reviewing the literature, the common themes surrounding the critique on internationalization of HEIs were mainly focused on the rationales of pursuing internationalization. The key claim is that by simply recruiting more and more international students in a bid to increase international

activity, the goals of internationalization are not achievable unless they are pursued in an environment fostering intercultural competence among the recruited students.

2.10 Higher Education Landscape in the UAE

Globalization has caused massive changes in the UAE's higher education landscape. Kirk (2010) explains how globalization has blurred social and cultural integration with that of educational practices and policies. There can be no better example of a globalized environment than the UAE. With a strategic location at the center, connecting both the eastern and western worlds, the highly diverse and globalized workforce of the UAE has genuinely transformed it into a hub for higher education (Altbach, 2014). Dwindling resources and stagnancy in other domains of economic outputs have, perhaps, led to an increased interest in a knowledge-based economy, in which revenues are generated through skilled human capital and knowledge production (Kirk, 2010). However, this is not the only reason why an interest in the knowledge-based economy is evidenced globally. An informed citizenry contributes to the prosperity of a nation in overcoming the challenges brought on by the fast-paced developments of today (Tamim and Colburn, 2019). In the case of the UAE, its leaders firmly believe in the significance of an economy driven by knowledge and innovation:

> *The real asset of any advanced nation is its people especially the educated ones, and the prosperity and success of the people are measured by the standard of their education.* – HH Sheik Zayed Bin Sultan Al Nahyan

Globalization ushers a wave of competition into the education industry. Individual nations compete for success, resource, and power, exacerbating the problems of selling and buying imported models of education, and leading to blended

systems of ideas and cultures. This is particularly evident in UAE, which is a consumer of educational products, rather than a nation developing indigenous education systems better suited to the national context. However, Kirk (2010) mentions that it is due to borrowing models that the UAE was able to spur educational development in the region. Burden-Leahy (2009) notes the UAE has sought educational expertise from Europe and North America. This was a conscious choice, not a result of enforced colonialism by the major countries, but because there was no educational infrastructure to begin with.

Burden-Leahy (2009) sees this as a positive sign: how the UAE has managed to turn the negative impacts of colonialism into a positive belief in the expertise of Western models to facilitate the development of its own education systems and bring modernity into the nation. Even today, the UAE remains the second-largest importer of higher education in the world (second to China) with 32 international branch campuses that represent 13 percent of all international branch campuses worldwide (Ashour and Fatima, 2016). The case of UAE is astonishing. The nation began with no educational models and yet has progressed towards establishing itself as an international academic hub. The history of how this was achieved is presented below.

2.10.1 Brief History of Higher Education in the UAE

Education has had a vital role in the nation's history since it was founded in 1977. Awareness and recognition with regard to the investment in human resource development and its impact on the national economy were evident since the beginning (Kirk, 2010). The development of UAE higher education began in 1977, with the formation of its first institution, the United Arab Emirates University (UAEU). As local demand rose over time, other HEIs in different states were established. The

education system in UAE contains three groups of institutions: public (funded by central government); private and semi-governmental universities; and private colleges.

Currently, the UAE is home to three federal institutions—UAEU, Zayed University (ZU), and Higher Colleges of Technology (HCT)—as well as semi-governmental institutions such as the American University of Sharjah (AUS), the American University of Ras Al Khaimah (AURAK), and Ajman University, and private foreign institutions such as NYUAD and the British University in Dubai (BUiD). At present, there are over 70 institutions in the UAE, inclusive of the three federal institutions, according to the Ministry of Education (MOE) (2018). Notably, following the souq structure of Arab markets in general, these education providers have been clustered together in academic hubs, promoted by the central and local governments to both students and overseas education institutions (Kirk, 2010).

UAE has a hybrid model of education: an imported Western model combined with traditional Islamic-based education; the model is being used as a shortcut to achieving massive growth in the education domain. The capital city, Abu Dhabi, has carefully curated, selected, and funded a limited number of international institutions (NYUAD and Paris Sorbonne) to supply international best practices in the country. The Dubai International Academic City (DIAC) is a precinct in Dubai where a variety of overseas institutions set up branch campuses at their own expense. Remarkably, more than 20 institutions have set up in DIAC; however, most of them are unknown and do not attract sufficient enrollments (Altbach, 2014; Ashour and Fatima, 2016).

Randall (2011) lists four types of higher education ownership structures commonly found in the Arab countries:

- Countries with predominantly publicly owned higher education

- Countries with increasing strategic private ownership

- Countries with both private and public HEIs

- Countries with predominantly private institutions.

Abu Dhabi belongs to the second category, where the strategic set-up of private ownership is increasing, while Dubai is in the fourth category, where the number of private institutions is increasing.

Wilkins and Huisman (2019) further delineate the segments in the UAE higher education, based on quality and quantity. The state of Sharjah, for instance, has only two large universities; however, both are top-ranked universities, a nod towards the preference of quality over quantity, similar to the case of Abu Dhabi. The state of Dubai, on the other hand, has a free-market approach, thereby allowing any institution to set up the campus, a nod towards quantity.

To oversee and regulate the HEIs, the Commission for Academic Accreditation (CAA) is responsible for licensing and accrediting both national and foreign higher education providers, with UAE having 76 institutions (MOE, 2018) and 1,252 accredited programs (CAA, 2020). The Ministry of Higher Education and Scientific Research (MOHESR) was created in 1976 to accredit both public and private entities through the local branch of CAA, as a response to the growth of higher education (Kirk, 2010). Its key objectives include assisting UAE nationals in enrolling in top universities worldwide, improving the performance and standards of higher education while improving effectiveness and efficiency through an increased focus on scientific research and innovation (Al-Shaiba, 2014).

The CAA is responsible for accrediting and licensing non-federal institutions. Furthermore, CAA-accredited programs are attractive to UAE nationals as the

majority of UAE states and their employment companies (public sector) acknowledge only CAA degrees (Wilkins and Huisman, 2019). In addition to national accreditation, several international accreditation agencies such as WASC and MSCHE also accredit the universities in the UAE.

The criteria mainly measure the institutional and educational purposes and objectives. Currently, the UAE Education Plan 2017–2021 guides the policies and practices to enhance the higher education sector. Smart programs, new licensing, and evaluation methods, along with massive curriculum revisions, are the cornerstone of this strategy. The plan includes two important phases. The first is preparing students to enter HEIs, anticipating the market needs, while the second is strengthening the research and innovation within the programs. The second phase is reflected in the target for 2021, as UAE aims to spend 1.5 percent on research and development and be among the top 15 in the world (MOE, 2018).

AlSharari (2018) has assessed the process of internationalization of higher education in the UAE, by examining the development of its educational system, and analyzing the components and results of internationalization in terms of process, governance, and outcomes. The study findings show that the UAE promotes itself as an 'education hub' in the Middle East. Accordingly, AlSharari (2018) lists three major drivers of internationalization in the UAE, including neoliberalism, quality assurance, and imported internationalization. With major challenges as evidenced through increased tertiary enrollments and rising costs of higher education, neoliberal reforms have attempted to expand access to higher education and divert costs to the private sector.

The neoliberal model allows for more universities to set up and compete against each other to improve their offerings. This is evident in Dubai's free zones, where more and more international campuses are being established. Randall (2011) notes that the UAE higher education system has been built using a new socio-economic model and a neoliberalist approach. Quality assurance is yet another driver of internationalization effort in the UAE, an attempt to 'standardize' the education services offered and match the quality and level of education worldwide. With a rapid growth of HEIs in the UAE, the need for enhancing quality is imperative.

There have been cases of degree fraud in the region; hence the MOE has encouraged attestation of degrees, as well as equalization of degrees to ensure the degree earned is comparable to the accredited degrees in UAE (Tamim and Colburn, 2019). Lastly, 'imported internationalization,' or the desire to be branded as a global institution, is identified as a driver of internationalization efforts in the UAE. Wilkins and Huisman (2019) posit that higher education institutions are now increasingly marketing their offerings and using social media to increase their brand presence. Evidence of the desire to be among the top institutions globally is shown in the world rankings for UAEU, jumping 40 places in 2019 and earning a ranking of 350th worldwide.

The UAE has invited international universities to set up campuses, to deliver prestige and international accreditation to both the UAE and the Gulf Cooperation Council (GCC) region, particularly through prioritization of research-based institutions and the establishment of national and regional agencies for international accreditation. Moreover, the internationalization of higher education in UAE has been understood as a business model that promotes the benefits of exchange of cultural

knowledge and values, overall improvement in the quality of national education, diffusion of technology, and creation of a globally competent workforce. The other GCC countries are also internationalizing their HEIs. The massive investments in higher education in the GCC region stem from the need to diversify economies in order to reduce dependency on oil and gas resources (Ibrahim, 2011). Al-Khalifa (2016) argues that the GCC countries and their decision of deregulation and privatization of the education industry have increased the commitment to provide an internationalized curriculum in HEIs.

The GCC countries' ministries of education have implemented the provisions of the World Trade Organization's General Agreement on Trade in Services (GATS), to allow private universities to set up and encourage the cross-border movement of educational services. The deregulation policies have inspired national HEIs to internationalize by accepting an international curriculum and an English-based model of instructional design. The GCC countries have dedicated substantial portions of their gross domestic product (GDP) to improve the delivery of academic services to the Arab people. For example, Saudi Arabia achieved the highest expenditure of USD 56 billion in 2014, while the Kingdom of Bahrain spent around USD 2.2 billion. In 2018, the UAE Cabinet approved a federal budget of Dh 60.3 bn (USD 16.4 bn) for 2019, representing a 17.3 percent increase over previous years (Oxford Business Group, 2019). Therefore, it can be said that the governments of the GCC countries are devoted to expanding access to higher education to increase students in HEIs through the deregulation and privatization strategies (Al-Khalifa, 2016).

With such growth and advances in the higher education system of UAE, several challenges arise. In terms of current market conditions, the main challenges include a

dearth of unqualified faculty and a lack of clear market knowledge (as students and parents are unaware of the highly diverse and confusing higher education market in the UAE) (Jose and Chacko, 2016). Another challenge is the absence of regionally relevant research in the region. Consequently, there is less innovation and customization in the curriculum. There is a need for students to achieve a higher academic caliber and be able to conduct research in a foreign language, while relating to local contexts (Emirates Center for Strategic Studies Research, 2011).

Furthermore, only 13 institutions in the UAE have a research budget greater than $USD 27,000 (Ashour and Fatima, 2016). Notably, the UAE has many international students enrolled in its HEIs. Catering to their diverse mindsets and creating optimal learning environments for diversity among the students and faculty raises a huge challenge. Furthermore, the growing cost of higher education in the UAE is severe, well above the rate of inflation. With a fall in prices of oil and economic slowdown, the only ready source of revenue remaining is from the expatriate students of private institutions (Jose and Chacko, 2016). The lack of collaboration among universities in the MENA region, followed by imperfect competition between universities operating in the free zones, is evidently an issue (Jose and Chacko, 2016; Ibrahim, 2011). Yet another challenge emerges from the fact that higher education needs to be careful while serving the labor market. Some courses are in high demand, but it is equally important to include other disciplines, irrespective of their lucrativeness in the market (Emirates Center for Strategic Studies and Research, 2011). Kirk (2010) mentions that, while the UAE seeks to be the regional and global power, it is still too dependent on the workforce, which comprises mainly expatriates.

There is a shortage of skilled, qualified nationals, and massive revenues to pay for expatriate workers, resulting in a huge dependency.

Fox (2007) states that, in terms of policy, while the UAE has been successful in outsourcing foreign talent, a strategic policy issue arises from the need of Emirati to be trained and educated to truly possess the skills and competencies for a highly globalized, future workforce. The UAE has improved massively in regulatory systems for student mobility, in embracing transnational education, and in developing effective procedures for recognizing foreign degrees.

Demographics play an important role in the higher education landscape of any country. Madichie and Kolo (2013) note a number of demography-related issues in the UAE. Of the total population, only about 11.5 percent are locals, with an even smaller proportion eligible for university entry. A general preference for entrepreneurship, as opposed to higher education, is evident among male citizens. The main rationale behind this is perhaps attributable to the variety of opportunities available for males, ranging from easy admission into the military or police, business prospects, and government posts. Furthermore, UAE citizens are inclining more towards studying abroad, due to the many incentives and opportunities available there. The country's tertiary, gross enrollment ratio (GER) increased from 17.4 percent in 2007 to 36.8 percent in 2016, while the total number of tertiary students increased from 113,648 in 2011 to 159,553 in 2016, according to UNESCO (Kamal, 2018). Another social challenge for higher education institutions is household income status. The UAE population comprises a majority of expatriates, with many households in the lower– and middle-income group. Hence the cost of education in foreign countries is a high

hurdle. Usually, this group obtains funding from family/relatives to study abroad, where they perceive more value for their money.

Other institutional challenges include reputational issues, which depend on an array of factors such as quality of education, diversity of degree programs, faculty quality, and prospects for financial support, etc. (Madichie and Kolo, 2013). Al-Agtash and Khadra (2019) argue that, while various implementation strategies are used, there is a lack of a clear policy direction to guide these strategies, and therefore an absence of the elements of effective internationalization that would strengthen Arab higher education in the international context.

By understanding the trends that shape and affect higher education in the UAE, institutional stakeholders would be better equipped to prepare students to become globally competent and aware, which is essentially the demand of the future workforce (Ibrahim, 2011). Several suggestions have been put forth by ECSSR (2011), including a four-point action plan. First, close coordination between boards and essential bodies should be established. For instance, Abu Dhabi Education Council (ADEC) closely coordinates with the MOE to align their roles and outcomes. Second, education in the UAE needs specific curricula to help facilitate the development of a knowledge-based economy.

The higher education can spearhead the movement towards economic prosperity and social development. Therefore, third, the suggestion by ECSSR (2011) for UAE to follow in the footsteps of China, India, and Singapore, and invest in higher education, with a focus on scientific research, academic rigor, international mix of staff and faculty, as well as an innovative curriculum. Fourth, a balance must be achieved

with regard to internationalizing and retaining the inherent values of Islamic and Arabic culture.

2.11 Previous Studies: Perceptions of Institutional Stakeholders on the Internationalization of Higher Education Worldwide

Studies on the internationalization process in the global periphery – Siberia

In the globalized world of today, HEIs function in an uneven higher education landscape. The 'center' of this world comprises developed countries characterized by their advanced educational systems, while the 'periphery' comprises emerging nations and economies heavily dependent on the center's systems of education. Uzhegova and Baik (2020) studied the internationalization process in peripheral locations such as Siberia and the Far East, investigating the factors which influence the process in Russian universities in Siberia.

To achieve the main aim of the study, Klemenčič's (2015) integrated approach to the internationalization of higher education institutions in the periphery was used to provide a broad framework for analysis of the study's findings. Qualitative methods for analysis were used to provide deeper insights into the current state of internationalization in the universities. Document analysis and interviews served as the two important tools in data collection.

The findings suggest the main influences on the internationalization process in peripheral locations are interlinked with the areas of their internationalization development, such as building an international profile, creating international collaborations with institutions, and cultivating a supportive environment for internationalization.

Uzhegova and Baik (2020) offer several recommendations, integrating the previously mentioned development areas, as identified in their studies. Building an international profile is vital; a profile facilitates the establishment of a 'niche' HEIs may use to distinguish themselves internationally. Second, international collaborations allow HEIs to get access to resources otherwise unavailable to them. Third, institutional research is an important pillar which supports the development of strategic international positioning by HEIs. The study's interviews revealed the top leaders' viewpoints on the process of internationalization. Accordingly, they concluded that more efforts are required in communicating the value of internationalization to all staff members involved.

2.11.1 Definition of Internationalization in Chinese Higher Education Institutions

The dialogue on the internationalization of higher education is mainly dominated by Western ideals. Internationalization is a complex phenomenon that requires multicultural perspectives from around the world. Lui (2020) aimed to gather a collective perception of the Chinese definition of internationalization based on Chinese institutional goals, approaches, and challenges of internationalization. The definition was constructed from interviews with 37 Chinese professionals working in 37 HEIs across China. Liu (2020) provides deep insights into how countries in the non-Western world learn, select, and adapt the Western practices that best suit their national needs.

The results suggest that the definition of internationalization centers on achieving world-class standards with worldwide recognition. Knowledge creation is another widely recognized meaning of internationalization, according to Chinese perceptions.

As for the rationales of internationalization, the main theme is improving academic quality and establishing international partnerships with top institutions. Achieving a higher global ranking remains a recurrent perception and objective for internationalizing HEIs. Furthermore, the central approach to internationalization, according to Chinese professionals, lies in international partnerships, joint research programs, and international exchanges of students and faculty. Lastly, the study elucidates the challenges of internationalization: lack of institutional strategy and consensus, lack of commitment from seniors, and lack of initiatives and incentives—these are the main issues surrounding internationalization.

2.11.2 Internationalization in Canadian Higher Education

With advances in strategies such as student-staff exchange programs, I@H, and internationalization of the curriculum, educational policies are at the forefront of these internationalization strategies and their effective implementation. Taskoh (2020) used critical policy analysis mainly to assess the reasons for internationalization in a Canadian public HEI. The qualitative methodology included interviews with top leaders such as administrators, departmental chairs, and executive managers, as well as faculty members from four colleges. The purpose of assessing policies in this study was to gauge the reasons why certain policies for internationalization are adopted over existing alternatives.

The study's findings indicate several rationales for pursuing internationalization, including providing high-quality education to developing global citizens, building higher capacities for research, and enhancing the institutional branding and profile. The study also probed deeply into the economic rationales to reveal that the rhetoric is to pursue internationalization for academic rationales.

According to faculty, internationalization is mainly to pursue financial gains, commercialization of higher education on a global level, and establishment of an international profile. The study concludes that universities need to demonstrate a higher level of commitment towards internationalization and to reimagine it as a public good. By focusing on the economic rationales, HEIs jeopardize the academic purpose and mission of post-secondary education. Moreover, Taskoh (2020) calls for an alignment of the perceptions of institutional stakeholders with the motivations and reasons for pursuing internationalization; this would help in effectively managing the internationalization goals.

2.11.3 Internationalization in Cambodian Higher Education Institutions

The imperative to enhance and develop the higher education sector has been viewed as an opportunity to drive economic growth in both developed and developing countries. Globalization has indeed raised internationalization as a tool to enhance higher education offerings worldwide. Research on internationalization in HEIs around the world is replete with Western perspectives. Kea's (2014) research aimed to examine the internationalization process within HEIs in small, developing countries, uncovering the perceptions of institutional stakeholders of the internationalization of HEIs. Implementation of the internationalization, as well as challenges and opportunities, were also investigated.

The study used qualitative and quantitative methods to assess institutional stakeholders' perceptions of the meaning, importance, rationales, and risks of internationalization, providing comprehensive insight into their viewpoints. Cambodia's Royal University of Phnom Penh (RUPP) was a case study, contextualizing the process of internationalization in a small, developing country. The

effectiveness of implementation and the frequency of internationalization activities are an important aspect of the study. Hence, they were assessed to provide a deeper understanding of the process of internationalization in RUPP.

The findings indicate that the internationalization of HEIs in small, developing countries is a hierarchical process characterized by its stages of development, risks, and challenges. The common perception among institutional stakeholders is that internationalization is a tool to bring modernity into the HEIs, focusing on academic standards recognized globally. These are fortified by an interculturally integrated curriculum, student/faculty mobility, and international cooperation. The significance of internationalization, according to institutional stakeholders, lies within its capacity to enhance the academic quality up to the international standard. While several initiatives aim to internationalize RUPP, the main issue with implementation seems to be the lack of a comprehensive strategy to guide their practices. Lack of financial and human resources is another issue. Kea (2014) observes that these are obstacles for the HEIs in small, developing countries which prevent them from ascending the hierarchical ladder of internationalization.

2.11.4 Internationalization in Japanese HEIs

Morley et al. (2020) conducted a study of the affective assemblages of internationalization in Japanese higher education. The researchers aimed to investigate the implementation of internationalization in Japan and how it is experienced and imagined, and to combine mobility with the issues of affect and equity. Data were gathered in semi-structured interviews over two years from 13 foreign doctoral researchers and 34 emigrant academics in public, national, and private universities in Japan. The study shows that internationalization offers rich rewards in individual

experiences and expertise however, it can also reproduce dominant social and international hierarchies, systems, and expulsions. Additionally, positive attunement with the international knowledge economy is indicated due to the presence of international bodies in neoliberal systems. However, in relation to differential interactions and services, precarity is also experienced by the participants. Results show that international mobility provides new types of 'stickiness' and entrapment in identity issues and inequalities as an outsider. Although mobility represents a new, post-national and improved cosmopolitanism for knowledge, people, and higher education systems, it also creates a type of erasure in the accelerated, instrumental, and commodifying market economy of the neoliberal academic worldwide, requiring affective and gendered employment to manage the geopolitics of knowledge.

2.11.5 Internationalization in Japanese and Singaporean HEIs

Sanders (2019) investigated national-level internationalization of higher education policies in Japan and Singapore using a comparative cross-case analysis. The study proposed that, in spite of differences in national conditions and final approaches to internationalization, the two countries use it mainly as a process to stay competitive in the worldwide knowledge-based economy of the 21st century. Although internationalization constructs bridges between institutions, countries, and people inside and across regions, it is being driven by nationally focused rationales in these two nations. In both, internationalization of higher education is a clear response to globalization. The study also suggests that to maintain its legitimacy, both countries must ensure close ties between education and economic development to ensure that, as the economy internationalizes, so does the education.

The common themes uncovered from previous studies on internationalization from different contexts revolve around internationalization serving as means for building an international reputation and profile. Furthermore, internationalization is seen as a way of creating knowledge and improving the quality of education worldwide. The approaches taken to internationalize are mainly through international collaborations with universities, partnerships, and student/faculty exchange programs. Across all contexts, whether in developing peripheral countries or developed Western countries, internationalization is seen as a significant phenomenon which provides a plethora of benefits such research enhancement, higher quality of education, and an international profile which offers its own set of benefits for the institutions and nations.

2.12 Chapter Conclusion

This chapter reviewed the literature on internationalization, covering all aspects, from its definition to critiques of the long-standing literature on internationalization of HEIs worldwide. The meaning of internationalization has been seen in many ways; however, its essence is the student/faculty exchanges internationalized curricula and research cited most often by researchers.

While processes and approaches taken to internationalize around the world differ, the significance of internationalization remains a top priority. Human capital theory best explains why it is essential to have an informed citizenry able to contribute to a knowledge-based economy. Globalization has indeed brought massive transformations in our society and transitioning to a knowledge-based economy is among them. Globalization has also fueled neoliberal reforms in which HEIs are compelled to compete against one another. Neoliberalism has in turn affected the rationales for pursuing internationalization. The literature reveals economic rationales

as the most important rationale for HEIs worldwide; however, the particulars of each rationale differ from institution to institution.

Culture is another aspect affected by internationalization in the HEIs. Ideally, there should be a strategic alignment of the goals of the nation and the HEI to strike the right balance between international cultural values and the nation's own cultural values. In a similar vein, the culture of an organization is important for the achievement of internationalization; drafting effective policies may depend on the type of culture within the HEI. Lastly, the benefits of internationalization are widely known; however, challenges such as accreditation, massification, education quality, and implementation are issues that need to be assessed critically to address the shortcomings of internationalization. The next chapter discusses the methodology in detail, explaining the process and approach undertaken to conduct the research.

Chapter 3: Methodology

3.1 Introduction

This chapter outlines the methodology of the study, which included various phases of research to reach the objectives. The study followed a widely-used, mixed-method sequential explanatory research design to examine the HEI stakeholders' perceptions of the current status of internationalization of higher education in the UAE. Ivankova et al. (2006) state that the mixed-method sequential explanatory design employs two phases consecutively: the first being quantitative; and the second being the qualitative phase. Combining qualitative and quantitative methods enhances the validity of findings by (i) triangulating results across different methods for examining the same phenomenon, (ii) expanding and elaborating on findings, and (iii) uncovering contradictions that may result from the use of different methods (Creswell and Plano Clark, 2011).

The first phase of the current study involved collecting and analyzing quantitative data (via Likert-scale questionnaires) to determine stakeholder awareness and perceptions of higher education internationalization, and explore potential opportunities and associated challenges. In the second phase, semi-structured interviews and document analysis based on the internationalization cube framework, were used to provide in-depth clarification of the collected quantitative data. Results from both phases are then integrated in the final discussion.

This section delineates the research design and paradigm, the context of the research and a description of the research participants. Ethical considerations and limitations of the study are also addressed.

3.2 Research Paradigm

A paradigm could be regarded as an organizing structure, a philosophical stance relating to the nature of social phenomena and structures. Feilzer (2010) states that the selection of research questions and methods reflect the researchers' epistemological understanding of the world. Pragmatism accepts that there are multiple realities that can be answered using practicality to solve them.

Instead of focusing on the method used, pragmatism focuses on the problem and takes all available approaches to address the problem. Therefore, mixed-methods research and pragmatism are associated (Creswell and Plano Clark, 2011). This study used a pragmatic approach by integrating two methods (quantitative and qualitative) to fully understand the research problem.

The main aim of the research was to examine the perceptions of university stakeholders with regard to the internationalization process. The key questions to answer to achieve the research aims were:

- How do university stakeholders perceive internationalization in the UAE?

- How do HEIs implement internationalization in the UAE's universities?

- What are the opportunities brought by internationalization to HEIs in the UAE?

- What are the challenges associated with the implementation of internationalization in HEIs in the UAE?

- Is there any significant difference between nationals and non-national faculty and administrators regarding their perception of internationalization?

- Is there any significant difference between the stakeholders regarding their

internationalization perception, implementation, opportunities, and challenges?

Since the research aimed to examine perceptions, a mixed-method explanatory research design is well suited because in such a design, the use of quantitative and qualitative methods follows a sequential process to gain a comprehensive understanding: in the first stage, quantitative statistical results are obtained; then, in the second qualitative stage, depth, clarity, and further commentary are added to the quantitative results.

Ivankova et al. (2006) mention the significance of representing the research design via a visual model to help the researcher and others comprehend the design more easily. Figure 2 summarizes the research design and its components.

Phase	Procedure	Product
Quantitative Data Collection	Manual and online questionnaire (n = 1679)	Qualitative data
Quantitative Data Analysis	IBM SPSS ver. 26	Descriptive statistics and analysis Chi-square T-test ANOVA
Connecting Quantitative and Qualitative Phases	Developing interview questions based on gaps and areas of inquiry from the descriptive analysis of quantitative data and Interviewing participants from the survey	Interview questions Participants for the interview
Quantitative Data Collection	Individual in-depth online interviews with 11 participants Secondary data from institutions	Text data (interview transcripts using MS Word and recordings from Zoom calls)
Quantitative Data Analysis	Coding and thematic analysis NVivo qualitative software v.12	Codes and themes for qualitative data
Integrating Quantitative and Qualitative Results	Interpretation and explanation of the quantitative and qualitative results	Discussion Implications Future research

Figure 2: Research design by phase, procedure, and product

3.3 Context of the Research

The present study examined eight HEIs in UAE and their process of implementation of internationalization: first, by analyzing the perceptions of institutional stakeholders on the phenomenon; and second, by reviewing the internationalization process of each university on an internationalization cube. The higher education landscape in the UAE is unique, given the dynamics of a highly diverse demography and increased support from the government. The UAE, specifically the states of Abu Dhabi and Dubai, have sought to establish themselves as academic hubs to assist in the creation of a knowledge-based economy.

The current status of internationalization at universities in the UAE is as follows. HEIs in the UAE are set up in a souq structure, coupled with neoliberalism; this is to promote competition among them. Internationalization is one aspect that adds value to each university's offering, thus encouraging HEIs to implement internationalization in order to gain an edge over their competitors. To establish themselves as a part of global academic hub, the UAE's HEIs are heavily focused on quality assurance and imported models of education. In this research, the eight universities under study fall into three categories: public, private, and foreign franchises, which is reflective of the current higher education landscape in the UAE.

Public universities are the hallmarks of a culturally rooted Arab society that wish to advance through international standards of education. The private entities increase access to higher education and fuel competition to improve their offerings. The foreign franchises add a sense of modernity and prestige in an increasingly diverse higher education landscape. The diversity of the higher education landscape, combined with the increasingly diverse demographic of UAE, requires further study to

understand the dynamics at play, from both national and international perspectives. This study seeks to contribute to global dialogue on internationalization from the UAE HEIs stakeholder perspectives. In addition, the present research is of potential use to policymakers in the MENA region to help them gain a comprehensive understanding of the awareness of key stakeholders with regard to the internationalization of their institutions.

3.4 Research Participants

The aim of the study was to understand the perceptions of institutional stakeholders with regard to the internationalization process at HEIs in the UAE. Fulfilling this objective required a two-phase selection process for data collection: (i) selection of institutions in the UAE; and (ii) selection of the research participants from the selected institutions.

In this research, eight HEIs in the UAE were chosen, namely:

- United Arab Emirates University (UAEU)

- New York University Abu Dhabi (NYUAD)

- Khalifa University (KU)

- Zayed University (ZU)

- University of Dubai (UD)

- University of Wollongong in Dubai (UOWD)

- University of Sharjah (UoS)

- American University of Sharjah (AUS).

These were chosen for the following reasons. First, the universities were selected based on their ranking within the region—with UAEU as the oldest and top-

ranked university in the nation. These universities are flagship universities representing the highest academic standards of the region and topping the regional list of best universities. Second, in spanning private and public universities in Abu Dhabi, Dubai, and Sharjah, they account for a wide diversity in students and regional differences in the UAE. Lastly, these universities are each involved in various internationalization activities, thereby allowing for a comprehensive study of the process of internationalization.

The second phase of the selection process involved identifying research participants, based on their availability. Since the objective of the study was to examine the perceptions and the practices of internationalization at the institutional level, various key members of the UAE HEIs, including senior administrators, faculty, and students from various colleges, were identified as the target population and invited to participate in the research. A convenience sampling technique was used to identify participants in the quantitative research phase and purposive sampling for the qualitative phase.

An email was sent to the research offices of the eight institutions requesting them to post an invitation and online link to the research survey on university websites, asking students, faculty, and administrators to participate. Each institution contacted had one 'key informant' responsible for posting the invitation on institutional portals. In case of a shortfall in participants, the proposed back-up process was to collect additional responses from faculty and administrators through the following method. For faculty participants, an email contact list of faculty members from each university was created using the information on official websites.

Additionally, at UAEU, two key informants circulated the survey within the institution, manually and through an online portal (the link was provided by email, and these respondents were targeted using a list of all UAEU personnel). Surveys were also circulated manually to several faculty members, administrators, and students. Their responses were recorded and entered into the online survey system manually. Tables 3 and 4 summarize the demographics of the two stakeholder groups: students and faculty/administrators.

Table 3: Demographics of participating student group

Total Respondents	1323	
Characteristics	n	%
Gender		
Male	356	26.91
Female	967	73.09
Nationality		
National	893	67.5
Non-national	430	32.5
Academic Program Level		
Bachelor	1069	81.11
Masters	169	12.82
PhD	80	6.07
Academic Year		
1	284	21.47
2	209	15.8
3	452	34.16
4	309	23.36
5	59	4.46
6	10	0.76
University		
UAEU	555	41.95
KU	355	26.83
ZU	108	8.16
AUS	53	4.01
UOS	94	7.11
UD	56	4.23
UOWD	70	5.29
NYUAD	32	2.42

Table 4: Demographics of participating faculty/administrator group

Total Respondents	356	
Characteristics	n	%
Position		
Chancellor	0	0.0
Vice-Chancellor	1	0.28
Provost	1	0.28
Dean	12	3.37
Vice Dean	6	1.69
Assistant Dean	13	3.65
Section Head	5	10.96
Department Chair	39	1.40
Faculty	237	66.57
Other	42	11.80
Managerial Experience		
0–5 years	146	41.01
5–10 years	82	23.03
More than 10 years	128	35.96
Gender		
Male	242	67.98
Female	114	32.02
Nationality		
National	35	9.83
Non-national	321	90.17
Highest Degree Obtained		
Masters	58	16.29
PhD	236	66.29
Post-doctoral	44	12.36
Others	18	5.06
Institution Name		
UAEU	129	36.24
NYUAD	34	9.55
KU	67	18.82
ZU	34	9.55
UOS	43	12.08
UD	8	2.25
UOWD	9	2.53
AUS	32	8.99
Years of International Experience		
0–5 years	73	20.51
5–10 years	93	26.12
More than 10 years	190	53.37

In total, 1894 respondents participated in the survey, representing a diverse cohort of different institutions, professional titles, and departments. Of these, only 1679 respondents completed the survey; 1323 were students, 237 were faculty members, and 119 were administrative staff, while 215 respondents were not complete, hence they were removed from the data set. From the student survey, 73.09% were female, whereas, in the faculty survey, the majority were males (67.98%). In terms of nationality, in the student survey, a majority were nationals (67.5%), whereas 90.17% of participants in the faculty survey were non-nationals. Among the institutions, UAEU stood out with the most respondents in both surveys, followed by KU and UOS.

For the interviews, deans, associate provosts, and faculty members in the eight institutions were sent an email to participate in an online interview session through the Zoom video communication application. Overall, 11 participants (seven administrators and four faculty members) from these institutions were interviewed (Table 5).

Table 5: Interview participants

Institution	Faculty	Administrators	Total
UAEU	0	3	3
KU	0	1	1
ZU	1	1	2
UOS	1	0	1
AUS	0	1	1
NYUAD	1	0	1
UOWD	1	0	1
UD	0	1	1
Total	4	7	11

3.5 Pilot Study

In the present study, data were collected via questionnaires, semi-structured interviews with university administrators and faculty, and document analysis (using the internationalization cube framework) of official documents regarding policies and strategies. As with sampling, the data were collected in two phases: a pilot or 'pre-testing' phase and a main study phase. The pilot phase was based on a small sub-sample to validate the data collection procedure for the main study and minimize errors due to improper research design (Adams et al., 2007). For the pilot study, UAEU was the institution under investigation, with up to 153 students and faculty across different colleges being surveyed through a questionnaire posted on a website portal of the university. The pilot questionnaire responses were analyzed, with minor changes made. For instance, the numbering of items was corrected in both stakeholder surveys. In addition, one item in the student survey was added in error (facilities and IT development) as a rationale for pursuing internationalization. This item was thus removed as it did not occur in the faculty/admin survey. However, the results indicated that the research design was apt and fit for the research objective.

An analysis of the universities indicating how each institution was positioned within the dimensions of the internationalization cube was undertaken after the data collection stage. Some data analysis was conducted while the researcher was collecting additional data. This is in accordance with Gall et al. (1996), who note that data collection is emergent in case study research. Each case was treated as a comprehensive and distinct case. Merriam (1988) states that in "a multiple case study, there are two stages of analysis—the within-case analysis and the cross-case analysis" (p. 194).

3.6 Data Collection: Quantitative Phase

Quantitative methods are intended to achieve breadth of understanding while qualitative methods are, for the most part, intended to achieve a depth of understanding (Etikan et al., 2016). As previously mentioned, both quantitative and qualitative approaches were employed to strengthen the present research. For the quantitative phase, a 5-point Likert-type scale was used to address all research questions.

The survey comprised two sections: the first was designed to collect the participant's demographic data such as gender, position, and years of experience. The second section covered four aspects related to internationalization: stakeholder perceptions of internationalization, current practices, and opportunities and challenges of internationalization. The survey items were designed to help answer the main research question. The first section dealt with stakeholder perceptions about internationalization, which were measured using sub-questions on the meaning, rationales, and risks of internationalization. The second section dealt with policies and implementation of internationalization— these were included in the questionnaire for faculty and administrators only, since these participants have more knowledge of these issues than students. This section was followed by questions on the opportunities and challenges brought on by internationalization. The Likert scale contained five options to choose from, including an extreme option at each end of the scale, a neutral option, and two 'somewhat' options. For the purpose of analysis, the 'somewhat' and extreme options were grouped together, leaving just three options (disagree, neutral, and agree).

3.7 Data Collection: Qualitative Phase

The present study was designed to understand the internationalization of higher education from the institutional stakeholders' perspective. This phase addressed all the research questions by providing in-depth insights and clarifications about the data gathered in the quantitative phase. Furthermore, the study was intended to increase understanding of internationalization of higher education as a phenomenon at a particular site, from the study participants' perspective. The study followed the interpretive paradigm using a qualitative approach, which adopts a phenomenology design. As an interpretive study, it is rooted in ontological interrogation and the epistemological belief that social reality is constructed, in this instance by the research participants (Cohen et al., 2011). The study was conducted through semi-structured interviews and document analysis.

3.8 Semi-Structured Interviews

A second qualitative strand focused on uncovering the meaning of individuals' lived experiences, as well as revealing the essence of these experiences and giving voice to those experiencing them (Creswell, 1998). Qualitative data was obtained via online semi-structured interviews for the aim of probing more deeply into specific items raised by the questionnaire survey. Interviews are one of the most flexible research tools in data collection, ranging across factual data, views and opinions, personal narratives, and histories, which makes them useful for answering a wide range of research questions (Atkins and Wallace, 2012).

In general, interviews may adopt a respondent approach or an informant approach. For this study, an informant approach was adopted, wherein the participant

is permitted an authentic voice and allowed to go beyond the limits of set questions requiring specific answers. The semi-structured interview employed a template, using set questions to guide each interview, but not limiting the interview to these questions, and allowing participants (including some highly knowledgeable faculty) to contribute to the discussion and elaborate as needed. Since the intention here was to understand perceptions among the stakeholders, an informant approach is clearly a more suitable method to access participants' thoughts and ideas in depth. Data collection included semi-structured interviews with university vice provosts for research, vice provosts, associate provosts for academic affairs, directors of student affairs, and deans of schools and colleges that offer some type of international activities and whose leadership influences university policy.

In addition, semi-structured interviews were conducted with faculty from various colleges; these were able to provide valuable insights as they comprise a key constituent of the elements of internationalization. To ensure that their responses fit the scope of the study, the interviews were piloted with the top leaders and faculty and then audited based on their inputs.

3.9 Document Analysis

Document analysis forms an integral constituent of qualitative social research, facilitating the triangulation of data (Bowen, 2009). There are several types of documents that are analyzed during document analysis. Bowen (2009) delineates three types: public records, personal documents and physical evidence. Public records such as mission statements, annual reports, and policy manuals were used in this research to analyze the process of internationalization within the HEIs in UAE. Document analysis was chosen to supplement both the qualitative and quantitative findings and

provide a systematic method to analyze the process of internationalization within the HEIs. The document analysis provided in-depth information on the internationalization process within the eight institutions, using the internationalization cube framework. The parameters for document analysis for the three dimensions in the internationalization cube were adapted from Burriss's (2006) analysis models and from mapping internationalization on US campuses (Green et al., 2008).

3.9.1 Document Analysis: Policy

The policy dimension of the internationalization cube, as defined by Van Dijk and Meijer (1998), refers to the importance attached to the internationalization, as indicated by the visible (i.e. explicitly mentioned) aims of an institution in several of its documents. These documents serve not only as internal guiding points to administrators, faculty, and students, but also to affirm the university's values to external stakeholders (Burriss, 2006). The primary source of data collection for this dimension consisted of a review of institutional documents, such as its mission statement, millennium strategic planning documents, international policy papers, admissions packages, website analysis, campus publications, and the faculty's tenure and promotion manual. For this dimension, document analysis was studied, recorded, and tabulated according to their prominence, frequency, level of distribution, and significance on internationalization (Burriss, 2006).

The policy can be classified as either 'priority' or 'marginal.' A priority policy indicates that internationalization is instilled within each activity and the general strategy and direction of the institution. A marginal policy, on the other hand, indicates that internationalization activities are not prioritized. The main source of data was the official websites of the institutions, from which the documents were sourced and

analyzed. The data analysis for elements within the internationalization cube was guided by a model developed by Burriss (2006), as they were instrumental in helping to organize the data. A new parameter of 'social media' was added to analyze the policies within the institutions. Here the internationalization efforts through social media were recorded and tabulated.

3.9.2 Document Analysis: Implementation

The implementation dimension, according to Van Dijk and Meijer (1998), refers to the "way or manner on which international activities are managed" (p. 159) within an HEI. According to the internationalization cube, the implementation level can be either 'systematic' (following explicitly stated procedures) or 'ad-hoc' (internationalization activities are not planned, they are implemented without any proper policy or procedure). The primary source for data collection for this dimension consists of a review of institutional documents depicting organizational charts, policies, and procedures for internationalization. Since not all information on the implementation process can be found through primary data, the secondary source of data was collected through the interviews with vice provosts, deans, and faculty members from the eight institutions.

3.9.3 Document Analysis: Support

According to the internationalization cube, support refers to the 'assistance' provided to internationalization endeavors. Support may be characterized into two types: interactive support, which refers to support in the interaction between top management and faculty level departments; and unilateral support, which refers to support provided separately at either the top level or departmental level, but not

through an interaction of these two. The primary source of data collection for the support dimension involved structured interviews with vice provosts of research, directors of student affairs, and deans of colleges. The complete list of deans interviewed and questions is shown in Appendix 1.

3.10 Validity and Reliability

Various elements and terms are associated with the quality of social research, especially qualitative research; among them are credibility, dependability, authenticity, trustworthiness, validity, reliability, and transferability (Creswell, 2007; Merriam, 1988; Merriam and Tisdell, 2015; Miles and Huberman, 1994; Patton, 2002; Yin, 2003). Despite the variety of terms used by researchers, their common purpose is to increase the quality of their research and "describe and explain phenomena as accurately and completely as possible, so that their descriptions and explanations correspond as closely as possible to the way the world is and actually operates" (Patton, 2002, p. 546). Different criteria or tests have been developed to judge the quality of empirical social research depending on the philosophical underpinnings, theoretical orientations, and purposes of the study (Patton, 2002).

In the present study, three tests—construct validity, external validity, and reliability—were deemed to be relevant. Construct validity refers to the extent to which correct operational measures are established for the concepts being studied (Yin, 2003). A number of measures were employed in this research study to improve construct validity, including triangulation of multiple sources of evidence and the appropriateness of research procedures and instruments. The three-stage procedure for data collection (i.e. literature review, questionnaire survey, and interviews) is designed to provide a chain of evidence and enable the researcher to thoroughly and

systematically grasp and relate concepts of internationalization of higher education at large and at the study site. The triangulation of data, including a questionnaire survey, individual interviews, document analysis, is intended to increase the level of accuracy of the findings. The data generated from the survey and interviews were confirmed by or examined for biases against information obtained from the documentation and observations. Lastly, the research instruments, including questionnaires and interview guides, were based on existing literature and studies conducted by known scholars in the field of internationalization of higher education.

External validity is concerned with the "problems of knowing whether a study's findings are generalizable" (Yin, 2003, p. 37). In this sense, external validity may be increased through the provision of a detailed description of (i) the phenomenon, (ii) the participants, and (iii) the context of the study. Each of these three ways of external validation is addressed in this study to ensure the grasp of the phenomenon is as comprehensive and accurate as possible. To this end, a detailed and in-depth description of the study's context (top UAE higher education institutions), the phenomenon (internationalization process), and research participants (administrators, faculty, and students) are provided. In addition, the results of this study are compared and related to the broader concepts of internationalization in the existing literature and previous studies, such as those of Knight (2008).

A test for reliability, i.e. "the extent to which one's findings can be replicated" (Merriam and Tisdell, 2015, p. 250), is undertaken in this research study to reduce errors and biases and increase the quality of the study. Reliability lends itself to the idea that, if other investigators follow the same procedures and conduct the same case study, they will arrive at the same results and conclusions (Yin, 2003). The measures

taken in this research study to ensure reliability include: (i) the use of multiple sources of evidence (referred to as 'triangulation') of data; (ii) the thorough and in-depth description and explanation of the phenomenon under investigation and the study's context; (iii) a carefully-planned research design with systematic procedures of data collection and detailed research methods; and (iv) the use of research instruments based on previous studies by known scholars in the field. Moreover, statistically, Cronbach's alpha coefficient was calculated to verify the reliability of items in the questionnaire. These measures were all employed to increase validity and reliability of the study.

In order to determine those factors considered relevant, a factor analysis, using rotation of components, was performed for both the faculty/admin and student questionnaires (Tables 6 and 7). Items that scored below 0.005 (six items) in the faculty/admin questionnaire were deemed as irrelevant. Complicated bureaucratic procedure, Lack of functional comprehensive strategy of internationalization, Lack of financial resources, Lack of human resources (appropriate skills and expertise), Lack of involvement and commitment to (internationalization of their institution) from institutional stakeholders, Lack of recognition and support from higher levels (ministry of education and national government) were the six items above mentioned. For the student questionnaire, one item "How would you rate the level of significance of internationalization at your institution" was scored low according to the factor analysis, as it was a standalone question. Therefore, it should not be removed from the questionnaire for future research

Table 6: Factor analysis of faculty/admin questionnaire (rotated component matrix)

Item	Component			
	1	2	3	4
Internationalized student body and experience	0.034	-0.007	0.489	-0.119
Outbound /inbound mobility opportunities for faculty and students	0.009	-0.055	0.544	0.026
International profile and experience of faculty	0.031	0.101	0.523	-0.130
International research collaboration	0.131	0.039	0.489	-0.006
International conferences and seminars	-0.012	0.099	0.697	-0.034
International/intercultural curriculum	0.118	0.090	0.562	-0.063
Foreign language studies or courses in foreign languages	0.173	0.021	0.590	-0.002
Joint degrees with international universities	0.099	-0.005	0.526	0.139
A multicultural campus	-0.016	0.062	0.578	-0.117
How would you rate the level of significance of Internationalization at your institution?	0.534	0.431	0.194	-0.033
To access new knowledge and technology	0.021	0.171	0.631	-0.066
To develop an innovative curriculum	-0.040	0.089	0.745	0.014
To develop human resource capacity	0.078	0.137	0.622	-0.057
To diversify sources of income and financial support	0.122	0.051	0.585	0.181
To enhance academic quality	-0.153	0.117	0.618	-0.144
To strengthen the institutional profile and reputation	-0.008	0.142	0.578	-0.033
To establish networks and alliances	0.003	0.201	0.640	0.029
Creation of a globally homogenized curriculum	-0.060	0.010	-0.017	0.662
Increased foreign 'degree mills' and low-quality education providers	-0.069	-0.068	-0.005	0.692
Inequality of access to international education	-0.057	-0.048	-0.044	0.663
Dependency on institutional partnerships	0.015	-0.025	-0.023	0.553
Loss of national identity and cultural values	-0.064	0.059	-0.138	0.682
Overuse of foreign languages	0.100	-0.032	-0.130	0.671
Political incongruences/threats	0.024	-0.011	-0.151	0.607

Table 6: Factor analysis of faculty/admin questionnaire (rotated component matrix) (continued)

Item	Component			
	1	2	3	4
Is there a policy on internationalization for the entire institution?	0.662	0.241	0.178	-0.065
Is there an office to oversee the implementation?	0.727	0.218	0.206	0.087
Is there a budgetary provision for implementation?	0.763	0.205	0.156	0.033
Is there a monitoring and evaluation framework to assess progress?	0.748	0.266	0.196	0.072
Are there explicit targets and benchmarks used with regards to policy?	0.759	0.203	0.255	0.138
Is an international dimension/component included in any other institutional policy/strategic plans?	0.736	0.230	0.127	0.077
My institution has an internationalization implementation strategy	0.739	0.347	0.173	0.012
Process of developing policies on international activities (planning, evaluation, and assessment)	0.683	0.461	0.139	-0.002
Overall implementation strategy for internationalization of higher education	0.675	0.431	0.137	0.015
Academic quality of international standards	0.345	0.575	0.044	-0.080
Acceptance of foreign students	0.498	0.560	0.078	0.025
International collaborative degree programs	0.389	0.532	0.167	0.220
International conferences and seminars	0.288	0.659	-0.020	0.077
International institutional agreements	0.326	0.622	0.118	0.108
International research collaboration	0.290	0.704	0.009	-0.007
International/intercultural campus events	0.401	0.556	0.092	0.059
International/intercultural curriculum	0.427	0.585	0.036	0.052
Outgoing mobility opportunities for students and staff	0.456	0.640	0.046	-0.034
Recruitment of foreign faculty and visiting professors	0.076	0.590	-0.079	-0.121
Internationalization has contributed positively to my institution	0.153	0.665	0.190	-0.227
International standards of learning that lead to a globally competent workforce	-0.036	0.732	0.261	-0.199
Experience and knowledge sharing that lead to improved quality of teaching and learning	0.024	0.739	0.245	-0.087
Strengthened institutional research and knowledge production capacity	0.009	0.734	0.309	-0.122

Table 6: Factor analysis of faculty/admin questionnaire (rotated component matrix) (continued)

Item	Component			
	1	2	3	4
Enhanced international presence, brand profile, and better world rankings	0.160	0.720	0.168	-0.003
Commodification and commercialization of education programs	-0.039	-0.066	-0.054	0.600
Quality assurance and accreditation are strategies for university branding purposes only	-0.182	-0.056	-0.017	0.569
Difficulties of recognition and equivalences of qualifications, study programs, and course credits	-0.245	-0.058	0.060	0.546
Brain drain	0.038	0.020	-0.011	0.638
Complicated bureaucratic procedure	-0.500	-0.024	0.078	0.196
Lack of functional, comprehensive strategy of internationalization	-0.692	-0.110	0.091	0.338
Lack of financial resources	-0.483	0.031	0.155	0.373
Lack of human resources (appropriate skills and expertise)	-0.557	-0.102	0.188	0.334
Lack of facility and material resources	-0.501	-0.071	0.204	0.428
Lack of involvement and commitment to (internationalization of their institution) from institutional stakeholders	-0.653	-0.119	0.206	0.386
Lack of recognition and support from higher levels (ministry of education and national government)	-0.573	-0.079	0.200	0.330
Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization				
a. Rotation converged in 7 iterations.				

Table 7: Factor analysis of student questionnaire (rotated component matrix)

Item	Component			
	1	2	3	4
Internationalized student body and experience	0.547	0.037	0.002	0.154
Outbound /inbound mobility opportunities for faculty and students	0.568	0.057	-0.010	0.022
International profile and experience of faculty	0.618	0.106	0.005	0.090
International research collaboration	0.601	0.093	0.062	0.046
International conferences and seminars	0.610	0.082	0.011	0.018
International/intercultural curriculum	0.675	0.113	-0.123	-0.051
Foreign language studies or courses in foreign languages	0.539	0.156	0.024	-0.172
Joint degrees with international universities	0.622	0.152	0.037	0.010
A multicultural campus	0.591	0.113	-0.115	0.044
How would you rate the level of significance of internationalization at your institution?	0.355	0.352	-0.065	0.228
To access new knowledge and technology	0.632	0.108	0.055	0.174
To develop an innovative curriculum	0.686	0.071	0.002	0.098
To develop human resource capacity	0.666	0.077	0.085	0.150
To diversify sources of income and financial support	0.589	0.147	0.098	0.106
To enhance academic quality	0.681	0.065	0.019	0.235
To strengthen the institutional profile and reputation	0.580	0.116	0.032	0.173
To establish networks and alliances	0.610	0.114	-0.022	0.184
Creation of a globally homogenized curriculum	-0.040	0.101	0.543	-0.101
Increased foreign 'degree mills' and low-quality education providers	0.035	0.049	0.693	-0.077
Inequality of access to international education	0.053	-0.009	0.683	-0.091
Dependency on institutional partnerships	0.046	0.071	0.591	-0.116
Loss of national identity and cultural values	-0.042	0.076	0.705	-0.127
Overuse of foreign languages	-0.052	0.096	0.606	-0.134
Political incongruences/threats	-0.006	0.018	0.708	-0.107
Academic quality of international standard	0.153	0.671	0.011	0.148
Acceptance of foreign students	0.077	0.564	-0.004	0.108

Table 7: Factor analysis of student questionnaire (rotated component matrix)
(continued)

Item	Component			
	1	2	3	4
Facility and IT development	0.114	0.682	0.071	0.131
International collaborative degree programs	0.108	0.802	0.100	0.096
International conferences and seminars	0.140	0.763	-0.003	0.087
International institutional agreements	0.164	0.800	0.012	0.106
International research collaboration	0.161	0.794	0.003	0.098
International/intercultural campus events	0.091	0.754	0.078	0.154
International/intercultural curriculum	0.154	0.794	0.041	0.088
Outgoing mobility opportunities for students and staff	0.110	0.756	0.036	0.100
Recruitment of foreign faculty and visiting professors	0.129	0.583	0.039	0.078
Internationalization has contributed positively to your institution	0.252	0.278	-0.156	0.563
International standards of learning that lead to a globally competent workforce	0.304	0.255	-0.060	0.686
Experience and knowledge sharing that lead to improved quality of teaching and learning	0.319	0.239	0.004	0.729
Strengthened institutional research and knowledge production capacity	0.334	0.218	0.010	0.712
Enhanced international presence, brand profile, and better world rankings	0.308	0.249	0.060	0.662
Commodification and commercialization of education programs	0.008	-0.043	0.624	0.207
Treatment of quality assurance and accreditation as strategies for the university branding purposes only	0.028	-0.035	0.632	0.247
Difficulties of recognition and equivalences of qualifications, study programs, and course credits	0.080	-0.063	0.655	0.171
Brain drain	0.003	0.003	0.642	0.136
Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 5 iterations.				

3.11 Reliability

The reliability coefficients for each section in the faculty/admin and student's questionnaire is shown below (Tables 8 and 9). Typically, a reliability coefficient of 0.70 or higher is considered 'acceptable' in most social science research situations. According to the results, each section has a coefficient higher than 0.70.

Table 8: Reliability test for faculty/admin questionnaire

Reliability Statistics	Cronbach's Alpha	No. of Items
Perception	0.812	24
Implementation	0.948	19
Opportunities	0.909	5
Challenges	0.875	11

Table 9: Reliability test for student questionnaire

Reliability Statistics	Cronbach's Alpha	N of Items
Perception	0.835	24
Implementation	0.921	11
Opportunities	0.866	5
Challenges	0.803	4

3.12 Strengthening Validity of Instrument: Faculty Reviews

The instrument used for research was adapted from Kea (2014), with consent to use the instrument for the purposes of the research granted to the candidate by email.

Since the present study seeks to explore the process of internationalization of HEI in the UAE, some research components in this instrument were replaced or amended. The original survey contained few parameters to examine the process of internationalization, specifically implementation. Hence, questions on implementation for the present study were adapted from the International Association of Universities (IAU) 5th Global Survey (Marinoni, 2019), including the parameters that measure the process of developing and implementing the policy. These were added to the section on implementation in Kea's (2014) original instrument.

In order to strengthen the validity of the instrument, the questionnaire used in the research was reviewed by five faculty members from UAEU; several major items were corrected or replaced, according to their feedback. In the preliminary draft, nationality groups for both the student and faculty/administrator questionnaires, as well as years of international experience (for faculty and administrators), were added. Many sub-elements were deleted (some had similar meanings), reducing a list of 14 sub-elements to a list of seven to make the survey more concise and clearer for participants.

Furthermore, several minor changes were made to the terms used, such as the inclusion of inbound mobility with outbound mobility and changing the word 'discerning' (what is done after the survey) to 'collecting' (what the survey actually does). In section 3, previously there were single, rating questions for a description of policy and process of implementation. However, upon feedback, the sub-items in each single-heading question were expanded to provide clarity on the topic being explored. The detailed questions on policy description/process of implementation were also

removed from the student version as they would be unaware or unable to answer questions about institutional policy and the process of implementation.

Lastly, in order to enhance the visually of the questionnaire and reduce redundancy in the faculty and administrator survey, repeated instructions such as 'rate each element in order of….' were removed, and instead placed once at the top of the rating table. The rating scale was changed from 0–4 to 1–5 to make it more intuitive. In the student survey, the extra instructions on evaluating sub-items were retained, as it was felt that students may require additional direction or explanation to rate items as accurately as possible.

3.13 Data Analysis – Quantitative

Quantitative methods are linked with a deductive approach that tests theories (Greener, 2008). Quantitative researchers often use numerical or statistical data in their analyses to describe, explain, and predict results. When quantitative methods are applied to a large sample, the results are highly likely to represent the whole targeted population. Moreover, quantitative researchers are able to reduce or minimize bias because they can avoid direct interaction with participants who might be affected by the presence of researchers (Sachdeva, 2009). The four main preoccupations to consider when carrying a quantitative study are measurement, causality, generalization, and replication (Bryman and Bell, 2011). Measurement enables researchers to distinguish fine or subtle differences between people and helps provide consistent and reliable results uninfluenced by extraneous variations (Bryman and Bell, 2011). In conducting a quantitative study, researchers are usually focused on causality—that is, in explaining the causes of different variables (Bryman and Bell, 2011).

The quantitative data for this research were first analyzed using descriptive analysis, which described the basic features of the data. In the following stage the data were analyzed in depth using a triangulation method combining sources from literature, document analysis, and interview responses. Relationships between casual concepts can be examined in terms of independent and dependent variables (Bryman and Bell, 2011). In this study, the effect of nationality on the perceptions of internationalization was tested: the independent variable was participant nationality, and the dependent variable was the perception of internationalization. A t-test was conducted to further probe the differences in perceptions between nationals and non-nationals. Since the study focused on internationalization, a comparison of the perceptions of nationals and non-nationals was deemed worthwhile. A t-test examines whether the population means of two samples significantly differ from one another or not. In addition, as some responses warranted further exploration, these were added to the semi-structured interview questions. As the study involved assessments of more than two stakeholder groups (i.e. faculty, administrators, students), an analysis of variance (ANOVA) test was performed to assess the statistical significance of differences between these groups in terms of perceptions, implementation, challenges, and opportunities of internationalization.

3.14 Data Analysis – Qualitative

For the qualitative data analysis, interview participants were selected from each institution and classified as top management, middle management, or faculty. Each participant was given a unique code depending on their institution and position within the institution. For example, [In1TM2] denoted institution 1, top management, member 2.

The interviews were conducted with the Zoom online conferencing application—these were about 30 to 35 minutes in duration. The interviews were recorded using Zoom's recording feature and transcribed using the web application Transcribe. The transcripts were sent back to the interview participants and analyzed after their approval to proceed.

Interview transcripts were analyzed using the data analysis application NVivo (v.12). The transcripts were uploaded to the system and coded according to the main themes of each interview question. These coded files were then exported to Microsoft Word, wherein the items were grouped manually, depending on the extent to which the same idea was repeated throughout the interviews. The frequency of occurrence of a certain theme was tabulated, giving holistic view of the items that were most stated by the stakeholders. Inductive coding was used to analyze the data from the qualitative phase. Text segments that contain meaning units were identified, and labels for these categories were created in which the text segment was assigned. Thomas, 2006 states that the researcher may develop an initial description of meaning of category and by the writing of a memo about the category (e.g., associations, links, and implications). The category may be linked to other categories in various relationships such as networks or hierarchies. The coder in this instance, was the researcher himself. To achieve a solid analysis of the qualitative data, the researcher undertook training courses available on the NVivo application and learned thematic analysis and data coding through the tutorials contained within it. Books such as Qualitative inquiry and research design (Creswell, 2007) helped the researcher understand different approaches to analyzing qualitative data.

The results added more depth to the existing quantitative data and helped ensure each theme was justified and supported by perception. The study derived thematic categories from qualitative data and triangulated these with both the quantitative findings and literature to further explain the meaning of the collected information and deepen the perceptions of the institutional stakeholders of the internationalization process.

3.15 An Ethical Approach Towards Research

In order to ensure that the study was ethical on all levels, the following steps were undertaken. The research was submitted to the research ethics committee of UAEU and was approved accordingly, confirming that there were no ethical issues and no risk for human subjects who will participated in the study. Informed consent was an integral component of both the qualitative and quantitative phases of data collection. The participants were told about the purpose of the research and how their participation would enable the study. They were reminded of their right to withdraw at any stage if they felt uncomfortable with disclosing their perceptions. Confidentiality was maintained throughout the research, using codes for institutions under study and for participants who were interviewed. According to Patton (2002), participants' identities should be kept confidential to protect them from harm or punitive action.

3.15.1 Data Protection and Storage

In order to ensure data protection and participants privacy, the researcher will keep all data collected from the research participant survey and interview responses, interview recordings etc., stored on a hard drive owned by the researcher, which is

inaccessible to others. The researcher will keep the data until June 2021 and then it will be deleted permanently.

3.15.2 Research Limitations

Limitations on the research study are presented below. First, the study is based on top universities in the UAE, which comprise both public and private entities. The generalization of findings may be hampered due to the unique positioning of UAE and its HEIs in the global arena. While the perceptions of the study participants may differ across different contexts, the methods used to approach the study may be replicated.

Second, the sampling of participants for quantitative phase was done using convenience sampling to ensure a wider reach across the institutions. However, the assumption that the student and faculty/admin perceptions are representative of the entire population needs to be viewed with caution. The UAE HEIs has a unique demographic, a melting pot of different cultures and nationalities, each with differing lived experiences and perceptions. However, purposive sampling, helped to ensure the study received a wider range of responses from diverse demographics.

Research participants were approached during the time of the COVID-19 pandemic; this presented a challenge as the institutions were inactive for a while. In addition, the perceptions and responses of participants may have been altered due to the impact of COVID-19 due to the stress and anxiety arising from the pandemic. In the qualitative phase, purposive sampling was used to contact knowledgeable faculty and administrators who have been a part of internationalization activities at their institutions. However, the sample size was small, despite efforts to contact many faculty and administrators in the different institutions. Due to COVID-19, many declined the invitation, while others did not reply. Moreover, due to limited mobility

during the pandemic, the internationalization at the institutions could not be observed directly through campus visits and face-to-face talks with institutional stakeholders.

Further, due to social desirability bias, participants representing for-profit institutions may have been reluctant to reveal that a major endeavor of their institutions was profit generation, as this can have a negative impact on institutional brand image. Zerbe and Paulhus (1987) mention that, in general, people have a need to appear more positive and socially-oriented than they actually are. Through social desirability they show a tendency to deny socially undesirable actions and behaviors and assert that they hold socially desirable ones.

Lastly, it is important to acknowledge the quality of data that was accessible. For the document analysis, the researcher sought documents such as strategic plans to analyze the implementation of internationalization. However, some documents were not available on the websites of some institutions. The efforts in acquiring data from these institutions was hindered by the pandemic and therefore some documentation was incomplete or fragmented. The lack of documentation impacted the results of some institutions in the assessment of their internationalization implementation, which otherwise may have improved their position on the internationalization cube.

3.16 Chapter Conclusion

The methodology presented in this section describes important components of this study, such as the research design, which followed a mixed-method sequential explanatory and contextual approach. This section included information regarding the study's participants, modes of data collection, the research design and procedures, and the instruments used in data collection. This chapter also explained the various stages of the data collection process and the components applied in data analysis, as well as

the tools to ensure the reliability and validity of the study. Ethical issues in research

and study limitations were addressed as well.

Chapter 4: Results

This chapter presents the analysis of the collected data to answer the research questions listed in Chapter 3.

4.1 Overview

This chapter presents the study results in two sections: First, the results from the quantitative and qualitative phases of research, followed by the results from document analysis using the internationalization cube framework. Overall, the results will help in answering the main overarching question of the study: What are the perceptions of the institutional stakeholders on the implementation of the internationalization process in the UAE HEIs? The process of implementation in the eight HEIs is elucidated using the internationalization cube framework. The results also highlight perceptions based on the meaning, significance, rationales, and risks of internationalization, as well as opportunities and challenges in the light of internationalization.

4.2 Phase 1: Quantitative Results

The following section presents the main findings of the quantitative phase. This section focuses on the meaning, significance, rationales, and risks of internationalization as they are perceived by the different stakeholder groups within the eight institutions. Moreover, this section presents the stakeholders' perception on the implementation of the internationalization process in UAE universities and discusses the opportunities created by internationalization, as perceived by the study's respondents. Challenges faced due to internationalization in general and while

implementing internationalization are highlighted. Finally, a comparison of the different stakeholders and their perceptions are considered.

4.3 Question 1: How Do University Stakeholders Perceive Internationalization in the UAE?

The following section presents the findings on the perception of internationalization in the UAE HEIs. Stakeholders were asked to rank elements which collectively describe the meaning, significance, rationales, and risks of internationalization.

4.3.1 Meaning of Internationalization

Table 10 lists the rankings given by administrators and faculty on the elements which constitute their perception of the meaning of internationalization. These rankings are also shown schematically in Figure 3.

Table 10: Faculty/admin responses on the meaning of internationalization

Elements constituting Internationalization	Not Important (%)	Neutral (%)	Important (%)
International research collaboration	1.4	10.2	88.5
International profile and experience of faculty	1.1	10.8	88.2
Internationalized student body and experience	4.2	14.4	81.4
Outbound /inbound mobility opportunities for faculty and students	3.9	15	81.2
International conferences and seminars	4.2	17.2	78.7
A multicultural campus	5.3	16.1	78.6
International/intercultural curriculum	6.2	17.0	76.9
Joint degrees with international universities	14.3	23.1	62.6
Foreign language studies or courses in foreign languages	12.9	40.1	56.1
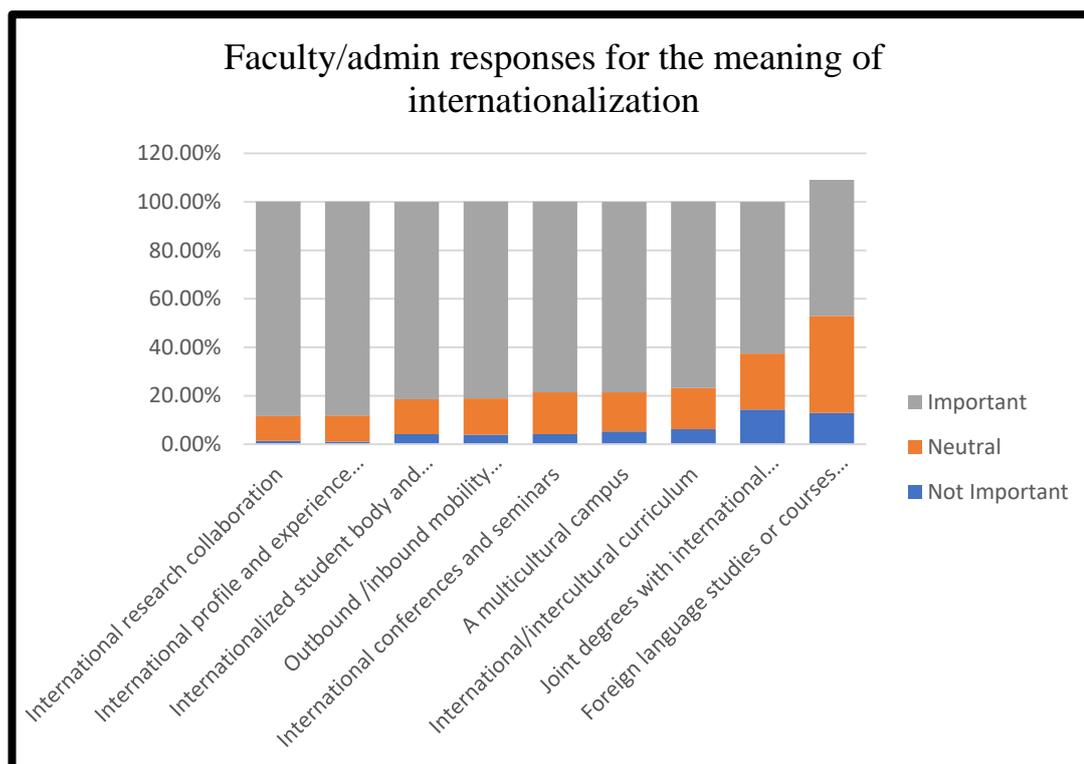
Figure 3: Faculty/admin responses on the meaning of internationalization

The faculty and administrators' ranking percentages ranged from 56.1% to 88.5%. Their answers considered 'international research collaboration' as the most important element of internationalization, at 88.5%, followed by 'international profile and experience of faculty, at 88.2%, and 'internationalized student body and experience' third in order of importance at 81.4%. On the other hand, 'joint degrees with international universities' and 'foreign language studies or courses in foreign languages' were the least important elements for faculty and administrators, at 62.6% and 56.1%, respectively.

As shown in Table 11, the students' responses varied between 66.2% and to 82.5%. The three most important elements of internationalization were 'international profile and experience of faculty,' 'internationalized student body and experience,'

and 'international research collaboration,' at 82.5%, 81.7%, and 81.6%, respectively. The least important elements for students were 'international and intercultural curriculum,' at 71.5% and 'foreign language studies and courses in foreign languages' at 66.2%. These rankings are similarly shown schematically in Figure 4.

Table 11: Student responses on the meaning of internationalization

Elements constituting Internationalization	Not Important (%)	Neutral (%)	Important (%)
International profile and experience of faculty	3.3	14.2	82.5
Internationalized student body and experience	2.6	15.5	81.8
International research collaboration	3.6	14.8	81.7
A multicultural campus	7.1	15.3	77.6
International conferences and seminars	5.3	17.3	77.3
Outgoing mobility opportunities for faculty and students	5.1	17.9	77.0
Joint degrees with international universities	5.9	20.2	74.0
International/intercultural curriculum	8.6	19.9	71.5
Foreign language studies and courses in foreign languages	11.2	22.6	66.2
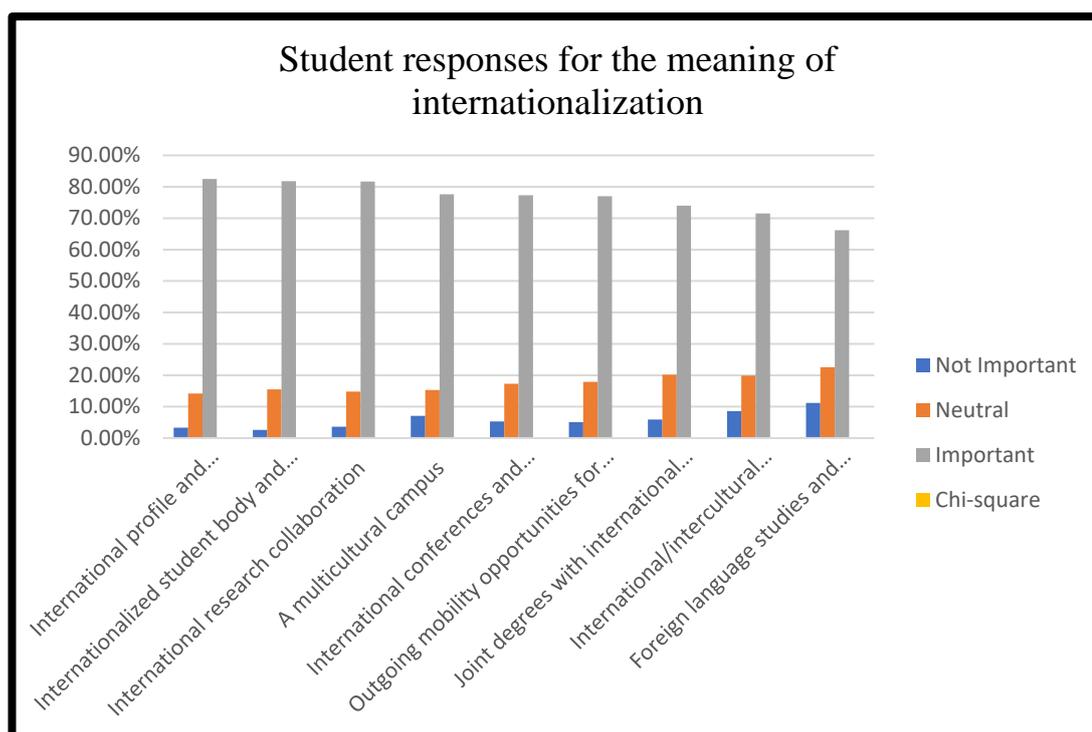
Figure 4: Student responses on the meaning of internationalization

4.3.2 Significance of Internationalization

Table 12 shows the responses given by administrators and faculty on their perception of the significance of internationalization. These are also shown schematically in Figure 5. Most faculty/admin respondents (67.1%) perceived internationalization as highly significant at their institutions, while only 10 percent perceived internationalization as insignificant to their institutions.

As shown in Table 13 and Figure 5, most students (63.4%) perceived internationalization as highly significant at their institutions, while only seven percent perceived internationalization as insignificant to their institutions.

Table 12: Faculty/admin responses on significance of internationalization

Level of significance	Not significant (%)	Neutral (%)	Significant (%)
Significance of internationalization at my institution	10.1	22.8	67.1
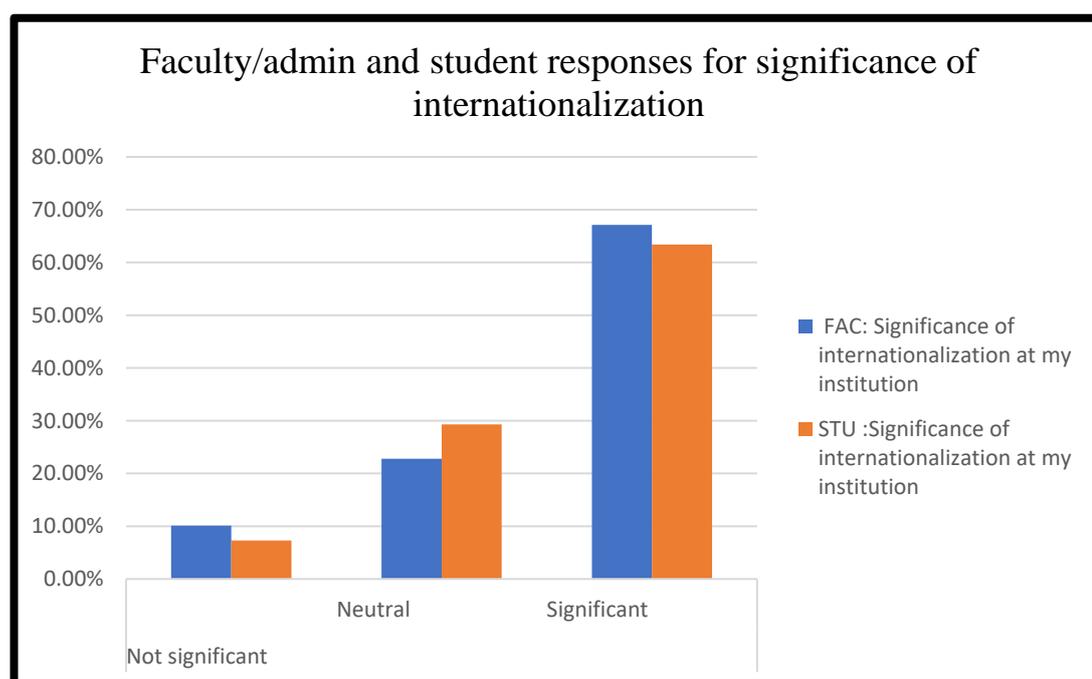
Figure 5: Faculty/admin and student responses on significance of internationalization

Table 13: Student responses on significance of internationalization

Level of significance	Not significant (%)	Neutral (%)	Significant (%)
Significance of internationalization at my institution	7.3	29.3	63.4

4.3.3 Rationales of Internationalization

Table 14 and Figure 6 list the rankings given by administrators and faculty on the elements which constitute their perception of the rationales of internationalization. The faculty/admin responses ranged from 53.9% to 92.7%, with 'academic quality' as the most important rationale of internationalization at 92.7%, followed by 'strengthening institutional profile' at 89.4%, and 'establishing networks and alliances' third at 85.6%. In contrast, 'developing human resource capacity' and 'diversifying sources of income' were ranked the least, at 78.1% and 53.9%, respectively.

Table 14: Faculty/admin responses on rationales of internationalization

Rationales of internationalization	Not Important (%)	Neutral (%)	Important (%)
To enhance academic quality	1.7	5.6	92.7
To strengthen the institutional profile and reputation	2.8	7.8	89.4
To establish networks and alliances	1.7	12.7	85.6
To access new knowledge and technology	3.0	11.8	85.1
To develop an innovative curriculum	5.1	13.5	81.5
To develop human resource capacity	4.5	17.4	78.1
To diversify sources of income and financial support	16.0	30.1	53.9
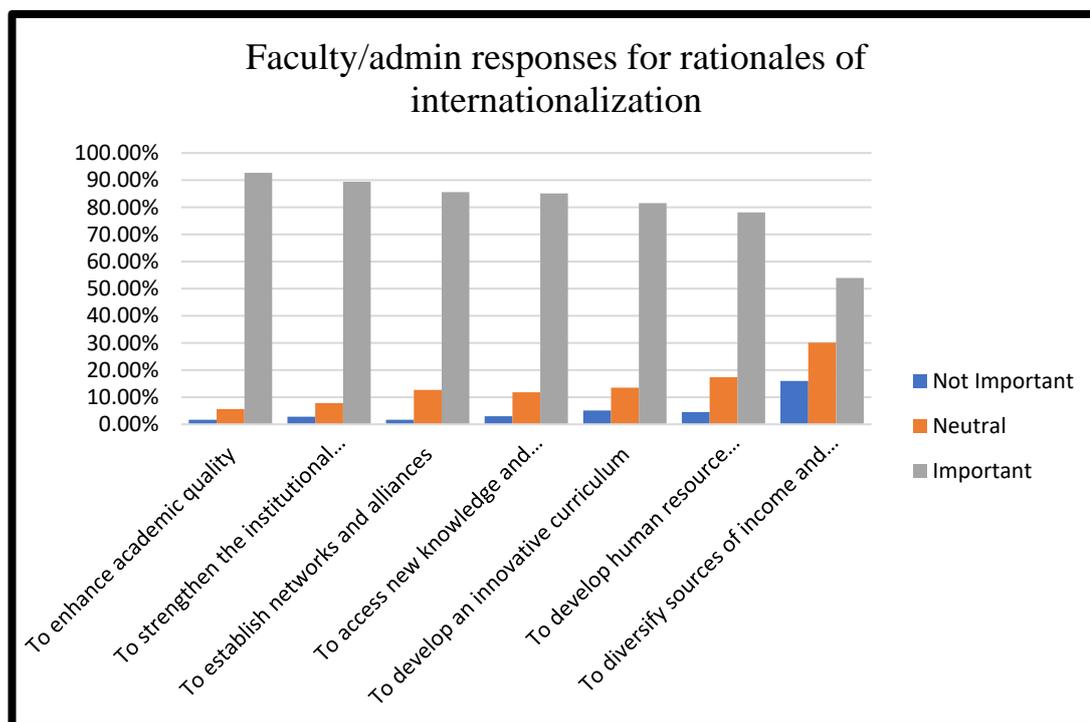
Figure 6: Faculty/admin responses on rationales of internationalization

Table 15 and Figure 7 list the rankings given by students on the elements which constitute their perception of the rationales of internationalization. The student responses varied from 73.3% to 88.1%. The most important rationales were 'enhancing academic quality,' 'strengthening institutional profile,' and 'establishing networks and alliances,' at 88.1%, 83.9%, and 83.6%, respectively. The least important rationale for students was 'diversify sources of income and financial support,' at 73.3%.

Table 15: Student responses on rationales of internationalization

Rationales of internationalization	Not Important (%)	Neutral (%)	Importa nt (%)
To enhance academic quality	2.8	9.1	88.1
To strengthen the institutional profile and reputation	4.5	11.6	83.9
To establish networks and alliances	3.6	12.8	83.6
To develop an innovative curriculum	3.7	13.2	83.2
To access new knowledge and technology	3.3	14	82.7
To develop human resource capacity	3.9	13.8	82.4
To diversify sources of income and financial support	7.7	19	73.3
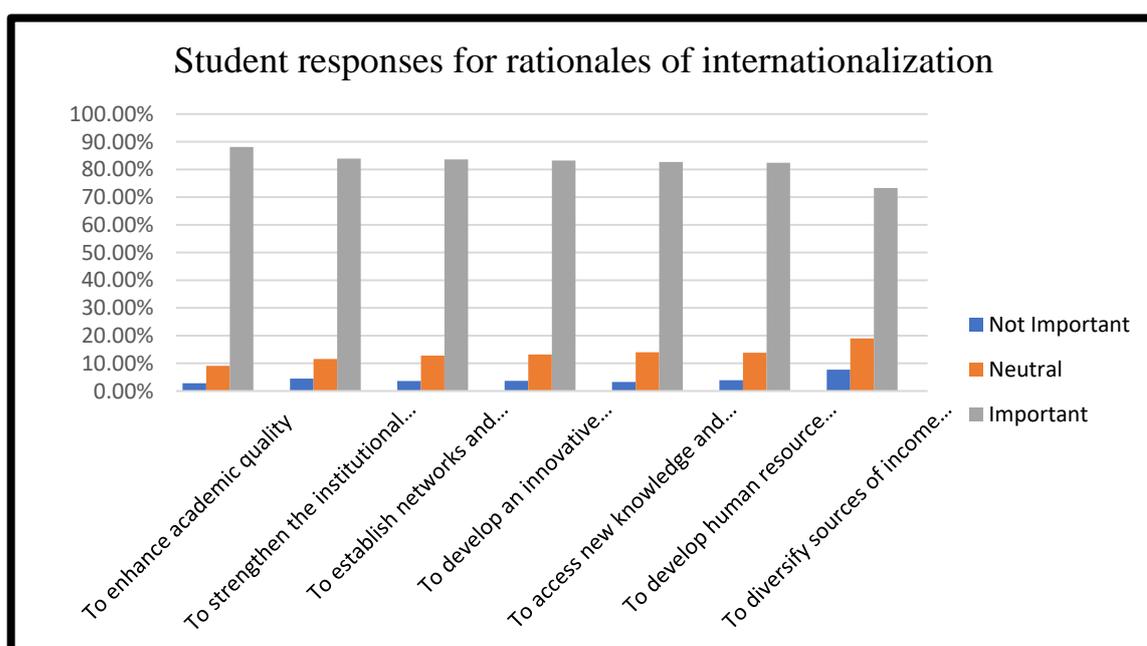
Figure 7: Student responses on rationales of internationalization

4.3.4 Risks of Internationalization

Table 16 lists the rankings given by faculty and administrators on the elements which constitute their perception of the risks of internationalization. Their responses ranged from 16.8% to 36.3%, with 'loss of national identity and cultural values' considered the riskiest element of internationalization, at 36.3%, followed by 'overuse of foreign language' at 30%. In contrast, the least risky items were perceived to be 'inequality of access to international education,' at 27.8%, followed by 'political incongruences/threats' at 24.4%, and 'creation of a homogenized curriculum' at 16.8%. For every risk element, faculty and administrators leaned more towards perceiving each element as 'not risky' than as 'risky.'

Table 16: Faculty/admin responses on risks of internationalization

Risks of Internationalization	Not Risky (%)	Neutral (%)	Risky (%)
Loss of national identity and cultural values	43.80	19.9	36.30
Overuse of foreign languages	48.80	21.2	30.00
Increased foreign 'degree mills' and low-quality education providers	46.60	24.2	29.20
Dependency on institutional partnerships	40.50	30.5	29.00
Inequality of access to international education	42.70	29.5	27.80
Political incongruences/threats	41.90	33.7	24.40
Creation of a globally homogenized curriculum	48.90	34.3	16.80
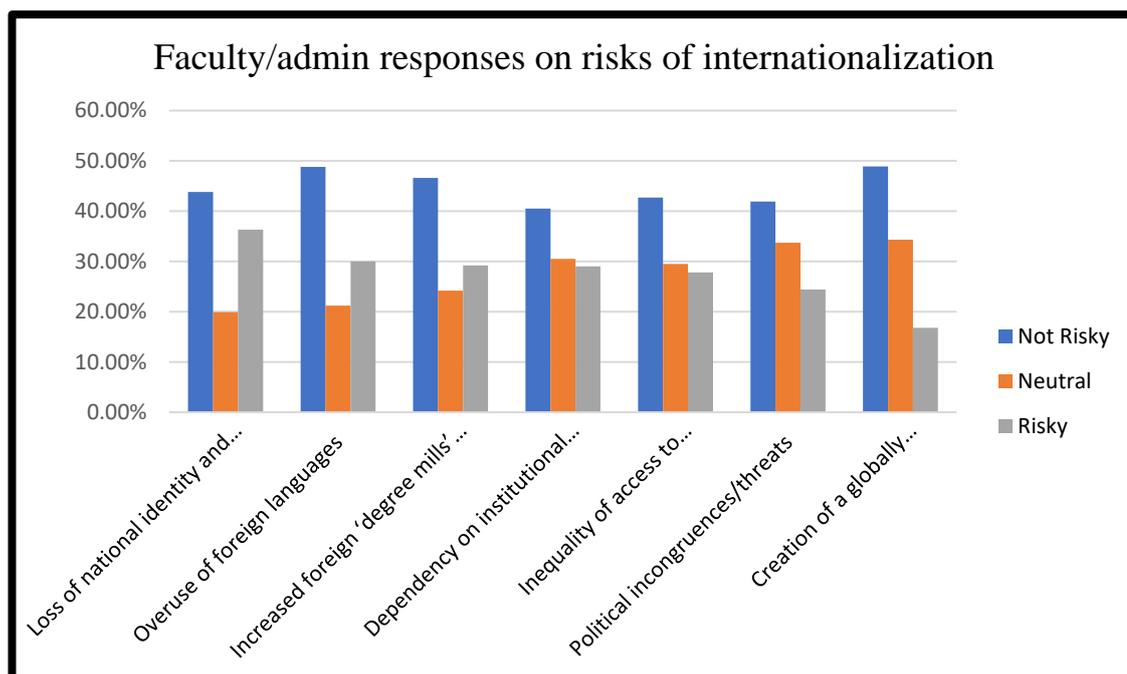
Figure 8: Faculty/Admin responses on risks of internationalization

Table 17 lists the rankings given by students on the elements which constitute their perception of the risks of internationalization. Their responses varied between 32% and 55.2%, with 'loss of national identity and cultural values' considered as the riskiest element of internationalization, at 55.2%, followed by 'inequality of access to education' at 51.9%, and 'overuse of foreign languages' at 51.2%. 'Inequality and dependency on institutional partnerships' and 'homogenization of the curriculum' were considered the least risky, at 39.3% and 32%, respectively.

Table 17: Student responses for risks of internationalization

Risks of Internationalization	Not Risky (%)	Neutral (%)	Risky (%)
Loss of national identity and cultural values	27.30	17.5	55.20
Inequality of access to international education	21.80	26.3	51.90
Overuse of foreign languages	28.50	20.3	51.20
Increased foreign 'degree mills' and low-quality education providers	24.40	25.0	50.60
Political incongruences/threats	29.80	24.7	45.50
Inequality and dependency in institutional partnership	23.00	37.7	39.30
Homogenization of curriculum	31.20	36.7	32.00
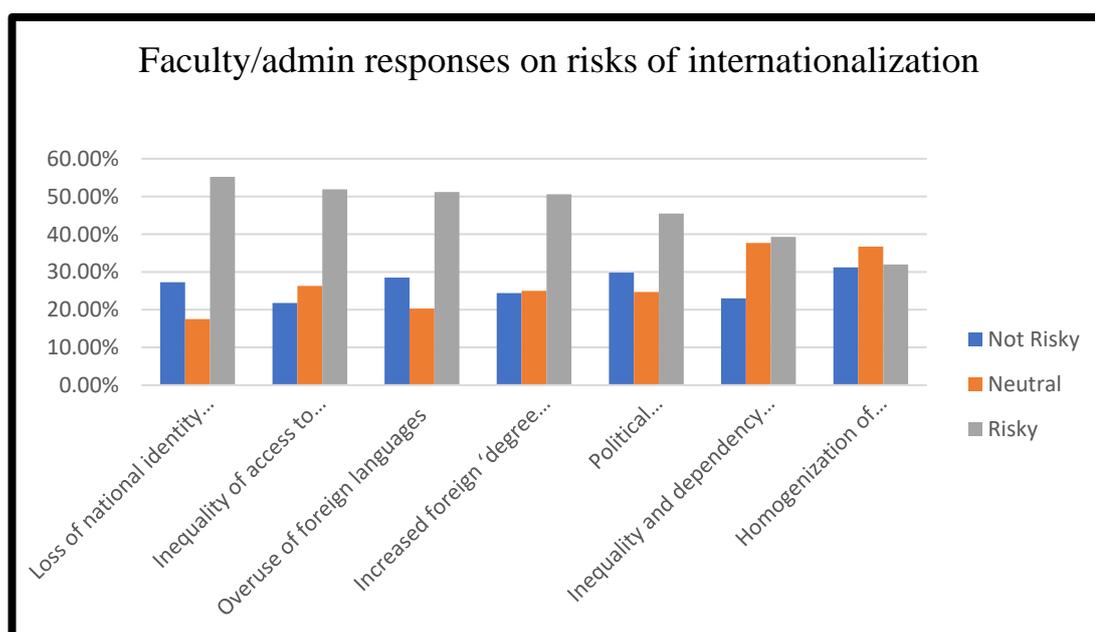
Figure 9: Student responses on risks of internationalization

4.4 Question 2: How Do HEIs Implement Internationalization in the UAE Universities?

The following section presents the findings on the implementation of internationalization in the UAE HEIs, based on the descriptions by stakeholders of

policy, internationalization strategy, overall implementation process, and internationalization activities. Faculty and administrators responded to questionnaire items regarding policy, strategy, overall implementation, and most frequent internationalization activities, while students responded solely to questions on the most frequent internationalization activities at their institutions.

4.4.1 Policy Description

As shown in Table 19 and Figure 10, in their selection of policy descriptors, the responses of faculty and administrators ranged from 37.4% for 'a budgetary provision for implementation'to 47.5% for 'an international component' in policies or strategic plans, while 45.3% agreed that their institutions had a policy on internationalization. It is obvious that there is a high percentage in the neutral scale, ranging from 37.5% to 40.4%, which reflects that many of the faculty and administrators neither agree nor disagree with each of the items.

Table 18: Faculty/admin responses on description of policy

Description of Policy	Disagree (%)	Neutral (%)	Agree (%)
Is an international dimension/component included in any other institutional policy/strategic plans?	14.6	37.9	47.5
Is there policy on internationalization for the entire institution?	14.3	40.4	45.3
Are there explicit targets and benchmarks used with regard to policy?	18.6	38.4	43.0
Is there an office to oversee the implementation?	20.3	37.5	42.2
Is there a monitoring and evaluation framework to assess progress?	19.1	38.7	42.2
Is there a budgetary provision for implementation?	17.7	44.9	37.4
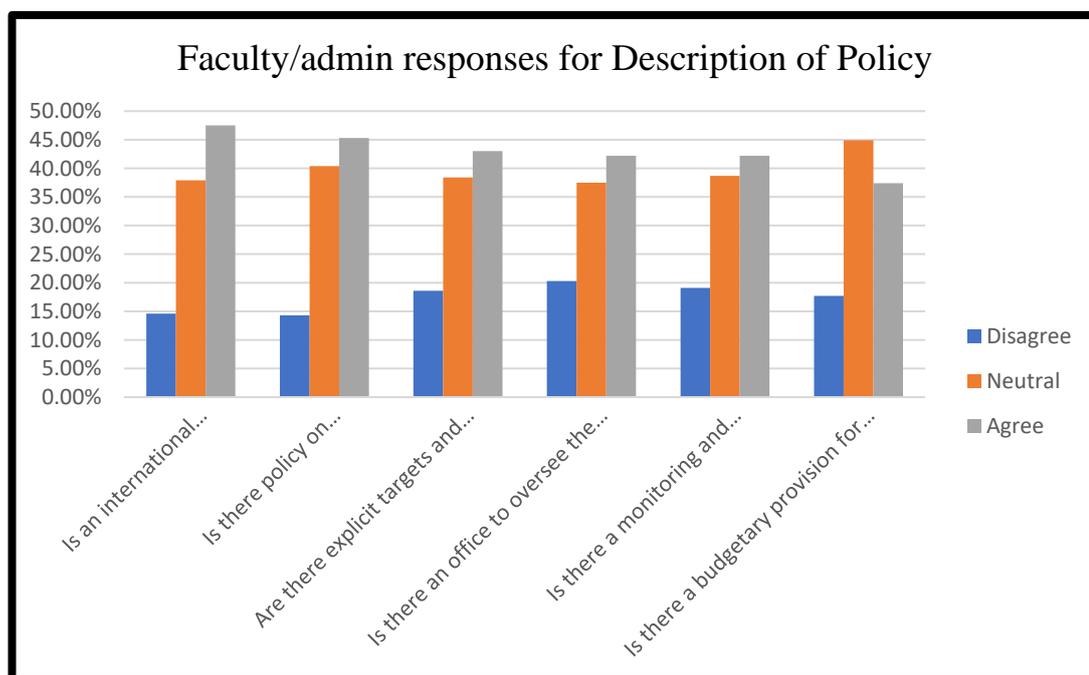
Figure 10: Faculty/admin responses on description of policy

4.4.2 Presence of Implementation strategies

As shown in Table 19, 53.7% of faculty and administrators agreed that there is an internationalization strategy.

Table 19: Faculty/admin responses on presence of internationalization strategy

Presence of implementation strategies on international activities	Disagree (%)	Neutral (%)	Agree (%)
My institution has an internationalization implementation strategy	17.7	28.7	53.7

4.4.3 Effectiveness of Implementation

As shown in Table 20, 44.1% of faculty and administrators perceived the process of developing policies on planning international activities to be effective, while 44.7% believed that the overall implementation strategy for internationalization to be effective.

Table 20: Faculty/admin responses on the process of internationalization

Process of Developing Policies on International Activities	Ineffective (%)	Neutral (%)	Effective (%)
Process of developing policies on international activities (planning, evaluation, and assessment)	19.9	36.0	44.1
Overall implementation strategy for internationalization of higher education	20.8	34.5	44.7

4.4.4 Most Frequent Internationalization Activities

Table 21 and Figure 11 present the frequency results for various internationalization activities, as perceived by faculty and administrators. 'Recruitment of foreign faculty and staff' was listed as the most frequent internationalization activity, at 80.6%, followed by 'international conferences and seminars' at 68.3%, 'academic quality of international standards' and 'international research collaboration,' at 67.1%, and 66.0%, respectively. The least frequent activities were 'international/intercultural curriculum,' at 48.1%, 'outgoing mobility opportunities for students and staff,' 42.7%, and 'international collaborative degree programs,' at 37.1%.

Table 21: Faculty/admin responses on frequent internationalization activities

Internationalization activities/programs	Not frequent (%)	Neutral (%)	Frequent (%)
Recruitment of foreign faculty and visiting professors	6.5	12.9	80.6
International conferences and seminars	10.6	21.1	68.3
Academic quality of international standards	10.4	22.5	67.1
International research collaboration	9.6	24.4	66.0
Acceptance of foreign students	18.8	23.1	58.1
International institutional agreements	12.6	31.8	55.6
International/intercultural campus events	19.6	27.1	53.3
International/intercultural curriculum	22.1	29.8	48.1
Outgoing mobility opportunities for students and staff	23.6	33.7	42.7
International collaborative degree programs	31.2	31.7	37.1
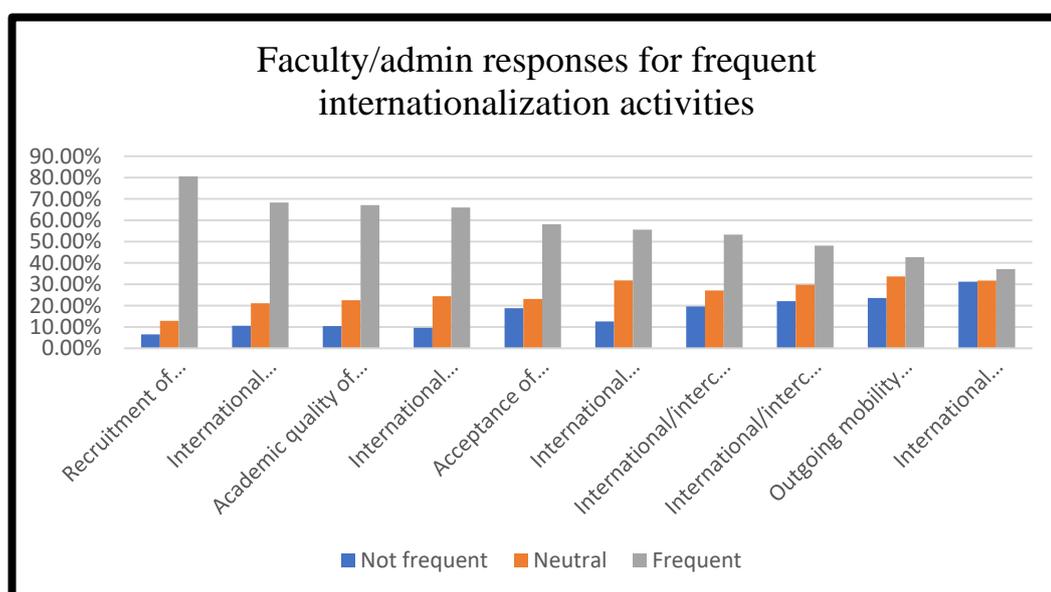
Figure 11: Faculty/admin responses on frequent internationalization activities

As shown on Table 22 and Figure 12, student selected 'Recruitment of foreign faculty' as the most frequent internationalization activity, at 65.8%, followed by 'acceptance of foreign students,' at 65.6% and 'international and intercultural campus events' at 62.2%. The least-selected activities were 'international and institutional agreements,' at 52.5%, 'international collaborative degree programs,' at 52.3%, and 'outgoing mobility opportunity for students and staff,' at 48.6%.

Table 22: Student responses on frequent internationalization activities

Internationalization activities/programs	Not Frequent (%)	Neutral (%)	Frequent (%)
Recruitment of foreign faculty and visiting professors	12.6	21.6	65.8
Acceptance of foreign students	13.0	21.5	65.6
International/intercultural campus events	17.7	20.1	62.2
Academic quality of international standard	9.6	28.4	62.0
International research collaboration	15.5	28.9	55.6
International conferences and seminars	16.3	28.7	54.9
International/intercultural curriculum	19.9	27.5	52.6
International institutional agreements	16.1	31.4	52.5
International collaborative degree programs	17.3	30.4	52.3
Outgoing mobility opportunities for students and staff	21.7	29.7	48.6
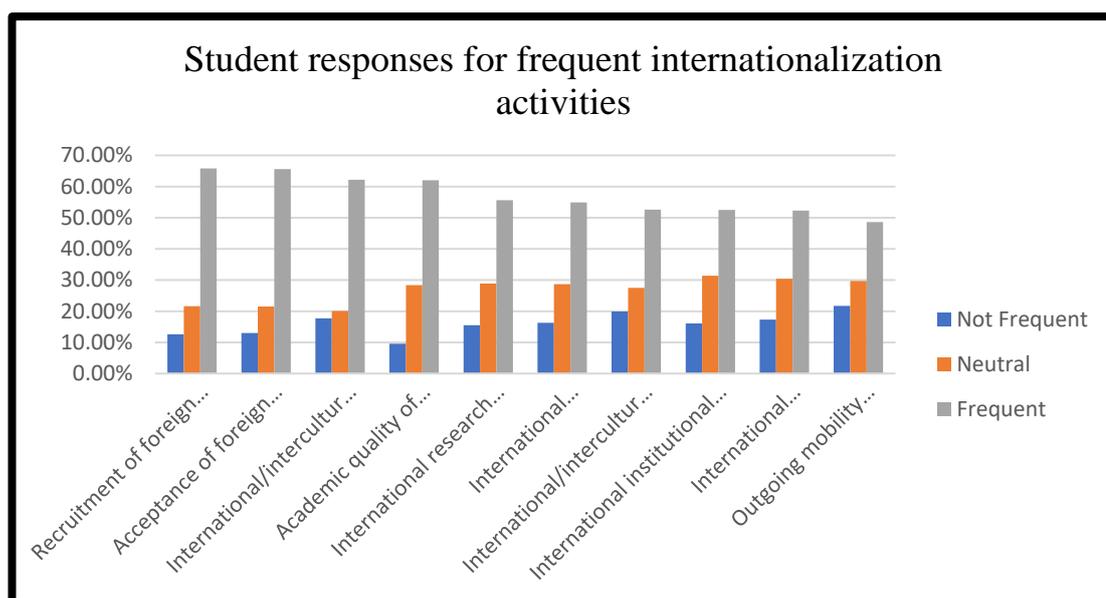
Figure 12: Student responses on frequent internationalization activities

4.5 Question 3: What Are the Contributions and Opportunities Brought by Internationalization to HEIs in the UAE?

This section in the questionnaire focused on positive impacts of internationalization on the HEIs examined.

4.5.1 Contribution of Internationalization

As shown in Table 23, three-quarters of faculty and administrators agreed that internationalization had contributed positively to their institutions, whereas only 5.9% disagreed that internationalization has contributed positively.

Table 23: Faculty/admin responses on contribution of internationalization

Impact of Internationalization	Disagree (%)	Neutral (%)	Agree (%)
Internationalization has contributed positively to your institution	5.9	19.1	75

As shown in Table 24, about two-thirds (65.7%) of students believed that internationalization had contributed positively to their institutions, whereas only 4.8% disagreed. The results for both stakeholder groups are compared schematically in Figure 13.

Table 24: Student responses on contribution of internationalization

Impact of Internationalization	Disagree (%)	Neutral (%)	Agree (%)
Internationalization has contributed positively to your institution	4.8	29.4	65.7
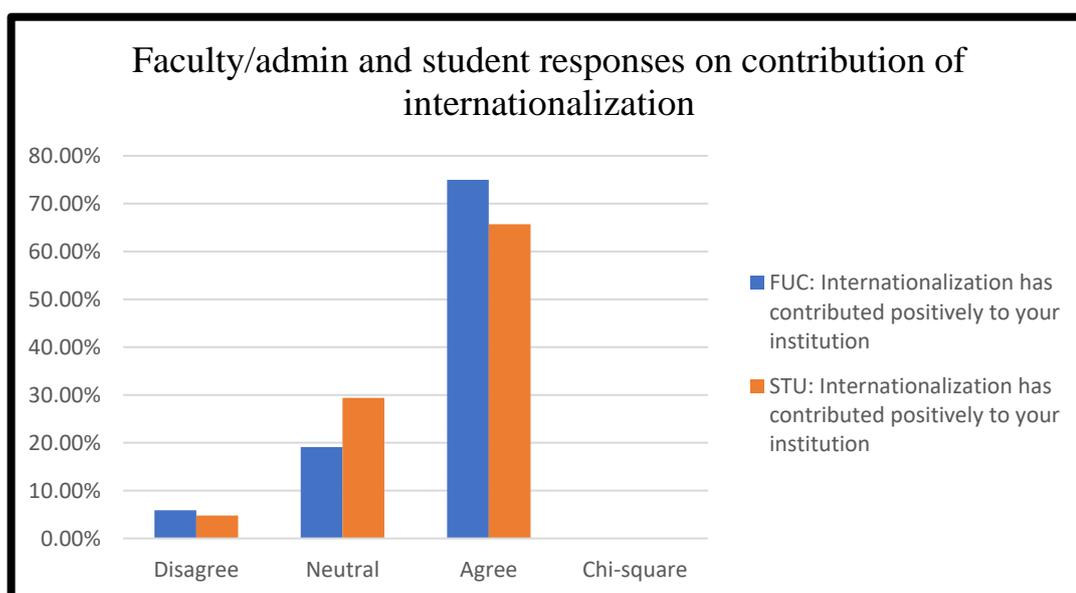
Figure 13: Faculty/admin and student responses on contribution of internationalization

4.5.2 Opportunities of Internationalization

This question addressed the opportunities created by internationalization. As shown in Table 25 and Figure 14, faculty and administrators identified 'strengthened

institutional research and knowledge production capacity' most frequently as an opportunity (84.5%), followed by 'knowledge sharing,' at 83.7%, 'enhanced international presence, brand profile and better world rankings,' at 82.6%, and 'international standards of learning that lead to a globally competent workforce,' at 77.2%.

Table 25: Faculty/admin responses on opportunities of internationalization

Opportunities	Not Important (%)	Neutral (%)	Important (%)
Strengthened institutional research and knowledge production capacity	5.1	10.4	84.5
Experience and knowledge sharing that lead to improved quality of teaching and learning	5.6	10.7	83.7
Enhanced international presence, brand profile and better world rankings	6.4	11.0	82.6
International standards of learning that lead to a globally competent workforce	6.5	16.3	77.2
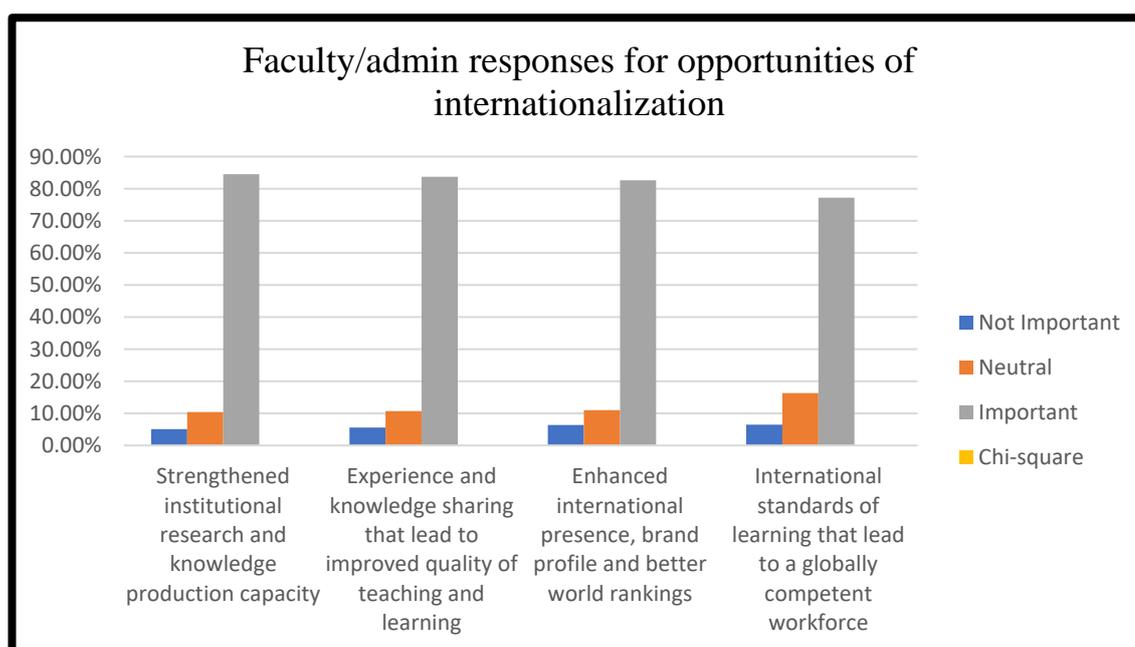
Figure 14: Faculty/admin responses on opportunities of internationalization

As shown in Table 26 and Figure 15, students identified 'experience and knowledge sharing' most frequently as an opportunity (79.1%), followed by 'strengthened institutional research and knowledge production capacity,' at 77.2%, 'enhanced international presence, brand profile and better world rankings,' at 77.0%, and 'international standards of learning that lead to a globally competent workforce,' at 72.7%.

Table 26: Student responses on opportunities of internationalization

Opportunities	Not Important (%)	Neutral (%)	Important (%)
Experience and knowledge sharing leading to improved quality of teaching and learning	3.9	17.0	79.1
Strengthened institutional research and knowledge production capacity	4.1	18.8	77.2
Enhanced international presence, brand profile and better world rankings	5.3	17.7	77.0
International standard of learning leading to a globally competent workforce	4.4	22.9	72.7
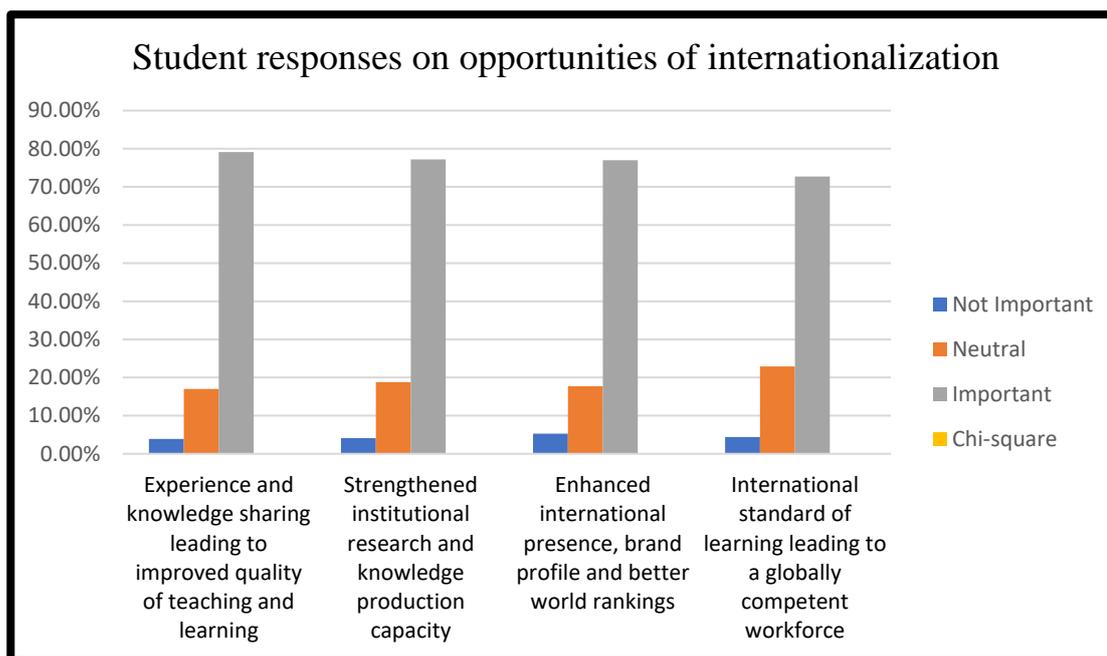
Figure 15: Student responses on opportunities of internationalization

4.6 Question 4: What Are the Challenges Associated with Internationalization in HEIs in the UAE?

This section focuses on the challenges of internationalization, as well as the challenges of implementation of internationalization.

4.6.1 Challenges

As shown in Table 27 and Figure 16, faculty and administrators selected 'treatment of quality assurance and accreditation as strategies for the university branding purposes only,' at 47.7%, 'commodification and commercialization of education programs,' at 41.3%, and 'difficulty of recognition and equivalence of qualification,' at 40.2%, most frequently as serious challenges. In contrast, 'brain drain,' at 33.7%, was selected least often as a serious challenge of internationalization.

Table 27: Faculty/admin responses on challenges of internationalization

Challenges of Internationalization	Not serious (%)	Neutral (%)	Serious (%)
Treatment of quality assurance and accreditation as strategies for the university branding purposes only	25.3	27.0	47.7
Commodification and commercialization of education programs	26.1	32.6	41.3
Difficulties of recognition and equivalences of qualifications, study programs, and course credits	31.2	28.6	40.2
Brain drain	38.2	28.1	33.7
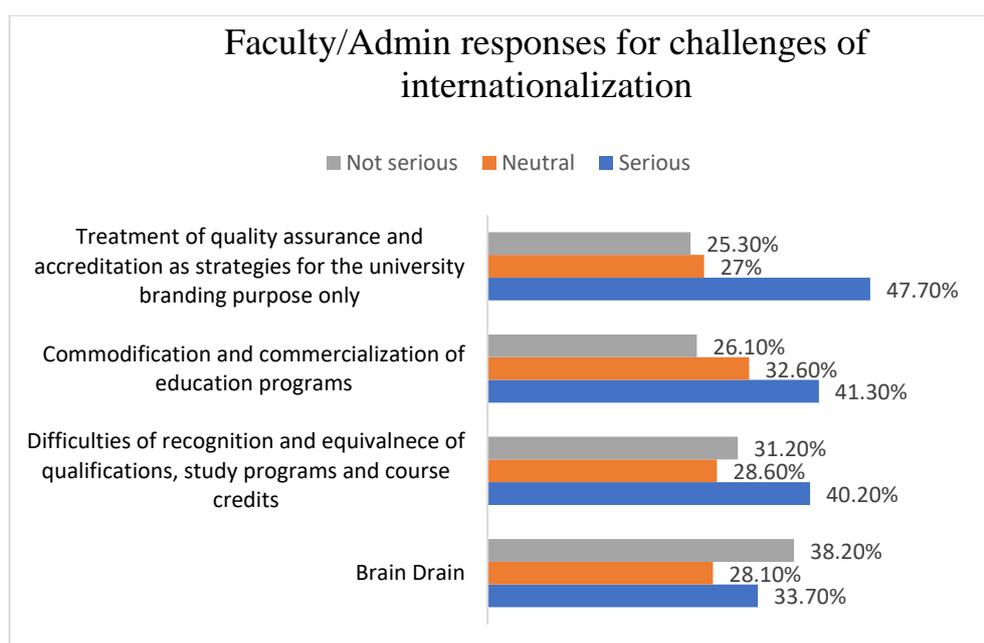
Figure 16: Faculty/admin responses on challenges of internationalization

As shown in Table 28 and Figure 17, students selected 'treatment of quality assurance and accreditation as strategies for the university branding purposes only,' at 60.0%, most often as a serious challenge of internationalization, followed by 'brain

drain,' at 56.4%, 'difficulty of recognition and equivalence of qualification,' at 56.3%, and 'commodification and commercialization of education,' at 54.5%.

Table 28: Student responses on challenges of internationalization

Challenges of Internationalization	Not Serious (%)	Neutral (%)	Serious (%)
Treatment of quality assurance and accreditation as strategies for the university branding purposes only	13.1	26.8	60.0
Brain drain	17.4	26.2	56.4
Difficulties of recognition and equivalences of qualifications, study programs, and course credits	17.8	25.	56.3
Commodification and commercialization of education programs	15.0	30.5	54.5
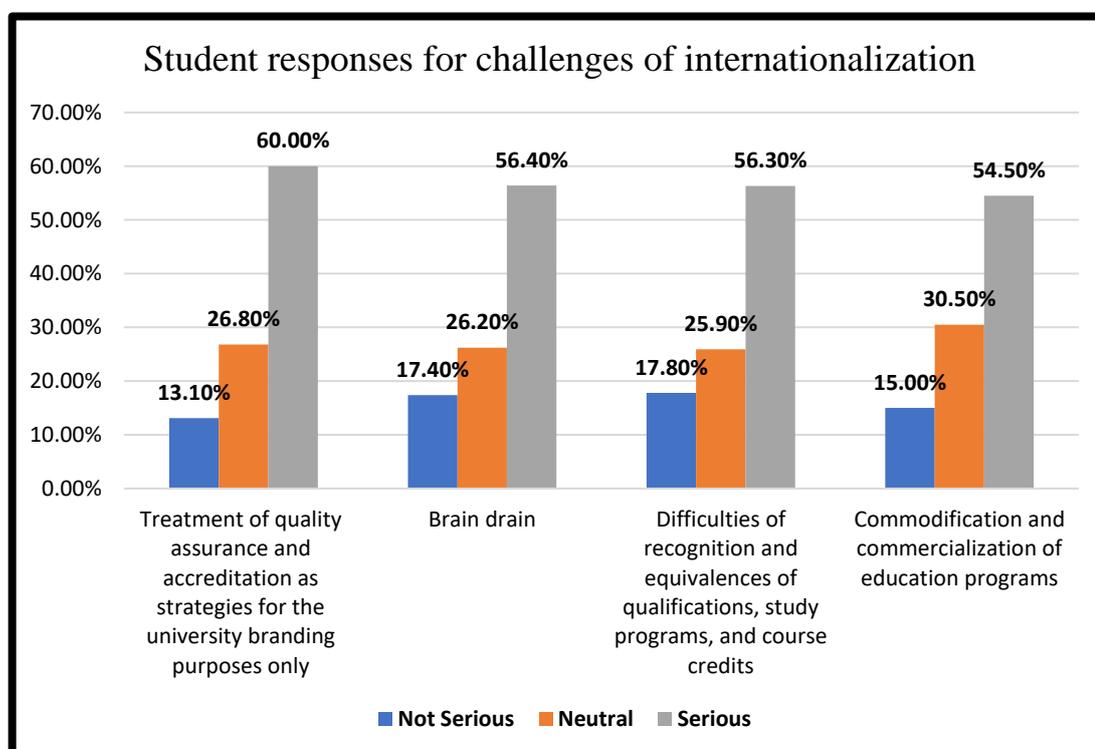
Figure 17: Student responses on challenges of internationalization

4.6.2 Challenges of Implementation

Only faculty and administrators were questioned about the challenges of implementation of internationalization. As shown in Table 29 and Figure 18, 'complicated bureaucratic procedure' was selected most often as a serious challenge of implementation (49.1%), followed by 'lack of functional, comprehensive strategy of internationalization,' at 37.1%, and 'lack of human resources,' at 37.1%. The challenges of implementation selected least often were 'lack of support from higher levels,' at 29.5%, 'lack of facility and material resources,' at 26.9%, and 'lack of financial resources,' at 26.1%.

Table 29: Faculty/admin responses on challenges of implementation

Challenges of Implementation of Internationalization	Not serious (%)	Neutral (%)	Serious (%)
Complicated bureaucratic procedure	22.8	28.1	49.1
Lack of functional, comprehensive strategy of internationalization	32.3	30.6	37.1
Lack of human resources (appropriate skills and expertise)	35.7	27.3	37.0
Lack of involvement and commitment to (internationalization of their institution) from institutional stakeholders	37.9	27.8	34.3
Lack of recognition and support from higher levels (ministry of education and national government)	42.1	28.4	29.5
Lack of facility and material resources	45.0	28.1	26.9
Lack of financial resources	44.4	29.5	26.1
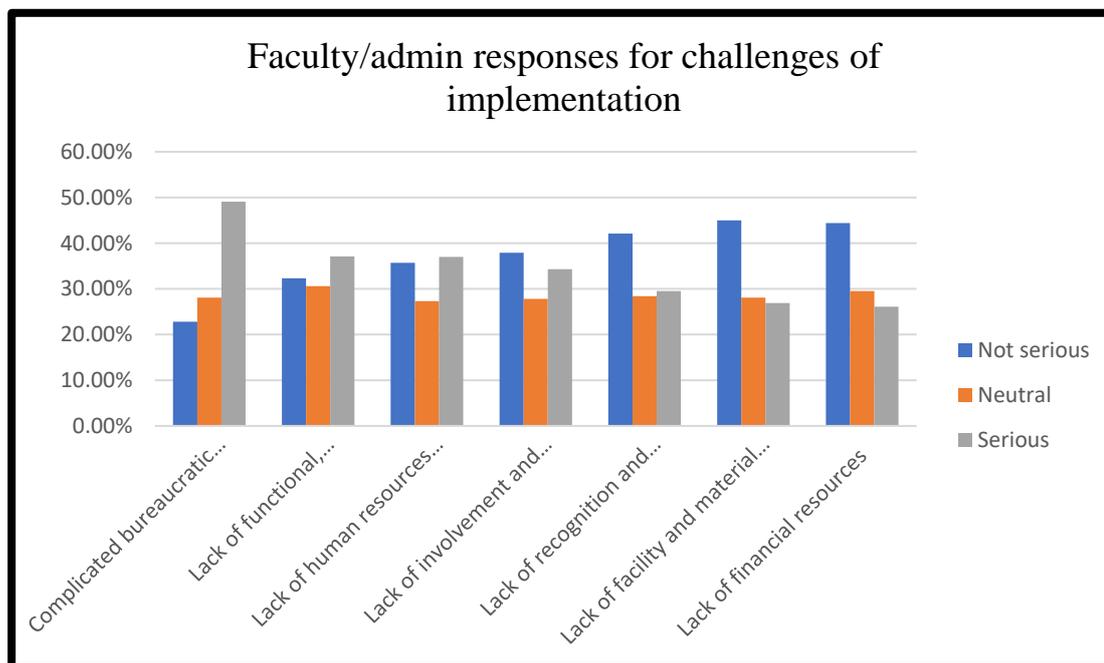
Figure 18: Faculty/admin responses on challenges of implementation

4.7 Question 5: Is There Any Significant Difference Between Nationals and Non-national Faculty and Administrators Regarding Internationalization?

As part of the study analysis, independent t-tests were performed to identify any statistically significant differences in the scores obtained from faculty and administrators who were UAE nationals, compared with those from faculty and administrators who were not UAE nationals. The test results are given below.

4.7.1 Perceptions

An independent-samples t-test was conducted to compare perceptions of internationalization by national and non-national faculty and administrators. The t-test found a statistically significant difference between these groups at the p<0.05 level for perceptions of internationalization for nationals (M = 3.88, SD = 0.39) and non-nationals (M = 3.27, SD = 0.44) conditions; t(354) = 1.98 p = 0.048. The differences were significant at the 0.05 level for the rationale's domain, with a p-value of 0.015

(Table 30), in which the responses by nationals exceeded the non-national responses in seven of the eight items covering the rational domain.

4.7.2 Implementation

An independent-samples t-test was conducted to compare responses to questions about the implementation of internationalization by national and non-national faculty and administrators. There was no significant difference in the mean scores for national (M = 3.59, SD = 0.74) and non-national (M = 3.52, SD = 0.82) conditions; t (354) = 0.542 p = 0.59 (Table 30).

4.7.3 Opportunities

An independent-samples t-test was conducted to compare responses to questions about the opportunities of internationalization by national and non-national faculty and administrators. There was no significant difference in the mean scores for national (M = 4.29, SD = 0.64) and non-national (M = 4.19, SD = 0.83) conditions; t (354) = 0.727 p = 0.468 (Table 30).

4.7.4 Challenges

An independent-samples t-test was conducted to compare the responses to questions about the challenges of internationalization by national and non-national faculty and administrators. There was no significant difference in the mean scores for national (M = 2.98, SD = 1.02) and non-national (M = 3, SD = 0.81) conditions; t (354) = -0.105 p = 0.917 (Table 30).

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Table 30: T-test – perception, implementation, opportunities, and challenges, by
nationality

Scale	T	DF	Nationality (Mean ± SD)		p-value
			National (n = 35)	Non-national (n = 321)	
Perception	1.984	354	3.88 ± 0.39	3.72 ± 0.44	0.048*
Meaning	1.121	354	4.2 ± 0.56	4.1 ± 0.55	0.263
Rationale	2.451	354	4.5 ± 0.59	4.2 ± 0.62	0.015*
Risk	0.659	354	2.8 ± 1.3	2.7 ± 0.88	0.621
Implementation	0.542	354	3.59 ±0.74	3.52 ± 0.82	0.59
Opportunities	0.727	354	4.29 ± 0.64	4.19 ± 0.83	0.468
Challenges	-0.105	354	2.98 ± 1.02	3.00 ± 0.81	0.917

* Significant at the 0.05 level

4.8 Question 6: Is There Any Significant Difference Between the Stakeholders Regarding Internationalization Perceptions, Implementation, Opportunities, and Challenges?

As part of the study analysis, analysis of variance (ANOVA) and post-hoc multiple comparison tests were performed to identify statistically significant differences in the mean scores obtained across the various stakeholder groups. The test results are given in Tables 31 and 32.

Table 31: ANOVA – comparison of perception, implementation, opportunities, and challenges

Scale		Students (n = 1356)		Faculty (n = 237)		Admin (n = 119)		ANOVA (F)	p. value
		Mean	SD	Mean	SD	Mean	SD		
Perception	Meaning	4.13	0.61	4.09	0.54	4.15	0.57	0.38	0.686
	Rationale	4.32	0.66	4.23	0.63	4.25	0.60	2.29	0.102
	Risk	3.35	0.94	2.69	0.91	2.73	0.94	65.72	0.000**
Perception		3.96	0.49	3.73	0.45	3.76	0.42	29.323	0.000**
Implementation		3.7	0.8	3.5	0.8	3.6	0.8	5.027	0.007*
Opportunities		4.09	0.73	4.27	0.77	4.18	0.83	3.061	0.047*
Challenges		3.68	0.93	3.15	0.93	3.05	1.01	50.097	0.000**

* Significant at the 0.05 level

Table 32: Post hoc multiple comparisons

Dependent Variable	(I) Population	(J) Population	Mean Difference (I-J)	Std. Error	P. value
Risk	Faculty	Administrators	-0.03129	0.10513	0.766
		Students	-0.65074*	0.06600	0.000
	Administrators	Faculty	0.03129	0.10513	0.766
		Students	-0.61945*	0.08955	0.000
	Students	Faculty	0.65074*	0.06600	0.000
		Administrators	0.61945*	0.08955	0.000
Perception	Faculty	Administrators	-0.03388	0.05360	0.527
		Students	-0.22904*	0.03365	0.000
	Administrators	Faculty	0.03388	0.05360	0.527
		Students	-0.19516*	0.04566	0.000
	Students	Faculty	0.22904*	0.03365	0.000
		Administrators	0.19516*	0.04566	0.000
Implementation	Faculty	Administrators	-0.06909	0.09401	0.462
		Students	-0.17719*	0.05902	0.003
	Administrators	Faculty	0.06909	0.09401	0.462
		Students	-0.10810	0.08008	0.177
	Students	Faculty	0.17719*	0.05902	0.003
		Administrators	0.10810	0.08008	0.177
Opportunities	Faculty	Administrators	-0.06731	0.08453	0.426
		Students	0.08247	0.05307	0.120
	Administrators	Faculty	0.06731	0.08453	0.426
		Students	0.14978*	0.07201	0.038
	Students	Faculty	-0.08247	0.05307	0.120
		Administrators	-0.14978*	0.07201	0.038
Challenges	Faculty	Administrators	0.08835	0.10254	0.389
		Students	-0.64806*	0.06438	0.000
	Administrators	Faculty	-0.08835	0.10254	0.389
		Students	-0.73641*	0.08735	0.000
	Students	Faculty	0.64806*	0.06438	0.000
		Administrators	0.73641*	0.08735	0.000

4.8.1 Perceptions

A one-way ANOVA test was conducted to compare administrators, faculty, and students on their perceptions of internationalization. There was a significant difference between these groups at the $p<0.05$ level for the three conditions [DF (2,1676), F (29.323), P = 0.000]. Post hoc comparisons indicated that the mean score for the students (M = 3.96, SD = 0.49) was significantly different to the scores for the administrator (M = 3.76, SD = 0.42) and faculty groups (M = 3.73, SD = 0.45).

4.8.2 Risks

A one-way ANOVA test was conducted to compare the administrators, faculty, and students in their responses to questions on the risks of internationalization. There was a significant difference between these groups on the internationalization risks at the $p<0.05$ level for the three conditions [DF (2,1676), F (65.716), P = (0.00)]. Post hoc comparisons indicated that the mean score for the students (M = 3.3469, SD = 0.93967) was significantly different to the scores for the faculty (M = 2.6962, SD = 0.91143), and administrator groups (M = 2.7275, SD = 0.93917).

4.8.3 Implementation

A one-way ANOVA test was conducted to compare the administrators, faculty, and students in their responses to questions on the implementation of internationalization. There was a significant difference between these groups at the $p<0.05$ level for the three conditions [DF (2,1676), F (5.027), P (0.007)]. Post hoc comparisons indicated that the mean score for the students (M = 3.7, SD = 0.8) was

significantly different to the scores for the administrator group (M = 3.6, SD = 0.8), and faculty groups (M = 3.5, SD = 0.8).

4.8.4 Opportunities

A one-way ANOVA test was conducted to compare the administrators, faculty, and students in their responses to questions on the opportunities of internationalization. There was a significant difference between these groups at the p<0.05 level for the three conditions [DF (2,1676), F (3.061), P = (0.047)]. Post hoc comparisons indicated that the mean score for the administrators (M = 4.18, SD = 0.83) was significantly different to the score for the student group (M = 4.0973, SD = 0.73), but not the faculty group (M = 4.27, SD = 0. 77).

4.8.5 Challenges

A one-way ANOVA test was conducted to compare the administrators, faculty, and students in their responses to questions on the challenges of internationalization. There was a significant difference between these groups at the p<0.05 level for the three conditions [DF (2,1676), F (50.097), P (0.00)]. Post hoc comparisons indicated that the mean score for the students (M = 3.6761, SD = 0.93256) was significantly different to the scores for the faculty (M = 3.15, SD = 0.93), and administrator groups (M = 3.05, SD = 1.01).

4.9 Summary of Quantitative Findings

4.9.1 Perception

A. <u>Meaning:</u> The majority of stakeholders believed that international profile and experience of faculty, internationalized student body and experience, and international research collaboration were the most important elements of internationalization.

B. <u>Significance:</u> More than 60 percent of stakeholders believes that internationalization was significant at their respective institutions, while fewer than 10 percent believed internationalization was not significant at their institutions.

C. <u>Rationales</u>**:** The stakeholders revealed that 80 percent of them considered enhancing academic quality, strengthening the institutional profile and reputation, establishing networks and alliances, developing an innovative curriculum, accessing new knowledge and technology, and developing human resource capacity as the main reasons for internationalization of higher education in the UAE.

D. <u>Risks:</u> The responses of faculty and administrators indicated that internationalization was not risky, with more than 40 percent of participants viewing most risk elements as not risky. While loss of national identity and cultural values, overuse of foreign languages and the increased foreign 'degree mills' and low-quality education providers ranked as the main risks of internationalization, these were viewed as risky by fewer than 36 percent. On the other hand, students perceived a greater level of risk from

internationalization, with more than half of the participants selecting loss of national identity and cultural values, inequality of access to international education, overuse of foreign languages, increased foreign 'degree mills' and low-quality education providers as the highest risk elements. Both groups agreed that loss of national identity and cultural values, overuse of foreign languages, and the increased foreign 'degree mills' and low-quality education providers as the main risks of internationalization

4.9.2 Implementation

In this part of the questionnaire, only faculty and administrators were included in the survey responses regarding the policy, strategy, and process of implementing internationalization, assuming that students were not directly involved in these matters. However, the students were included in assessing the frequency of internationalization activities at their institutions.

A. Policy: More than 40 percent of faculty and administrators believed that their university has an internationalization policy for the entire institution as well as other policies and documents with international components. Moreover, explicit targets and benchmarks with international standards also existed. Fewer than 18 percent disagreed with the above description.

B. Strategy: Almost 54 percent of faculty and administrators believed that their university has an internationalization implementation strategy, while fewer than 17 percent disagreed.

C. Process: More than 44 percent of faculty and administrators believed that their institutional process of developing policies on international activities is effective, in addition to their overall implementation strategy. Fewer than 20

percent believed their process of developing policies and overall implementation strategy is ineffective.

D. <u>Activities</u>**:** More than 50 percent of the stakeholders believed that recruitment of foreign faculty and visiting professors, international conferences and seminars, academic quality of international standards, international research collaboration, acceptance of foreign students, international institutional agreements, and international/intercultural campus events are the most frequent internationalization activities in their institutions. On the other hand, the stakeholders believed that international collaborative degree programs and outgoing mobility opportunities for students and staff are the least frequent internationalization activities.

4.9.3 Opportunities

A. <u>Contribution</u>**:** In the general question about the positive impact of internationalization, more than 65 percent of the stakeholders believed that internationalization makes a positive contribution to their institution, while fewer than six percent believed that internationalization made no contribution toward their institutions.

B. <u>Opportunities</u>: More than 70 percent of the stakeholders believed that experience and knowledge-sharing leading to improved quality of teaching and learning, strengthened institutional research and knowledge production capacity, enhanced international presence, brand profile and better world rankings, and international standard of learning leading to a globally competent workforce are opportunities brought by internationalization.

4.9.4 Challenges

In this sub-section of the questionnaire, only faculty and administrators were included in the survey responses regarding the challenges of implementing internationalization, assuming that students were not directly involved. However, the students were included in assessing the overall challenges of internationalization.

A. <u>Overall challenges</u>**:** Fewer than 47 percent of the faculty and administrators believed that treatment of quality assurance and accreditation as strategies for university branding purposes only, commodification and commercialization of education programs, difficulties of recognition and equivalences of qualifications, study programs, and course credits, and brain drain are serious challenges associated with internationalization, whereas more than 50 percent of the students believed that the above-mentioned items are serious challenges associated with internationalization.

B. <u>Challenges of implementing internationalization</u>**:** Fewer than 50 percent of the faculty and administrators believed that the implementation of internationalization imposes serious challenges. The following items were considered as the most encountered challenges of implementing internationalization: complicated bureaucratic procedure, lack of functional, comprehensive strategy of internationalization, and lack of human resources (appropriate skills and expertise), while lack of facility and material resources and lack of financial resources are considered the least challenges associated with the implementation process of internationalization.

4.9.5 Differences Between Nationals and Non-nationals

According to the independent t-test results, there was a statistically significant difference in regard to the perception of national and non-nationals among the faculty and administrators, particularly under the rationales domain, with a p-value of 0.015. More than 90 percent of the nationals believed that accessing new knowledge and technology, establishing networks and alliances, developing an innovative curriculum, and strengthening the institutional profile and reputation are the most important rationales for pursuing internationalization. The non-nationals believed that enhancing academic quality, strengthening the institutional profile and reputation, and establishing networks and alliances are the most important rationales of internationalization with 93.1%, 89.1%, and 84.7%, respectively.

4.9.6 Differences in Perceptions, Implementation, Opportunities and Challenges of Institutional Stakeholders

According to a one-way ANOVA test, there is a statistically significant difference between the views of the stakeholders on the perceptions, implementation, opportunities, and challenges of internationalization.

    A. <u>Perception:</u> In the perception dimension, 'risks' showed statistically significant differences between the stakeholder groups. Students perceived a higher level of risk when compared to faculty and administrators, with a mean score of 3.35, whereas faculty and administrators had mean scores lower than 3.00.

    B. <u>Implementation:</u> In the implementation dimension, the mean scores of students, faculty and administrators were compared on their responses to the frequency of internationalization activities. Students perceived more internationalization

activities at their institutions, with a mean score of 3.7, whereas faculty and administrators had mean scores of 3.5 and 3.6, respectively.

C. <u>Opportunities</u>: Administrators and faculty perceived the opportunities more significant than the students, with a mean score of 4.2 and 4.3, respectively, whereas students had a mean score of 4.1.

D. <u>Challenges</u>: Students perceived the challenges of internationalization as more serious than did faculty and administrators, with a mean score of 3.68, whereas faculty had a mean score of 3.15 and administrators had a mean score of 3.05.

4.10 Phase 2: Qualitative Analysis

This section presents the analysis of the data collected via semi-structured interviews and the document analysis. The overall findings provide answers for the main qualitative question: How do university stakeholders perceive internationalization in the UAE? In general, the analysis revealed four main themes: understanding and experience of internationalization, internationalization implementation, internationalization opportunities, and internationalization challenges.

4.10.1 Theme 1: Understanding and Experience

<u>Important elements of internationalization</u>

According to the interviews, three main issues were shared by the interviewees: international research, international faculty and students, and an international curriculum. Most of the participants mentioned 'international research collaboration,' 'joint research programs,' and 'international research' when asked about the meaning

of internationalization. Furthermore, they mentioned the recruitment of foreign faculty and, as one faculty member mentioned, the "cross appointment of international faculty from different institutions" [In1TM1]. Student exchange and having international students on campus was also mentioned frequently. Interestingly, the participants focused on 'curriculum' and the 'international programs offered,' which was unlike the responses to the questionnaire. The participants mentioned 'exposure of the university' and one said "exposure at the international level . . . happens through research participation of its faculty at international conferences, organizing international conferences at the university premises, and student exchange and faculty exchange—it has become a very important part for each University" [In8TM1]. In other words, being 'international' allows for exposure of the university on a global scale; this is mainly done through the activities that were mentioned most by the participants—research and international exchanges of faculty and students. [In7FA1] mentioned internationalization as an "extension of globalization," indicating a high level of understanding of the topic.

Significance of internationalization

Moreover, according to the interviewees' understanding and experience, internationalization is conceived as a significant addition to any institutional organization. Interview participants mentioned branding and exposure as the significance of internationalization. They saw branding as a way to get international exposure and obtain a higher ranking globally. [In1TM1] mentioned "improved positioning on the international arena with the recognition of the university's impact," as the significance of internationalization. On the other hand, a participant also mentioned the "graduating of efficient students" [In3FA1] with the necessary

qualification for jobs in the future, while another added that "we can learn from each other and the students can learn from each other" [In6FA1]. Participants felt internationalization helps to attract the best students on the international level. Research was also mentioned by many participants, in the sense that internationalization improves collaborative research and its impact. [In1TM2] mentioned that universities were aiming to be 'research institutions,' and "in order to be research institutions you have to have high research impact at the international level".

Rationales of internationalization

Interview participants saw 'building the profile' as a means to facilitate all internationalization activities, for instance, recruiting international staff and students. [In6FA1] said "there's a consequential relationship between the branding and other things, so if the university is very popular in terms of the research and education that means it's much easier to bring good faculty, administration and students to the campus, and also the financial capital".

Risks of internationalization

The interview participants shared a similar understanding regarding the loss of culture as one of the main risks associated with internationalization. [In1TM1] stated that "any process of globalization brings in the risk of losing the university's specific identity or conforming to international standards". Similarly, participants believed that having international universities is a challenge for local universities. [In5TM1] mentioned that "if internationalization involves having the door open for more universities to have satellite campuses in different countries, having more universities

in one area is very challenging for the local universities. So local universities will have challenges in student recruitment". [In1TM3] added to this point: "Yes, if we concentrate on only doing things for the institutional profile, we might end up compromising the original purpose of the institution, which is based on the local student and the local issues". With regard to national identity, [In3FA1] mentioned that "marginalizing national identity, the Arabic language and Arab values . . . may be a negative impact of internationalization".

The overall findings of this theme indicated that the meaning of the internationalization is mainly about having international research, international faculty and students, and an international curriculum. Moreover, they valued internationalization of higher education and they considered it as an efficient process because it led to recruitment of international faculty, improved education quality and financial capacity. On the other hand, internationalization has an adverse impact on the national identity and it confronts local perspectives.

4.10.2 Theme 2: Implementation of Internationalization

With regard to overall implementation process, the internationalization cube has been used to determine the process of internationalization within the institutions.

Table 33: Summary of results – internationalization cube

Institution	Policy (P/M)	Implementation (S/A)	Support (I/O)	Position on Cube
In1	P	A	I	7
In2	P	A	I	7
In3	M	A	O	1
In4	P	S	I	8
In5	P	S	O	6
In6	P	S	I	8
In7	M	S	O	2
In8	P	S	I	8

The three categories of universities listed below indicate that a majority of the universities under study are highly internationalized. Upon document analysis it was clear that a majority of the institutions have an international dimension/component included in their institutional policy/strategic plans, focusing mainly on research collaboration and faculty and student exchanges. Some interview participants confirmed having a policy and listed their main features; some said they had no policy; and some were unsure of the policy at their institution.

Category 1 – Highly internationalized institutions

These institutions have a top priority for internationalization (position 8 on cube), which is reflected in their policies, and their implementation of those policies is very structured. The support provided is interactive between the central and peripheral levels within each institution.

In terms of policy, [In8TM1] stated that the institution had a policy at a university-wide level and that "each program has its own activity". [In4FA1] said: "I

couldn't give you a strict definitive policy… but we do more international conferences … we have a lot of international collaborations… [and] we have the MoUs".

In terms of strategy, [In8TM1] mentioned how their institution had a strategic plan and a budget to execute them: "It is supported by allowing faculty to participate in conferences by organizing international conferences at and by supporting [them] to publish at the international level in reputable journals". [In4TM1] mentioned that their strategy was "based upon the rankings, so we have research collaborations, satisfaction surveys . . . that's internationalization playing a big part as far as the strategy improves our ranking within the region internationally. [In8TM1] added that the university was "aiming for a higher QS ranking and aiming to get EQUIS [a highly-regarded international accreditation system] for the business school". Lastly, student and faculty exchanges were an integral part of the strategy.

In terms of overall implementation, [In8TM1] described the implementation as "fully implemented," indicating the process as starting off with strategic plans and then budget allocations for each department.

Category 2 – Progressing towards internationalization

These institutions are among the top institutions in the UAE (positions 6 and 7 on cube). While internationalization is a priority for them, and the support provided is interactive, their implementation is only somewhat structured. It was noted that, while they rank lower than the universities on position 8 on the internationalization cube, their ranking on a global scale is higher.

In terms of policy, [In1TM2] stated: "I don't recall that we have a written internationalization policy…. the recruitment is not limited to a specific geographical location, internationalization lies within the DNA of the institution... other than being

written in a policy…we should not be just rigidly working within a very well-defined policy that might hinder the agility of the institution". [In2MM1] mentioned how their institution has specific quotas: "They know how many students to send. . . how many competitions are students engaged in, how many internships, how many international volunteering opportunities in all these things, [these] are delineated in the policies". Some participants were not fully aware of the policy but were able to confirm its effective implementation.

In terms of strategy, [In1TM1] stated the "strategy is focused on top caliber, recognized researchers who have international visibility . . . [and] will inevitably bring in international recognized networks to the university". As for the strategy on accreditation, [In5TM1] stated: "It is part of our strategy to ensure that all our programs have international accreditation, besides the local one". [In5TM1] also said that "student exchange is also very important for us, so this is also fully implemented as part of our strategy . . . for visibility and providing students learning experience to complement what they learn locally". [In5TM1] revealed that "research collaboration is very ad hoc . . . I mean faculty are in charge, but this is an area we need to focus on". [In1TM2] stated the difference between strategies and policies thus: "When you look at the strategic plan of the university, and even the project, yes, internationalization is everywhere, but this is not really so; I cannot call it the 'policy,' however, but if you have a strategic goal . . . it exists". This statement shows that the university may have an internationalized strategic goal, but to avoid rigidity, it has not drafted specific policies that dictate internationalization efforts.

<u>Category 3 – Not internationalized at all</u>

These institutions do not see internationalization as a priority (positions 1 and 2 on cube). Surprisingly, one is a public university, and the other a private franchise; both types of universities, public and private, appear higher on the cube. Upon document analysis, it was found that [In3] does not see internationalization as a priority. The circumstances with [In7] are different. It is already an international franchise, and all its initiatives are directed by its main global franchise. It is possible [In7] has not marketed itself as a flagbearer of internationalization because (i) it is already an international university and inherently a source of internationalization; or (ii) all its policies and procedures may be listed explicitly by the main franchise rather than by the branch in UAE. In terms of policy, [In3TM1] stated that they do not have policies as such. Their internationalization is simply a part of the way they do things— it's their business. The respondent also mentioned that having a policy meant being 'forced' to achieve certain things, which is not how they ran their business. Likewise, [In3FA1] mentioned: "I am not very familiar, but it is clear to me that there is an internationalization application in the university, for example, in terms of the curriculum". [In2MM1] said that their strategy was based on the ability to attract international publishing and that it was important to be published in recognized, high-impact publications.

From these responses it is clear that the policy is either well defined and communicated to all relevant stakeholders or left unstructured. In terms of the least-rated items, having a monitoring framework committee to assess progress or an office to oversee implementation was missing in most universities. While most institutions had departments and committees to enhance international activities, an office to

oversee progress and implementation was missing from most institutions. As for strategies for internationalization, according to the interview participants, three major strategies were evident within the institutions: Fostering international research collaboration and establish global networks; building international credibility through accreditation of programs; and student and faculty exchanges.

The interview participants gave three broad responses on frequency of internationalization activities at their institutions, focusing mainly on student exchanges, study abroad opportunities at an international level, and recruitment of international students. [In5TM1] noted that "we have student exchanges—we have international students visiting our university and some of our students go over there during the summer". Joint programs and international collaborations were the next most cited among the participants. [In1TM1] stated that the "universities are now partnering with variety of educational programs that allow students to participate into those jointly developed educational programs". [In3FA1] listed the joint collaborations with external embassies as one of the most frequent activities—"our university has relations and partnerships with external institutions such as the Korean embassy".

4.10.3 Theme 3: Opportunities of Internationalization

Exchange of culture, knowledge, and expertise

The interview participants focused mainly on the exchange of culture and values that occur during internationalization activities such as student exchange and exchange of faculty. [In3TM1] mentioned that "student exchange gives our students an opportunity to be exposed to the world to other countries . . . to other cultures . . .

by hiring international faculty [and] also diversity so that you have different opinions that cultures on campus". Furthermore, [In3TM1] said that "when you do conferences, you draw on expertise from other parts of the world that you don't have locally in the UAE, so each activity has its own benefits so to speak". [In1TM3] had similar sentiments to share, stating that the opportunity lies in helping stakeholders in "assimilating the benefits of other cultures" and that "sharing and meeting of minds is the bigger opportunity".

Strengthened research through international collaboration

Strengthened research was another common theme found within the participants' responses. [In1TM1] cited the subsequent opportunities stemming from increased research:

> [to] improve as a research-oriented university … and that would enable the students at this university to improve the impact of engaging in the international networks of the universities; that will allow both, mostly research where it's the main focus. but will also inevitably will affect the education, as I mentioned, which is the most important part.

The respondents were aware of the changes occurring in their institutions and the process of internationalization. This is so because they comprise the most significant part of that process, and they have a major say in decisions about whether the internationalization strategy is about academic quality or research. The positive contribution was also reflected in the interviewees' responses. [In1TM2] mentioned the changes that had occurred in the institution due to internationalization:

> I think in the last 10 years . . . our institution is completely different because of its openness to international trends and international approaches . . . so the pace with which the changes are happening is great and I think the motivation here is

being accredited by international bodies . . . for example, in college business, which is accredited by the AACSB, [and] in order to maintain its accreditation, it has to be a global school. The same thing applies to the other colleges and the same thing applies even to how the University is administered.

[In1TM1] spoke of the improved positioning of the university in terms of ranking and overall education quality as the most important contribution of internationalization. "I think it has been a very productive effective component of improving the university's positioning and ranking, as well as enhancing the academic educational programs that the students will benefit from". A similar sentiment was shared by [In5TM1], who stated that:

international reputation and recognition and visibility are part of our internationalization. Also, students are our ambassadors, when they go abroad, they spread an excellent message about the quality of education from our institution, adding to our visibility internationally. Those who come and visit us, they experience high-quality education, facilities and environments, and diversity of the culture...All these add to the visibility.

Overall, the contribution of internationalization can be attributed mainly to improving the brandings, visibility and 'exposure' of the university in the global arena and also how it allows for benchmarking against international standards, which only improves the quality of education.

Opportunities of internationalization under COVID-19

In contrast, most of the participants considered the pandemic as a 'blessing' in disguise. [In1TM2] summarized the benefits eloquently:

To me, COVID-19 provided a golden gift to the internationalization of higher education, because today we can attend international webinars more often, we can participate in virtual conferences more often. It's a lot cheaper and I think we can have more international students and international faculty work from

where they are, they don't need to be here physically, and you can benefit from the expertise [as] we cannot afford to have them fully hired by institutions. So, there is a positive impact on higher education when it comes to the consequences of COVID-19 on how education is conducted.

[In1TM1] also emphasized on how close as a community we have become during the pandemic and how the crisis has forced the higher education sector to be innovative:

It brought the means of enhanced communication, the ability to deliver both educational and research processes across the globe much tighter. Interestingly, by preventing us from communicating face to face, it brought us much closer and it give a social acceptance of the new means on communication . . . [this is a] new means of using this communication in education to base reality. It forced us to accept that, and that revolutionized the whole educational process of the internationalization and provided the need of acceptance of teaching processes across the globe in terms of programs and content to an acceptable reality.

[In5TM1] agreed and added: "This pandemic basically allowed us to explore a positive side. These joint degree programs. can be online. This was not thought of before". Overall, COVID-19, although it has many challenges in its own right, the positive impact on how education is conducted cannot be ignored.

4.10.4 Theme 4: Challenges of Internationalization

<u>Dilution of culture</u>

The interview participants had differing views. Their main responses ranged from "issues in establishing a research facility to attract talent" to "maintaining the established relationship with foreign entities" to "dilution of culture," which was evident also in the risk elements of internationalization. [In1TM3] stated that in "maintaining the community and the culture, there is always going to be a clash with

globalization and internationalization. Also, there is loss of the local language and the local dress".

Lack of funding for research centres

Among other challenges not listed in the survey, [In1TM1] exclaimed that "there is no current funding of research like in Europe or North America where the government organizations are keen on spending a certain demand of the GDP promoting research in different aspects of science," further mentioning that the "main challenges are the standards of research environment and education and challenges in bringing and retaining the [high] calibre researchers".

Accreditation challenges

Challenges in accreditation and establishing joint degrees were also mentioned, wherein [In5TM1] said "accreditation of programs is yet another challenging aspect. We tend to have very rigorous and very strict guidelines from the ministry when it comes to the accreditation of programs . . . this might make it difficult to facilitate joint degrees". [In8TM1] added that "to get approvals from ministry, the ministry encourages us to have a good agreement with foreign entities . . . This is most challenging".

Challenges in implementation: Rigid administrative policies

[In1TM2] stated that "the challenges are always of administration . . . if an institution would like to aim high and become a very important player at the international stage . . . then rigidity shouldn't be there, rigid policies and rigid procedures and the mindset should be different". This comment indicates that, indeed,

a rigid mindset within an institution can be a hindrance to the effectiveness of the institution's plans and policies.

Challenges of internationalization under COVID-19

The worldwide coronavirus pandemic has impacted all domains of life, including higher education. Perhaps the most heavily affected industry has been higher education, as we witness a major shift from traditional classrooms to more digitalized and blended learning modes. The interview participants were asked to provide their opinions on the impact of COVID-19 on higher education in general and also how it has affected the implementation of higher education. The main challenges stem from a halt to all travel-related activities and the internationalization activities that include some kind of travel abroad, wherein sabbatical activities may be affected. [In5TM1] stated that "locally, the student exchange opportunities have been impacted negatively, basically there is no student exchange; also, the international collaboration where you are required to be face-to-face is impacted". [In3TM1] mentioned the challenges in logistics of such activities: "Logistics has become more difficult these days and countries have restrictions". [In6FA1] explained the personal experiences brought on by the pandemic:

> What I have experienced so far is the degradation of education quality and degradation of research quality . . . students have been struggling because of the quality of the education, quality of the lectures, quality of the evaluation, and faculty too. There are many resources that I cannot access during the pandemic for research.

4.11 Summary of Qualitative Findings

4.11.1 Theme 1: Understanding and Experience

The first section of the interview focused on the perceptions of the faculty and administrators, consisting of the important elements, the significance, rationales, and risks of internationalization. The interview participants mainly cited research collaborations and joint research programs, Recruitment of foreign faculty and student exchanges were mentioned as important elements of internationalization.

Significance of internationalization

Interview participants mentioned increased branding and exposure through research collaboration, recruitment of foreign faculty and students, and student/faculty exchange programs as the main significance of internationalization.

Rationales of internationalization

Building the institutional profile was seen as the main rationale by faculty and administrators. Building a profile would inevitably serve as a means for facilitating other internationalization activities such as recruitment of international faculty and students.

Risks of internationalization

Among the risks, loss of culture was cited as the main risk of internationalization. For both the institutional identity and the individual's identity, internationalization poses a threat by potentially marginalizing national identity of both the individual and the institution.

4.11.2 Theme 2: Implementation of Internationalization

Description of policy

The second section of the interview focused on the implementation of internationalization, including the policies and strategies for internationalization. The document analysis revealed that a majority of institutions under study had an international component in their policies and documents, focusing on research and faculty exchanges. An overseeing authority or office for internationalization was missing from most of the institutions.

Implementation process

The document analysis also revealed three groups of institutions from the internationalization cube framework. The first group of HEIs was 'highly internationalized,' with a priority policy, structured implementation and interactive support. The second group of HEIs was 'progressing towards internationalization,' having a priority policy and interactive support, but not a structured implementation. The third group of HEIs was 'not internationalized at all'; they have marginal policies, ad-hoc strategies, and one-sided support for internationalization.

Strategies for internationalization

The interview participants mentioned that their strategies for internationalization mainly focused on research collaboration, establishment of networks, accreditation standards and student/faculty exchanges.

<u>International activities</u>

A majority of the interview participants cited student exchange programs, recruitment of foreign faculty and students, and joint collaborations as the most frequent internationalization activity at their respective institutions.

4.11.3 Theme 3: Opportunities of Internationalization

Exchange of culture and knowledge was identified as the main opportunity stemming from internationalization. In a similar vein, strengthened research was also cited as a major opportunity. The overall positive contributions of internationalization were well acknowledged by the institutional stakeholders; improved positioning and enhanced academic quality are all considered positive contributions of internationalization. The interview participants were also asked to identify out opportunities, if any, in light of COVID-19. Attending conferences and events online without having to participate in person or travelling abroad was identified as the biggest opportunity of internationalization during the pandemic.

4.11.4 Theme 4: Challenges of Internationalization

In terms of challenges, dilution of culture was identified as a major challenge, in addition to other challenges faced in accreditation standards. In terms of implementation challenges, lack of funding for research centres and rigid administrative policies were frequently cited by a majority of the interview participants. On the other hand, COVID-19 has brought a few challenges as perceived by the participants. Degradation of research and research quality have been cited as the most serious challenges during the pandemic.

4.12 Essence of the Quantitative and Qualitative Phases

The following table summarizes responses from both the quantitative and qualitative phases.

Table 34: Essence of quantitative and qualitative phases

Item	Quantitative	Qualitative
Perception		
Meaning	• International profile and experience of faculty • Internationalized student body experience • International research	• Recruitment of foreign faculty • Student exchanges • Research collaborations and joint research programs
Significance	Internationalization is significant (>60%)	Due to increased branding and exposure
Rationales	• Enhancing quality of education • Strengthening profile • Establishing networks and alliances	• Building institutional profile
Risks	• Loss of national identity • Overuse of foreign language	• Loss of culture and identity
Implementation		
Description of Policy	• Presence of an internationalization policy • Presence of international dimensions in other strategic policies • Explicit targets and benchmarks in accordance with international standards	• International components in policies and documents
Internationalization Strategy	Presence of internationalization strategy (>50%)	Presence of strategies for internationalization mainly focused on research collaboration, establishment of networks, accreditation standards and student/faculty exchanges.

Table 34: Essence of quantitative and qualitative phases (continued)

Overall Implementation	Effective implementation (>40%)	Three categories of HEIs: • Internationalized HEIs • Progressing towards internationalization • Not internationalized at all
Activities of Internationalization	• Recruitment of foreign faculty • International conferences • International research collaboration	• Student exchange programs • Recruitment of foreign faculty and students • Joint collaborations
Opportunities		
Positive Contribution of Internationalization	Belief that internationalization has a positive contribution (>65%)	Improved positioning and enhanced academic quality are considered positive contributions of internationalization
Opportunities of Internationalization	• Experience and knowledge sharing leading to improved quality of teaching and learning • Strengthened institutional research and knowledge production capacity • Enhanced international presence • Brand profile and better world ranking • International standard of learning leading to a globally competent workforce (>70%)	• Exchange of culture and knowledge • Strengthened institutional research
Challenges		
Challenges of Internationalization	• Treatment of quality assurance as a branding strategy • Commodification • Brain drains • Difficulty in recognition of course credits • (>50%) of students • (< 47%) of faculty/admin	• Dilution of culture • Accreditation standards
Challenges in Implementing Internationalization	• Complicated bureaucratic procedures • Lack of strategy	• Lack of funding for research centers • Rigid administrative policies

Chapter 5: Discussion, Implications, and Conclusion

5.1 Overview

This chapter contains four sections, starting with an overview of the mixed-methods study. The following sections contain results from both the quantitative and qualitative phases. Finally, the implications and recommendation are presented along with the conclusion of the research.

The purpose of this sequential, mixed-methods dissertation was to examine the perceptions of university stakeholders (top administrators, faculty, and students) on the process of implementation of internationalization. As mentioned before, institutional leaders have been aware of the need for internationalization – there is an 'ineffectiveness' when it comes to implementing and operationalizing the articulated goals. Although the goal of institutions is to internationalize, there are significant barriers to this process, in particular the need for a paradigm shift from an outward focus to a more holistic approach which considers the values, assumptions, and practices of institutional stakeholders. (Childress, 2009). It is also vital to uncover the perceptions and intentions behind the internationalization process as these dramatically affect the policies directed at effective internationalization (Seeber et al., 2016). This study was guided by six research questions. The next section of this chapter will briefly discuss the main results from both research strands, quantitative and qualitative. To remind readers, the research questions that are discussed are as follows:

5.2 Quantitative Questions

1.   How do university stakeholders perceive internationalization in the UAE?

2.   How do HEIs implement internationalization in the UAE's universities?

3.   What are the opportunities brought by internationalization to HEIs in the UAE?

4.   What are the challenges associated with the implementation of internationalization in HEIs in the UAE?

5.   Is there any significant difference between nationals and Non-national faculty and administrators regarding their perception of Internationalization?

6.   Is there any significant difference between the stakeholders regarding their Internationalization perception, implementation, opportunities, and challenges?

5.3 Qualitative Questions

1.   How do university stakeholders perceive internationalization in the UAE?

Sub questions:

   I.   How do HEIs implement internationalization in the UAE's universities?

  II.   What are the opportunities brought by internationalization to HEIs in the UAE?

 III.   What are the challenges associated with the implementation of internationalization in HEIs in the UAE?

5.4 Results and Discussions

The research questions 1, 2, 3, and 4 employed quantitative methods such as descriptive statistics. Questions 5 and 6 were analysed using multivariate statistics, i.e., t-test and ANOVA, respectively. The qualitative questions followed the interpretive

paradigm. The structure of this section is guided by the themes of the findings from both strands of the study and the conclusions gleaned from the themes.

The research aimed to understand the perceptions of the implementation of the internationalization process, as conceptualized by institutional stakeholders. In order to achieve this goal, the study examined perceptions of internationalization of higher education within the UAE. The implementation of internationalization within the eight HEIs helps in understanding the current status of internationalization within those institutions and gives a point of comparison with the perceptions of stakeholders. The study assessed the meaning and significance, rationales, and risks of internationalization, as perceived by faculty, administrators, and students. Opportunities and challenges of internationalization were also examined, with the overall results of the study comprising a comprehensive overview of the process and implementation of internationalization at top HEIs in the UAE.

5.4.1 Question 1: How Do University Stakeholders Perceive Internationalization in the UAE?

The research examined stakeholders on their perception of internationalization based on its meanings and significance, rationales and risks.

<u>Meaning and significance of internationalization</u>

The findings suggest that international profile and experience of faculty, international student body and experience, and international research were the top constituents of internationalization as perceived by more than 80 percent of both stakeholder groups. The significance of internationalization is another quantitative finding

wherein 60 percent of stakeholders agreed that internationalization is significant to their institutions. International research and research collaborations were frequently cited along with exchange of international faculty, as [In1TM1] mentioned, "appointment of international faculty from different international institutions". [In1TM2], [1n3TM1], [In3F1], [In6F1], and [In8TM1] all mentioned "recruitment of foreign faculty". Student exchanges were also mentioned as "involvement of international students from different countries" by [In1TM1], [In8TM1], [In3TM1], and [In3F1].

The internationalization of curriculum and the programs/courses offered were another sentiment shared by most of the interview participants as international programs or internationalization of the curriculum, as mentioned by [In1TM2] and [In7F1]. Both the qualitative and quantitative responses show that students and faculty and administrators have similar views in that they consider international profile and experience of faculty, international student body and experience, and international research as the most important elements of internationalization, providing a clear indication as to what they consider the 'meaning' of internationalization.

As for the significance of internationalization, the results from the quantitative phase are substantiated by the qualitative responses in the qualitative phase; most of the participants mentioned increased branding and exposure "on the international arena with the recognition of the university's impact" [In1TM1], "better ranking," "better international cooperation with other entities" [In8TM1], [In6FA1]. Improving the quality of education and instilling skills within students is seen as a significant impact of internationalization, as [In1TM3], [In3FA1], and [In4FA1] mentioned "bringing a level

of excellence," "graduating of efficient students," and "developing qualifications for the jobs in the future".

The findings suggest that institutional stakeholders perceive internationalization as a means for knowledge creation and knowledge sharing. According to the stakeholders, knowledge creation is achieved through international research and research collaborations, whereas knowledge sharing is practiced by appointing international faculty and recruiting international students. International research collaboration is mentioned in several iterations of the definition of internationalization in the literature and continues to be an important aspect worldwide. The 'most important elements' explain the meaning of internationalization, as illustrated in previous iterations of the meaning and definition of internationalization by various researchers, which focused on top elements of internationalization (Arum and Van de Water, 1992; Beck, 2014; Harari, 1977; Hudzik, 2011; Liu, 2020; Kea, 2014; Rudzki, 1998; Thi My Ngoc et al., 2018).

Harari's (1977) and Arum and Van de Water's (1992) definition of internationalization (as cited in Knight, 1994, p. 3) focuses on three elements: (i) international content of the curriculum; (ii) international movement of scholars and students concerned with training and research; and (iii) international assistance and cooperation. Rudzki (1998) defined internationalization as a "process of organizational change, curriculum innovation, staff development, and student mobility for the purpose of attaining excellence in teaching, research, and other activities which universities undertake as part of their function" (p. 16). Hudzik (2011) defines internationalization as a "commitment through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education" (p. 7). Thus,

the literature indicates that research, curriculum, and movement of scholars, and students comprise the most important elements of internationalization – and therefore indicate the meaning of what internationalization.

The literature summarizes the importance of research and foreign faculty (Dewi, 2018; Douglas, 2014; Kuzhabekova and Lee, 2018). Research is indeed an important aspect to invest in, as major elements that contribute to the overall institution and nation development stem from research. In this vein, many governments focus their efforts on strengthening research universities in order to progress and drive their economies (Kuzhabekova and Lee, 2018). Countries with higher economies such as Singapore and Hong Kong attract foreign academics to enhance their research productivities (Dewi, 2018). Similarly, Kuzhabekova and Lee (2018) found that foreign faculty members contribute to research capacity building by broadening the knowledge base that fits several contexts and by increasing research dissemination. Furthermore, international research experience helps universities get international exposure through global research networks. Comparably, Douglas (2014) posits that to be producers of knowledge, universities need to internationalize and have faculty closely integrated with international research networks.

In terms of varying world contexts, in China, Liu's (2020) study indicates that the Chinese meaning of internationalization focuses on achieving world-class standards with worldwide recognition followed by 'knowledge creation,' which is another widely recognized meaning of internationalization, according to Chinese perceptions. From a Cambodian perspective, Kea (2014) posits that internationalization is a tool to bring in modernity into the HEIs through an interculturally integrated curriculum, student/faculty

mobility, and international cooperation. Internationalization of the curriculum is also seen among the important elements. Thi My Ngoc et al. (2018) term the internationally oriented curriculum as the 'backbone' of the internationalization process. International curriculum is listed in many iterations of the definition of internationalization and, according to the literature, is a fundamental element of internationalization. HEIs must improve their quality of education in order to produce high-quality human resources that will meet the needs of the future workforce; one way to enhance quality is to embrace an innovative curriculum, which instills lifelong learning skills among students.

Foreign language studies ranked as the least important element of internationalization for both stakeholder groups. With a mainly expatriate population, the UAE is a multilingual country in which the main languages spoken are Arabic and English. English has become the central language of communication due to the onset of globalization and the massive influx of expatriates who work as staff in various sectors within UAE, including higher education (Badry and Willoughby, 2016). This explains why 'foreign language studies' was ranked lowest among the important elements of internationalization; hence it has already impeded activities within the higher education institutions in the UAE. On the other hand, the significance of internationalization worldwide cannot be ignored. According to the 5th IAU Global Survey (Marinoni, 2016), more than 90 percent of participating institutions (907 HEIs) mentioned internationalization in their mission/strategic plan, indicating the widespread significance of internationalization. This is the same case with the eight institutions under study. Through document analysis, most of the institutions had explicitly stated internationalization and its importance in their mission, vision and strategic documents.

The significance of internationalization, according to stakeholders, lies in the improved positioning of the institution on a global platform, thus allowing for more exposure internationally. From a Cambodian context, the significance of internationalization, according to institutional stakeholders, lies within its capacity to enhance the academic quality up to the international standard (Kea, 2014). The increased exposure allows for an increase in internationalization activities, which furthers and enhances the internationalization profile. This relationship is an evident when the rationales of internationalization are assessed (explained further in the next section), with a majority of stakeholders perceiving that building the profile is a means to facilitate all internationalization activities, for example, recruitment of international students and staff. The cyclical nature of this perception is illustrated in Figure 17. As depicted, government support is crucial in facilitating this process.
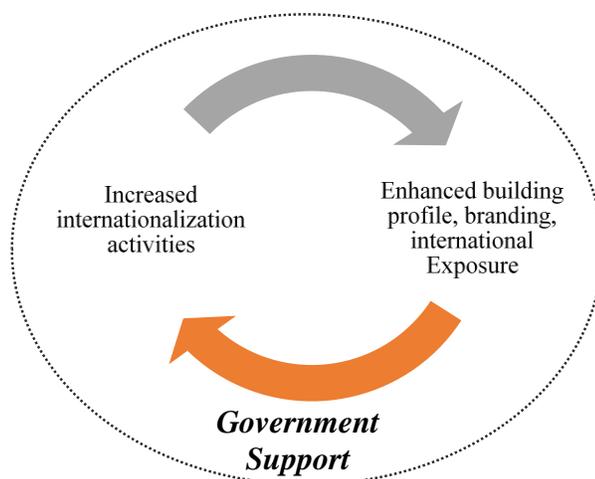
Figure 19: Cyclical relationship between increased international activities and increased international exposure

To sum up, the findings indicate that the institutional stakeholders define internationalization as an important process that contributes to HEIs' growth and international profile development, via international research collaboration, recruitment of international faculty, adopting international curriculum, and enrolment of international students. Moreover, the perceptions of UAE HEI stakeholders are aligned with the global perceptions on the meaning and significance of internationalization (Arum and Van de Water, 1992; Beck, 2014; Harari, 1977; Hudzik, 2011; Liu, 2020; Kea, 2014; Marinoni, 2016; Rudzki, 1998; Thi My Ngoc et al., 2018).

Rationales of internationalization

The quantitative strand indicates that both stakeholder groups selected 'enhancing academic quality' as the main rationale for pursuing internationalization, with more than 88 percent noting this. Other top-rated rationales include strengthening the profile, establishing networks and alliances, accessing new technology, developing human capabilities and an innovative curriculum, with more than 78 percent. The qualitative responses frequently mention "branding and reputation". [In6FA1] states "there's a consequential relationship between the branding and well reputation, so if the university is very popular in terms of research and education that means it's much easier to bring human capital; good faculty, administration, staff and students to the campus". [In1TM2] shares a similar sentiment stating that "the University profile should really include all the critical elements that are going to facilitate being an international institution". Both statements allude to the fact that having an international profile facilitate other internationalization activities such as international curriculum and international

collaboration. Moreover, enhancing academic quality is also frequently cited. [In3FA1] mentions "improving the quality of education," whereas [In4FA1] mentions the production of best prospects through "good quality of education". This is a strong indication that stakeholders understood the true value of internationalization for enhancing quality of education.

The key goal of internationalization is to improve educational quality globally. The findings of the rationale indicate that internationalization has a vital role in the development of an international and intercultural dimension in the function of higher education. The current study findings were addressed in several previous studies (de Wit, 2013; Knight, 1999; Liu, 2020; Taskoh, 2020; Qiang, 2003, AlAleeli, 2019). Internationalization of higher education leads to better international academic standards for both teaching and research (de Wit, 2013; Qiang, 2003). Other rationales in the economic, social, and political domain (Knight, 1999; de Wit 2002; Qiang 2003) are not apparent from the responses. Similarly, Liu (2020) indicates that improving the academic quality and establishing international partnerships with top institutions are the essential rationales of internationalization, and achieving a higher global ranking is a recurrent perception and objective for internationalizing HEIs from a Chinese perspective. From a Canadian perspective, Taskoh (2020) finds that providing high-quality education to developing global citizens, building higher capacities for research, enhancing the institutional branding and profile, pursuing financial gains, commercialization of higher education on a global level, and establishment of an international profile are among few of the top rationales for Canadian HEIs. AlAleeli (2019) mentions the academic rationale

to be apparent in the HEIs in the UAE, as seen from their constant endeavors for internationalization through international accreditations.

In line with the literature and global contexts, the rationales for internationalization center on enhancing academic quality and enhancing the institutional profile, which enhance all other internationalization activities (de Wit, 2013; Knight, 1999; Liu, 2020; Taskoh, 2020; Qiang, 2003).

Risks of internationalization

The quantitative findings indicate that, while the significance of internationalization is perceived positively, the risks, in general, are not that apparent as the highest risk, 'loss of national identity and cultural values,' which was noted by only 36.3 percent of the faculty and administrators. Students, on the other hand, perceived this risk more highly, at 55 percent. Loss of cultural values was perceived as the highest risk, underlining the belief that, while internationalization can contribute to knowledge creation and knowledge sharing, it does so at the cost of one's own cultural identity, similar in impact to that of globalization. Modern scholars such as Tillman (2009) state that globalization has changed the social and cultural norms within society. The qualitative strand indicates that participants believed that losing institutional identity and marginalizing national values were risks of internationalization. Internationalization and its impact on local universities was also frequently cited. [In1TM1] mentioned the "losing the university specific identity". [In1TM3] mentioned "compromising" the original purpose of the local institution, which is based on local needs. Similarly, [In5TM1] mentioned the impact of international satellite campuses on local universities as

"challenging for the local universities in student recruitment". Ensuring that national culture is preserved is important as [In4FA1] reflected on the challenges their institution faced due to an unclear understanding of national cultures when internationalizing their processes. The study also raises a point with regard to culture; the internationalization of an HEI inevitably brings several changes to the main culture of the institutions. However, glimpses of the local culture can be felt within this new culture (a mix of internationalized and local culture). Foreign students studying in this HEI receive the local culture on an internationalized platform and disseminate it when they go back to other countries, taking the local culture with them via the global arena. Hence, internationalization serves as a tool to spread national cultures globally. These findings were discussed in the literature review by several authors (Altbach, 2014; AlSharari, 2018; Bartell, 2003; Lumby and Froskett, 2015; AlAleeli, 2019).

Altbach (2014) states that students absorb the cultural values and norms of the host country, as well as the training they receive, thereby serving as carriers of international academic culture. These, in reality, are the norms and values of major metropolitan universities; hence student interaction with international peers may potentially diminish the essence of the cultural values of the individual. Subsequently, this may lead to a reduction in cultural distance or distinctiveness for future generations of these students from their home culture (Lumby and Froskett, 2015). In addition, accumulated heritage and values often come into conflict with the modern imperatives of the globalized world (Bartell, 2003). This is a perception reiterated by the interview participants, who believed in general that institutional culture conflicts with the internationalized culture. Moreover, AlSharari (2018) states that, with intensive attainment of modernity and symbols of trust

(accreditations), national objectives and cultural integrity may be subject to dilution. Similarly, AlAleeli (2019) endorses the idea of internationalization of higher education in the UAE being feared by the public; as it is not synchronous with local cultural values, it poses a threat to the societal values at large. Overall, students, faculty, and top administrators shared somewhat the same sentiments in terms of risk, believing that losing culture is a risk of internationalization (Altbach, 2014; AlSharari, 2018; Bartell, 2003; Lumby and Froskett, 2015).

In essence, the perception of internationalization of HEIs in the UAE was as follows. Internationalization is a significant phenomenon, considered as a tool for two main processes: (i) knowledge creation through increased research and research collaborations; and (ii) knowledge dissemination through increased exchanges and recruitment of international faculty and students, in order to improve quality of education offered by HEIs and strengthen the institutional profile globally. However, there should be a balance in attaining internationalization, as with such advances, the main perceived risk is dilution of culture and national values.

5.4.2 Question 2: How Do HEIs Implement Internationalization in the UAE's universities?

The section presents the implementation of internationalization in the UAE HEIs. The implementation process was assessed by the description of internationalization policy, internationalization strategies, and the overall process of internationalization at UAE HEIs.

<u>Description of internationalization policies</u>

The quantitative findings show that 45 percent of institutional stakeholders perceived that the institution had a policy on internationalization, whereas almost 14 percent disagreed that they had a policy. Almost 40 percent were neutral about this element. These percentages indicate a degree of ambiguity and uncertainty among faculty and administrators regarding their international policies. This is evident also in the other elements; however, 47 percent of faculty and administrators believed there is an international component in other institutional documents. From the qualitative strand, through document analysis, this perception aligns with the fact that most of the institutions have some kind of international component in their policies or strategies; however, possession of a 'policy' is somewhat debatable, as revealed by the interview participants.

[In1TM2] mentioned that internationalization is "within the DNA of the institution," rather than being written in a policy, something they saw as a great source of flexibility: "We should not be just rigidly working within a very well-defined policy, that might hinder the agility of the institution.". Similarly, [In3TM1] mentioned they have no policies and that it is not a priority for them. [In6FA1] and [In7FA1] mentioned that institutions were international franchises and that they were born as international institutions; hence their policy is dictated by the global enterprise. However, [In2MM1] mentioned that they have explicit policies on internationalization and that they are communicated to each department in the institution.

Monitoring effective progress and overlooking internationalization activities through a well-established internationalization office is an endeavor that is apparently not practiced at most of the institutions, as evidenced from the document analysis. The literature mentions the trends and general policy structure worldwide (ACE, 2002; De Wit, 2020; Helms et al., 2016). One main takeaway is that policies for internationalization differ across various regions and institutions, depending on their needs (ACE, 2002). Therefore, there is no solid description of a singular policy that is common worldwide. De Wit (2020) states that, in the past 30 years, policies have transitioned from comprehensive and strategic policies into fragmented and marginal ones; however, mobility is still the most dominating factor in internationalization policies worldwide. Traditional values such as cultural exchanges and cooperation that have influenced internationalization in the past have been somewhat sidelined by a drive towards competition, revenue generation, and branding. Helms et al. (2016) state that policies on internationalization follow a common typology, focusing on each of the following:

- Student mobility

- Research

- Collaborative partnerships

- Internationalization at home.

Strategy for internationalization

According to the quantitative results, over half of the stakeholders agreed they had an internationalization strategy. The qualitative findings also suggest that most

participants agreed that their institutions have internationalization strategies. [In1TM1] mentioned the "strategy is also developed as a part of the university's transformation, focusing on top caliber recognized researchers that have international visibility and research networks that offer opportunities, inevitably bringing in international recognized networks to the university". Likewise, [In4FA1] mentioned their strategy is based on improving rankings through "research collaborations".

Accreditation is another strand that was frequently mentioned. [In5TM1] stated that "it is part of our strategy to maintain, to ensure that all of our programs have international accreditation, besides the local one". Student exchanges were frequently mentioned. [In5TM1] mentioned that "Student exchange is also very important for us, so this is fully implemented as part of our strategy for visibility and providing students learning experience to complement what they learn locally," with [In8TM1] adding that they have "student exchange, some students come here and some go abroad". In general, the strategy for most of the institutions falls into four main domains:

- Increasing international research and research collaborations
- Establishing networks and alliances
- Building international credibility through accreditations
- Student and faculty exchange.

In fact, these are the same elements that are considered as the most important for internationalization. The strategy is therefore contributing to the two points identified earlier: knowledge creation and knowledge sharing. Accreditation is an addition to the strategy to ensure the quality of education is in line with international standards, thus adding to the visibility of the institutions, which initiates the cycle illustrated earlier.

The literature suggests similar findings (Knight, 2003; Liu, 2020; Qiang, 2003; Uzhegova and Baik, 2020; Wright, 2009). Around the world, internationalization has become a popular strategy which universities use to prepare graduates to function in an interculturally oriented society (Knight 2003; Qiang, 2003). Wright (2009) posits that the sustainability of internationalization strategies is vital to the long-term success of higher education institutions. Strategies for internationalization are, however, an imperative for all CAA-accredited institutions. From a global context, in Siberia, their internationalization development mainly focuses on building an international profile, creating international collaborations with institutions, and cultivating a supportive environment for internationalization (Uzhegova and Baik, 2020). Similarly, in China, their strategy and approach are towards internationalization international partnerships, joint research programs and international exchanges of students and faculty (Liu, 2020).

Overall implementation process

The quantitative findings indicate that over 44 percent of faculty and administrators believed that their implementation process of developing policies (planning, evaluation, and assessment) is effective, in addition to the overall implementation process. [In8TM1] mentioned their implementation includes budgets for each plan. Likewise, [In2MM1] mentioned that each department has internationalization policies and each of these are introduced as key performance indicators. However, [In3FA1] believed that their implementation is ineffective: "I do not think that the application has been implemented correctly, because there are big differences between students graduating from public universities and private universities in UAE".

The overall implementation process of internationalization was assessed with the internationalization cube, indicating three categories of institutions: highly internationalized, progressing towards internationalization, and not internationalized at all. Previous studies support the same findings (ACE, 2002; Childress, 2009; Qiang, 2003).

'Highly internationalized,' according to the ACE (2002) is defined as a "strategic, coordinated process that seeks to align and integrate international polices, programs, and initiatives, positioning colleges and universities as more globally oriented and internationally connected" (p. 3). The HEIs in the first category have internationalization embedded in their institutions while those in the second category are seeking to internationalize their HEIs, making the right efforts in the right place. The third category does not see the value that internationalization can offer to their institutions; hence their internationalization efforts are minimal (Table 34). Remarkably, those in the second category had the full support and prioritized internationalization efforts; however, policy is somewhat ad-hoc. The universities in this category are top-ranked institutions in the region; therefore, the presence of a structured policy guaranteeing better internationalization results is debatable and should be explored further in future research. Qiang (2003) states that the academic and organizational elements of the services provided by the institution need to be aligned so it may be entrenched in cultural policy and planning, leading to a successful internationalization strategy. Childress (2009) states that there are significant barriers to internationalization, in particular the need for a paradigm shift from the outward focus to a more holistic approach which considers the values, assumptions, and practices of institutional stakeholders.

Table 35: HEIs in the UAE and their level of implementation

Category of HEI	Level of Internationalization
First	Highly internationalized
Second	Progressing towards internationalization
Third	Not internationalized

Internationalization activities

The quantitative findings indicate that over 50 percent of the stakeholders believed that recruitment of foreign faculty and visiting professors, international conferences and seminars, academic quality of international standards, international research collaboration, acceptance of foreign students, international institutional agreements, and international/intercultural campus events are the most frequent internationalization activities in their institutions. On the other hand, the stakeholders believed that international collaborative degree programs, and outgoing mobility opportunities for students and staff are the least frequent internationalization activities. The interview participants gave three broad responses on internationalization activities at their institutions, focusing mainly on student exchanges, study abroad opportunities at an international level, and recruitment of international students. [In5TM1] noted that "we have student exchange," similar to [In8TM1] stating that they have student exchanges. Joint programs and international collaborations were the next most cited among the participants. [In1TM1] stated that the "universities are now partnering with variety of educational programs that allow students to participate into those jointly developed educational programs". [In3FA1] listed the joint collaborations with external embassies

as one of the most frequent activities. Previous studies support the findings of the research (Marinoni, 2016; Wu and Qiang, 2018).

Wu and Qiang (2018) state how different types of internationalization activities are more focused on by different countries and regions, depending on their position (core or peripheral) in the global arena. For countries such as UAE, which is considered to be semi-peripheral, 'inward-oriented' internationalization for development and capacity building is used. Activities in this orientation are recruiting foreign scholars and researchers, importing foreign programs and sending students abroad. Across the world, according to the 5th IAU Global Survey (Marinoni, 2016), both incoming and outgoing student mobility and credit mobility are the top priority in all regions, followed by strategic partnerships and international research collaboration.

5.4.3 Question 3: What Are The Opportunities Brought by Internationalization to HEIs in the UAE?

The section on the opportunities of internationalization was assessed first by the contribution of internationalization and then its overall opportunities.

Contribution of internationalization

The contribution of internationalization was perceived in a positive light, with over 65 percent of the stakeholders acknowledging how much value internationalization provides to their institutions. The qualitative strand identified the contribution. [In1TM1] mentioned that "I think it has been a very productive and effective component of improving the university positioning as well as enhancing the academic educational

programs that the students will benefit from". Similarly, [In2MM1] mentioned that internationalization was a major building block: "If you look at the university, teachers walk around the campus – you might think that you are in the United Nations, faculty speaking different languages, there are different cultures, you find a variety of people from different places, that's an indication". Improved rankings, improved quality of teaching, and improved visibility was not only perceived to be so, but the actual contributions of internationalization. Previous studies report similar findings about the positive impact and benefits of internationalization (Khan et al, 2016; Kahn and Agnew, 2017).

Khan et al. (2016) mention the several benefits of internationalization such as increased awareness and open-mindedness of global issues among students, sharing of effective practices to improve the quality of teaching and learning, strengthening research and knowledge production capabilities, and increasing brand presence and reputation globally. Kahn and Agnew (2017) posit that the benefits of global learning can be seen in the development of cognitive skills, as well as increased academic success.

Opportunities of internationalization

More than 70 percent of the stakeholders believed that experience and knowledge sharing leading to improved quality of teaching and learning, strengthened institutional research and knowledge production capacity, enhanced international presence, brand profile and better world rankings, and international standard of learning leading to a globally competent workforce are opportunities brought by internationalization. An opportunity that was widely identified in the qualitative strand was the sharing of

knowledge, international expertise, and ideas around the world. [In5TM1] mentioned that the opportunities are "more on joint or dual degree programs," similar to [In3TM1] who stated that "by doing joint projects with other institutions, both sides can learn and benefit from each other". [In1TM3] also mentioned how knowledge sharing is important: "I think also sharing the best practices of teaching and learning [is an opportunity of internationalization]". Previous studies (Marinoni, 2016; Uzeghova and Baik, 2020) are aligned with the research findings.

In the 5th IAU Global Survey, Marinoni (2016) reports enhanced international cooperation and capacity building as the most important expected benefit of internationalization at global level, in all regions except North America. "Improved quality of teaching and learning" remains a very important benefit of internationalization globally and in all regions of the world, except for North America. (p. 25) The most important benefit reported by North American respondents is "Increased international awareness of/deeper engagement with global issues by students" (p. 25). Uzhegova and Baik (2020) indicate similar opportunities. International collaborations allow HEIs to get access to resources otherwise unavailable to them. Institutional research is an important pillar which supports the development of strategic international positioning by HEIs. In addition, building an international profile is also vital in facilitating the establishment of a 'niche' that HEIs may use to distinguish themselves internationally.

5.4.4 Question 4: What are the Challenges Associated with the Implementation of Internationalization in HEIs in the UAE?

Overall challenges of internationalization

The challenges of internationalization were conceptualized differently by the different participants. About 47 percent of faculty and administrators believed that treatment of quality assurance and accreditation as strategies for the university branding purposes only, commodification and commercialization of education programs, difficulties of recognition and equivalences of qualifications, study programs, and course credits, and brain drain are serious challenges associated with internationalization, whereas most students (50–60%) believed that the above-mentioned items are serious challenges associated with internationalization. While the survey participants identified quality assurance being done only for branding, the interview participants perceived a number of challenges, which mirrored the risks that were perceived—for instance, a dilution of culture. Their responses ranged from "issues in establishing a research facility in attracting talent" to "maintaining the established relationship with foreign entities" to "dilution of culture," which was also evident in the risk elements of internationalization.

[In1TM3] stated that in "maintaining the community and the culture, there is always going to be a clash with globalization and internationalization. Moreover, there is a loss of the local language and the local dress". Among other challenges not listed in the survey, [In1TM1] exclaimed that "there is no current funding of research like in Europe or North America where the government organizations are keen on spending a certain demand of the GDP promoting research in different aspects of science," adding that the

"main challenges are the standards of research environment, education and challenges in bringing and retaining the [high] caliber researchers".

The literature discusses main challenges (Altbach and Knight, 2013; Beck, 2013; White, 2015) such as difficulty in recognition of course credits. Altbach and Knight (2013) state that accreditation is becoming highly internationalized and commercialized, and this poses its own set of challenges. While there are bona fide international accreditation agencies which provide international standards and parameters, self-appointed networks of institutions also have begun to accredit their members. This can lead to potential problems for organizations focusing merely on increasing their accreditation status instead of the actual quality of education. Brain drain is another challenge faced in the global arena of HEIs. The benefits of internationalization are only received by international students who migrate from another country. Beck (2013) mentions that while the receiving country reaps economic and academic benefits, the countries the students leave behind face depletion of their talent pools through brain drain. Commodification seems to be another issue due to the increasingly market-oriented system that higher education functions in, calling for the excessive use of recruiting strategies to generate revenues (White, 2015).

Challenges in implementation of internationalization

Among the implementation challenges identified, complicated bureaucratic procedures were seen as a hindrance to effective implementation of internationalization endeavours. This was a sentiment shared by a majority of the stakeholders involved in implementation of internationalization activities. The literature indicates comparable

challenges in implementation (ACE, 2002; Al Agtash and Khadra, 2019; Kea, 2014; Liu, 2020; Marinoni, 2016; Madichie and Kolo, 2013; Uzhegova and Baik, 2020). The 5th Global IAU survey (Marinoni, 2016) identifies 'insufficient financial resources' as the main internal obstacle to internationalization followed by 'administrative/bureaucratic difficulties' and 'lack of knowledge of foreign languages.' Lack of planning, however, is identified by the ACE as an obstacle for effective implementation (ACE, 2002). From an Arab perspective, Al Agtash and Khadra (2019) note the lack of a clear policy direction to guide these strategies, and therefore an absence of the elements of effective internationalization to strengthen Arab higher education in the international context. Madichie and Kolo (2013) add that other institutional challenges include reputational issues, which depend on an array of factors such as quality of education, diversity of degree programs, faculty quality, and prospects for financial support. In peripheral locations such as Siberia, the main issues in implementing internationalization is communication; more efforts are required in communicating the value of internationalization to all staff members involved (Uzhegova and Baik, 2020). Likewise, from a Chinese perspective, Liu (2020) delineates lack of institutional strategy and consensus, lack of commitment from seniors and lack of initiatives and incentives, similar to Kea (2014), who posits that, from a Cambodian context, the main issue with implementation seems to be the lack of a comprehensive strategy to guide their practices. Lack of financial and human resources is another issue.

In terms of support, the UAE—specifically, the states of Abu-Dhabi and Dubai—are seeking to establish themselves as global academic hubs, and their support for internationalization is evident in the initiatives taken by the institutions. The UAE has a

strong position as a budding academic hub in the international higher education landscape; the nation enjoys high-quality, accredited institutions that are internationalized, facilitated by government support, and a diverse demography inclined to pursue higher education in the Emirates. Moreover, students across the globe find UAE as an attractive international destination with many incentives for pursuing higher education in the UAE. They are able to receive high-quality internal-level education, find jobs, and have an opportunity to establish businesses.

5.4.5 Question 5: Is There Any Significant Difference Between Nationals and Non-national Faculty and Administrators?

The quantitative t-test results indicated no significant differences in implementation, opportunities, and challenges; however, there was a statistically significant difference in regard to the perception of national and non-nationals among the faculty and administrators, particularly under the rationales domain, with a p-value of 0.015. Accessing new knowledge and technology, developing an innovative curriculum and developing human resource capacity are the top-rated rationales for nationals, with percentages of 100%, 91.4%, and 88.6%, respectively, whereas non-nationals considered enhancing academic quality, strengthening institutional profile and establishing networks and alliances as the top rationales, with percentages of 93.1%, 89.1%, and 84.7%, respectively.

Augmenting the above results with the interview responses, the national perception in terms of significance of internationalization is seen in its ability to enhance the skills and capabilities of individuals, to ensure they have a successful career for the

future globalized workplace. As for non-national participants, their perception in terms of significance of internationalization lies in its ability for increased exposure and branding of the institution. With this underlying perception of the significance of internationalization, national participants believe that enhancing academic quality is the most important rationale for internationalization, whereas the non-national participants believe that strengthening the institutional profile is the most important rationale in addition to the improving the quality of education. As for risks, national participants believe that losing national identity and Arab cultural values is a risk of internationalization whereas non-national participants believe the risks are losing the institutional values.

To sum, nationals have a more inward view of internationalization, wherein they believe in developing of the skills and capacities of national human capital to succeed and drive the knowledge-based economy. Furthermore, they believe that internationalization risks losing national identity and the Arab cultural values. On the other hand, the non-national participants have a more outward concept of internationalization, wherein they believe that internationalization is a tool for providing exposure to the institution and improving its branding and reputation in the global arena. Moreover, they believe the risks of internationalization are marginalizing the institutional identity; not the individual's identity.

5.4.6 Question 6: Is There Any Significant Difference Between the Stakeholders Regarding their Internationalization Perception, Implementation, Opportunities, and Challenges?

The quantitative ANOVA results conducted between the three stakeholder groups (students, faculty, and administrators) indicate a significant difference in the perception, particularly in the risk domain, and in implementation, opportunities, and challenges. Students perceived a higher level of risk compared with faculty and administrators, with a mean score of 3.35, whereas faculty and administrators had mean scores lower than 3.00.

For implementation, students perceived more internationalization activities at their institutions, with a mean score of 3.7, while faculty and administrators had mean scores of 3.5 and 3.6, respectively. For opportunities, administrators and faculty perceived the opportunities more significantly than the students, with a mean score of 4.2, 4.3, and 4.1, respectively. Students perceived the challenges of internationalization as more serious, compared to faculty and administrators, with mean scores of 3.68, 3.15, and 3.05, respectively. In essence, students perceived greater risks and challenges and fewer opportunities of internationalization compared to faculty and administrators. Moreover, students perceived more internationalization activities compared to the faculty and administrators.

5.5 Summary and Conclusion

The present research contributes to the literature on internationalization of higher education in several ways. A study analyzing the process of implementation of

internationalization within HEIs in the UAE had not been attempted before, therefore it serves as a starting point for researchers to look deeper into each process within the internationalization cycle and to elucidate the factors that hinder or enhance effective implementation. The study revealed the perceptions of HEIs regarding internationalization, allowing for the assessment of the purpose and important elements to be undertaken during planning for implementation of internationalization. The results of this research expand the knowledge of internationalization strategies currently employed by top institutions, helping top-level stakeholders and decision-makers to better prepare for more strategic attempts in future to internationalize higher education and compete with top international universities In addition, the findings uncovered critical points in the challenges and barriers of internationalization, and provided recommendations on how to overcome those challenges so that HEIs may reach their goals.

In essence, the stakeholder perception of internationalization in the UAE HEIs is as follows. Internationalization is a significant phenomenon, considered as a tool for two main processes: knowledge creation through increased research and research collaborations; and knowledge dissemination through increased exchanges and recruitment of international faculty and students, in order to improve quality of education offered by HEIs and to strengthen the institutional profile globally. However, there should be a balance in attaining internationalization as such advances run the risk of a dilution of culture and national values.

In addition, there is a statistically significant difference in the perception of students and faculty/administrators, with students perceiving greater risks and challenges

along with fewer opportunities than do faculty and administrators. Moreover, within the eight institutions studied here, the process of internationalization was different for each, which led to different outcomes, as seen by their various positions on the internationalization cube. Three categories of HEIs emerged: category 1, being highly internationalized institutions; category 2, being institutions progressing towards internationalization; and category 3, being institutions that are not internationalized at all. According to Soderqvist's (2007) classification of internationalization processes and outcomes, category 3 HEIs belong to the zero stage where internationalization activities are marginal, category 2 belongs to both the first and second stages wherein the focus is on mobility and research collaborations, and category 1 belongs to the third stage wherein internationalization is being institutionalized campus wide. In the study, none of the institutions fit stage four, wherein the higher education services are exported. This can perhaps be the future plan for group 1 HEIs, to improve their internationalization further, wherein they can export their HE services worldwide.

Aligning the results with the theoretical framework of Knight's internationalization cycle shows that, while there is an 'awareness' of the need, purpose, and benefits of internationalization of HEIs in the UAE, and tangible 'commitment' in the form of funding and support, the 'planning,' 'reviewing,' and 'reinforcement' stages are areas to focus on to improve efficiency. According to Knight (1994), reviewing and reinforcement are important because they spark a renewed sense of awareness, which in turn starts another cycle of increased internationalization endeavor. This is missing from the institutions in the UAE. A majority of institutions do not have offices to oversee internationalization activities and there are little to no incentives for stakeholders for their

internationalization efforts, which would 'reinforce' another cycle of internationalization. In addition, while there is a rising trend of commodification of higher education, the impact of operating in a neoliberalist setting is apparent among the HEIs within UAE. There is definitely competition among the universities, but it is not driving the institutions to pursue the 'commercial' or economic aspect of internationalization. This may be mainly due to the increased support and funding provided by the government.

Internationalization practices would only be pushed to increase 'exposure'; and, for the same reason, increased branding campaigns are implemented. This is the trend across the globe; traditional values such as cultural exchanges and cooperation that have impacted and influenced internationalization in the past have been somewhat sidelined by a drive towards competition, revenue generation and branding (De Wit, 2020). While intensive student recruitment and treatment of international students as 'cash cows,' are manifestly evident consequences of operating in a neoliberalist setting of higher education (Bamberger et al., 2019).

UAE HEIs have their focus on increasing exposure or enhancing branding to facilitate all other internationalization endeavors. Another finding was that typical internationalization activities that involve collaboration or some kind of 'exchange' are preferred and frequently implemented, as opposed to I@H activities such as development of an international curriculum. Within typical or conventional activities, academic activities such as research collaborations or appointment of international faculty are preferred over non-academic ones. I@H is important, as all students need to be exposed to the intercultural and global learning. The concept of internationalizing the campus without having to travel was not perceived well by the institutional stakeholders,

indicating their lack of awareness of the benefits of I@H, such as solving the issue of unequal opportunities to access international-level higher education. Garson (2016) states that internationalization needs to benefit all students and personnel instead of just focusing on the mobility of international students. On a positive note, the risks of internationalization are not perceived as significantly risky, indicating that the environment of UAE HEIs embraces internationalization due to their extremely diverse demographic.

In fact, AlAleeli (2019) suggests that internationalization could perhaps be seen as a process to strengthen and promote UAE's national identity. De Wit (2000) explains how internationalization may help nations be included in the global environment on an equal platform, as opposed to the Western dominancy. Internationalization thus acts a necessary instrument, bringing in a plethora of benefits to the individuals, institutions and the nation as a whole.

5.6 Internationalization Post-pandemic and Beyond

The research was undertaken during the global outbreak of COVID-19. Regardless of the challenges in completing the research during the pandemic, several changes worldwide specifically in the field of higher education were evident. Higher education activities on campus were halted, travel was restricted, and students were subject to distant learning. In terms of internationalization activities, student and faculty mobility was greatly affected due to travel restrictions and the overall public health precautions taken. Research activities were also conducted virtually, in the form of online conferences and seminars. Amidst all the challenges in the pandemic, higher education endured and

embraced the digital platform. The interview participants themselves felt the outbreak had pushed HEIs to constantly innovate and pursue their mission—providing education to students globally. While all internationalization activities are occurring online, the face-to-face value and the ensuing transmission of culture through physical presence and observance is missing. Hence, internationalization of the curriculum and I@H are alternatives HEIs can utilize to preserve and exchange various cultures, while developing their students' capabilities at home.

5.7 Policy Implications

Based on the findings of the study, policy implications and recommendations are outlined in this section to improve and enhance the effectiveness of implementation of internationalization at HEIs. First, with almost 76 CAA-accredited institutions in the UAE, the standards they follow collectively have a significant impact on the higher education in the UAE (CAA, 2019). While the CAA standards have stipulations for internationalization activities, they do not fall into one cohesive domain specifically meant to enhance and increase internationalization activities.

The CAA should have stipulations specifically under the section for 'internationalization' which institutions would find easier to access; further, they would be able to group and coordinate their internationalization efforts for a greater impact than what is achieved with unintegrated activities that have minimal impact. Consequently, an office to oversee and monitor internationalization efforts needs to be established at a majority of institutions, wherein the position and role of the CIEA needs to be clearly delineated.

Second, while there is a clear focus and goal for improving quality of education through internationalization, the goal of building and developing human capabilities should also be considered and aligned to the national vision of becoming a knowledge-based economy. The current gaps are found in the skill level and competencies of fresh graduates, and their ability to find employment, demands higher skill sets. Coelen (2018) posits that around the world, there is increased focus on enhancing the employability of university students. Global capital is investing heavily in knowledge industries worldwide in order to meet the rising demand of the globalized workforce and the need for knowledge products and personnel to fuel economic growth (Altbach and Knight, 2007).

Hence this goal should be a part of the institutions' strategy and formulated from inputs of not only institutional stakeholders but also external 'industry' stakeholders in the private and public sectors. The entire strategy for institutional internationalization should be aligned with the perceptions of stakeholders who are, ultimately, the developers and beneficiaries of the internationalization process within their institutions. Qiang (2003) emphasizes that the academic and organizational elements of the services provided by the institution need to be aligned so it may be entrenched in cultural policy and planning, and lead to a successful internationalization strategy. This strategy should also address the challenges and risks of internationalization and align the perceptions with the practices to eliminate inconsistencies and enhance the process of internationalization.

Likewise, the strategy should be communicated to all departments and stakeholders involved, both internal and external. Each individual within the HEI should be aware of the internationalization efforts undertaken by the institutions. The communication channels at the institutions need to be improved so stakeholders are

always informed about opportunities to participate in international activities. Murray et al. (2014) calls for increased collaborations and across several disciplines and departments. The communication for the external stakeholders through websites and strategic documents needs to contain more information on the internationalization process and subsequent outcomes. The websites need to be updated to accommodate all information on the internationalization efforts in a clear and organized way. The vision and mission should articulate and reflect the purpose of the institution's internationalization efforts. Moreover, strategic reports on internationalization goals and policies need to be posted on online portals for everyone to access easily.

Lastly, there is a need to move towards newer methods and concepts of internationalization, such as I@H, for instance, through the building of an intercultural curriculum. Curriculum innovation is necessary in enhancing student capabilities and intercultural competence to excel in a globalized world. These methods should be used with existing practices to underpin a comprehensive internationalization scheme that, not only increases access to high quality international studies for all students, but also encourages an open dialogue for intercultural learning for all stakeholders. According to the common typology used for policies for internationalization, student mobility, research, collaborative partnerships, and I@H are the main elements focused upon (Helms et al., 2016). To facilitate the implementation of such recommendations, there needs to be a shift in the culture of each organization. Rigid bureaucratic practices should be discarded, and the culture of 'adhocracy'—a culture related to external adaptation, system openness, and increased community interaction—should be established and instilled within each unit (Bartell, 2003). Curriculum innovation to fit intercultural element itself

requires innovative minds to work together collaboratively, hence the culture of the organization needs to be changed to allow for greater flexibility and provide room for more creativity and novelty.

5.8 Recommendations for Future Research

The current research examined perceptions, practices, opportunities, and challenges of internationalization at eight HEIs within UAE, analyzing perspectives of institutional stakeholders such as faculty, top administrators, and students. The study made numerous findings related to how institutional stakeholders perceive internationalization at their institutions. Since the national agenda guides the practices at CAA-accredited institutions, future research should include the perspectives of stakeholders at a governmental level, as they are integral to the creation of policies which impact HEIs. Moreover, external stakeholders such as industry practitioners and employers should be included, as their perceptions are vital in understanding the needs of the market and the skills required by students.

A main finding that emerges as an area for future research is that institutions in the second category (i.e., progressing towards internationalization) exhibited a relatively unstructured implementation, as compared with lower-rated institutions worldwide, which had a more structured implementation. This finding raises an important research question: Does a structured implementation lead to effective and successful internationalization outcomes, in terms of world ranking and higher quality of education, considering the policy for internationalization is prioritized and support for internationalization is interactive between central and peripheral levels of the institutions?

The perceptions of students were significantly different to those of other stakeholders in terms of the risks, opportunities, and challenges of internationalization. Faculty and administrators have a more optimistic view of internationalization, while students perceive more risks and challenges and fewer opportunities of internationalization. This can be a prompt for future studies to focus on the reasons why students have such a view of internationalization of their institutions. Finally, an area for research should be a study comparing the perceptions of nationals and non-nationals with regard to the implementation of internationalization. In the current study, the perceptions of nationals and non-nationals were compared and analyzed—revealing statistically significant differences. Hence, a full study comparing their perceptions on all elements should be conducted to thoroughly explore the dichotomy of perceptions between how nationals and non-nationals perceive internationalization. Moreover, the impact of international experience on perceptions should be explored further, examining how an individual's international experience can alter their perceptions of internationalization of higher education.

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Appendices

APPENDIX A	Ethical Approval for Conducting Research
APPENDIX B	Email Approval for Survey Instrument
APPENDIX C	Informed Consent and Questionnaire (English)
APPENDIX D	Informed Consent and Questionnaire (Arabic)
APPENDIX E	Informed Consent and Interview Guide
APPENDIX F	Results from Document Analysis

APPENDIX A

Ethical Approval for Conducting Research

UAEU Faculty of Humanities and Social Sciences

جامعة الإمارات العربية المتحدة
United Arab Emirates University

Social Sciences Ethics Sub-Committee
Approval Letter

December 19 2019

This is to certify that research proposal N: *ERS_2019_6019*, titled: *Examining the University Stakeholder's Perceptions Toward the Implementation of Internationalization in the Higher Education Institutions in the UAE*, submitted by *Mohammed Yousif*, has been reviewed and approved by the UAEU sub-committee for research ethics in social sciences.

Sincerely

Professor Sami Boudelaa
Chair of the UAEU Research Ethics Sub-Committee for Social Sciences
Department of Cognitive Sciences
United Arab Emirates University
UAE
Email: s.boudelaa@gmail.com
Tel: 037136178

APPENDIX B

Email Approval for Survey Instrument

From: Kea Yun <keayun@gmail.com>
Sent: Wednesday, September 25, 2019 2:00 PM
To: Hira Siraj Ahmed
Subject: Re: Research on Internationalization of Higher Education Institutions in the UAE

Dear Hira Siraj,

My apologies for the very late response.
Straight to your request, I am glad that you have found interest in my PhD dissertation.
In addition, you have my approval in using the research instrument for your research. I hope it will be of your assistance in achieving your research goals.
Should you have any inquiry, do not hesitate to contact me again.
The following is my current position.

Best regards,

YUN Kea (Ph.D.)
Lecturer
Department of International Studies (DIS)
Royal University of Phnom Penh (RUPP)

From: Giorgio Marinoni <g.marinoni@iau-aiu.net>
Sent: Tuesday, January 26, 2021 2:59 PM
To: Hira Siraj Ahmed
Cc: Mohd. Madi Ahmed Yousif
Subject: Re: Research on Internationalization of higher education
Attachments: Questionnaire_5th_IAU_Global_Survey_Survey_Monkey.pdf

Dear Hira Siraj,

Thank you very much for your email and for your interest in the 5th IAU Global Survey on internationalization of higher education.

I am pleased to share with you the questionnaire of the 5th edition of the IAU Global Survey on internationalization of higher education.

You can definitely use it as a starting point for your research. The only condition we have is that you clearly reference IAU as the source.

As the 5th IAU Global Survey was conducted in pre-COVID-19 times, I suggest that you look carefully at it in the light of the changes brought by the pandemic.

We would also be very interested in receiving the results of your research, once available.

Yours sincerely,

Giorgio

APPENDIX C

Informed Consent and Questionnaire (English)

Questionnaire on "Examining the University Stakeholders' Perception Towards Internationalization of Higher Education Institutions in the UAE

The following questionnaire consists of items designed to provide an understanding of the perceptions of institutional stakeholders (top leaders, administrators, and faculty) on the meanings, rationales, risks, implementation, challenges, and opportunities pertaining to the internationalization of higher education institutions in the UAE.

This research is being conducted by a Ph.D. Student at UAE University. You are invited to participate in this research project because you represent the higher education institutions' key stakeholders.

The procedure involves filling an online survey that will take approximately 15 minutes. Please select your responses through the checkbox or drop-down menu provided. Your responses will be confidential, and we do not collect any personal information such as your name, email address or IP address. The survey questions will be about your perceptions regarding various facets of internationalization of higher education.

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you choose not to participate in this study or if you withdraw from participating at any point in time, you will not be penalized. We keep your information confidential. All data is stored and protected. The results of this study will be used for scholarly purposes only. This research has been reviewed according to UAE University procedures for research involving human subjects.

If you have any questions about the research study, please contact Mohammed Madi Yousif, (201080018@uaeu.ac.ae).

Clicking on the "agree" button below indicates that:

• you have read the above information
• you voluntarily agree to participate

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Agree   ☐
Disagree ☐

Section 01

Background information
(Please select the relevant input from the lists below)

1	Position/Job Title	Chancellor	☐	Vice Chancellor	☐	Provost					
		Dean	☐	Vice Dean	☐	Assistant Dean		Department Chair	☐	Section Head	☐
		Faculty	☐	Others	☐						
2	Years of managerial experience	0 - 5 years	☐	5 - 10 years	☐	More than 10 years					
3	Gender	Female	☐	Male	☐						
4	Nationality	Choose an item.									
5	Highest Degree Obtained	Choose an item.									
6	Institution name	Choose an item.									
7	Years of International Experience	0 - 5 years	☐	5 - 10 years	☐	More than 10 years					

Section 02

1. Participants' Perceptions of the Internationalization of Higher Education

Definition: "Internationalization is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education". (Knight, 2004)

(This section aims at understanding participants' perceptions of the meanings, rationales, and risks of internationalization of higher education)

1.1 Which of the following do you think are the significant elements constituting 'Internationalization of Higher Education in the UAE'?

Rate each element in order of importance from 1 to 5

Elements constituting Internationalization		Not Important				Highly Important
		1	2	3	4	5
1	Internationalized Student Community and Experience	☐	☐	☐	☐	☐
2	Outbound /Inbound Mobility opportunities for faculty and students	☐	☐	☐	☐	☐
3	International Profile and experience of Faculty	☐	☐	☐	☐	☐
4	International research collaboration	☐	☐	☐	☐	☐
5	International conferences and seminars	☐	☐	☐	☐	☐
6	International/intercultural curriculum	☐	☐	☐	☐	☐
7	Foreign language studies or courses in foreign languages	☐	☐	☐	☐	☐
8	Joint degrees with international universities	☐	☐	☐	☐	☐
9	A multicultural campus	☐	☐	☐	☐	☐

1.2 How would you rate the level of significance of internationalization at your institution?

Level of significance of Internationalization		Not Significant				Highly Significant
		1	2	3	4	5
1	Significance of Internationalization at my institution	☐	☐	☐	☐	☐

1.3 For what reasons do you think your institution should be internationalized?

Rate each rationale in order of importance from 1 to 5

Rationales of internationalization		Not Important				Highly Important
		1	2	3	4	5
1	To access new knowledge and technology	☐	☐	☐	☐	☐
2	To develop an innovative curriculum	☐	☐	☐	☐	☐
3	To develop human resource capacity	☐	☐	☐	☐	☐
4	To diversify sources of income and financial support	☐	☐	☐	☐	☐
5	To enhance academic quality	☐	☐	☐	☐	☐
6	To strengthen the institutional profile and reputation	☐	☐	☐	☐	☐

1.4 What are the risks of Internationalizing your institution?

Rate each of the risks in order of threat level from 1 to 5

Risks of Internationalization	Not Risky				Highly Risky
	1	2	3	4	5
1	Creation of a globally homogenized curriculum	☐	☐	☐	☐	☐
2	Increased foreign 'degree mills' and low-quality education providers	☐	☐	☐	☐	☐
3	Inequality of access to International education	☐	☐	☐	☐	☐
4	Dependency on institutional partnerships	☐	☐	☐	☐	☐
5	Loss of national identity and cultural values	☐	☐	☐	☐	☐
6	Overuse of foreign languages	☐	☐	☐	☐	☐
7	Political incongruences/threats	☐	☐	☐	☐	☐

Section 03

2. Implementation of Internationalization:

(This section aims at collecting the participant's perceived state of Internationalization practices and internationalization's policies implementation)

2.1 Policy

2.1.1 Please answer the following questions related to your institution's internationalization policy/strategy and activities

Rate the following on scale of 1 to 5

Description of Policy	Strongly Disagree				Strongly Agree
	1	2	3	4	5
1	Is there policy on internationalization for the entire institution?	☐	☐	☐	☐	☐
2	Is there an office to oversee the implementation?	☐	☐	☐	☐	☐
3	Is there a budgetary provision for implementation?	☐	☐	☐	☐	☐
4	Is there a monitoring and evaluation framework to assess progress?	☐	☐	☐	☐	☐
5	Are there explicit targets and benchmarks used with regards to policy?	☐	☐	☐	☐	☐
6	Is an international dimension/component included in any other institutional policy/strategic plans?	☐	☐	☐	☐	☐

2.2 Process of Implementation

2.2.1 To what extent do you agree or disagree that your institution has an internationalization implementation strategy?

Presence of implementation strategies on international activities	Strongly Disagree				Strongly Agree
	1	2	3	4	5
1 My institution has an internationalization implementation strategy	☐	☐	☐	☐	☐

2.2.2 How would you assess the process of developing the policies on International activities and the overall implementation strategy at your institution?

Rate the Process of Developing policies on International activities	Ineffective				Completely effective
	1	2	3	4	5
1 Process of Developing policies on International activities (planning, evaluation, and assessment)	☐	☐	☐	☐	☐
2 Overall implementation strategy for internationalization of higher education	☐	☐	☐	☐	☐

2.3 How would you rate the frequency of the following internationalization activities at your institution?

Internationalization activities/programs	Not frequent				Highly frequent
	1	2	3	4	5
1 Academic quality of international standards	☐	☐	☐	☐	☐
2 Acceptance of foreign students	☐	☐	☐	☐	☐
3 International collaborative degree programs	☐	☐	☐	☐	☐
4 International conferences and seminars	☐	☐	☐	☐	☐
5 International institutional agreements	☐	☐	☐	☐	☐
6 International research collaboration	☐	☐	☐	☐	☐
7 International/intercultural campus events	☐	☐	☐	☐	☐
8 International/intercultural curriculum	☐	☐	☐	☐	☐
9 Outgoing mobility opportunities for students and staff	☐	☐	☐	☐	☐
10 Recruitment of foreign faculty and visiting professors	☐	☐	☐	☐	☐

Section 04

3. Opportunities brought by Internationalization of Higher Education

3.1 To what extent do you agree or disagree that Internationalization has contributed positively to your institution.

Impact of Internationalization	Strongly Disagree				Strongly Agree
	1	2	3	4	5
1 Internationalization has contributed positively to my institution	☐	☐	☐	☐	☐

3.2 What are the opportunities brought by internationalization within your institution?

Opportunities	Not Important				Highly Important
	1	2	3	4	5
1 International Standards of learning that lead to a globally competent workforce	☐	☐	☐	☐	☐
2 Experience and knowledge sharing that lead to improved quality of teaching and learning	☐	☐	☐	☐	☐
3 Strengthened institutional research and knowledge production capacity	☐	☐	☐	☐	☐
4 Enhanced international presence, brand profile and better world rankings	☐	☐	☐	☐	☐

Section 05

4. Challenges for the Internationalization of Higher Education

4.1 What are the challenges associated with regards to the Internationalization of Higher Education?

Challenges of internationalization	Not serious				Highly serious
	1	2	3	4	5
1 Commodification and commercialization of education programs	☐	☐	☐	☐	☐
2 Quality assurance and accreditation are strategies for university branding purposes only	☐	☐	☐	☐	☐
3 Difficulties of recognition and equivalences of qualifications, study programs and course credits	☐	☐	☐	☐	☐
4 Brain-Drain	☐	☐	☐	☐	☐

4.2 What challenges of implementations of internationalization strategies do you think are
    faced by your institution?

Challenges of implementation of internationalization	Not serious				Highly serious
	1	2	3	4	5
1 Complicated bureaucratic procedure	☐	☐	☐	☐	☐
2 Lack of functional, comprehensive strategy of internationalization	☐	☐	☐	☐	☐
3 Lack of financial resources	☐	☐	☐	☐	☐
4 Lack of human resources (appropriate skills and expertise)	☐	☐	☐	☐	☐
5 Lack of facility and material resources	☐	☐	☐	☐	☐
6 Lack of involvement and commitment to (internationalization of their institution) from institutional stakeholders	☐	☐	☐	☐	☐
7 Lack of recognition and support from higher levels (ministry of education and national government)	☐	☐	☐	☐	☐

Are there any comments that you would like to share with the researcher?

.. End of the questionnaire- Thank you for filling out this instrument ….

Questionnaire on "Examining the University Stakeholders' Perception Towards Internationalization of Higher Education Institutions in the UAE

The following questionnaire consists of items designed to provide an understanding of the perceptions of institutional stakeholders (students) on the meanings, rationales, risks, implementation, challenges, and opportunities pertaining to the internationalization of higher education institutions in the UAE.

This research is being conducted by a Ph.D. Student at UAE University. You are invited to participate in this research project because you represent the higher education institutions' key stakeholders.

The procedure involves filling an online survey that will take approximately 15 minutes. Please select your responses through the checkbox or drop-down menu provided. Your responses will be confidential, and we do not collect any personal identifying information such as your name, email address or IP address. The survey questions will be about your perceptions regarding various facets of internationalization of higher education.

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you choose not to participate in this study or if you withdraw from participating at any point in time, you will not be penalized. We keep your information confidential. All data is stored and protected. The results of this study will be used for scholarly purposes only. This research has been reviewed according to UAE University procedures for research involving human subjects.

If you have any questions about the research study, please contact Mohammed Madi Yousif, (201080018@uaeu.ac.ae)

Clicking on the "agree" button below indicates that:

• you have read the above information
• you voluntarily agree to participate

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Agree   ☐
Disagree ☐

Section 01

<u>Background information</u>

1	Gender	Female	☐	Male	☐		
2	Nationality	Choose an item.					
3	Academic Discipline/Major						
4	Academic program level	Choose an item.				Year	
5	University						

Section 02

<u>1.Participants' Perception of the Internationalization of Higher Education</u>

Definition: "Internationalization is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education". (Knight, 2004)

 (This section aims at understanding the participants' perceptions of the meanings, rationales, and risks of Internationalization of higher education)

2.1 Which of the following do you think are the significant elements constituting 'Internationalization of Higher Education in the UAE'?

Rate each element in order of importance from 1 to 5 (1 = not important; 2 = slightly important; 3 = moderately important; 4 = fairly important; 5 = highly important)

Elements constituting Internationalization	5	4	3	2	1
1	Internationalized Student Community and Experience	☐	☐	☐	☐	☐
2	Outgoing mobility opportunities for faculty and students	☐	☐	☐	☐	☐
3	International Profile and experience of Faculty	☐	☐	☐	☐	☐
4	International research collaboration	☐	☐	☐	☐	☐
5	International conferences and seminars	☐	☐	☐	☐	☐
6	International/intercultural curriculum	☐	☐	☐	☐	☐
7	Foreign language studies and courses in foreign languages	☐	☐	☐	☐	☐
8	International collaborative degree programs	☐	☐	☐	☐	☐
9	A multicultural campus	☐	☐	☐	☐	☐

2.2 How would you rate the level of significance of Internationalization at your institution?

Level of significance of Internationalization	Not Significant				Highly Significant
	1	2	3	4	5
1 Significance of Internationalization at my institution	☐	☐	☐	☐	☐

2.3 For what reasons do you think your institution should be internationalized?

Rate each rationale in order of importance from 1 to 5 (1 = not important; 2 = slightly Important; 3 = moderately important; 4 = fairly important; 5 = highly Important)

Rationales of internationalization	5	4	3	2	1
1	To access new knowledge and technology	☐	☐	☐	☐	☐
2	To develop an innovative curriculum	☐	☐	☐	☐	☐
3	To develop human resource capacity	☐	☐	☐	☐	☐
4	To diversify sources of income and financial support	☐	☐	☐	☐	☐
5	To enhance academic quality	☐	☐	☐	☐	☐
6	To strengthen the institutional profile and reputation	☐	☐	☐	☐	☐
7	To establish networks and alliances	☐	☐	☐	☐	☐

2.4 What are the risks of Internationalizing your institution? Rate each of the risks in order of threat level from 1 to 5 (1 = not risky; 2 = slightly risky; 3 = moderately risky; 4 = fairly risky; 5 = highly risky)

Risks of Internationalization		5	4	3	2	1
1	Creation of a globally homogenized curriculum	□	□	□	□	□
2	Increased foreign 'degree mills' and low-quality education providers	□	□	□	□	□
3	Inequality of access to International education	□	□	□	□	□
4	Dependency on institutional partnership	□	□	□	□	□
5	Loss of national identity and cultural values	□	□	□	□	□
6	Overuse of foreign languages	□	□	□	□	□
7	Political incongruences/threats	□	□	□	□	□

Section 03

3. Implementation of Internationalization

(This section aims at discerning the participant's perceived state of Internationalization practices and implementation of policies with regards to the outcomes of these policies)

3.1 How would you rate the frequency of the following internationalization activities at your institution? Rate the activeness of each activity from 1 to 5 (5 = highly frequent; 4 = fairly frequent; 3 = moderately frequent; 2 = slightly frequent; 1 = not frequent at all)

Internationalization activities/programs		5	4	3	2	1
1	Academic quality of international standard	□	□	□	□	□
2	Acceptance of foreign students	□	□	□	□	□
3	International collaborative degree programs	□	□	□	□	□
4	International conferences and seminars	□	□	□	□	□
5	International institutional agreements	□	□	□	□	□
6	International research collaboration	□	□	□	□	□
7	International/intercultural campus events	□	□	□	□	□
8	International/intercultural curriculum	□	□	□	□	□
9	Outgoing mobility opportunities for students and staff	□	□	□	□	□
10	Recruitment of foreign faculty and visiting professors	□	□	□	□	□

Section 04

4. Opportunities brought by Internationalization of Higher Education

4.2 To what extent do you agree or disagree that Internationalization has contributed positively to your institution. Rate the following on scale of 1 to 5 (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree)

Positive impact of Internationalization		5	4	3	2	1
1	Internationalization has contributed positively to my institution	☐	☐	☐	☐	☐

4.2 What are the opportunities brought by internationalization within your institution? Rate each of the opportunities in order of significance and priority from 1 to 5 (1 = not important; 2 = slightly important; 3 = moderately important; 4 = fairly important; 5 = highly important)

Opportunities		5	4	3	2	1
1	International Standards of learning that lead to a globally competent workforce	☐	☐	☐	☐	☐
2	Experience and knowledge sharing leading to improved quality of teaching and learning	☐	☐	☐	☐	☐
3	Strengthened institutional research and knowledge production capacity	☐	☐	☐	☐	☐
4	Enhanced international presence, brand profile and better world rankings	☐	☐	☐	☐	☐

Section 05

5. Challenges for the Internationalization of Higher Education

5.1 What are the challenges associated with regards to the Internationalization of Higher Education? Rate each of the challenges in order of seriousness from 1 to 5 (1 = not serious; 2 = slightly serious; 3 = moderately serious; 4 = fairly serious; 5 = highly serious)

	Challenges of internationalization	5	4	3	2	1
1	Commodification and commercialization of education programs	☐	☐	☐	☐	☐
2	Quality assurance and accreditation are strategies for university branding purposes only	☐	☐	☐	☐	☐
3	Difficulties of recognition and equivalences of qualifications, study programs, and course credits	☐	☐	☐	☐	☐
4	Brain-Drain	☐	☐	☐	☐	☐

.. End of the questionnaire- Thank you for filling out this instrument ….

Informed Consent and Questionnaire (Arabic)

استبيان حول "دراسـة أراء أصـحاب المصـلحة الجامعيين نحو تدويل مؤسـسـات التعليم العالي في دولة الإمارات العربية المتحدة"

يتكون الاستبيان التالي من عناصر مصممة لتوفير فهم أراء أصـحاب المصـلحة (القيادات العاليا والإداريين وأعضـاء هيئة التدريس) حول المعاني والمفاهيم والأسـباب والمخاطر والتنفيذ والتحديات والفرص المتعلقة بتدويل مؤسـسـات التعليم العالي في دولة الإمارات العربية المتحدة.

هذا البحث يجريه احد طلبة الدكتوراه في جامعة الإمارات العربية المتحدة. أنت مدعو للمشـــاركة في هذا المشـــروع البحثي لأنك تمثل أصحاب المصلحة الرئيسيين في مؤسسات التعليم العالي.

يتضـــمن الإجراء ملء اسـتبيان عبر الإنترنت سـيسـتغرق حوالي 15 دقيقة. يرجى تقديم اختياركم من خلال مربع الاختيار أو القائمة المنسدلة المقدمة. ستكون إجاباتك سرية ، ولا نقوم بجمع أي معلومات شخصية مثل الاسم أو عنوان بريدك الإلكتروني أو عنوان جهازك ستكون أسئلة الاستبيان حول ارائكم فيما يتعلق بمختلف جوانب التدويل.

مشـاركتك في هذه الدراسـة البحثية تطوعية. يمكنك اختيار عدم المشـاركة. إذا قررت المشـاركة في هذا المسح البحثي ، فيمكنك الانسحاب في أي وقت. إذا اخترت عدم المشاركة في هذه الدراسة أو إذا انسحبت من المشاركة في أي وقت لا يترتب على ذلك أي مسؤولية.

سنقوم بالحفاظ على سرية معلوماتك. يتم تخزين جميع البيانات وحمايتها. سيتم استخدام نتائج هذه الدراسة للأغراض العلمية فقط ويمكن مشـــاركتها مع ممثلي جامعة الإمارات العربية المتحدة. تمت مراجعة هذا البحث وفقًا لإجراءات جامعة الإمارات العربية المتحدة المتعلقة بالبحث عن مواضيع بشرية.

إذا كـان لـديـك أي أسـئلـة حول الـدراسـة البحثيـة ، يرجى الاتصـــال بـالسـيـد محمـد مـاضـي يوسـف 201080018@uaeu.ac.ae

يشير النقر على "موافق" أدناه إلى ما يلي:

- بانك قراءت المعلومات المذكورة أعلاه
- بانك توافق طواعية على المشاركة

إذا كنت لا ترغب في المشـــاركة في الـدراسـة البحثيـة ، يرجى رفض المشـــاركة بالنقر على "غير موافق ."

موافق☐
غير موافق☐

القسم 1

<u>1- معلومات أساسية</u>

(يرجى اختيار المدخلات ذات الصلة من القوائم أدناه)

		نــائـب المدير	☐	المدير	☐	الـرئيس الأعلى	المنصب/المسمى الوظيفي	1
☐	مسـؤول القسم	☐	رئيس القسم	مسـاعد العميد	☐	نــائـب العميد	☐	العميد
				☐	غير ذلك	☐	عضـــو هـيـئـة تدريس
			☐	أكـثـر من 10 سنوات	☐	5 – 10 سنوات	☐	0 – 5 سنوات	سـنوات الخبرة الإدارية	2
				☐	أنثى	☐	ذكر	الجنس	3
							الجنسية	4
							المستوى التعليمي	5
							اسم المؤسسة	6
			اكـثـر مـــن 10 سنوات	10-5 سنوات	5-0 سنوات	سـنوات الخبرة الدولية	7

القسم 2

<u>2- رأي المشاركين في تدويل التعليم العالي</u>

التعريف: "يُعرَّف التدويل بـأنـه عمليـة دمج البعد الدولي أو التعدد الثقافي العـالمي في غرض ومهـام وتقديم التعليم العالي". (نايت، 2004)

(يهدف هذا القسم إلى فهم أراء المشاركين لمعاني ومفاهيم وأسباب ومخاطر تدويل التعليم العالي)

1-2 أي مما يلي ، في رأيك ، تعتبر العناصر المهمة التي تشكل "تدويل التعليم العالي في الإمارات العربية المتحدة"؟

يرجى تقييم كل عنصر حسب الأهمية من 1 إلى 5

هــام للغاية				غير هام	العناصر التي تشكل التدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	تنوع وتطوير خبرة المجتمع الطلابي	1

☐	☐	☐	☐	☐	توفير فرص انتقال أعضـــاء هيئة التدريس والطلاب داخليا وخارجيا	2
☐	☐	☐	☐	☐	دعم المؤهلات والخبرات دولية لأعضاء هيئة التدريس	3
☐	☐	☐	☐	☐	التعاون في مجال البحث الدولي	4
☐	☐	☐	☐	☐	المؤتمرات والندوات الدولية	5
☐	☐	☐	☐	☐	المناهج الدولية متعددة الثقافات	6
☐	☐	☐	☐	☐	دراسات اللغات الأجنبية ودورات باللغات الاجنبية	7
☐	☐	☐	☐	☐	الدرجات العلمية المشتركة مع الجامعات الدولية	8
☐	☐	☐	☐	☐	حرم جامعي متعدد الثقافات	9

2-2 كيف تقيم مستوى أهمية التدويل في مؤسستك؟

هام جدا				غير هام	مستوى أهمية التدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	مستوى أهمية التدويل في مؤسستك	1

2-3 لماذا تعتقد أن مؤسستك يجب تدويلها؟ يرجى تقييم كل سبب حسب الأهمية من 1 إلى 5

هام جدا				غـــير هام	أسباب التدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	الوصــــول إلى معرفة وتكنولوجيا جديدة	1
☐	☐	☐	☐	☐	تطوير مناهج دراسية مبتكرة	2
☐	☐	☐	☐	☐	تطوير قدرات الموارد البشرية	3
☐	☐	☐	☐	☐	تنويع مصادر الدخل والدعم المالي	4
☐	☐	☐	☐	☐	تعزيز الجودة الاكاديمية	5
☐	☐	☐	☐	☐	تعزيز الشــخصــية والســمعة المؤسسية	6
☐	☐	☐	☐	☐	تأسيس شبكات تعاون وتحالفات	7

2-4 ما هي مخاطر تدويل مؤسستك؟ يرجى تقييم المخاطر من 1 إلى 5

خطير جدا				غـــير خطير	مخاطر التدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	فرض منهج تعليمي واحد	1
☐	☐	☐	☐	☐	زيادة نســبة الشــهادات العلمية الوهمية وانخفاض جودة التعليم	2

☐	☐	☐	☐	☐	عدم المساواة في الحصول على فرص التعليم الدولي	3
☐	☐	☐	☐	☐	الاعتماد على الشراكة المؤسسية	4
☐	☐	☐	☐	☐	فقدان الهوية الوطنية والقيم الثقافية	5
☐	☐	☐	☐	☐	الافراط في استخدام اللغات الأجنبية	6
☐	☐	☐	☐	☐	التناقضات والتهديدات السياسية	7

القسم 3

3- تنفيذ التدويل

(يهدف هذا القسم إلى قييم الحالة المتوقعة لممارسات التدويل وتنفيذ السياسات)

3-1 السياسة

3-1-1 يرجى الإجابة على الأسئلة التالية المتعلقة بسياسة / استراتيجية وأنشطة تدويل مؤسستك يرجى تقييم كل عنصر من 1 إلى 5

أوافق بشدة				لا أوافق بشدة	وصف السياسة	
5	4	3	2	1		
☐	☐	☐	☐	☐	هل يوجد سياسة شاملة في المؤسسة بخصوص التدويل؟	1
☐	☐	☐	☐	☐	هل يوجد مكتب للإشراف على التنفيذ؟	2
☐	☐	☐	☐	☐	هل هناك مخصصات في الميزانية للتنفيذ؟	3
☐	☐	☐	☐	☐	هل هناك إطار للمتابعة والتقييم؟	4
☐	☐	☐	☐	☐	هل هناك أهداف ومقاييس معيارية واضحة تتعلق بالاستراتيجية؟	5
☐	☐	☐	☐	☐	هل البعد الدولي مدرج في السياسات المؤسسية / الخطط الإستراتيجية الأخرى؟	6

3-2 عملية التنفيذ

3-2-1 إلى أي مدى توافق أو لا توافق على أن مؤسستك لديها استراتيجية لتنفيذ التدويل؟

أوافق بشدة				لا أوافق بشدة	عملية تطوير السياسات المتعلقة بالأنشطة الدولية	
5	4	3	2	1		
☐	☐	☐	☐	☐	مؤسستك لديها استراتيجية تنفيذ التدويل	1

3-2-2 كيف يمكنك تقييم عملية تطوير السياسات المتعلقة بالأنشطة الدولية واستراتيجية التنفيذ الشاملة في مؤسستك

فعال تماما				غير فعال	عملية تطوير السياسات المتعلقة بالأنشطة الدولية	
5	4	3	2	1		
☐	☐	☐	☐	☐	عملية تطوير السياسات المتعلقة بالأنشطة الدولية (التخطيط والتقييم)	1
☐	☐	☐	☐	☐	استراتيجية تنفيذ شاملة لتدويل التعليم العالي	2

3-3 كيف تقيم استمرارية أنشطة التدويل التالية في مؤسستك؟

مستمرة للغاية				غــــــير مستمرة	أنشطة / برامج التدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	الجودة الأكاديمية للمعايير الدولية	1
☐	☐	☐	☐	☐	قبول الطلاب الأجانب	2
☐	☐	☐	☐	☐	برامج الشـــهادات العلميـة التعاونيـة الدولية	3
☐	☐	☐	☐	☐	المؤتمرات والندوات الدولية	4
☐	☐	☐	☐	☐	الاتفاقيات المؤسسية الدولية	5
☐	☐	☐	☐	☐	التعاون البحثي الدولي	6
☐	☐	☐	☐	☐	فعـاليـات الحرم الجـامعي الـدوليـة / الثقافية	7
☐	☐	☐	☐	☐	مناهج دولية / متعددة الثقافات	8
☐	☐	☐	☐	☐	فرص انتقال للطلاب والموظفين	9
☐	☐	☐	☐	☐	توظيف أعضــــاء هيئـة التـدريس الأجانب والأساتذة الزائرين	10

القسم 4
4- الفرص التي أتاحها تدويل التعليم العالي

4-1 إلى أي مدى توافق أو لا توافق على أن التدويل ساهم بشكل إيجابي في مؤسستك.

أوافق بشدة				لا أوافـق بشدة	التأثير الإيجابي للتدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	ساهم التدويل بشكل إيجابي في مؤسستك	1

2- 4 ما هي الفرص التي أتاحها التدويل داخل مؤسستك؟

	مـهـم للغاية				غير مهم	الفرص	
	5	4	3	2	1		
	☐	☐	☐	☐	☐	المعـايير الـدوليـة للتعلم تؤدي إلى تخريج قوة عاملة عالمية	1
	☐	☐	☐	☐	☐	الخبرة وتبادل المعرفة يؤدي إلى تحسـين جودة التعليم والتعلم	2
	☐	☐	☐	☐	☐	تعزيز البحوث المؤسسـية والقدرة على إنتاج المعرفة	3
	☐	☐	☐	☐	☐	تعزيز المكانة الدولية والتصنيفات العالمية	4

القسم 5

5- تحديات تدويل التعليم العالي

5-1 ما هي التحديات المرتبطة بتدويل التعليم العالي؟

خطير للغاية				غير خطير	تحديات التدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	تحويل البرامج التعليمية الى سلعة تسويقية ربحية	1
☐	☐	☐	☐	☐	تحول ضمان جودة التعليم والاعتمادات الاكاديمية الى استراتيجيات لأغراض تسويقية	2
☐	☐	☐	☐	☐	صــعوبـة الحصــول على الاعتراف ومعـادلـة الشهادات والبرامج التعليمية	3
☐	☐	☐	☐	☐	هجرة العقول	4

5-2 ما هي التحديات التي تواجهها مؤسستك فيما يتعلق بتنفيذ استراتيجيات التدويل؟

خطير للغاية				غير خطير	تحديات تنفيذ التدويل	
5	4	3	2	1		
☐	☐	☐	☐	☐	الإجراءات البيروقراطية المعقدة	1
☐	☐	☐	☐	☐	الافتقار إلى الاستراتيجية العملية الشاملة للتدويل	2
☐	☐	☐	☐	☐	نقص الموارد المالية	3

☐	☐	☐	☐	☐	نـقص الـمـوارد الـبـشــريـة (المهارات والخبرات المناسبة)	4
☐	☐	☐	☐	☐	نقص المرافق والموارد المادية	5
☐	☐	☐	☐	☐	عـدم المشـــاركـة والالتزام أصحاب المصلحة	6
☐	☐	☐	☐	☐	عـدم الاعتراف والـدعم من الجهـات العليـا (وزارة التعليم والجهات الحكومية)	7

هل هناك أي تعليقات ترغب في مشاركتها مع الباحث؟

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نهاية الاستبيان ـ شكرًا لك على المشاركة...

استبيان حول "دراسة أراء أصحاب المصلحة الجامعيين نحو تدويل مؤسسات التعليم العالي في دولة الإمارات العربية المتحدة"

يتكون الاستبيان التالي من عناصر مصممة لتوفير فهم أراء أصحاب المصلحة (الطلاب) حول المعاني والمفاهيم والأسباب والمخاطر والتنفيذ والتحديات والفرص المتعلقة بتدويل مؤسسات التعليم العالي في دولة الإمارات العربية المتحدة.

هذا البحث يجريه احد طلبة الدكتوراه في جامعة الإمارات العربية المتحدة. أنت مدعو للمشاركة في هذا المشروع البحثي لأنك تمثل أصحاب المصلحة الرئيسيين في مؤسسات التعليم العالي.

يتضمن الإجراء ملء استبيان عبر الإنترنت سيستغرق حوالي 15 دقيقة. يرجى تقديم اختياراتكم من خلال مربع الاختيار أو القائمة المنسدلة المقدمة. ستكون إجاباتك سرية ، ولا نقوم بجمع أي معلومات شخصية مثل الاسم أو عنوان بريدك الإلكتروني أو عنوان جهازك ستكون أسئلة الاستبيان حول ارائكم فيما يتعلق بمختلف جوانب التدويل.

مشاركتك في هذه الدراسة البحثية تطوعية. يمكنك اختيار عدم المشاركة. إذا قررت المشاركة في هذا المسح البحثي ، فيمكنك الانسحاب في أي وقت. إذا اخترت عدم المشاركة في هذه الدراسة أو إذا انسحبت من المشاركة في أي وقت ، لا يترتب على ذلك أية مسؤولية.

سنقوم بالحفاظ على سرية معلوماتك. يتم تخزين جميع البيانات وحمايتها. للمساعدة في حماية خصوصيتك، لن تحتوي الاستبيانات على معلومات تحدد هويتك شخصيًا. سيتم استخدام نتائج هذه الدراسة للأغراض العلمية فقط ويمكن مشاركتها مع ممثلي جامعة الإمارات العربية المتحدة. تمت مراجعة هذا البحث وفقًا لإجراءات جامعة الإمارات العربية المتحدة المتعلقة بالبحث عن مواضيع بشرية.

إذا كان لديك أي أسئلة حول الدراسة البحثية ، يرجى الاتصال بالسيد محمد ماضي يوسف. 201080018@uaeu.ac.ae

يشير النقر على "موافق" أدناه إلى ما يلي:

- بانك قرأءت المعلومات المذكورة أعلاه
- بانك توافق طواعية على المشاركة

إذا كنت لا ترغب في المشاركة في الدراسة البحثية ، يرجى رفض المشاركة بالنقر على "غير موافق ."

□ موافق
□ غير موافق

القسم 1

<u>1- معلومات أساسية</u>

		☐	أنثى	☐	ذكر	الجنس	1
						الجنسية	2
						التخصص الأكاديمي	3
	السنة					البرنامج الأكاديمي	4
						الجامعة	5

القسم 2

<u>2- رأي المشاركين في تدويل التعليم العالي</u>

التعريف: "يُعرَّف التدويل بأنـه عمليـة دمج البعد الدولي أو التعدد الثقافي العـالمي في غرض ومهـام وتقديم التعليم العالي". (نايت، 2004)

(يهدف هذا القسم إلى فهم أراء المشاركين لمعاني ومفاهيم وأسباب ومخاطر تدويل التعليم العالي)

2-1 أي مما يلي ، في رأيك ، تعتبر العناصر المهمة التي تشكل "تدويل التعليم العالي في الإمارات العربية المتحدة"؟

يرجى تقييم كل عنصـر حسب الأهمية من 1 إلى 5 (1 = غير مهم ؛ 2 = مهم قليلاً ؛ 3 = مهم إلى درجة معقولة ؛ 4 = مهم جدا ؛ 5 = مهم للغاية)

5	4	3	2	1	العناصر التي تشكل التدويل	
☐	☐	☐	☐	☐	تنوع وتطوير خبرة المجتمع الطلابي	1
☐	☐	☐	☐	☐	توفير فرص انتقـال أعضـــاء هيئـة التـدريس والطلاب خارجيا	2
☐	☐	☐	☐	☐	دعم المؤهلات والخبـرات الدولية لأعضـــاء هيئة التدريس	3
☐	☐	☐	☐	☐	التعاون في مجال البحث الدولي	4
☐	☐	☐	☐	☐	المؤتمرات والندوات الدولية	5
☐	☐	☐	☐	☐	المناهج الدولية متعددة الثقافات	6
☐	☐	☐	☐	☐	دراســــات اللغـات الأجنبيـة ودورات بـاللغـات الاجنبية	7
☐	☐	☐	☐	☐	برامج الدرجات العلمية المشـتركة مع الجامعات الدولية	8
☐	☐	☐	☐	☐	حرم جامعي متعدد الثقافات	9

2-2 كيف تقيم مستوى أهمية التدويل في مؤسستك؟

	5	4	3	2	1	مستوى أهمية التدويل
	هام جدا				غير هام	
1	☐	☐	☐	☐	☐	أهمية التدويل في مؤسستك

2- 3 لماذا تعتقد أن مؤسستك يجب تدويلها؟ يرجى تقييم كل سبب حسب الأهمية من 1 إلى 5 (1 = غير مهم ؛ 2 = مهم قليلاً ؛ 3 = مهم إلى درجة معقولة ؛ 4 = مهم جدا ؛ 5 = مهم للغاية)

5	4	3	2	1	أسباب التدويل	
☐	☐	☐	☐	☐	الوصول إلى معرفة وتكنولوجيا جديدة	1
☐	☐	☐	☐	☐	تطوير مناهج دراسية مبتكرة	2
☐	☐	☐	☐	☐	تطوير قدرات الموارد البشرية	3
☐	☐	☐	☐	☐	تنويع مصادر الدخل والدعم المالي	4
☐	☐	☐	☐	☐	تعزيز الجودة الاكاديمية	5
☐	☐	☐	☐	☐	تعزيز الشخصية والسمعة المؤسسية	6
☐	☐	☐	☐	☐	تأسيس شبكات تعاون وتحالفات	7

2-4 ما هي مخاطر تدويل مؤسستك؟ يرجى تقييم المخاطر من 1 إلى 5 (1 = ليست خطيرة؛ 2 = خطيرة قليلاً؛ 3 = خطيرة إلى درجة معقولة ؛ 4 = خطيرة جدا ؛ 5 = خطيرة للغاية)

5	4	3	2	1	مخاطر التدويل	
☐	☐	☐	☐	☐	فرض منهاج تعليمي واحد	1
☐	☐	☐	☐	☐	زيادة نسبة الشهادات العلمية الوهمية الاجنبية وانخفاض جودة التعليم	2
☐	☐	☐	☐	☐	عدم المساواة في الحصول على فرص التعليم الدولي	3
☐	☐	☐	☐	☐	الاعتماد على الشراكة المؤسسية	4
☐	☐	☐	☐	☐	فقدان الهوية الوطنية والقيم الثقافية	5
☐	☐	☐	☐	☐	الافراط في استخدام اللغات الأجنبية	6
☐	☐	☐	☐	☐	التناقضات والتهديدات السياسية	7

القسم 3

<u>3- تنفيذ التدويل</u>

(يهدف هذا القسم إلى تقييم الحالة المتوقعة لممارسات التدويل وتنفيذ السياسات)

3-1 كيف تقيم فعالية أنشطة التدويل التالية في مؤسستك؟ يرجى التقييم من 1 إلى 5 (5 = نشط للغاية ؛ 4 = نشط جدا ؛ 3 = نشط إلى درجة معقولة ؛ 2 = نشط قليلاً ؛ 1 = غير نشط على الإطلاق).

	أنشطة / برامج التدويل	1	2	3	4	5
1	الجودة الأكاديمية للمعايير الدولية	☐	☐	☐	☐	☐
2	قبول الطلاب الأجانب	☐	☐	☐	☐	☐
3	برامج الشهادات العلمية التعاونية الدولية	☐	☐	☐	☐	☐
4	المؤتمرات والندوات الدولية	☐	☐	☐	☐	☐
5	الاتفاقيات المؤسسية الدولية	☐	☐	☐	☐	☐
6	التعاون البحثي الدولي	☐	☐	☐	☐	☐
7	فعاليات الحرم الجامعي الدولية / الثقافية	☐	☐	☐	☐	☐
8	مناهج دولية / متعددة الثقافات	☐	☐	☐	☐	☐
9	فرص انتقال للطلاب والموظفين	☐	☐	☐	☐	☐
10	توظيف أعضاء هيئة التدريس الأجانب والأساتذة الزائرين	☐	☐	☐	☐	☐

القسم 4

<u>4- الفرص التي أتاحها تدويل التعليم العالي</u>

4-1 إلى أي مدى توافق أو لا توافق على أن التدويل ساهم بشكل إيجابي في مؤسستك. يرجى تقييم ما يلي من 1 إلى 5 (1 = لا أوافق بشدة ؛ 2 = لا أوافق ؛ 3 = حيادي ؛ 4 = أوافق ؛ 5 = أوافق بشدة)

	التأثير الإيجابي للتدويل	1	2	3	4	5
1	ساهم التدويل بشكل إيجابي في مؤسستك	☐	☐	☐	☐	☐

4- 2 ما هي الفرص التي أتاحها التدويل داخل مؤسستك؟ يرجى تقييم كل فرصة من الفرص بحسب الأهمية والأولوية من 1 إلى 5 (1 = غير مهم ؛ 2 = مهم قليلاً ؛ 3 = مهم إلى درجة معقولة ؛ 4 = مهم جدا ؛ 5 = مهم للغاية)

	الفرص	1	2	3	4	5
1	المعايير الدولية للتعلم تؤدي إلى تخريج قوة عاملة مؤهلة عالمية	☐	☐	☐	☐	☐
2	الخبرة وتبادل المعرفة يؤدي إلى تحسين جودة التعليم والتعلم	☐	☐	☐	☐	☐
3	تعزيز البحوث المؤسسية والقدرة على إنتاج المعرفة	☐	☐	☐	☐	☐
4	تعزيز المكانة الدولية والتصنيفات العالمية	☐	☐	☐	☐	☐

القسم 5

5- <u>تحديات تدويل التعليم العالي</u>

5-1 ما هي التحديات المرتبطة بتدويل التعليم العالي؟ يرجى تقييم التحديات من 1 إلى 5 (1 = ليســـت خطيرة ؛ 2 = خطيرة قليلاً ؛ 3 = خطيرة إلى درجة معقولة ؛ 4 = خطيرة جدا ؛ 5 = خطيرة للغاية)

	5	4	3	2	1	تحديات التدويل
1	☐	☐	☐	☐	☐	تحويل البرامج التعليمية الى سلعة تسويقية ربحية
2	☐	☐	☐	☐	☐	تحول ضـــمان جودة التعليم والاعتمادات الاكاديمية إلى استراتيجيات لأغراض تسويقية
3	☐	☐	☐	☐	☐	صعوبة الحصول على الاعتراف ومعادلة الشـهادات والبرامج التعليمية
4	☐	☐	☐	☐	☐	هجرة العقول

نهاية الاستبيان ـ شكرًا لك على المشاركة...

APPENDIX F

Interview Consent and Guide

"Examining the University Stakeholders' Perception Towards the Implementation of Internationalization in the Higher Education Institutions in the UAE"

The interview is designed to provide an understanding of the perceptions of institutional stakeholders on internationalization while exploring their outlooks on meanings, rationales, risks, implementation, challenges, and opportunities pertaining to the Internationalization of higher education institutions in the UAE. The purpose of this research is to assess and gauge the perception and outlooks of institutional stakeholders (Administrators, faculty and students) with regards to the Internationalization of Higher education institutes in the UAE, mapping their level of awareness regarding this phenomenon.

This is a research that is being conducted by a Ph.D. Student at UAE University. You are invited to participate in this research project because you represent the institutions' key stakeholders. Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this interview, you may withdraw at any time. If you choose not to participate in this study or if you withdraw from participating at any point in time, you will not be penalized.

The procedure involves participating in an online interview (via zoom) that will take approximately 40 minutes. Your responses will be confidential, and we do not collect any personal identifying information such as your name, email address or IP address. The interview questions will be about your perceptions regarding various facets of internationalization.

We will do our best to keep your information confidential. All data is stored and protected. To help protect your confidentiality, the interview will not contain information that will personally identify you. The results of this study will be used for scholarly purposes only and may be shared with UAE University representatives. If you have any questions about the research study, please contact 201080018@uaeu.ac.ae. This research has been reviewed according to UAE University procedures for research involving human subjects.

Informed Consent

1. I confirm that I have read and understood the above information sheet and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw.
3. I understand that my data will be kept confidential and if published, the data will not be identifiable as mine.
4. I agree to take part in this study:

(Name and signature of participant)	(Date)

(Name and signature of person taking consent)	(Date)

(Name and signature of witness (if participant unable to read/write)	(Date)

(Name and signature of parent/guardian/next of kin (when participant unable to give consent due to age or incapacity)	(Date)

S	Question	Follow up Questions	Research question	Connection Quan Qual, Questionnaires questions
1	What does internationalization of higher education mean to you? What do you think are the most important elements in constituting internationalization of higher education?	**After Interviewee Answers Question 1** Based on the survey results most respondents believe that faculty centered activities (international research collaboration) are more important than student-centered activities (outgoing/inbound mobility opportunities) with regards to internationalization, why?	How do the University Stakeholders perceive internationalization in the UAE	2.1
2	In what ways is internationalization significant to your institution? For what reasons do you think your institution should be internationalized?	**After Interviewee Answers Question 2** Why do you think building human capital and financial/economic rationales are not as important as branding and strengthening profile? **After Interviewee Answers Question 2** Students consider political threats as a risk of internationalization, why do you think so? How does internationalization impact the cultural identity of students/cultural values of students? based on the results, respondents perceive this element as the riskiest potential outcome of internationalization? what can be the reasons? Based on the survey results most respondents ranked creation of a globally homogenized curriculum is least risky element of ? Why?	How do the University Stakeholders perceive internationalization in the UAE	2.2 2.3
3	What are the major risks of internationalization to your institution and what should be done to avoid the risks of internationalization at your institution?		How do the University Stakeholders perceive internationalization in the UAE	2.4
4	Can you describe the internationalization policies at your institution and how effective they are?		How do HEIs implement internationalization in UAE Universities	3.1
5	What is the kind of internationalization strategy that your		How do HEIs implement	3.2.1 3.2.2

	institution has, and what is its implementation level?		internationalization in UAE Universities	
6	Can you describe the most frequently occurring internationalization activities at your institution?	**After Interviewee Answers Question 6** What is the least occurring? Do you think some of the activities need to be given more importance than others?	How do HEIs implement internationalization in UAE Universities	3.3
7	How has internationalization contributed to the development of your institution?		What are the opportunities brought by internationalization in UAE universities	4.1
8	Do you think internationalization will bring more opportunities to HEIs globally?		What are the opportunities brought by internationalization in UAE universities	4.2
9	What do you think are the challenging aspects of internationalization at HEIs worldwide?	**After Interviewee Answers Question 9** What are the specific challenges with regard to implementation of internationalization at your institution?	What are the challenges associated with the implementation of internationalization in HEIs in the UAE	5.1 5.2
10	Can you mention the impact of COVID-19 on Higher Education?	**Follow up for Impact of COVID-19** Can you mention the impact of COVID-19 on Higher Education? What do you think about the impact of COVID-19 on specifically internationalization of higher education?		
11	What do you think about the impact of COVID-19 on specifically internationalization of higher education?			

APPENDIX F

Results from Document Analysis

Institution 1 (IN1)

Policy Dimension

The document analysis of (IN1), has elicit that the internationalization policy is 'Priority,' meaning each element has internationalization activities as a priority for their institutions. The policy analysis for (IN1) is summarized in Table 1.

Implementation dimension

In summary, the implementation of internationalization policies and procedures are somewhat ad hoc. While massive endeavors for internationalization are evident, a clear overarching policy for internationalization is lacking. There is no overseeing authority to manage internationalization efforts campus-wide, and no official position for a chief international educator administrator (CIEA); the top management of the institution oversees all campus-wide initiatives. According to a respondent in the higher management, recruiting international students is not limited geographically or numerically, and internationalization is instilled within the 'DNA' of the institution. The respondent deemed this a flexible method to ensure the institution functions in an agile manner.

Support dimension

A respondent in higher management believed that there were strong initiatives from the top level of the chancellor, vice-chancellor, and the provost, deeming (IN1's) support for international activities as 'blended' Another respondent shared similar sentiments, stating that usually the endeavors were initiated from the bottom, but it was usually supported once it reached the top, terming it as a 'hybrid' approach. It can be said that

overall the support is interactive, meaning that both the top and bottom levels are included

in the internationalization process (see Table 3).

Table 1: (IN1) Policy dimension

Document	Priority = P/Marginal = M	Evidence
Mission Statement	P	From its mission, it is clear that an utmost focus on international dimensions is placed on education and research
Vision Statement	P	Notably, (IN1) aspires to be internationally recognized throughout all domains of higher education, reflecting their commitment towards the internationalization agenda
Website Sections	P	Section on ICU Several mentions of the dynamic and multicultural campus Over 64+ nationalities
Admissions Catalogues/Magazine Publications	P	Annual report contains several instances of international endeavours throughout the years
Strategic Reports/Policy Papers	P	The documents list internationalization through accreditation, rankings, and partnerships as a major strategic goal
Faculty Biographies/Experience	P	Although mostly from Arab countries, their international experience is reflected in their biographies
Social Media	P	Instagram and Twitter posts feature international conferences, visits, and experiences of students

Table 2: (IN1) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	Chancellor/Vice-Chancellor
Secondary Level of Responsibility	Provost/Associate Provost
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	No
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	No
Explicit Procedures Developed in an Orderly or Systematic Fashion	
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	Yes

Table 3: (IN1) Support dimension

Item	Exists (Yes/No)	Level of Support I = Interactive, O = One-sided)
Foreign Languages/Programs		
FL Department	Yes	**I**
FL Requirement/Entry Requirements	Yes	**I**
International Studies		
IS Majors/Minors	No	
Study Abroad		
Internal Programs	Yes	I
Non-academic Support	Yes	I
International Students		
Administrative and Staff	Yes	I
Services	Yes	I
Faculty Expertise		
External Grants	Yes	I
Institutional Support (research)	Yes	I
Other Resources Funding Sources (external and internal sources)	Yes	I
Accrediting Agencies Support on SLO	Yes	I
Library Resources (international newspapers, foreign films, etc.).	Yes	I
Organization of International Conferences	Yes	I
Internationalization of the Curriculum–Faculty Seminars/ Training/Workshops	Yes	I

Institution 2 (IN2)

Policy Dimension

Overall, (IN2's) internationalization initiatives boast a high number of international students and faculty. This has been achieved in an impressive amount of time, mainly due to the university's efforts through its study abroad programs, student exchanges, foreign language courses, international faculty, and support for research. (IN2's) policy dimension is considered 'Priority' (Table 4).

Implementation Dimension

While involved in several activities facilitating internationalization, the university does not appear to have a separate office, committee, or even department facilitating internationalization. No faculty handbook was found containing the personnel policies— hence efforts on recruiting international faculty cannot be evaluated. The implementation is, therefore, judged to be ad hoc (see Table 5).

 Support Dimension

(IN2's) support can be classified as interactive, wherein the support is provided for international efforts through an 'interaction' between central and peripheral departments (see Table 6). In the interviews, one respondent in higher management indicated that the support is institution-wide, 'trickling down' from top management and communicated from a national level. The respondent mentioned that national agendas are discussed with national universities, and these are further communicated to all concerned departments within the institution. Therefore, there is an interaction from top-level management down to lower management, with the respondent's secretary adding that everyone is kept well informed of targets and goals. While there are many internationalization efforts evident in the policy

analysis, a clear understanding of which department oversees these activities is absent. There is no specific department for foreign languages; however, these are offered as minors within the undergraduate and postgraduate courses. Similarly, there are courses that are internationally oriented. Overall, there is support for each initiative, and it is interactive between the central management and the various departments.

Table 4: (IN2) Policy dimension

Document	Priority = P Marginal = M	Criteria/Evidence
Mission Statement	P	Their mission reflects aspects of internationalization that are set for the benefit of the students, faculty, institution, including the nation as well. They aim to integrate international standards throughout their curriculum as well as encourage a diverse community within their student body, who can facilitate a critical dialogue among peers and help with their creative Inquiry and skills
Vision Statement	P	Their vision reflects the desire to be globally recognized amongst the leaders of the 21st century research-intensive
Website Sections	P	Mentions building of a "world-class university". Strong focus on intensive research strengthened by international collaborations.
Admissions Catalogues/Magazine Publications	P	The IN2 magazine features international experiences and achievements of the students The academic catalogue features courses that have an international dimension The presence of various international clubs Foreign language courses like Japanese and Korean.
Strategic Reports/Policy Papers	No strategic policies were found.	
Faculty Bios/Experience	P	The faculty is from over 40+ nationalities, with international experience, as evidenced by their degrees.
Social Media	M	The twitter account is mostly in Arabic, celebrating Arab achievements and culture. There is little to no emphasis of a global dimension

Table 5: (IN2) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	Vice-Chancellor
Secondary Level of Responsibility	Provost
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	No
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	No
Explicit Procedures Developed in an Orderly or Systematic Fashion	Yes
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	Yes

Table 6: (IN2) Support dimension

Item	Exists (Yes/No)	Level of Support I = Interactive, O = One-sided)
Foreign Languages/Programs		
FL Department	No	
FL Requirement/Entry Requirements	No	
International Studies		
IS Majors/Minors	Yes	I
Study Abroad		
Internal Programs	Yes	I
Non-academic Support	Yes	I
International Students		
Administrative and Staff	Yes	I
Services	Yes	I
Faculty Expertise		
External Grants	Yes	I
Institutional Support (research)	Yes	I
Other Resources Funding Sources (external and internal sources)	Yes	I
Accrediting Agencies Support on SLO	Yes	I
Library Resources (international newspapers, foreign films, etc.).	Yes	I
Organization of International Conferences	Yes	I
Internationalization of the Curriculum– Faculty Seminars/ Training/Workshops	Yes	I

Institution 3 (IN3)

Policy Dimension

From the strategic objectives listed on the website, it is noted that, while the aims are to create an environment that fosters critical thinking and competencies among students, there is no mention of how internationalization activities (e.g. with an internationalized student body) can achieve those aims. The policy is leaning more towards 'Marginal' (see Table 7).

Implementation Dimension

Overall, the implementation dimension of (IN3) seems ad hoc, with no specific office for managing international activities. Moreover, these activities are limited to just scholarships to all students, including international students, and offering a degree in international studies. There are no mentions of planned study abroad trips, student exchanges, dual degree frameworks, etc. According to the respondents, there is no clear policy or strategy, and internationalization activities are "just the way we do our business". In addition, a respondent mentioned that internationalization was not a major priority for the institution and that "having a policy forces you to do certain things; there is less flexibility".

Support Dimension

(13's) support can be classified as mostly one-sided, wherein the support was provided for international efforts through central departments only (Table 9). Through the interviews, it was clear that the departments were not involved in initiating

internationalization activities. According to the interviews, one respondent mentioned that there was support for international efforts such as professional development for staff abroad and summer semesters for students, and that these were communicated to all by email, encouraging them to participate.

Table 7: (IN3) Policy dimension

Document	Priority = P Marginal = M	Criteria
Mission Statement	P	International focus on research and education to be provided
Vision Statement	P	IN3 aims to be recognized globally
Website Sections	M	Although they have listed their international partnerships, the global content is very minimal
Admissions Catalogs/Magazine Publications	P	Mentions international dimensions in research, student extra-curricular activities, and curriculum
Strategic Reports/Policy Papers	M	Wide distribution = P Prominence of Statement Frequency = P Strong International Component = P Little/no global content = M
Faculty Biographies/Experience	P	Comparing to other universities regionally, (IN3) is in 13th place with regard to having international faculty.
Social Media	M	Twitter: Most of the tweets are in Arabic.

Table 8: (IN3) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	President
Secondary Level of Responsibility	Vice-President
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	No
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	No
Explicit Procedures Developed in an Orderly or Systematic Fashion	No
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	No

Table 9: (IN3) Support dimension

Item	Exists (Yes/No)	Level of Support (I = Interactive, O = One-sided)
Foreign Languages/Programs		
FL Department	Yes	**I**
FL Requirement/Entry Requirements	No	
International Studies		
IS Majors/Minors	Yes	I
Study Abroad		
Internal Programs	Yes	O
Non-academic Support	Yes	O
International Students		
Administrative and Staff	Yes	O
Services	Yes	O
Faculty Expertise		
External Grants	Yes	I
Institutional Support (research)	Yes	I
Other Resources Funding Sources (external and internal sources)	Yes	I
Accrediting Agencies Support on SLO	Yes	I
Library Resources (international newspapers, foreign films, etc.).	Yes	I
Organization of International Conferences	Yes	I
Internationalization of the Curriculum–Faculty Seminars/ Training/Workshops	Yes	I

Institution 4 (IN4)

Policy Dimension

(IN4's) policy dimension can be seen as 'Priority', wherein a majority of their initiatives and endeavors actively promote the internationalization of their institution.

Implementation Dimension

(IN4) seems to have a structured implementation dimension. There is a complete office devoted to 'global education' whose main vision is to foster values of intercultural awareness and equip students with the necessary skill to thrive in the globalized world. The main programs facilitating internationalization are the J-Term program, the SMSP, and summer academy, as well as student global mobility services, with each of these programs having specific procedures and policies. With other departments, there is room for more international initiatives from their side, especially involving faculty.

Support Dimension

The interview participant perceived support being provided to all international endeavors but did not disclose how that support was provided. When probed further, the support dimension seemed to be mostly focused on international collaborations, for both students and faculty. Therefore, support was deemed to be interactive.

Foreign languages minors offered are by the undergraduate school, but there is no specific department for foreign languages. The participant also disclosed that international symposiums attracted the most attention and that these were fully supported and encouraged

by (IN4), to the extent that they occur every two years and scholars from all over the world

were invited (see Table 12).

Table 10: (IN4) Policy dimension

Document	Priority = P Marginal = M	Criteria
Mission Statement	P	Mentions "a curriculum for all students that focuses on intercultural understanding and leadership".
		Support for research that can respond to the 'global' and local challenges, again, hinting towards fostering the necessary skills and competencies to excel in the globalized workforce.
Vision Statement	P	The term international is not used explicitly; however, their drive towards internationalization is reflected through a commitment to recruiting global talent in order to strengthen research capacity and education.
Website Sections		A whole section on global education.
	P	International study abroad program explaining the need to internationalize (J-Term)
Admissions Catalogs/Magazine Publications	P	Commitment to diversity in students and faculty as evidenced by "students from 115 countries speaking 115 languages," in the 2017–18.
		Mentions producing globally competent students
		Student mobility programs such as Rhodes Scholarship
Strategic Reports/Policy Papers 'Academic Enrichment Program'	M	No reports were found, only a section on the website dedicated to strategy and planning, which includes programs to "enhance individual academic and cultural experiences while also giving them a sense of personal accomplishment and growth".
		An emphasis on internationalization is absent.
Faculty Biographies/Experience	P	The term 'world-class faculty' is mentioned to emphasize that over 300 of faculty come from 40 countries.
Social Media Account	P	Twitter: Emphasis on the diversity of (IN4) Class 2023 (400+ students from 81 countries). Mentions of countries of students in any post related to them; reporting international student experience.

Table 11: (IN4) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	Vice-Chancellor
Secondary Level of Responsibility	Associate Vice-Chancellor/Vice Provost
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	No
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	No
Explicit Procedures Developed in an Orderly or Systematic Fashion	Yes
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	Yes

Table 12: (IN4) Support dimension

Item	Exists (Yes/No)	Level of Support (I = Interactive, O = One-sided)
Foreign Languages/Programs		
FL Department	No	
FL Requirement/Entry Requirements	No	
International Studies		
IS Majors/Minors	Yes	I
Study Abroad		
Internal Programs	Yes	I
Non-academic Support	Yes	I
International Students		
Administrative and Staff	Yes	I
Services	Yes	I
Faculty Expertise		
External Grants	Yes	I
Institutional Support (research)	Yes	I
Other Resources		
Funding Sources (external and internal sources)	Yes	I
Accrediting Agencies Support on SLO	Yes	I
Library Resources (international newspapers, foreign films, etc.).	Yes	I
Organization of International Conferences	Yes	I
Internationalization of the Curriculum–Faculty Seminars/ Training/Workshops	Yes	I

Institution 5 (IN5)

Policy Dimension

(IN5's) policies seem to enhance its internationalization endeavors. It is evident that the policies are 'Priority,' mainly in terms of having a separate office/department that focuses solely on internationalization activities.

Implementation Dimension

Overall, the implementation procedures of (IN5) are strategically progressing the university towards enhanced internationalization. This is evident in the demography of its students and faculty, comprehensive study abroad/internship programs, courses on international studies, and the presence of a separate office of international activities, highlighting a commitment towards the cause. The implementation is, therefore, deemed to be structured.

Support Dimension

The interview participant mentioned how student exchanges were not governed by faculty and that the administrative side is the main driver behind this activity. Moreover, through the statements made at interview, it was clear that the interaction in support is one-sided, that either the faculty initiate activity and then the upper management approves, or top management pushes for activities and the departments follow. There is no separate department for foreign languages; neither are the majors concentrated on international studies (see Table 15).

Table 13: (IN5) Policy Dimension

Document	Priority = P Marginal = M	Evidence
Mission Statement	P	(IN5) ensures our graduates are well-rounded, versatile, critical thinkers with the ability to compete on a global scale indicates that (IN5) intends to impart global competencies within their students; an inherent element of internationalization.
Vision Statement	M	Only mentions global recognition. Excludes drive towards diversity or multiculturalism.
Website Sections	P	Includes a section on IXO. Includes multicultural learning program, which includes trips abroad to enhance learning. Has a section on student life wherein (IN5) has several ethnic clubs and organizations
Admissions Catalogs/Magazine Publications	P	Statement includes the importance of a multicultural environment, international research and international components in the curriculum.
Strategic Reports/Policy Papers	M	Key focus remains on student experience, research, sustainability and engagement, and impact worldwide. There seems to be no section devoted specifically for internationalization, albeit embedded some aspects of the core areas mentioned.
Faculty Bios/Experience	P	Though mostly belonging to Arab countries, the instructors mainly have international experience, as evidenced by their doctorate degrees from countries abroad.
Social Media	M	Twitter: Little to no mention of their global agenda. On website: Most social media (although posted in English) does not focus on multicultural agenda or internationalization activities

Table 14: (IN5) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	Chancellor
Secondary Level of Responsibility	Provost
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	Yes
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	Yes
Explicit Procedures Developed in an Orderly or Systematic Fashion	
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	Yes

Table 15: (IN5) Support dimension

Item	Exists (Yes/No)	Level of Support (I = Interactive, O = One-sided)
Foreign Languages/Programs		
FL Department	No	
FL Requirement/Entry Requirements	No	
International Studies		
IS Majors/Minors	No	
Study Abroad		
Internal Programs	Yes	O
Non-academic Support	Yes	O
International Students		
Administrative and Staff	Yes	O
Services	Yes	O
Faculty Expertise		
External Grants	Yes	I
Institutional Support (research)	Yes	I
Other Resources Funding Sources (external and internal sources)		
	Yes	I
Accrediting Agencies Support on SLO		
	Yes	I
Library Resources (international newspapers, foreign films, etc.).	Yes	I
Organization of International Conferences	Yes	I
Internationalization of the Curriculum–Faculty Seminars/ Training/Workshops	Yes	I

Institution 6 (IN6)

Policy Dimension

(IN6's) vision to internationalize is well reflected through its strategic reports and website content, however more clarity can be added in terms of the mission and how the university aims to use its international orientation in order to realize the goals of internationalization. The policy can be considered as 'Priority' according to Table 16.

Implementation Dimension

(IN6's) commitment towards internationalization is worthy of praise. From its strategic vision to the website content, to the internationalized curriculum and a diverse student body, these are all key indicators that the internationalization agenda is taken seriously and implemented in a structured manner, to produce effective outcomes (see Table 17).

Support Dimension

In terms of support, the respondent stated that the international activities are mainly initiated by top-level management and that each internationalization effort is fully supported and thus interactive. There is a dedicated department for foreign languages, both at undergraduate and graduate levels. There are majors and minors offered in international studies. Moreover, (IN6) has a research funding department that facilitates university research goals and aids in the management of internal and external funds (see Table 18).

Table 16: (IN6) Policy dimension

Document	Priority = P Marginal = M	Criteria
Mission Statement	M	While wishing to create a world-class campus through collaboration, it is not mentioned with whom this collaboration is taking place (international entities?).
Vision Statement	P	There are only mentions of 'world-class teaching,' providing a creative and supportive environment in the vision statement. The international dimension that contributes to creativity and intercultural competence are the core of internationalization.
Website Sections	P	A section on multiculturalism. (IN6) boasts having international faculty and international students (1700 postgraduate students from about 100 different countries) and sending them abroad for internships programs. "This unique mix of cultures and nationalities helps student expand their horizons and learn from the individual uniqueness of the diverse student body and faculty". A whole tab on Global (IN6), where the rankings, student/faculty exchange programs, and international partnerships are mentioned.
Admissions Catalogs/Magazine Publications	P	'International' is mentioned in many instances, describing the research, curriculum, standards, etc.
Strategic Reports/Policy Papers	P	From the strategic report, the priorities include "innovative, world-class teaching, learning and research," which are the key elements of an internationalized institution.
Faculty Biographies/Experience	M	The faculty is mostly from the Arab regions, and most have national degrees as opposed to international degrees.
Social Media	M	Twitter: Most tweets are in Arabic, mainly on the daily happenings of around the university. A strong emphasis on their 'internationals' is not presented. Instagram: Most posts are in Arabic, featuring Arab students. The international students and multicultural campus are not highlighted.

Table 17: (IN6) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	Chancellor
Secondary Level of Responsibility	Vice Chancellor
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	Yes
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	No
Explicit Procedures Developed in an Orderly or Systematic Fashion	
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	Yes

Table 18: (IN6) Support dimension

Item	Exists (Yes/No)	Level of Support (I = Interactive, O = One-sided)
Foreign Languages/Programs		
FL Department	Yes	I
FL Requirement/Entry Requirements	No	
International Studies		
IS Majors/Minors	Yes	I
Study Abroad		
Internal Programs	Yes	I
Non-academic Support	Yes	I
International Students		
Administrative and Staff	Yes	I
Services	Yes	I
Faculty Expertise		
External Grants	Yes	I
Institutional Support (research)	Yes	I
Other Resources		
Funding Sources (external and internal sources)	Yes	I
Accrediting Agencies Support on SLO	Yes	I
Library Resources (international newspapers, foreign films, etc.).	Yes	I
Organization of International Conferences	Yes	I
Internationalization of the Curriculum–Faculty Seminars/ Training/Workshops	Yes	I

Institution 7 (IN7)

Policy Dimension

Overall, (IN7's) policy appears to be marginal, with little emphasis on internationalization. Since it is a branch campus, it may be that it inherently brings internationalization with it from its parent institution, and hence internationalization is not articulated or stated explicitly in its policies (see Table 19).

Implementation Dimension

Apart from study exchanges and transfer programs, there are no explicit procedures currently aimed at enhancing internationalization. The strategic plan, however, mentions the goals of increasing student mobility, as well as forging new collaborative partnerships with foreign entities. The personnel policies could not be analyzed as they are unavailable on the website. Moreover, little information is provided on the website in terms of the faculty's international experience or support for their international endeavors (see Table 20). Hence the Implementation is ad-hoc.

Support Dimension

In the interview, the respondent stated there was "no support" for policies and that these can be considered as procedures. Since it is a foreign branch campus, it must abide by the rules which govern the main campus. Therefore, all initiatives are begun by the global enterprise, thus this may be viewed as one-sided support (see Table 21).

Table 19: (IN7) Policy dimension

Document	Priority = P Marginal = M	Criteria
Mission Statement	M	The mission lacks its purpose and does not focus on the international dimension for fostering global competencies and skills.
Vision Statement	M	A very broad vision, with no specific agenda or aim for internationalization
Website Sections	P	There numerous instances on the website where the term multicultural, diverse and international are used The university has student exchange programs and transfers to Australia.
Admissions Catalog/Magazine Publications	M	Silver Jubilee commemorative book Chairman's comments on multiculturalism and diversity Few mentions of international endeavors by faculty University handbook: Curriculum is not internationalized (with the exception of few courses).
Strategic Reports/Policy Papers	P	Although not listed as a separate strategic priority, elements of internationalization can be found in the main goals, such as to increase their student mobility by creating study abroad programs.
Faculty Biographies/Experience	M	Has faculty from over 35 nationalities; considering it is the first international university established in UAE, the number is comparatively low against other universities in the UAE.
Social Media	M	Little focus on multiculturalism and diversity.

Table 20: (IN7) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	President
Secondary Level of Responsibility	Deans
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	No
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	No
Explicit Procedures Developed in an Orderly or Systematic Fashion	
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	Yes

Table 21: (IN7) Support dimension

Item	Exists (Yes/No)	Level of Support (I = Interactive, O = One-sided)
Foreign Languages/Programs		
FL Department	No	
FL Requirement/Entry Requirements	No	
International Studies		
IS Majors/Minors	No	
Study Abroad		
Internal Programs	Yes	O
Non-academic Support	Yes	O
International Students		
Administrative and Staff	Yes	O
Services	Yes	O
Faculty Expertise		
External Grants	Yes	O
Institutional Support (research)	Yes	O
Other Resources Funding Sources (external and internal sources)	Yes	O
Accrediting Agencies Support on SLO	Yes	O
Library Resources (international newspapers, foreign films, etc.).	No	
Organization of International Conferences	Yes	O
Internationalization of the Curriculum– Faculty Seminars/ Training/Workshops	Yes	I

Institution (IN8)

Policy Dimension

The policy is 'Priority', as most of the website sections have detailed information on internationalization endeavors.

Implementation Dimension

Overall, the implementation, although done on a smaller scale (limited to a few international activities) is structured. There are specific policies and procedures on internationalization, encompassing the development of both students and faculty (see Table 23).

Support Dimension

According to the interview participant, (IN8) has a strategic plan with a budget allocated to execute the internationalization activities. Therefore, financially, these activities have support from the top management. In addition, the participant said that (IN8) supports internationalization by encouraging faculty to participate in conferences and publish in international journals. The university also has a Confucius Institute (CI), which offers Chinese classes conducted by professional Chinese teachers with qualifications issued by CI Headquarters (Hanban) (see Table 24).

Table 22: (IN8) Policy dimension

Document	Priority = P Marginal = M	Evidence
Mission Statement	P	Mentions production of skilled graduates that are prepared through curriculum based on international standards.
Vision Statement	M	No commitment reflected towards diversity or multiculturalism
Website Sections	M	There is minimal content on international exchange programs and international activities
Admissions Catalogs/Magazine Publications	M	International Student Fact Sheet: Few facts on their international body
Strategic Reports/Policy Papers		No Strategic reports were found
Faculty Biographies/Experience	P	A diverse body of faculty with international experience
Social Media	P	Instagram tagline of 'Local Roots' Global reach Images on Instagram reflecting diversity and multiculturalism

Table 23: (IN8) Implementation dimension

Items	Evidences
Level of Reporting Line	
Primary Level of Responsibility	Chancellor
Secondary Level of Responsibility	Provost
CIEA Title	Does not Exist
Existence of Campus-Wide International Advisory Board/Committee	Yes
• Appointed / Elected	Appointed
• Number of Meetings/Year	(1-5)
• Student Representation	Yes
• External/Internal/Combined	Yes
Personnel Policies	
• International Faculty	No
• Inclusion of International Efforts/Expertise for Tenure, Hiring, and Rewarding Decisions	No
Explicit Procedures Developed in an Orderly or Systematic Fashion	
• International Students, Study Abroad, Offshore Programs, Dual Degrees Curriculum Framework for Global Learning	Yes

Table 24: (IN8) Support dimension

Item	Exists (Yes/No)	Level of Support (I=Interactive, O= One-sided)
Foreign Languages/Programs		
FL Department	Yes	I
FL Requirement/Entry Requirements	No	
International Studies		
IS Majors/Minors	No	
Study Abroad		
Internal Programs	Yes	I
Non-academic Support	Yes	I
International Students		
Administrative and Staff	Yes	I
Services	Yes	I
Faculty Expertise		
External Grants	Yes	I
Institutional Support (research)	Yes	I
Other Resources Funding Sources (external and internal sources)	Yes	I
Accrediting Agencies Support on SLO	Yes	I
Library Resources (international newspapers, foreign films, etc.).	Yes	I
Organization of International Conferences	Yes	I
Internationalization of the Curriculum–Faculty Seminars/ Training/Workshops	Yes	I