Internationalization at Home (IaH): National University a Potential Hub

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Abstract
Internationalization is an offshoot of globalization in education. It covers teaching, research, and networking. Although it is recognizably associated with outbound mobility, it comes with another variant that is deemed favorable to universities, which could not depend on any form of subsidy or support from their respective governments. Internationalization at Home or IaH focuses on campus-based strategies that highlight internationalization of citizens even when in a home campus. This paper argues that internationalization happens when there is a clear direction from the university administration amplified through its policy and mandate. That policy can consolidate the efforts of different colleges towards quality, relevant and meaningful education. To exemplify, National University (NU) and its development measures were considered and pointed out. NU adopted mechanisms that characterize IaH such as: offering courses that parallel international courses on environmental engineering and digital forensics; engaging fully in the field of research by benchmarking its potentials with international standards; and, enhancing its networking and or partnership strategies through dynamic alumni and aggressive industries linkages. Thus, NU could be a university in the Philippines that can jumpstart internationalization through IaH.

Keywords: Internationalization at home (IaH); Internationalization of citizens; Globalization in education; Outbound mobility

1. Introduction

As early as the 1990s, a move toward the internationalization of universities has made an impact in the overall development of first world nations. Universities considered it as an opportunity not just to strengthen their ranking status but also to widen their global influence. In Asia, Singapore and Japan pioneered different internationalization activities that center on three major facets: teaching, research, and networking/partnership. Top universities in both countries received different forms of support from their governments in order to keep up with the process of internationalization. UNESCO (2006) established the International Cooperation for Higher Education (ICHE) that functions as a laboratory of ideas and catalyst for institutional cooperation. ICHE integrates higher education in the global agenda through linkages between universities and industries, training in development paradigm, offering joint-degree programs, building research capacity linked to industries, and creating more resourceful and pro-active institutions. (Haddad, Gordon & Trumbic, 2006 in Tiu, 2012) Prior to this development, active support of all levels of the academic community specifically in terms of clear and directed institutional policies and programs were demanded as there had been an urgency to internationalize higher education. In response, International Association

of Universities responded through its policy statements/prescriptions. Some of them are: 1) Higher education institutions (HEIs) should initiate the process of internationalization rather than respond to external globalization forces; 2) Leaders, with active support of the academic community, need to develop clear institutional internationalization policies and programs as integral to the life of the institution; 3) The curriculum of the university must reflect the preparation of international citizens who are linguistically competent, intellectually adept in global, international and regional issues, skillfully advanced in the fields of information technology, science, peace, conflict resolution, and sustainable development, as well as responsive to curricular needs; 4) Institutions of higher education need to take pro-active measures to ensure the quality of the internationalization process by using existing quality review guidelines developed by various organizations; 5) UNESCO, national governments, and educational institutions should demonstrate their commitment to international cooperation by implementing, within their respective purview, policies that remove obstacles to mobility, such as stringent visa requirements, restrictive recognition practices, and other regulations which impede the flow of students and academics; and, 6) All internationalization programs must be founded on the principle of partnership of equals to promote intercultural competence and a culture of peace among global citizens. (IAU 2000 in Tiu, 2012)

In the 4th Association of Southeast Asian Nations (ASEAN) Summit in 1992, member countries were asked to forge solidarity toward a regional identity through human resource development and existing networks of leading universities and institutions in the region. This conference culminated in the establishment of the ASEAN University Network (AUN) in November 1995. AUN's main task is to strengthen the existing networks of cooperation among universities in the ASEAN region by: promoting collaborative studies including research and educational programs; upholding cooperation and solidarity among scholars, academicians and research in the ASEAN Member States; and, serving as the policy-oriented body in higher education in the region. Its major objective was to raise students' regional awareness and identity that led to the creation of a website responsible for all the information related to ASEAN Studies launched as the ASEAN Virtual University that subsequently evolved into a joint degree granting program. This initiative links AUN to the thrust of UNESCO toward cooperation as an integral part of the mission of higher education institutions. Regarding student and faculty exchange programs, AUN, being a regional arm, sponsored three (3) separate activities: the AUN Educational Forum, the Distinguished Professors Program and the Student Exchange Program. It established the AUN Quality Assurance Framework that serves as an instrument for the improvement of teaching, research, and institutional academic standards with the goal of harmonizing educational systems and standards of universities in the region. AUN initiated cooperation on the development of new technologies with information exchanges among member universities. Regional integration instilled awareness among the graduates that they belong to the ASEAN community so that cultural and educational integration becomes the bases for political and economic identity (Altbach et al., 2009, 24-28). Such activities highlight coordination, networks and partnerships between and among member universities to achieve a common goal of offering a system of education that fits the requirement of the 21st century.

UNESCO, IAU, AUN recognized the need to internationalize higher education, thus, took the lead in providing guidelines and avenues for cooperation in the global, international and regional spheres.

To exemplify this global development in the Philippine context, National University (NU), one of the oldest universities, has been considered. NU has envisioned the extent of its impact. It has adopted quite a radical approach of change by not just building physical structures but more on the provision of relevant and quality teaching, research capacity revitalization, and vibrancy in networking and partnership. Thus, this paper specifically focused its discussion on the following: a) the existence of clear direction by the university administration through its well-defined policy and mandate; b) the varieties of development exemplified by the university that are internationalization in nature; c) the adopted mechanisms that characterize internationalization at home (IaH). With this in mind, it is hoped that NU be the hub of IaH and likewise be a model of internationalization of higher education (IHE) in the Philippines as well as in the whole Asian region.

2. Review of Related Literature

Internationalization is not a new term in the academe. Earlier it was known as international education; however, the focused then was just to study abroad. As globalization impacts every sector, internationalization became its offshoot. As a result, it has been given a somewhat new definition that opens up doors of opportunities for universities to consider.

An early definition of internationalization, based on Knight and de Wit (1997), refers to improving quality and relevance of higher education, promoting cooperation and solidarity among nations, or advancing research on international issues. However, internationalization should also be considered through its different purposes and outcomes, depending on the actor and stakeholder. Thus, Knight (2008), provided a standard meaning for internationalization when applied to a broad range of contexts across countries and regions. "It is the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of higher education." (p.21)

Organization for Economic Co-operation Development or OECD (2007) sees it as a complex process since it integrates academic mobility, research collaboration, international development projects, and changes in curriculum in and across disciplines. The National Association of Foreign Student Advisers or NAFSA (2008) defines it as the conscious effort to integrate and infuse international, intercultural, and global dimensions in postsecondary education through active and responsible engagement of the academic community in global networks and partnerships. Manakul (2007) views it as a hotbed of activity and a source of potential innovation leading to the development of new policies, programs and practices at the institutional, national and international levels.

Breton (2002) stated that internationalization of education means either redefining curriculum through the compulsory insertion of an international component or through the international networking of courses of study. Knowledge has become so diversified that it is no longer possible for an academic unit to claim that it can cover all components of a specific field of study and offer its students all areas of micro-specialization. Huang (2006) refers

this to any exchange activities in education and research among universities and institutions in different countries.

Seen from this perspective, the international networking of programs, whether in the form of mutual agreements, joint programs, or double diploma arrangements need to consolidate and even enhance student training while facilitating the acquisition of international and intercultural skills.

IHE takes two major forms: internationalization at home (IaH) and internationalization abroad (IA). IaH is composed of campus-based strategies encompassing international academic mobility. This gives prominence to campus-based elements such as the intercultural and international dimensions in the teaching-learning process, research, extra-curricular activities, relationship with local cultural and ethnic community groups, as well as the integration of foreign students and scholars into campus life and activities. Cross-border education (CBE) or IA refers to two or more campus initiatives that reflect the regionalization or internationalization of courses. IA raises issues such as brain drain; uneven quality of instruction, accreditation and credential recognition; double and joint degrees; commodification and commercialization (for-profit); and, impact on status, profile or world ranking of institutions (Knight, 2008).

Despite a greater consideration for IA, this paper focuses on IaH since IA is believed to be wider and larger in scope and depth and may involve a huge amount of resources. Developed nations usually subsidize and support their universities to put their unique internationalization perspectives in the global map. However, countries like the Philippines provide neither subsidy nor support to its universities. Performing universities as well as students usually seek support from the international funding agencies in order to benefit from this advancement in education. They believe that internationalization is inevitable, whether people admit it or not, because this is an offshoot of globalization in education. Since there is not much support from the government, universities can start the internationalization process by delving into the possibility of internationalization at Home (IaH). This is the center of discussion in this paper. Universities in the Philippines, specifically, National University, can consider IaH to jumpstart internationalization initiatives as it continues to implement change.

Internationalization at Home (IaH)

In the past, internationalization was international education in which the focus was only to acquire education abroad (EA). EA was technically attending education in another country. Thus, only a few could avail and afford it. Since globalization overtakes all forms of development, internationalization of education, though not a new concept at all, has been adopted by first world countries through their higher education institutions. Although internationalization still is regarded as EA, another variant that is deemed applicable for all came about, that is internationalization at home or IaH.

The European Association for International Education (EAIE) and the Academic Cooperation Association (ACA) defined IaH as any internationally related activity that does not involve outbound student and staff mobility (IAU, 2007). IaH deals with aspects of internationalization on a home campus such as adaptation of intercultural studies to higher

education through their substantive dimensions in courses, integration of international students, scholars and faculty members in campus life; extra-curricular activities; and, the linkages with local cultural and ethnic community groups (Wachter, 2003). Teekens (2006) argues that IaH can be understood through its goals, activities and indicators that assess its effectiveness. It places institutional development in academic learning in a broader context with the inclusion of global issues by linking the international with the intercultural dimensions.

Furthermore, it focuses on the content and delivery of the curriculum. Some activities that universities can start with are: a) development of international curricula and programs; b) modification of the teaching and learning process; c) staff development and faculty training; d) enhancement of extra-curricular provision; and, e) enrichment of liaison with local, cultural and ethnic groups. These represent the incorporation of the international, intercultural and global dimension in the teaching and learning process including assessment tasks, methods and support services of a program study, which all take place on campus.

IAU (2015) considered the curriculum as the backbone of the internationalization process from which two standpoints are essential in terms of internationalizing it: 1) higher education institutions (HEIs) should prepare graduates to live in a global society; and, 2) it is a way for HEIs to attract students to pursue higher studies due to its international and global value. When the curriculum is focused on student learning, each discipline through its specific course is designed in the context of different cultures and is involved in the practices of knowing, doing and being appreciative of international perspectives as well as intercultural skills.

IAU recommends the creation of an international office with officers as advocates or change agents. The office is involved in the expansion of activities beyond mobility. Student interaction centers on local with international students on campus or international and local students with local communities of different cultural backgrounds. Teekens (2006) dismissed that institutional policy should initiate change. It should contain the human aspects of education as well as intercultural understanding and perspective. This policy is a mandate that guides the whole university. It is an overarching objective in order for such change to take place. It should contain the aims, mechanisms as well as criteria or indicators that feature measurement and evaluation of impact as well as results. This policy can jumpstart IaH since this can increase and widen people's understanding of what it is and how it is done.

Part of the mandate is for universities to assign an international office that should oversee the implementation and realization of the perceived change. The office can be named as external linkage, internationalization office, or IaH office. Having an office that is responsible for such change signifies centralized direction that colleges and their representatives abide by when they are tasked to deliver results. A specific leader who is an active agent of change himself should man this office. He should also have a staff that is forward-looking. The office should be given resources that will support any development deemed to increase, expand and enhance internationalization-at-home. This internationalization office, IO, should become the countenance of any university as it intends to internationalize. It represents the university as a global institution of teaching, research and networking and or partnership.

3. National University a Potential Hub

To substantiate IaH, one university in the Philippines is exemplified, that is National University (NU). Focusing on its current development may help well in establishing a sound IaH that might even put it in the global landscape in the near future. NU is one of the oldest universities in the Philippines that managed to rise above all challenges and changes in time. Its resilient nature continues to pave the way for its relevant existence. Most of its oldest documents were burned in fire; its enrolment went terribly low; its winning streak in national leagues happened 60 years ago, etc. However, less than a decade ago, when the Sy Family of SM Group of Companies expressed its intention to partner with NU, NU has never been the same again. The Sy family has an unwavering belief that NU, being a century old and having gone through a lot of unimaginable challenges, still managed to stand, is a distinct manifestation that as it continues to rise, will mark an ineffaceable contribution not just to the Philippines but to the global world as well.

Although it seems to begin from the bottom, the university climbs the ladder of success one step at a time. Since 2008, a number of developments have been undertaken to revitalize its strengths. NU has started focusing on the value of sports by tapping young, aspiring, dedicated athletes who understand the value of sacrifice through persistent and consistent training. In fact, it even has opened up a degree course on Sports and Wellness Management. It is also one strategy that NU utilized to revitalize the alumni sector, enrolment and university atmosphere (Tiu, 2014).

NU addresses academics and research in such a serious note. It is the only university that offers sanitation engineering that parallels international degrees on environmental engineering in other parts of the globe. This is one course that is purposed to impact nation building. Another course it recently introduced is digital forensic that addresses cybercrimes, a degree offered in partnership with the Department of Justice. NU is the first educational institution approved by the Commission on Higher Education to offer such a program. NU's courses under the medical field are of high standards too since public health has been incorporated in most of the subjects. NU also offers English as a Second Language (ESL) programs to its foreign students whose native tongue is not English. This is a program being offered to assist Iranians, Africans, Koreans and other nationalities that passed the admissions level but are linguistically challenged.

Research is not far-fetched since NU has tapped and involved high-caliber, experienced researchers to jumpstart a research culture in and among students, faculty, staff and other personnel. This development paved the way for a new office named as RaIN, which stands for research and innovation. RaIN is a strategic initiative that puts emphasis on the relevance of research in the institution. This highlights innovation as a way of expressing NU's commitment to nation building through relevant and quality researches. To date, around ten faculty researchers that come from various colleges are working in close coordination with RaIN.

Partnerships and networking are addressed quite closely too. According to the Office of External Linkage, about 100 companies are in close coordination with the university in terms of employing highly employable NU graduates. NU has paved way to build

connections and re-connect with alumni who are locally and internationally based. In fact, it comes up with a new office, Alumni Affairs (AA) (Tiu, 2014). AA is responsible in rebuilding the connection with the NU graduates, from one hundred years ago to present. Establishing a very strong alumni support system can facilitate faster progress since these people can be any of the following: working for industries or in academics, entrepreneurs, businessmen, that are either based locally and internationally.

With all these positive changes in NU covering teaching, research, networking, and partnership, plus a very strong support from the Sy Family, it is likely that it is a potential hub for internationalization.

However, there seems to be a missing component – a common vision that can consolidate and translate all these exciting developments towards 21st-century tertiary education – internationalized education.

4. NU's Internationalization

Research states that in order for any groundbreaking development to push through, a sound university mandate and policy is necessary. It is a position the administration takes as regards certain specific change. The administration, through this policy, should express its strong desire to internationalize. This policy should state its aims, goals, and purpose. It should also contain measures that the whole university should undertake together with its implementing mechanisms. It should override any existing policy that is potentially against its development. It also serves as a guide for all colleges and departments so they can re-align their strategic plans as well re-structure their programs towards internationalization at home or IaH wherein their respective curriculum favors learning outcomes rather than its mere delivery.

Resources are a necessity. This represents specific budget that will sustain various aspects of development i.e. a presentable office, head and staff, fund for IaH-related tasks and activities, representations, etc. Budget is an essential aspect of change. This is just an added component to the traditional manner of allocating resources. There is just a need to re-calibrate the allocation of resources so that IaH budget becomes feasible. It, therefore, requires a strong political will on the part of the administration. This then can push for financial re-structuring that helps in funds consolidation.

Since there already exist offices named external linkage, alumni affairs, and communication department, a possible merging is anticipated. Most of their functions, if not all, are either directly or indirectly linked with IaH. These three offices can be put together and named as Internationalization Office (IO). Having one office named as such can be a plus factor when it comes to local and international affiliations that may include but not limited to quality assurance, high caliber accreditation and meaningful collaboration. It may also be an advantage in attracting more local and international students and faculty. Having an IO is an edge too in terms of attracting high performing students and faculty, quality researchers, and dynamic industry partners and networkers. Eventually, this is the only university, through its IO, that offers affordable yet internationalized education. Then, NU now becomes a university of choice not just locally but also internationally.

NU RaIN can continue since it can become a future research center where various research breakthroughs can come from. However, this office should project its research direction in the context of IaH and so therefore be adept with the mechanisms and strategies. This, when done, can enhance the value of researching while teaching and vice-versa. It also has to enrich the value of collaboration between and among colleges by providing a strong research framework that serves as a basis for all research endeavors. NU RaIN should also include a mechanism by which research outputs are applied in practical situations especially when it involves partnerships with industries. It should, in all likelihood, consider the importance of implementation of research results as well as their local and international publications.

Once merging is done, IO can serve as the center that will spearhead all the planned activities. But first, IO should have a leader who is a change agent himself. He has to understand the global scenario and how localizing the internationalization measures can help in advancing the status of the whole university. He needs to be adept also with the current trends that can give more international flavor to various activities the office will host. Most importantly, he has to be a team player since he will be working with different colleges and departments whose people come from different background and orientation. He cannot do the tasks alone; he needs an able staff that will do not just liaising but a lot other functions that will require good command of oral and written English, public as well as human relations skills, and most especially a personality that can accommodate different personalities. Internationalization is more of serving people, serving through learning. It is a catalyst that engages people to aspire and do more. Thus, the kind of character IO office has and needs to be.

This office should also provide a directional framework where all involved are guided in terms of designing and aligning all their strategies in their respective colleges. It has to have its own vision and mission, which has to be congruent with that of the university mandate. Since policymaking is still underway, colleges should start the revisiting phase whereby international and intercultural dimensions have to be studied further so that any change they deem necessary is aligned with what international and intercultural dimensions are.

In order to provide some start-up strategies, important thoughts from various authors are presented. These can serve as basis in order to further understand IaH. Crichton and Scarino (2007, p.4) stressed that all learning, across all disciplines, is a social, linguistic and cultural act that involves dialogue, a process which is central to intercultural awareness. Constructing knowledge through social interaction, understanding knowledge acquisition, recognising different ways of knowing, developing multiple perspectives and using multiple sources of knowledge, mediating knowledge, applying knowledge in different cultural contexts, and recognising the ethics of the application of knowledge all involve the use of language to interpret and create meaning in dialogue within and across cultures. It is this *in vivo* interconnecting of language, culture and knowledge within and across cultures that is central to understanding 'intercultural awareness' as a goal of internationalisation, a goal whereby students learn to construct, act upon, use, and communicate their disciplinary knowledge through dialogue across diverse linguistic and cultural contexts.

Paige, et al. (1999) described intercultural competence as: the process of acquiring the culture-specific and culture general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and on-going process which engages the learner cognitively, behaviourally, and affectively.

Alred and Byram point out in any society which expects its education system to prepare people for living in an internationalised culture and globalised economy, and also for the interaction between people of different cultures within and across national boundaries, the process of tertiary socialisation and the acquisition of intercultural competence are clearly desirable (2002, p.351).

International and intercultural dimensions may be something new to incorporate as curriculums internationalize; however, these zero in on the importance of being knowledgeable and appreciative of other individuals who come from different places and having been raised in different cultures.

5. NU Offices' Present to Future

Since IO office is still underway, external linkage, alumni affairs and communication departments are suggested to continue their respective functions.

Table 1. Functions of External Linkages (EL), Alumni Affairs (AA), and Communication Department (CD) Offices

EL	AA	CD
-draft job description for staff to avoid redundancy of functions, roles and responsibilities	-draft job description for staff to avoid redundancy of functions, roles and responsibilities	-draft job description for staff to avoid redundancy of functions, roles and responsibilities
-prepare a vision-mission statement that from which strategic planning can be based on	-prepare a vision-mission statement that is aligned with IaH from which strategic planning can be based on	- prepare a vision-mission statement that is aligned with IaH from which strategic planning can be based on
-coordinate job training and placement with different colleges and document the process	-arrange documents concerning alumni members for record-keeping and potential partners or networkers	-intensify opportunities for business communication to further linkages and connections
-specify key personnel for accountability as well as transparency	-prepare database for alumni for easy connection	-initialize partnerships with potential partners through dynamic Memorandum of Agreement (MOA) and or Understanding(MOU)
-enforce proper documentations on activities, initiatives as well as implementing mechanisms	-enforce proper documentations on activities, initiatives as well as implementing mechanisms	-enforce proper documentations on

		activities, initiatives as well as implementing mechanisms

Along with these tasks, these departments are suggested to come up with a possible list of intercultural activities that colleges could use as a basis for alignment as they re-engineer their respective curricula.   Finally, these departments should start the communication process to avoid repetition of specific tasks as well as to stop wastage of resources and effort.

5. Conclusion

Internationalization is one offshoot of globalization that impacts education. Big institutions recognize its potential as education landscape continues to change due to the advancement of technology and cross-cultural migration. If universities and their programs remain unchanged, their kind of education will serve no purpose in the future, therefore, internationalization is an answer.   However, not all universities have the capacity to internationalize.   Some can when their respective governments give them full support to internationalize like what Singapore and Japan did to their universities. But for others, to be involved in such change is a real challenge. They are aware that this involves funds since it is targeted on quality and relevant education. But literature states too that there is another kind of internationalization that universities may opt to start with. Internationalization at home or IaH is a type of internationalization that utilizes campus-based strategies with the focus on change in the curriculum, organization, and student experience. It does not involve outbound student and staff mobility. It focuses on making education at home becomes beneficial not only to home country but to the whole world as well. It gives globalized perspective due to the incorporation of international and intercultural dimension, and yet it is locally provided.

To exemplify IaH, National University (NU), in all its current changes and development, is a potential IaH hub. It has a very rich culture; students and faculty are diverse; they come from different provinces and various backgrounds. It is linked with a number of industries and it is growing. It also embraces a culture of quality teaching as well as relevant researches. It is also supported by the Sy Family who desires to offer only but quality and affordable education. NU, despite the considerable changes, has to come up with sound administration policy which will consolidate all efforts towards a common goal. A specific office has to be responsible and accountable as it desires to internationalize. This office becomes NU's representation in terms of 21st-century quality and relevant education. NU should, despite the very challenging situation, proceed because there are no other way but NU at the forefront of internationalization far ahead its contemporaries.

Knight in Crichton and Scarino (2007) stated:

> *internationalisation and the associated notion of globalisation are diverse, contested and dependent on the particular contexts in which they are experienced..... internationalisation of higher education can best be understood as a response to globalisation, in terms of: the growth and increasing influence of knowledge- based societies;*

information and communication technologies (ICTs) and systems; market-based economies; trade liberalisation; and new supra national systems of governance in areas such as quality assurance, accreditation, and student mobility.

Internationalization, be it EA or IaH, lies on the strength of the offered programs and this is technically dependent on how relevant and functional the curriculum is. Universities need not concern their direction towards internationalization when their curriculum is unchanged. One proof that a university adopts to change is when it adjusts to the needs of the changing times. Internationalization may be an offshoot of globalization; however, its implications far outweigh the benefits people could have when it is considered as an opportunity rather than as a hindrance. After all, education is meant to influence a lifetime. It is the internationalization of education that can produce graduates who are prepared to rule the future because they have been established, equipped and empowered to address the needs of their times.

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