

*Profiling the “Internationality” of State Universities and Colleges in  
Region 1 of the Philippines*

Bryan M. Gallos, De La Salle University Manila, Philippines  
Kimberley M. Migallos, De La Salle University Manila, Philippines  
Jose Cristina M. Parina, De La Salle University Manila, Philippines  
Nelson H. Tantoco, De La Salle University Manila, Philippines

The Barcelona Conference on Arts, Media & Culture 2022  
Official Conference Proceedings

**Abstract**

Globalization has been considered to be an integral aspect of how universities consider the profile of their graduates. Corollary to this, internationalization is considered to provide long-term stability through linkages and networking with premier schools in the country or abroad. The intent of this study was to determine the profile of internationalization or “internationality” of state universities and colleges (SUCs) in local provinces as to be at par with the universities and colleges in Metro Manila. The profiling could be an aid to other universities and colleges to uphold the challenges of internationalization of education. This qualitative study used the “Indicators for Mapping and Profiling Internationalization” or IMPI in gathering information on the level of internationalization of the state universities. The research included in-person interviews and focus group discussions with the participants in order to have a more holistic picture of the internationalization practices in the respective universities. Results indicate that there seems to be more room for “internationality” among these state colleges and universities in the aspects of Multi-faceted promotion of International Affiliation and Internationalization of the University Curriculum. Future research can look further into the “process” of internationality of the state universities and colleges. This can in turn highly shed light on how these universities reach a high level of internationalization.

Keywords: Internationalization, Higher Education Institution, Globalization

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## **Introduction**

Globalization has led to making institutional changes in higher education which led to the posed effects on the school culture and the school management (Deem & Brehony, 2005 as cited in Delgado-Marquez, Hurtado-Torres & Bondar, 2011). Some of the most evident changes are in the extent of the activities, as the school should extend its boundaries beyond national borders. The next set of goals that higher education institutions aim apart from institutional activities align with sustaining the programme and organizational strategies. With this, the government support for an effective partnership with universities worldwide.

## **Internationalization of Education**

Globalization is an intricate process of crossing borders, merging markets, and internationalizing commodities which is highly endorsed by technology. Because of the commanding economic changes and the sudden surge of competition in the academic sphere, schools must strategically place themselves at the forefront of the global market. Internationalization of education means academic institutions must alter their structures, diversify their curriculum, and prepare their students for the demands of the current market. According to Knight (2003) (as cited in Wit, Jaramillo, Gacel-Avila & Knight (2005), internationalization is “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education” (p. 19). The given definition is quite encompassing but may vary from institution to institution on how it can be propagated. Internationalization is a process of forging strategic partnerships for long-term stability. It is also a continuing and ongoing process of providing academic mobility for students and faculty. Another important aspect of internationalization is integrating and infusing international dimensions into the school system and curriculum. Thirdly, the purpose of internationalization is to create objectives and outcomes that will better promote an institution in the international arena.

## **Elements of Internationalization in Education**

### ***Institutional Commitment***

According to Stinson (2010), the Inter-organizational relationship theory (IOR) dictates that institutions must have stated goals to create international partnerships. Institutions must also be ready to imbibe internationalization. Also, there must be a structured evaluation process for its international activities. In addition, according to McCormack (2013), presidents must ensure that students are engaged in global issues. Most importantly, there must be internal cohesion and strategic partnerships in order to sustain its international projects.

### ***Administrative Support***

Apart from the institutional commitment by the school in the form of its mission and vision, it is the university leader, particularly the school president or the senior international officer (SIO), that is the one that serves as the one who initiates university goals. According to the Center for Internationalization and Global Management (2017), the president and the senior international officer have received their diplomas outside the country. They are the ones that oversee a multitude of international activities and report to the chief academic officer (CEO).

### ***Curriculum and Learning Outcomes***

Institutions must first define what an internationalized curriculum means in their context. This may mean how the students can achieve global learning. Moreover, it can also help by

identifying in what mode of study will it be feasible for students. This can be either on campus work or done abroad. The school may also define how the curriculum will help the students achieve the attitudes and skills needed for global learning. These must be articulated in the learning outcomes and must then decide on the curricular timeframe for these to be achieved.

### ***Faculty Involvement***

Faculty members' buy-in and engagement in internationalizing the curriculum is integral in the planning and implementation phase of curricular change or adaptation. The Chief International Officer or the Senior International Officer often needs a faculty committee or an advisory group that will focus on internationalization initiatives. The faculty and other administrators can serve as a part of the succession planning for the next set of leaders. According to Cornelius (2012), faculty involvement shows deep commitment to supporting the university's internationalization initiatives. Schools also encourage faculty to join and present at international conferences and lead students in collaborating with other schools abroad. According to the American Council on Education (2012), faculty are encouraged to study and conduct research abroad.

### ***Student Mobility***

According to Dewit (2015), the foci of national strategies involve student mobility, short or long term economic gain, talent recruitment, and international positioning. However, he suggests that educational administrators must focus on internationalizing the curriculum and enhancing the quality of education. Educational administrators must ensure the quality of their faculty, their students, and their curriculum so that when given the opportunity to have exchange programs, students can easily compete with universities abroad. In the same way, educational administrators must continually ensure the visibility of the school in all industries to have continuous business contacts and foster more entrepreneurial activities.

### ***Collaboration and Partnerships***

Based on the readings on leading and managing higher education institutions, it is essential to make strategic partnerships and alliances with potential funding organizations and or business contacts. In addition, an institution must evaluate the vision and mission and how international practices can be evaluated. Moreover, faculty must be provided with incentives and provided with the right resources, such as training and access to technology, in order for them to actively engage in international or transnational activities. Students are to be immersed in global issues in order for them to understand the complexities of competing in a globalized world. Most importantly, school leaders must create long term strategic planning and management of human resources in the assignment of roles and responsibilities.

### **Internationalization of State Universities and Colleges**

Universities who aim for international recognition are starting to pay attention to global rankings. Internationalization requires that there should be an increased number of international students, international staff, and international co-authored publications. A higher education institution that engages in internationalization aims to produce global citizens and professionals. In addition, it promotes cultural awareness and must immerse its students, faculty and staff in global issues. The essential areas of internationalization include academic mobility, internationalization of the curriculum, internationalization of research, providing borderless, offshore, and transnational education, development cooperation; and forming strategic partnerships. Furthermore, we cannot underestimate the power of rankings

to influence the opinions of the stakeholders of higher education institutions. National governments have become more reliant on these rankings in shaping policies on education. Advocates “argue that in the absence of sound and comparable information, rankings are the best option for determining the quality of colleges and universities” (Marmolejo, 2015). Doing well in rankings may mean big bucks for the higher education institution since international students consider them in their choice of schools.

Countries are working towards making their educational systems globally competitive. However, most countries are faced with challenges. In Latin America, public universities are subsidized through taxes. The efforts of increasing student payments have met a lot of contention (Wit, Jaramillo, Gacel-avila & Knight, 2005). The Hong Kong, Japanese, Singaporean, Taiwanese, South Korean, and Mainland Chinese governments have engaged in actively improving the quality of education (Mok, 2008b as cited in Ng, 2011). Singapore and Hong Kong have aimed to establish themselves as educational hubs and as ‘Global Schoolhouses’ (Ng & Tan, 2008). However, according to Ng (2011), there is a danger in considering Western educational systems as better or as more prestigious. Ng states that countries must not compare their own local and domestic needs to world standards.

### **Internationalization of State Universities and Colleges in the local context**

Internationalization is one of the main thrusts of higher educational institutions in the Philippines. With internationalization as the catalyst of globalization, the educational system in the Philippines, particularly the higher educational institutions, are required to be more creative and entrepreneurial (Lupdag-Padama et al., 2010). Lupdag-Padama et al. (2010) add that internationalization is highly integrated into the operations of the educational institutions in the National Capital Region. The Philippines provides a nurturing environment for international students but feels that they receive certain forms of discrimination in financial transactions based on their language proficiency and their housing needs based on their nationality (Wa-Mbaleka & Gaikwad, 2013).

This study aims to look into the internationalization status of two premier state universities in Region 1, namely Pangasinan State University and Don Mariano Marcos Memorial State University. The strategic goals of Pangasinan State University are to promote excellent student learning and career development, (2) to develop a strong research culture and technology transfer, (3) good governance, (4) to imbibe sustainable social responsiveness, (5) to foster quality human resource management and development and lastly (6) to urge customer focus. Some of their best practices include educational facilities development, benchmarking activities and strengthened international ties.

Don Mariano Marcos Memorial State University (DMMMSU) , according to its founders, was established to cater to the aspirations of the people. The University has three (3) major campuses located in different towns in the province of La Union. Like Pangasinan State University (PSU), DMMMSU is considered a premier university in Region 1. Their pursuits include agricultural development, community involvement, research, and strategic partnerships. As they embrace world class standards, the university integrates internationalization activities into their organizational structures. Leadership and management also highly support global learning in order for the students to be capable of working in a global society.

According to Knight (2012) internationalization can affect different aspects of the higher educational institutions through the following: Curriculum and Instruction, Facilities and support system, research, raising academic standards, promoting professional development, national and international linkages and mobility and exchanges for students and teachers. These aspects are important to reach the level of internationalization aspired by the institutions in the study.

## **Methodology**

### **Research Design**

The study utilized a qualitative approach to inquiry, to create an in-depth understanding of how state universities and colleges (SUCs) in Region 1 pursue their thrust on internationalization. This case study is "an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group" (Merriam, 1988, p. 9 as cited in Willis, 2007). With the primary foundation of this kind of study, the interaction with the participant is imperative as it studies in natural settings and attempts to make sense or interpret phenomena in terms of people and their surroundings. Stinson (2010) mentioned in his study that case studies initiate suggestions to inform practice when it comes to studying educational programs. Through examining educational processes, problems, and programs, it could bring about an understanding that in turn could affect or even improve practices. Thus, case studies (Merriam, 1998; in Stinson, 2010) have been proven useful for studying educational advancements, for critiquing programs, and for informing policies and practices. The intent of this study was to determine the profile of internationalization among SUCs in local provinces to be at par with the universities and colleges in the metro. The profiling could be an aid to other universities and colleges to uphold the challenges of the internationalization of education.

### **Study Sample**

As the study sample was restricted to a very specific population of state colleges and universities in Region 1, with clear partnerships in international settings and which considered internationalization as an important part of their strategic plan, Don Mariano Marcos Memorial State University (DMMMSU) in La Union and Pangasinan State University (PSU) in Pangasinan were categorized as the purposive sample. In addition, the universities were chosen to be part of the study as they were recommended by the Regional Director for the internationalization of their educational practices.

### **Instrument**

The primary research instrument utilized in the study was a questionnaire based on the Japanese indicators list (Beerkens et al., 2010) profiling and mapping internationalization. This is the IMPI or the Indicators for Mapping and Profiling Internationalization. This is the product of the major study conducted at Osaka University in Japan. Furushiro (2006) conducted a major study focusing on the development of evaluation criteria to assess internationalization, which identified eight main categories, namely: (1) Mission, goals, and plans of the university, (2) Structures and Staff, (3) Budgeting and Implementation, (4) International Dimensions of Research Activities; (5) Support system, information provision, and infrastructure, (6) Multifaceted promotion of international affiliation, (7) Internationalization of the University Curriculum, and (8) Joint programs of external

organizations. Through using these indicators, an institutional self- evaluation was conducted to cater the holistic view of a university when it comes to internationalization. Hence, DMMMSU and PSU, based on its correspondence to the aim of the current study, are likely to respond to the Japanese indicators and are deemed appropriate for the study.

### **Data Collection and Analysis**

To better understand the internationalization of DMMMSU and PSU, site visits to each institution were imperative as the researchers conducted focus group discussions (FGDs) and panel interviews. The FGD and panel interview were guided by the questions provided from the Japanese indicators list, recorded and later transcribed to provide the necessary data to be analyzed and interpreted. Prior to the site visit, browsing of the DMMMSU and PSU's official websites was deemed helpful in gathering the preliminary data.

The researchers (Merriam, 1998; in Stinson, 2010) are the primary instrument for gathering and analyzing data in a qualitative study, as it can respond to the situation of maximizing opportunities for collecting and producing meaningful information. The data from the interviews and FGDs were recorded digitally, transcribed and organized to provide a clearer interpretation of the internationalization profile of DMMMSU and PSU based on the given indicator list.

### **Results and Discussion**

Based on the IMPI indicators for mapping and profiling internationalization, the following elements were analyzed of SUCS in Region 1.

#### **Mission, goals, and plans of the university**

As institutional commitment to internationalization was deemed necessary for the studied state universities in Region 1, the scope of their visions were defiant, as PSU focused itself on becoming an ASEAN premier state university in 2020 while DMMSU stretches in a more global perspective. Both with a mission of providing relevant quality instruction, research, and extension in their respective universities, it is indeed clear that these universities are aiming for globally-competent individuals.

More specifically, PSU caters much specific international realizations, such as perpetuated by partnership, strengthened by synergy, and unbound by time and space. These realizations are much more achieved through PSU's establishment of an International Affairs Office fostering international partnerships and linkages which enables the growth of PSU as globalized academic institution.

With regard to the administrative structures present at PSU and DMMMSU, the universities both assigned a Director of International Education or a Director of International Affairs and also the Director of International and Local Affairs. The administrative structures in the universities show that they act independently from the school president. They are under the Vice President's office and they have a specific role of being responsible for getting the right people together for internationalizing the curriculum. They were responsible for putting together other key academic staff. They also mentioned that the individuals invited were prepared to debate on important issues and come up with a shared understanding. As the "head" or key player in internationalization in the universities, they needed to be able to

facilitate planning of the content of the curriculum, activities that related to teaching and learning and in assessing the program. The Directors are considered to be heavily involved especially in the early stages and invites continuous dialogue and discussion. The directors also choose key stakeholders and propose a specific timeline for the implementation.

With regard to the establishment of medium and long term plans and strategic goals, the university actively concretizes the vision and mission. PSU focused itself on becoming an ASEAN premier state university in 2020 while DMMSU stretches in a more global perspective. This is articulated in the strategic plan of the schools. Due to Data Privacy issues, the participant school can only disclose public documents. However, the plans are disseminated in the school newsletter. Specifically, it is announced in the school newsletter that they aim to achieve their vision of PSU “gears to achieve International Sustainability Assessment, Investors in People and Philippine Quality Awards.” Likewise, they also have an Orientation Program on Internationalization. PSU also presents research at international conferences, specifically “International Science, Social Sciences, Engineering and Energy Conference ” (ISEEC 17). Their Chorale Group will be competing in Vietnam. The university makes it a point to share with the community their plans and encourage the other stakeholders to join in the mission. The university stakeholders show some level of recognizing the vision and mission. They are consistent and aligned with the general policies and plans of moving towards being more international. It may be said that the implementation body and the staff are invested in being connected to more Southeast asian countries through conferences and school events.

In the area of campus community support, stakeholders are encouraged to make opportunities to meet outside potential stakeholders and partners. Through the PSU Global Gateway Project, the university aims to encourage conversations and discussions for deeper partnerships and collaborations. PSU welcomes more international students and would like to “serve as the central information hub for international foreign students.” This is a part of their PSU Global Gateway Project. It is also in their plans of setting up a gateway for international students and faculty to have an exchange program and do more research collaborations on major global issues. Also, the affiliation center aims to foster more international agreements, internships and more international partners for the university. For DMMSU, they hosted an international conference so they can encourage sharing of knowledge and pedagogy to spark more international exchange of views.

### **Structures and staff**

In the area of structures and staff, the members of the international committees and established offices received their doctorates from foreign universities. Due to data privacy, any details about the members were concealed from the researchers. However, the detail extracted from the data gathering, no matter how limited, can say so much about the goal of the institutions to become internationalized. First, adapting a more global perspective is the new norm to address the growing demands for an intercultural dimension in learning and opportunity for the stakeholders. Next, students are more adept than ever to engage in a global workforce and this element becomes a primary consideration prior to enrolment. However, it may be more complex for some institutions to integrate seamlessly, which makes this aspect harder to address in terms of changing “the internal dynamics to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment” (Ellingboe, 1998, p. 199). Thus, this aspect is highly tied with programs and

plans involve a more multicultural curriculum and a stronger international exchange programs which will be discussed in the next sections.

### **International dimension of research activities, Achievements of research presentation, International Development of research activities**

The aforementioned universities were able to do collaborative research and publications with foreign universities. DMMMSU particularly was able to do an inter-university sustainable development research programme with Manchester, United Kingdom. With regard to the international development of research activities, at PSU, two faculty members were sent to Japan for collaborative research. For DMMMSU, they collaborated on a funded research project on “Academic Institutions Mobility in the ASEAN Region through Sharing of Best Practices in Sustainable Development”.

Given all these, there is a lack of students’ perspectives which could strengthen the effectivity of these research activities in their growing competence. It must be noted that these research activities in the form of publication and presentation have to equip the students with skills and knowledge to become more academically mobile in solving global challenges and opportunities.

### **Support systems, information provision, and infrastructure**

For the support systems, PSU was able to accept visiting professors and ensured accommodation for 28 international students in their hostel in the Bayambang campus. At PSU, the university made sure that there was a buddy system for foreign students. As infrastructure is a consideration with the inactive participation of the government in terms of budget, most institutions find it hard to accommodate international students. This disables them to go full blast in their programs for a more diversified intercultural learning.

For the infrastructure, PSU planned the construction of a five-story hotel, which will serve as the ASEAN PSU Convention Center. Likewise, DMMMSU also planned for the construction of a 50 million peso international convention center on university grounds, aided by their local government. The said infrastructure plans by the universities were both for the benefit of the local and international students.

### **Multi-faceted promotion of international affiliation**

PSU was able to engage in several multifaceted inter-university international affiliations and even local community linkages. PSU are affiliated with the following: (1) Asian Association for Interdisciplinary Research, (2) National Association of Educators of Young Children, (3) Asian Association for Academic Integrity, (4) IAMURE Multidisciplinary Research, (5) Asian Society for Teachers of Research, and (6) International Association of Research Ethics Across. In addition, PSU’s community linkages are deepened through the sharing of expertise in the application of coral transplantation technology and commercial scale mud crab hatchery. These activities are done in order to transplant the asexually reproduced corals in the seabed of Hundred Islands National Park (spearheaded by PSU Binmaley - COE in Fisheries).

## **Internationalization of the university curriculum**

In the area of internationalization of the curriculum, the language programs of the two universities include: the English Language Proficiency Program for Korean students at Pangasinan State University. For the Internationalization of specialized education, at DMMMSU, they have a 12 month student internship abroad program. Two students from the Bachelor of Secondary Education major in English completed their internship from July 2017-2018. They also had two education students from Pibulsongkram Rajabhat University, Thailand enroll in English for Specific Purposes and Conversational English from June 6, 2017-July 31, 2017.

This shows that the two schools show much interest in collaborating with different schools to be able to gather data and information and be able to hopefully create more research. The language programs were able to house different nationalities in order to broaden the perspectives of the students. They were able to integrate their lessons in their specific degrees in order to enrich their mindset. This has led the students to be more globally aware of what is happening in the outside context. They were not limited to the knowledge garnered from their professors or fellow classmates but were able to show that knowledge can be drawn from international students and exchange experiences.

## **Joint Programs with External Organization (Academic Exchanges, Internships and others)**

With some HEIs still struggling to find and develop programs that would work in their context, the most logical place to start would be on language education programmes or exchange programs. However, those HEIs investigated in the study seem to have more in place such as having joint programs with external organizations, academic exchanges, internships, and others. There were issues that arise every now and then but nothing too broad that cannot be addressed. Some of these issues are general, such as the crediting of units.

As regards the educational exchange, the summary of details can be found in Appendix A. Apparently, the exchange programs became the strongest foothold of most institutions to achieve internationalization with DMMMSU having more programs in place and PSU not being far behind. The next question is, will the number of programs be enough to establish a more global perspective? Reiffenrath (2021) stated that this is just one way of internationalising the curriculum and providing all students with an international experience. Thus institutions should work on just having educational exchange more so when these international curricula are not “research-oriented teaching, problem-based learning, project- or practice-oriented teaching or service learning” (para. 3).

## **Conclusions and Recommendations**

The internationalization of higher education in the participating state universities has proven to be in its initial stages but has proven to be very aggressive in achieving its vision and mission of being able to compete on a national and global level. This research is but a start of the status of internationalization in Region 1. Further research must include creating more academic profiles of universities in the Philippines. Since the study has used the Japan Indicator List, future research can also make use of the other indicator lists in order to see which one is more appropriate and for interested researchers to look into. Finally, since internationalization is embedded in the educational system, educational managers must be

able to strategically align themselves with companies and institutions that can help them be more sustainable in the long run. Overall, there is an obvious need for HEIs to look more closely to other aspects such as research to achieve a more developmental agendas for internationalization.

## References

- Admasu, E., & Desta, A. (2021). Internationalization of Higher Education System in Ethiopia: A Review of Education Policies and Strategies. *Agathos*, 12(1), 139-156. <https://www.proquest.com/scholarly-journals/internationalization-higher-education-system/docview/2564585826/se-2>
- American Council on Education. (2017). *Mapping internationalization on U.S. Campuses: 2017 edition*. <https://www.acenet.edu/Documents/Mapping-Internationalization-2017.pdf>
- Beerkens, E., Brandenburg, U., & Evers, N. (2010) Indicator projects on internationalization – approaches, methods and findings. A report in the context of the European project ‘Indicators for Mapping and Profiling Internationalization’ (IMPI). European Commission.
- Cornelius, A. (2012). Intentional Internationalization of Higher Education: A Strategic Institutional Response To Globalization. Electronic Theses and Dissertations. 396. <https://digitalcommons.georgiasouthern.edu/etd/396>
- Dagmang, F. (2017). Fostering internationalization of research and its implications for localization practices: A case of an aspiring Christian University. *MST Review*, 19(1). <http://ejournals.ph/form/cite.php?id=11572>
- Delgado-Marquez, B., Hurtado-Torres, N., & Bondar, Y. (2011). Internationalization of higher education: Theoretical and empirical investigation of its influence on University Institution Rankings. In: “Globalisation and Internationalisation of Higher Education” [online monograph]. *Revista de Universidad y Sociedad del Conocimiento (RUSC)*. Vol. 8, No 2, pp. 265-284. UOC. [Accessed: March 1, 2018 from <http://rusc.uoc.edu/ojs/index.php/rusc/article/view/v8n2-delgado-hurtado-bondar/v8n2-delgado-hurtado-bondar-eng>
- De Wit, H. (2015). *Quality assurance and internationalization: Trends, challenges and opportunities*.
- Ellingboe, B. J. (1998). Divisional strategies to internationalize a campus portrait: Results, resistance, and recommendations from a case study at a U.S. university. In J. A. Mestenhauser & B. J. Ellingboe (Eds.), *Reforming the higher education curriculum: Internationalizing the campus* (pp. 198–228). Phoenix, AZ: American Council on Education and Oryx Press.
- Furushiro, N. (2006). *Developing evaluation criteria to assess the internationalization of universities* (Final Report Grant-in-Aid for Scientific Research). Osaka, Japan: Osaka University.
- Knight, J. (2012). Concepts, rationales, and interpretive frameworks in the internationalization of higher education. In D. K. Deardorff, H. d. Wit, & J. D. Heyl *The SAGE handbook of international higher education* (pp. 27-42). SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781452218397.n2>

- Leask, B. (2015). *Internationalizing the curriculum*. Retrieved from <http://mehrmohammadi.ir/wp-content/uploads/2019/07/Internationalizing-the-Curricul-Betty-Leask.pdf>
- Li-Hua, R., Wilson, J., Aouad, G., & Li, X. (2011). Strategic aspects of innovation and internationalization in higher education. *Journal of Chinese Entrepreneurship*, 3(1), 8-23. <http://dx.doi.org/10.1108/17561391111105990>
- Lupdag-Padama, E., Lacuata, F., Rodriguez, A. , Acierto, E. , Alfuentes, R., Balagtas, M., Irapta, A., Padama, E., & Ruiz , E. (2010). Towards the development of a Conceptual framework for internationalizing higher education Institutions (HEIs) in the Philippines. *The Magus*, 2(1). <http://ejournals.ph/form/cite.php?id=334>
- Marmolejo, F. (2015). *Why are university rankings so important?* <https://www.weforum.org/agenda/2015/12/why-are-university-rankings-so-important/>
- Ng, S. (2011). Can Hong Kong export its higher education services to the asian markets? *Educational Research for Policy and Practice*, 10(2), 115-131. <http://dx.doi.org/10.1007/s10671-011-9099-4>
- Olson, C., Green, M., & Hill, B. (2006). *A handbook for advancing comprehensive internationalization: What Institutions can do and what students should learn*. Retrieved from [https://www.umt.edu/ilab/documents/Handbook\\_Advancing%20Comprehensive%20Internationalization.pdf](https://www.umt.edu/ilab/documents/Handbook_Advancing%20Comprehensive%20Internationalization.pdf)
- Reiffenrath, T. (2021, September). Engaging with the world from your home classroom: tips for internationalising the curriculum. *THE - Times Higher Education*. Retrieved from <https://www.timeshighereducation.com/campus/engaging-world-your-home-classroom-tips-internationalising-curriculum>
- Stinson, B. (2010). International education partnerships: A case study of two universities in the United States and South Africa. *UMI Dissertation Publishing*. Miami: ProQuest LLC.
- Wa-Mbaleka, S., & Gaikwad, S. (2013). Current climate in Higher Education: Perceptions of International Students in the Philippines. *IAMURE International Journal of Education*, 6(1). <http://ejournals.ph/form/cite.php?id=3200>
- Willis, J. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks: Sage Publications.
- Wit, H., Jaramillo, I., Gacel-ávila, J., & Knight, J. (2005). *Higher education in Latin America: The international dimension*. doi:10.1596/978-0-8213-6209-9

**Contact email:** [kimberley.migallos@dlsu.edu.ph](mailto:kimberley.migallos@dlsu.edu.ph)

## Appendix A

### Indicators for Mapping and Profiling Internationalization

#### The Japanese Indicator List

Note: **Bold fonts** indicate the evidences of Internationalization

#### *Mission, goals, and plans of the university*

##### 1. Official statements regarding the internationalization of the university

PSU 's vision : To become an **ASEAN Premier State University** in 2020

PSU's mission: The Pangasinan State University, through instruction, research, extension and production, commits to develop highly principled, morally upright, innovative and **globally competent individuals** capable of meeting the needs of industry, public service and civil society.

#### PSU's **International Realization**

Perpetuated by Partnerships  
Strengthened by Synergy  
Unbound by Time and Space

PSU's **International Affairs Office** is responsible in **fostering international partnerships and linkages** and initiate the development and growth of PSU as a **globalized academic institution**

DMMSU's vision : A premiere and **globally-competitive** university

DMMSU's mission : Provides relevant quality instruction research and extension

##### 2. Responsible administrative structures

DMMSU - Dr. Joanne D. Villar, **Director of International Education & ETEEAP**

- one of nine directors under the Vice President for Academic Affairs, who himself is one of four Vice Presidents under the President

- Dr. Joanne C. Rivera, **Director of International Affairs & Linkages**

- one of seven directors under the Vice President for Planning and Resource Generation

PSU - Dr. Sally A. Jarin, **Director of International and Local Affairs**

- one of fifteen directors under the Vice President for Academic Affairs, who himself is one of four Vice Presidents under the President

### 3. Establishment of medium-and long-term plans and strategic goals

#### PSU

- ❖ PSU Echoes (Official Publication of PSU, Jan to April 2017 Issue)
  - front page, minor mention - PSU “gears to achieve **International Sustainability Assessment, Investors in People and Philippine Quality Awards**”
  - page 3 article - **Orientation Program on Internationalization**
  - page 5 article - PSU Educators present researches at **I-SEEC 17 (International Science, Social Sciences, Engineering and Energy Conference)**
  - page 15 article - Caboloan (Chorale Group) to **compete in Vietnam**
- ❖ The PGG Project (PSU **Global Gateway Project**)
  - To serve as the central information hub for **international foreign students** who wish to enroll and earn a degree in PSU and provide campus community support as they adjust to their new life in the Philippines;
  - To set up a Gateway for each country where **the international partners are located to facilitate the recruitment of international students and faculty**, set up procedures and policies for the student/faculty exchange program and other research collaborations on **major global issues**; and
  - To establish an Affiliation Center which will help facilitate the development of official **International agreements** to enhance collaborative instruction, creation of **international internships** for local PSU students and coordinates the visits of the **International partners of the University**

#### DMMSU

- ❖ Website ([www.dmmmsu.edu.ph](http://www.dmmmsu.edu.ph))
  - Search keyword - International - 9 results found
    - ☞ *4th International Conference on Equal Educational Opportunities*
  - Search keyword - Internationalization - 1 result found
    - ☞ *DMMSU-China Education Linkage Forged*
  - Search keyword - Global - 5 results found
    - ☞ *Going Global!* (With the Global Consulting Group from Dhaka, Bangladesh)

## ***Structures and Staff***

### 1. Organizational structures for operation

DMMMSU

- ❖ The three VPs whom we interviewed were all had their doctorates in foreign universities

## ***International dimension of research activities***

### 1. Achievements of research presentation

DMMMSU

- ❖ Inter-University Sustainable Development Research Programme, Manchester, UK  
Publication related to sustainable development

### 2. International development of research activities

PSU

- ❖ Two faculty members to be sent to Japan for collaborative research

DMMMSU

- ❖ Japan-ASEAN Science, Technology & Innovation Platform, University of Tokyo  
Funded research project on “Academic Institutions’ Mobility in the ASEAN Region through Sharing of Best Practices in Sustainable Development”

## ***Support system, information provision and infrastructure (Entrance examination, education, housing, multilingual aspects and the environment)***

### 1. Support system for international researchers and students

PSU

- ❖ Visiting professors stay for not more than one month
- ❖ Accommodations for twenty-eight international students in their hostel in the Bayambang campus

### 2. Daily support for international students and researchers

PSU

- ❖ Buddy system for foreign students

## ***Multifaceted promotion of international affiliation***

### 1. Inter-university affiliation (International Membership/Affiliation)

PSU

- ❖ Asian Association for Interdisciplinary Research
- ❖ National Association of Educators of Young Children
- ❖ Asian Association for Academic Integrity
- ❖ IAMURE Multidisciplinary Research
- ❖ Asian Society for Teachers of Research
- ❖ International Association of Research Ethics Across Disciplines

## 2. Linkage with local community

### PSU

- ❖ Sharing expertise to the community in the Application of Coral Transplantation Technology and Commercial Scale Mud Crab Hatchery for the transplantation of Asexually reproduced corals in the seabed of Hundred Island National Park (PSU Binmaley- COE in Fisheries)

## ***Internationalization of the university curriculum***

### 1. Language program

#### PSU

- ❖ English Language Proficiency Program for Korean students

#### DMMMSU

- ❖ Vision and Spirit for Overseas Cooperation, Tokyo, Japan  
Japanese learning training for Bachelor of Science in Information Technology students

### 3. Internationalization of specialized education<sup>2</sup>

#### DMMMSU

- ❖ 12-MONTH Student Internship Abroad program. Two students from the Bachelor of Secondary Education major in English completed the internship (July 2017-July 2018)
- ❖ Pibulsongkram Rajabhat University, Phitsanulok, Thailand  
Two education students from PSRU enrolled in English for Specific Purposes and Conversational English (June 6, 2017 - July 31, 2017); Two business English students From PSRU enrolled in English for Specific Purposes and Conversational English (March, 2017-May, 2017)

## ***Joint programs with external organizations (academic exchanges, internships, and others)***

### 1. General issues regarding international programs

#### PSU

- ❖ Southeast Asia (SEA) Teacher Project  
Credited 3 units of International Exposure, producing globally competent individuals

## 2. Educational exchange

### DMMMSU

- ❖ Kangwon National University (KNU), South Korea  
4-month student exchange, one Bachelor of Science in Information Systems student (Feb - June 2017)
- ❖ Universities of Indonesia - Philippines - Thailand “Pre-Service Student Teacher Exchange in Southeast Asia” (SEA-Teacher Project0  
1 month student exchange, four Indonesian students stayed at the North La Union Campus under the College of Education, Laboratory High School
- ❖ Universitas PGRI Semarang, Indonesia  
Academic, Cultural and Scientific Thought and Personnel Exchange
- ❖ Thai Nguyen University of Agriculture and Forestry, Quyet Thang Commune, Vietnam  
Six-month Student Internship Abroad Program; Four students from the Bachelor of Secondary Education major in English finished the internship (May 25, 2017-November 10, 2017)
- ❖ The Bridge, Dhaka, Bangladesh  
Twenty-four government officials from the Ministry of Education made an International Study Tour on Secondary Education major in English and Mathematics (November 26 to December 7, 2017)

### PSU

- ❖ Two faculty members to study Masters in International Teaching in Korea
- ❖ Two faculty members to train in Science Teaching in Japan
- ❖ SEA Teacher Project  
24 pre-service student teacher participants in Indonesia and Thailand (2017)  
9 pre-service student teacher participants in Indonesia and Thailand (2018)  
28 pre-service international student teacher participants from Indonesia and Thailand (2017)  
27 pre-service international student teacher participants from Indonesia and Thailand (2018)
- ❖ SEA - Technical and Vocational Education and Training  
25 tech-voc international student participants from Indonesia, Thailand, Cambodia, and Vietnam  
21 tech-voc PSU student participants sent to Indonesia, Thailand, and Vietnam

## 3. Evaluation of joint programs with other universities

### PSU : International Linkages

- ❖ Chuo University, Tokyo, Japan
- ❖ National Chiayi University, Chiayi City, Taiwan
- ❖ Tainan University of Technology, Tainan City, Taiwan
- ❖ Prince of Songkla University, Songkla, Thailand
- ❖ National Pingtung University of Science and Technology, Pingtung, Taiwan
- ❖ Maejo University, Chiang Mai, Thailand
- ❖ Soka Gakkai University, Japan
- ❖ University of Malaysia, Perlis, Malaysia

- ❖ Phranakon Rajabat University, Bangkok, Thailand

PSU: 2<sup>nd</sup> International Academic Summit

- ❖ Intends to convene representatives from HEIs of the ASEAN member countries, benchmark on current initiatives of HEIs in the different ASEAN member countries on the implementation of various international partnerships and linkages and create opportunities for possible collaborations, partnerships, and linkages of Philippine HEIs with participating ASEAN HEIs

DMMMSU

- ❖ Students who got teacher training in Vietnam benefited and became better graduates.

Others

PSU

- ❖ Construction of the ASEAN PSU Convention Center (five-story hotel)

DMMMSU

- ❖ Construction of a 50M-peso International Convention Center on University grounds with the help of the LGU