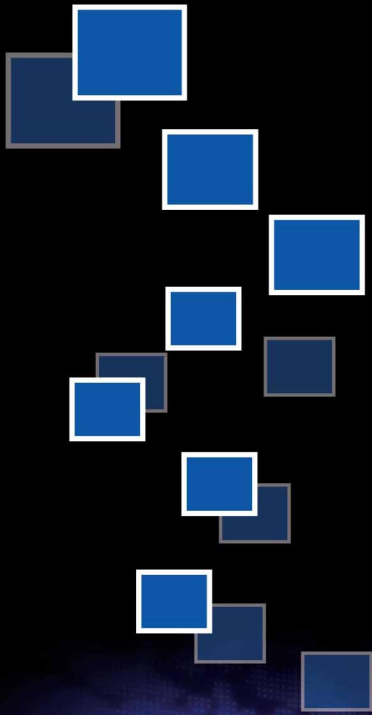Higher Education Malaysia

INTERNATIONALISATION
POLICY 2011

Ministry of Higher Education Malaysia

INTERNATIONALISATION POLICY FOR HIGHER EDUCATION MALAYSIA 2011

About the book

The book is a compilation of input, ideas and practices from 14 public higher education institutions and 9 private higher education institutions that lead to the formulation of Internationalisation Policy for Higher Education Malaysia.

The **Executive summary** features the gist of the policy and the critical aspects to be focused in internationalisation of Malaysian higher education. An explanation on the need for a policy on internationalisation is highlighted in the **Introduction** section, while the **Working Definition** section describes the definition used in the formulation of the policy.

The six subsequent chapters, namely **Student Mobility**, **Staff Mobility**, **Academic Programmes**¸ **Research and Development**¸ **Governance and Autonomy** and **Social Integration and Community Engagement** illustrate the six important sectors that play pivotal role in internationalisation of Malaysian higher education.

The last section i.e. **Conclusion** features recommendations for both the central agency and higher education institutions in internationalisation of Malaysian higher education.

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Universiti Malaysia Pahang (UMP)	Universiti Malaysia Terengganu (UMT)
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Participating private higher education institutions

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University College Sedaya International (UCSI)	Universiti Tenaga National (UNITEN)
Multimedia University (MMU)	Sunway University College	HELP University College
Taylors University	SEGI University College

TABLE OF CONTENT

ACRONYM

Acronym	Full name
HEI	Higher Education Institutions
HE	Higher Education
MoHE	Ministry of Higher Education
MoHA	Ministry of Home Affairs
MoICC	Ministry of Information, Communication and Culture
MQA	Malaysian Qualification Agency
MoF	Ministry of Finance
PTPTN	Perbadanan Tabung Pendidikan Tinggi Nasional
JPA	Jabatan Perkhidmatan Awam
NHESP / PSPTN	National Higher Education Strategic Plan / Pelan Strategik Pendiidkan Tinggi Negara
NEM	New Economic Model
NKEA	National Key Economic Area
MoTour	Ministry of Tourism
OECD	Organisation for Economic Co-operation and Development
EHEA	European Higher Education Area
IDP	International Development of Australian Universities and Colleges
PEMANDU	Performance Management and Delivery Unit

EXECUTIVE SUMMARY

Internationalisation Policy for Higher Education In Malaysia
[Last revised 12/05/2011]

The Internationalisation Policy for Higher Education in Malaysia is an operational policy, which aims at **accelerating the inflow of international students** to 150,000 by 2015 and 200,000 by 2020.

This policy is formulated by looking at six core aspects of internatiosalization i.e. student mobility, staff mobility, academic programmes, research and development, governance and autonomy as well as social integration and cultural engagement, based on collaborative participation from both public and private higher education institutions, as well as various government agencies which contributed to internationalisation of higher education in Malaysia.

Measures proposed in this policy will increase Malaysian higher education institutions' quality and capacity in admission, provisions of education as well as retention of international students upon completion of their studies. By clearly defining the direction, action steps to be taken, key responsible as well as measurable for each action step, it is hoped that all parties involved would take a proactive role in ensuring positive projection of internationalisation activities in the country in order to position Malaysian higher education as a strategic export service for the country.

The objectives of the policy are as follows:
1. Identifying the critical components of internationalisation of higher education in Malaysia that require immediate action
2. Enabling current practices of internationalisation to be improvised and improved, based on the best interest of all involved
3. Aligning and ensuring the current momentum in internationalisation activities is heading towards national aims

The expected outcomes of the policy are as follows:
1. Increased growth of international students and staff in the country
2. Increased inbound and outbound international mobility among students and staff in the country
3. Increased positive experience of international students in the country

POLICY STATEMENT 1

In ensuring steady growth of international students in higher education institutions, the following should be undertaken:

	Sector	Proposed action steps	Responsibility	Measurable	Follow-up on measurable
1	International marketing	i. Position all international promotions with the *Education Malaysia* brand	JPT MoHE Public and private HEIs	i. All HEI's international promotions to be aligned with the *Education Malaysia* brand (YES/NO) ii. No. of HEIs participating in international promotions under the *Education Malaysia* brand	2011: JPT to disseminate information on *Education* Malaysia and international marketing activities consistently to HEIs
		ii. Intensify current recruitments to emerging and potential markets globally	JPT MoHE Public and private HEIs	i. % of international students enrolled in undergraduate and postgraduate programmes from the targeted emerging and potential markets	CAP Pengantarabangsaan KPI: *Jumlah pelajar antarabangsa*
		iii. Ensure recruitment agencies representing Malaysian higher education are competent, well informed, reputable and will act at all times in the best interest of students and the Malaysian higher education	MoHE	i. List of international recruitment agents recognised available to HEIs (YES/NO)	
2	International student admission	Improve admission procedures into respective institutions at all levels.	Public HEIs	i. Letter of offer sent out upon completed documentation after 14 days (YES/NO)	Operational framework on international student

No.	Category	Strategy	Responsible Agency	KPI	Timeline / Framework
				ii. Provide information on accommodation (YES/NO) iii. Provide orientation programme upon arrival (YES/NO) iv. Provide advice on HEI academic system and programme (YES/NO)	management (Model on managing students' recruitment and arrival)
		Simplify and improve admission procedures at all levels, involving visa application, immigration policies as well as procedures into the country	MoHA	i. Immigration procedures to be reviewed as recommended by NKEA Lab by 2011 (YES/NO)	Operational framework on international student management (Model or initiatives to simply visa application, e.g. green lane for students or one-off student visa)
		Provide scholarships for outstanding international students admitted into the country	Relevant ministries and HEIs	i. Number of scholarships given to international students	2011: Listing of all available scholarships to international students to be disseminated to HEIs RU to start initiatives on providing scholarships to outstanding international students
3	Academic programmes	Provide common foundation programme for international students	Public and private HEIs MoE	i. Common foundation programmes for international students (YES/NO)	

No.	Area	Strategy	Responsibility	Indicators	
		Ensure the use of English as a medium of instruction in the management and academic aspects of higher education involving international students	Public HEIs	i. Course materials and assessments in English (YES/NO) ii. Documents related to academic programmes delivered to international students in English (YES/NO)	CAP Pengantarabangsaan KPI: *satisfaction index pelajar antarabangsa*
		Allow international academic transfer of any academic related activities	Public HEIs	i. Number of academic programmes that allow international credit transfer for students	2011: Listing of all academic programmes allowing international credit transfer to be disseminated to students
4	Research and development	Promote R&D capacity of higher education institutions and research institutes through initiatives with international counterparts.	MoHE, Public and private HEIs	i. Number of synergistic groupings of experts formed ii. Number of international awards for R&D products iii. Number of outbound Malaysian experts invited as visiting professor iv. MoHE to house links of database from various HEIs under one system (e.g. website / resource center) by 2011 v. Number of internationally joint research projects vi. Number of research projects funded by international funding bodies vii. Number of staff being trained abroad with regards to research	

No	Area	Strategy	Responsible	Key Performance Indicators	Timeline
				and development activities viii. Number of students being attached abroad with regards to research and development activities	
		Attract, recruit and engage quality foreign researchers through international networks to enhance research profile and collaborative research programmes	MoHE, Public and private HEIs	i. Number of international expert involved in R&D activities at HEIs ii. Number of international expert involved in sharing of international expertise among HEIs iii. Number of international meetings held in collaboration with local and foreign HEIs iv. Number of international experts holding leading positions in HEIs	
5	Management and administration	Enabling all internationalisation activities through a unit coordinating institutionally	Public and private HEIs	i. Set up operational office or unit for HEIs accepting international students (YES/NO)	
		Ensure the international students' security and welfare is provided	MoHE	i. International Students Charter / Code of Practice at HEIs (YES/NO)	2011: Setting up International Students Charter / Code of Practice
		Ensure the international students' service is provided and regulated.	MoHE	i. Forming a regulatory framework on international student service at the	2011: Regulatory framework for international

	Public and private HEIs	centralised level.	student center.
Ensure the use of English as a common medium of communication involving international students	Public and private HEIs	i. Availability of administrative forms (e.g. hostel application, subject registration, academic audit etc) available in English (YES/NO) ii. Availability of communication medium (e.g. emails, signboards, announcement etc) available in English (YES/NO) iii. Satisfaction level of international students accessing communication mediums (e.g. emails, signboards, announcement etc) through international outlook review (RESULT OF SURVEY, BASED ON LIKERT SCALE)	CAP Pengantarabangsaan KPI: *satisfaction index pelajar antarabangsa*
Conduct professional development and training for academic and non-academic staff in adapting to internationalisation, such as language support programmes, cultural understanding and international mindset	Public and private HEIs	i. Number of training programmes conducted for academic and non-academic staff ii. Number of academic and non-academic staffs who has undergone training iii. Satisfaction level of international students on handling a class of diversified students with nationalities (through	Training modules on international student management to academic and non-academic staff CAP Pengantarabangsaan KPI: *Satisfactory index pelajar antarabangsa*

	international outlook review, including language proficiency of staff)
	iv. Satisfaction level of international students on customer service (through international outlook review, including language proficiency of staff) (SURVEY – Likert scale)

POLICY STATEMENT 2

In ensuring steady growth of both inbound and outbound international mobility of students and staff, the following should be undertaken:

	Sector	Proposed action steps	Responsibility	Measurable	Follow-up on measurable
1	International network	i. Establish international institutional linkages to allow exchanges, study abroad opportunities, international collaborations as well as international internships and attachments	Public and private HEIs	i. Number of international institutional linkages ii. Number of inbound international student in international mobility programmes by Malaysian HEIs	
2	Students' international mindset development	i. Provide international exposure activities in scholarships, internships and attachments, as well as extension of study loans	Public and private HEIs	i. Number of outbound Malaysian student in international mobility programmes ii. Number of scholarships with international exposure opportunities	CAP Pengantarabangsaan KPI: *Jumlah pelajar yang terlibat dalam program mobiliti 'outbound'*

#	Sector	Proposed action steps	Responsibility	Measurable	Follow-up on measurable
		to include international mobility programmes for local students		iii. PTPTN / JPA / other funding agencies provide loan extension for international student mobility programmes. (YES/NO) iv. 20% local students going abroad for international mobility programmes by 2015.	
3	International development for staff	Provide attractive career promotion opportunities and mobility opportunities for academic and non-academic staff	Public and private HEIs	i. National guideline of merit-based recognition for international staff by 2011 ii. Number of academic staff mobilised internationally iii. Number of non-academic staff mobilised internationally	CAP Pengantarabangsaan KPI: *jumlah 'outbound' staf akademik*

POLICY STATEMENT 3

To ensure international students' positive study and living experiences in the country, the following should be undertaken:

#	Sector	Proposed action steps	Responsibility	Measurable	Follow-up on measurable
1	Media coverage	Provide positive media coverage on the internationalization of higher education in Malaysia and its benefits to the country	MoHE, MoICC, MoTour, HEIs	i. One communication plan (promotion, marketing and branding) on internationalisation of HEI in Malaysia and its benefits to the country ii. Number of local and foreign media coverage on dealing with internationalisation / international students	

| 2 | International students' social and community engagement | Encourage two-way interaction among the local community as well as the international students' community through
a. Activities organized by international offices
b. Community engagement activities and university social responsibility programmes
c. Activities organized by international students
d. Cross-cultural integration programmes between
　i. Local students and international students
　ii. Local community and international students
　iii. Among international students' community | Public and private HEIs | i. Number of local communities participating in activities organized by international offices involving international students
ii. Number and type of social and cultural integration programmes
iii. Participation of international students in university social responsibility programmes
iv. Number of cross cultural integration programmes | CAP
Pengantarabangsaan
SO: *meningkatkan pengalaman positif pelajar antarabangsa* |

No				
3	International students' service support	Provide language support programmes and other fundamental means of education, e.g. support healthcare for both international students as well as their spouses and family members	Public and private HEIs	i. No of language support programmes offered to international student ii. Availability of national language courses or cultural programmes to international student spouses or family members (YES/NO)	CAP Pengantarabangsaan KPI: *satisfaction index pelajar antarabangsa*

Chapter 1
Internationalisation Policy for Higher Education in Malaysia

INTRODUCTION
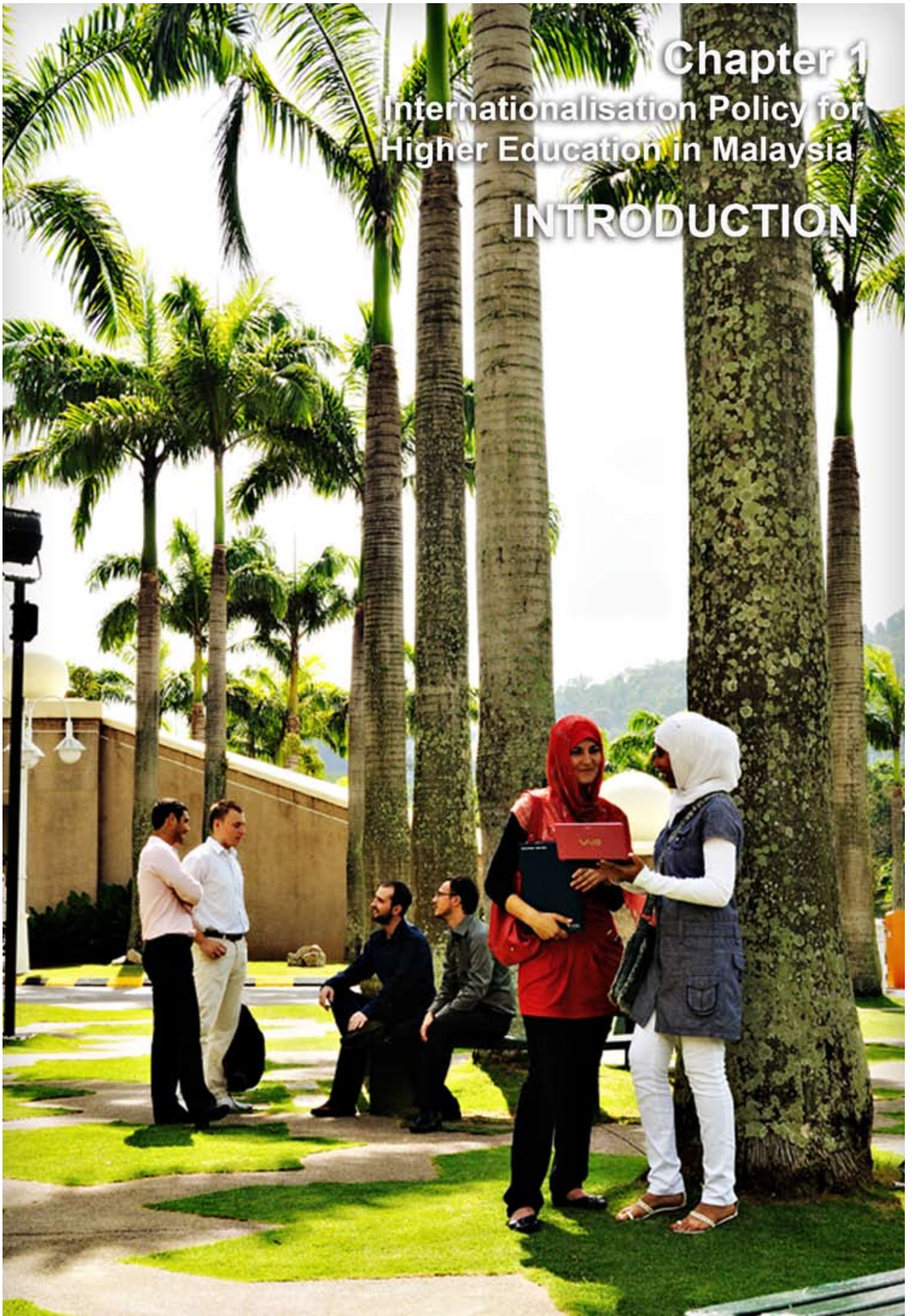
1.1 INTRODUCTION

The key driver towards transforming Malaysia as a fully developed nation by 2020 is a well-educated and well-trained population. This is essential for the well-being of the country as education provides individuals with the knowledge, skills and competencies required to function effectively in the society and economy, hence contributing to the country's growth.

With this in mind, the key sources of growth are manifestations of knowledge application in entrepreneurship, innovation as well as research and development besides preparing a more knowledge-driven, globally competitive human capital for the nation (K4D Advisory, 2008). This is where the higher education sector comes in as the main actor in directing Malaysia towards achieving Vision 2020.

The Ministry of Higher Education, together with public and private higher education institutions (HEIs) within its control is fully committed to driving transformation (MoHE, 2007). The internationalisation of Malaysia higher education, as outlined in the National Higher Education Strategic Plan (PSPTN) is vital in obtaining international recognition for the HEIs in terms of student and staff quality and scholarly contribution.

Each HEIs in Malaysia has taken their own initiatives in internationalisation. With the acceleration of such initiatives, the increasing presence of international students and staff in Malaysia as well as the high outflow of Malaysian students abroad, a policy should be in place that not only encourages internationalisation in Malaysian higher education, but also assists the higher education sector in obtaining international recognition.

The internationalisation policy for higher education in Malaysia is an enabling policy formulated to transform Malaysia into the hub of excellence in higher education through internationalisation activities such as student exchange programme, staff exchange programme and collaboration with international HEIs. This policy also aims at detailing the expected outcomes, initial steps and

stakeholders responsible in the internationalisation of higher education in Malaysia.

1.2 THE GLOBAL VIEW ON CURRENT HEI DEVELOPMENT
i. Globalisation vs Internationalisation

Internationalisation and globalization are two different, closely related and commonly interchangeable words used to describe the international dimension in higher education.   It is important to note that globalisation affects internationalisation due to its no-borders and competitive nature, especially towards the economic sector (Morshidi Sirat, 2009). Internationalisation, on the other hand, reflects the process happening in HEIs as they embrace integration of international elements in teaching, research and other service functions of the institutions (Wende, 2002).

Globalisation, in general refers to the flow of people, culture, ideas, values, knowledge, technology, and economy across borders (Wende, 2002) facilitating a more interconnected and interdependent world (Knight, 2006). Globalisation is an economic process of integration, transcends national borders and affect the flow of knowledge, people, value and ideas (Yang, 2002). HEIs are aware of the economic implications of globalisation and respond mainly through international marketing, such as branding and communication of the higher education brand overseas.

Internationalisation, on the other hand, refers to the awareness, understanding and acceptance on cultural aspects within and between systems of teaching, research and other service functions in a HEI (Yang, 2002), integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Knight, 2004).

The different perspectives of internationalisation in HEIs, as mentioned by different scholars present unique emphasis and approach for different stakeholders, Internationalisation of HEIs is a complex process and presents profound implications towards various stakeholders involved (Morshidi Sirat, 2009). As Malaysia becomes an emerging force in global higher education provider,

internationalisation is seen as an inevitable force to accelerate the country forward towards Vision 2020. With the internationalisation policy of HE in Malaysia, it is hoped that the higher education sector is more focused in its internationalisation activities through a more structured and concerted effort.

ii. Internationalisation of higher education globally: current trends

The increasing student mobility in higher education globally marks an important part of the global higher education landscape. The changing global demographic trends clearly suggest a growing demand for higher education. IDP Education Australia uses projections based upon 25 selected countries and estimates that the number of international students looking for learning opportunities either in or from a foreign country will reach 1.4 million in 2010 and rise to 3.1 million in 2050 (Line Verbik, 2007). With an expected global population of seven to eight billion by 2025, it is estimated that there would be some 125 million students by 2020.

It was estimated that there are more than 2.7 million students going mobile in pursuing their higher education in 2005, a nearly 61% increase since 1999 and more than 90% of international students have enrolled in institutions in countries belonging to the Organisation for Economic Co-operation and Development (OECD) with the main destinations (the US, the UK, Germany, France and Australia) recruiting over 70% of them (OECD, 2009).

Figure 1: Analysis, international student mobility

Top host destinations
The "major players"
The "evolving destinations"
The "emerging contenders"

OECD nations taking 70% of the no. of students
Top OECD partner countries sending students abroad
One in 6 international students enrolled in science courses
50% of total international students enrolled in social science, business and law programmes
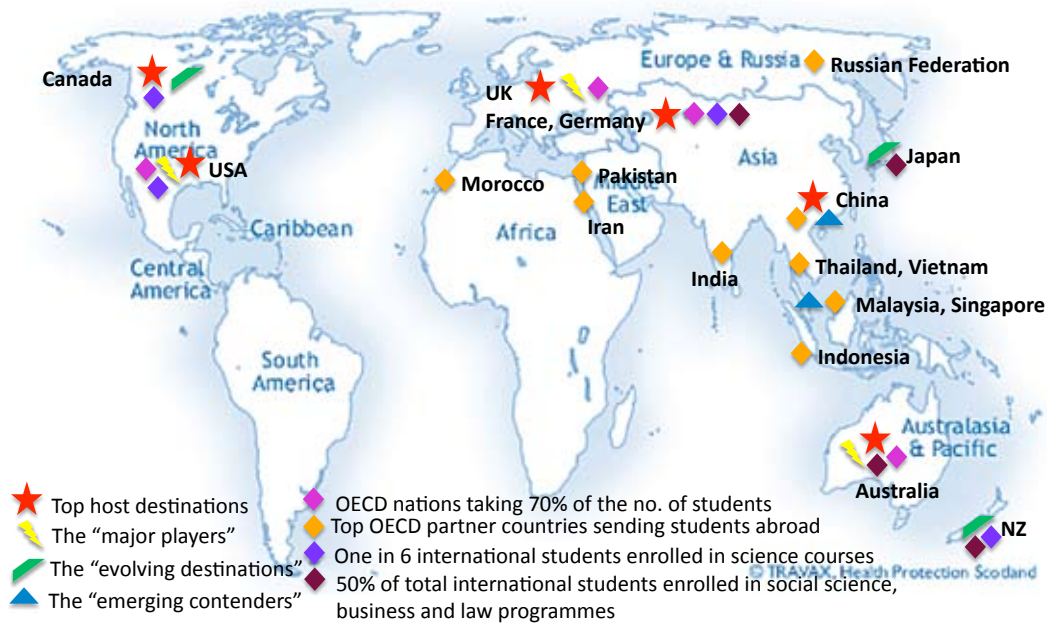
Source:
"International Student Mobility: Patterns and Trends", The Observatory on Borderless Higher Education, Sept 2007
OECD: Education At A Glance (2009)

The significant changes in the infrastructures and capacity of higher education systems across the world contributed to the exponential growth on supply and demand of higher education in such a short time. On the supply side, for example, countries like Hong Kong, Singapore and Malaysia aims at creating 'world class' universities, hence such national governments have been allocating more funds to higher education to improve the quantity and quality of tertiary education being offered (Mok, 2008).

On the other hand, students go abroad for their studies as the local capacity is insufficient to meet the demands in obtaining higher education. At the same time, with higher household levels of wealth and rising GDP per capita, more students are able to participate in higher education abroad, especially those from countries with growing economies.

The incentives offered by hosting countries to international students also encourage mobility in higher education (OECD, 2009). International students are recruited directly after graduation to compensate for local skilled workforce shortages and to remain competitive in an era of globalisation.

1.3 INTERNATIONALISATION IN MALAYSIA CONTEXT

i. Rationale of internationalisation: Government perspective

The government views internationalisation as a process that would:

1. Attract and retain the best talent for country growth (NEAC, 2009).

   o With the availability of talents in HEIs, especially those undertaking research, it would to stimulate creativity and innovation in the country, hence elevating productivity and return of investment in education to output growth.

   o The diasporas also come in place as pioneers in high-end research centers, linking like-minded individuals to play both direct roles (concrete projects) and indirect ones ('bridges, antennae and springboards') for generating development projects in their native countries.

   o The internationalisation of HEIs would serve as the fastest platform to build up critical mass of skilled professionals, hence retain and access global talent, through policy measures such as simpler work permit and immigration procedures.

2. Elevate Malaysia's current standing from a manufacturing-focused, middle-income country to a high-income, knowledge and talent driven country (NEAC, 2009).
   o Education is currently one of the 12 service sectors in the General Agreement on Trade in Services (GATS).

- o The government recognises higher education as a strategic service sector that is highly marketable and beneficial not only economically, but also socio-culturally.

- o It is expected that the international students would supplement the much-needed human resource in strategic fields such as research and development (R&D), hence aligning R&D to national growth objectives particularly in innovative and hi-tech fields to promote an environment for innovation.

3. Contribute towards nation building.

- o Building upon its strategic geographic location in the fastest growing region in the world, a strong base of foreign investment as well as its active role in international organizations such as Organisation of Islamic Countries (OIC), Malaysia have the right elements to succeed in the global race.

- o Malaysia's competitiveness and position as a dynamic developing country, not to mention the current trend in mobility of students, staffs and international collaborations enables the country to form closer geopolitical and economical relationships with other countries, adding on to Malaysia's competitive edge.

- o Locally, it is hoped that internationalisation would promote intercultural understanding and cultural diversity in the society, hence increasing Malaysians' international awareness and developing a sense of national pride.

ii. Rationale of internationalisation: Institution perspective

The public and private HEIs view internationalisation as a process that would:

4. Accelerate the implementation of critical national agenda (MoHE, 2007).

   o The HEIs, particularly public HEIs are holding the responsibility of developing the country, particularly human capital development.

   o The implementation of initiatives under National Higher Education Strategic Plan (Pelan Strategik Pendidikan Tinggi Negara), such as Apex University would require external input from global minds.

5. Potential lucrative source of revenue generation.

   o Internationalisation activities can serve as a way to generate alternative sources of income as current funding, especially for public HEIs are insufficient to cover increasing operational costs and for private HEIs, which rely heavily on students' payment on generating resources and facilities to be used in teaching and learning purposes.

6. Strengthen institutions' capacity.

   o The capacity of HEIs, such as academia, R&D, governance, leadership, teaching and learning need to be of international standards to receive an increased number of international students, staff and researchers.

   o With an emphasis on academic standards, for example, this not only assist in profiling the HEIs in marketing as quality establishments of higher education, it also increases the HEIs' branding globally.

   o Students and staffs of HEIs also benefit by the inflow of international students through networking, understanding global issues, cultural diversity in the workplace and international relationships.

iii. Setting the direction: National Higher Education Strategic Plan

Malaysia is an emerging contender in global higher education provider, attracting more than 85,000 international students by December 2009. Higher education has becoming a huge investment in the country's effort to be competitive globally. Moreover, with the low tuition fees and living costs, not to mention the use of English as a language of instruction, more students, particularly from the South Asia and African countries are attracted to come to Malaysia to pursue their higher education.

Internationalisation of HEIs in Malaysia is the fifth thrust under National Higher Education Strategic Plan (Pelan Strategik Pengajian Tinggi Negara, PSPTN). Under this thrust, Malaysia aspires to be the hub of excellence for higher education internationally by 2020 with 200,000 or 10% international student enrollment in HEIs. In line with the increasing number of international students, the number of international staff is also expected to increase by 15% by 2020.

It was identified that Malaysia HEIs' main international activities consist of targeted recruitment, MoU and MoA signing and international collaboration with foreign universities as well as the establishment of regional research centers within HEIs.

Hence, the critical success factor determined under this thrust is to accelerate Malaysia's internationalisation activities are continuous and effective promotional activities, creating conducive environment for international students, staff and researchers such as simplifying immigration procedures and increase the quality of social amenities and safety as well as building a strong and active global network.

Malaysia also aims as transforming the higher education sector as one with the capacity to contribute towards revenue generation for the country. It was estimated that each international student is spending RM 30,000 per year in the country throughout the course of his study, which translates to approximately RM 2 billion for about 70,000 international students residing in the country.

Some of the initiatives proposed under National Higher Education Strategic Plan (Pelan Strategik Pengajian Tinggi Negara, PSPTN) in accelerating internationalisation are as follows:

- Encourage international collaboration between local and foreign HEIs, as well as between foreign institutions through activities such as
  - signing of MoAs and MoUs,
  - double degree programmes,
  - semester-based attachments in foreign HEIs,
  - chairs / fellows,
  - student and staff exchange programmes
- Diversify courses offered to cover regional studies as well as setting up regional research centers to encourage more research
- Organise international conferences and seminars
- Provide globalised curriculum content
- Intensify marketing activities abroad
- Enhance student service activities through staff training and development

1.4 THE INTERNATIONALISATION POLICY FOR HIGHER EDUCATION IN MALAYSIA

The intensity of internationalisation efforts and initiatives in Malaysian HEIs calls for a clear and documented guideline that would enable more efficient implementation, coordination and evaluation of internationalisation activities in respective HEIs.

The Internationalisation Policy for Higher Education in Malaysia, formulated based on national aspirations, which include, among others Vision 2020, National Higher Education Strategic Plan and New Economic Model, aims at providing a framework that encompasses the basic aspects of internationalisation within a time frame of 10 years (2010 – 2020) which would put Malaysia in the spotlight as a renowned education hub globally, emphasising academic roles of the HEIs' in contributing towards nation building.

 The objectives of the Internationalisation Policy for Higher Education in Malaysia are as follows:

1. Identifying the critical components of internationalisation of higher education in Malaysia that require immediate action
2. Enabling current practices of internationalisation to be improvised and improved, based on the best interest of all involved
3. Aligning and ensuring the current momentum in internationalisation activities is towards national aims

The policy represents a set of initiatives projected to accelerate the progress of internationalisation of Malaysia HEIs. The policy also aims to be operational, clearly outlining the key component of each internationalisation activity as well as the expected deliverables that would measure the effectiveness of the policy. It is proposed that the policy be refined further based on constant evaluation by the various parties responsible.

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Working definition of terms used in the Internationalisation Policy of Higher Education in Malaysia

International student mobility	International student mobility refers to any form of transnational mobility that takes place within a student's programme of study in higher education (King, 2004). The length ranges from a full-duration programme of study such as a degree to a short trip of not less than seven days (MoHE, 2010). In addition to the undertaking of academic programmes at a foreign HEI, student mobility can also involve one of the following short-term mobility, with the duration of one year or less : • industrial training • semester-based academic exchange programme • learning through experience, such as overseas visits • Workshops
Staff mobility	Staff mobility refers to a working period in a country other than that of prior permanent residence or prior employment (terminated or ongoing) for a limited or extended period (Annika Persson Ponté, 2007). It can also refer to movement of staff in academic and non-academic related activities through international mobility arrangements acknowledged by the organization. Such international contact can be in the following forms: Academic staff • Guest lecturing / visiting professorship • Study and research visits • Evaluation work • Research collaboration Non-academic staff • Staff attachments • Working visits
Academic programmes	Academic programme (MQA, 2008) refers to a set of modules that are structured for a specified duration and learning volume to achieve the stated learning outcomes which usually leads to an award of a qualification.

	The purpose of an academic programme is to: • increase students' knowledge and understanding in a field of study or discipline, • qualify students for employment in an occupation or range of occupations, and/or • prepare students for advanced study The academic programmes offered must • Comply with academic programme policies, procedures and guidelines • Be internally consistent with purposes, objectives and learning outcomes aligned • Stand alone without requiring completion of other awards except for programmes designed for transfer and admission to graduate programmes.
Research and development	Research and development (UNESCO, 2008) is any creative systematic activity undertaken in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this knowledge to devise new applications. The sectors involved range from natural sciences and engineering; social sciences and humanities and interdisciplinary fields. Includes fundamental research and applied research in such fields as agriculture, manufacturing and environmental, and experimental development work leading to new devices, products or processes. The core elements (Sarjit Kaur, 2009) enabling research and development are incentivising, supplying the best conditions to carry out research productively, disseminating and giving maximum visibility to research which generate knowledge and transfer of technology.
Governance and autonomy	*Governance* Governance (Sirat, 2008) refers to the interaction between government, whose principal elements include the constitution, legislature, executive and judiciary and the HEIs that influence and enact policies and decisions concerning institutional development of the HEIs.

	The six dimensions of governance in relation to HEIs are financial relations, administrative relations, flows of information and knowledge, flow of personnel, the issue of status conferral, and the issue of ideology. *Autonomy* Autonomy (Davies, 2009) refers to principles that address fundamental ethnic and human issues within the confines of a modern state. It is a means to address immediate problems.
Social integration and community engagement	*Social integration* Social integration (UNRISD, 1994) describes the established patterns of human relations in any given society. It aims at creating or reinforcing common identities which lessen the likelihood of violence and provide groundwork for cooperation. Enhancing social integration can be understood as promoting understanding, harmony, interaction and solidarity at all levels of society. *Community engagement* Community engagement (Unit, 2001) refers to a planned process with the specific purpose of working with identified groups of people, whether they are connected by geographic location, special interest, or affiliation to address issues affecting their well-being.

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Chapter 3
Internationalisation Policy for Higher Education in Malaysia

STUDENT MOBILITY

3.1 INTRODUCTION

International student mobility is the main indicator of the internationalisation of higher education. It has significant economic and academic implications, and is expected to grow considerably during the coming years.

In 2007, over 3.0 million tertiary students were enrolled outside their country of origin and France, Germany, the United Kingdom and the United States are the largest hosting countries for international students, receiving 48% of students worldwide (OECD, 2009).

Post-secondary students go abroad seeking opportunities in developing their horizon and skills to be globally oriented and internationally competent individuals having basic inter-cultural skills as well as well-versed in foreign languages. One way for these students to expand their knowledge and increase their market value is by enrolling in higher education institutions in countries other than their own.

The growth in the number of students studying abroad has made higher education a major global export commodity (Gribble, 2008). Governments not only send and receive students into their higher education institutions; they are also playing active roles as regulators and facilitators of international student mobility in higher education (Bray, 2007).

The international student market is also a way for the government to address skill shortages in key areas (Stromquis, 2007). Australia[1], New Zealand[2], Canada[3] and UK[4] governments have changed their immigration policies that would allow international students to remain in their countries after graduation to work.

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[1] International students are allowed to apply for permanent residence status within 6 months of completion of their studies.
[2] International students are allowed to apply for work permits in key areas identified.
[3] International students are allowed to work during their stay in the country, and apply for 2-year work permits for careers outside major cities.
[4] Internationalisation students from science and engineering fields outside European Economic Area are encouraged to work in the UK upon graduation.

At the institutional level, the development of an internationally reputable university has become the goal (Stromquis, 2007) of many academic presidents, rectors or vice-chancellors, to enhance their presence globally and attract international students to their institutions (Yang, 2002). Internationalisation thus brings opportunities for staff, research, scholarships, staff and student exchanges, new staff appointments, support for visitors, and many other activities (Taylor, John, 2004). Hence, higher education institutions are actively recruiting international students as a mean of revenue generation and building international reputation.

Malaysia, as an emerging contender (Line Verbik, 2007) in higher education service provider received more than 80,000 international students in December 2009. Private higher education institutions are the major recipients of the number by taking in more than 60,000 students.

Students from South Asia and African countries are selecting Malaysia as their destination of choice for tertiary education due to the competitive tuition fees and cost of living, economic and political stability besides the diversity of local cultures and customs.

The increase in international student mobility in Malaysia brings significant benefits to the country; such mobility should propel Malaysia's current standing towards its aims and aspirations in becoming a global education hub by 2020. Hence, it is critical for Malaysia higher education to expand and strengthen the capacity of Malaysian higher education institutions in facing internationalisation.

3.2 ENABLING INTERNATIONAL STUDENT MOBILITY

The Bologna declaration was made in 1999 between the Ministers in charge of higher education in France, Italy, the United Kingdom and Germany (Ana Rute Cardoso, 2008). It aims at creating a European Higher Education Area by implementing a comparable degree structure, common quality assurance standards and by promoting mobility of students and faculty.

Australia has more than 40 years of experience in managing international students by establishing International Development Program of Australian Universities and Colleges (IDP). IDP acts as a broker between Australian education institutions, foreign governments, companies, individuals and multilateral funding agencies and remains the largest recruiter of international students, delivering about 20,000 students per year.

IDP focuses on three business functions: advisory and enrolment services for students across 75 offices in 29 countries, English language testing services for prospective international students as well as developmental projects in managing aid projects (PEMANDU, 2010). IDP works closely with government entities and combines its industry expertise with the best business development practices in providing quality assurance and services for Australian higher education.

The American Council of Education (ACE), working together with Carnegie Mellon University in *Promising Practices* (1999-2001) project, studied internationalisation initiatives of 9 higher education institutions and identified success factors that would accelerate internationalisation in higher education institutions, which include a widespread faculty engagement, commitment to meeting student needs, having a culture of internationalisation and setting up supportive structures and resources (Olson, 2005).

Handong Global University (HGU), Korean National University of Education (KNUE), Yonsei University (Yonsei) and Seoul National University (SNU) in Korea have different approaches in increasing international student mobility in their campuses (Namgung, 2007). HGU focuses on increasing students' short term visiting programs, KNUE on various students' exchange programmes, Yonsei on international exchange programmes and conferences and SNU on international programmes made through agreements such as conferences, and visiting and exchange programs.

A research is conducted in University of Melbourne on international students' well being (Doreen Anne Rosenthal, 2008). 979 international students took part in a mail-back survey on their health and well-being. Although most students

evaluated their current and previous physical and mental health positively, it is recommended that higher education institutions must ensure better delivery of health promotion, education, and access to, and use of, available counselling and health services.

A similar research is conducted in Malaysia to identify problems associated with international students' recruitment, admission and social well being (Mohamed, 2010). It is recommended that the HEIs should focus on improving the management of international students in the country, in order to provide positive experience in the country.

3.3 RECOMMENDATIONS

Some recommendations to improve student mobility:

1. At the input level, HEIs need to increase its efficiency in admission procedures (Hataneka, 2004). The HEIs should also be aware of their conversion ratio of international students' application to successful application in measuring student admission efficiency.

2. The management of international student entry into the country should be improved as the current practice of international student entry via social visit pass and the current process of applying for student pass is lengthy (1-3 months) (PEMANDU, 2010).

3. In terms of marketing and promotional activities abroad, a common Malaysia Higher Education brand equity should be developed based on Malaysia Higher Education unique selling points for a coherent identity among the prospective students.

4. The HEIs should recognise their responsibilities in safeguarding the interests of the international students. This covers the right of obtaining accurate and comprehensive information on admission requirements and procedures, living conditions, accommodation, living costs, social conditions, health conditions and other services.

5.   At the process level, international students should have conducive environment for learning and research. The local students' learning experience, in terms of exposure towards international learning environment should be enhanced as well, in allowing student mobility to occur in two dimensions i.e. inflow and outflow.

6.   At the output level, the country should have a mechanism in place for international students who excelled in their field of study to work in Malaysia. This mechanism is a long-term strategy aiming at retaining skilled international students to spur the country's growth, especially in niche areas identified by the country in the coming development plans.

3.4 Internationalisation Policy for Higher Education in Malaysia: Policy for Student Mobility

Policy statement 1:
Ensure steady growth of international students in HEIs.

Action steps:

1. Intensify current recruitments, which at present target mostly Middle Eastern and Asian countries to different regions of the world, especially to emerging and potential markets such as:
   - o African countries
   - o Central Asian countries
   - o China
   - o Island countries

   Responsibility of HEIs

   Measurables:

   a. Increased % of international students enrolled in undergraduate programmes from the above mentioned countries.

   b. Increased % of international students enrolled in postgraduate programmes from the above mentioned countries.

2. Ensure higher percentage of international students' admission into HEIs for undergraduate courses.

   Responsibility of HEIs

   Measurables:

   c. Increased number of international students enrolled in undergraduate courses.

   d. 10% international student admission into public HEIs.

3. Execute admission procedures efficiently in terms of;

    a. letter of offer,

    b. visa approval,

    c. health check

    d. accommodation

    e. orientation upon arrival

    f. credit transfer (in accordance with the MQF requirements)

Responsibility of HEIs

Measurables:

    a. Letter of offer sent out upon completed documentation after 14 days (YES/NO)

    b. Provide information on accommodation (YES/NO)

    c. Provide orientation programme upon arrival (YES/NO)

    d. Provide advice on HEI academic system and programme (YES/NO)

4. Simplify the process of granting Student Pass / Visa and ensure the consistency of immigration policies and procedures to intensify inflow of international students into the country.

Responsibility of MoHA

Measurable:

    a. Immigration procedures to be reviewed as recommended by NKEA Lab by 2011 (YES/NO)

5. Provide international scholarships to outstanding international students.

Responsibility of MoHE, HEIs

Measurable:

    a. Number of scholarships given to international students

6. Enhance academic facilities and student amenities such as internet connections, quality classrooms and state of the art laboratories to accommodate both local and international students.

   Responsibility of HEIs

   <u>*Measurable:*</u>

   a. Satisfaction level of international students accessing academic facilities and student amenities through international outlook review (SURVEY – Likert scale)

7. Establish International Students Alumni Association at HEIs

   Responsibility of HEIs

   <u>*Measurable:*</u>

   a. International Students Alumni Associations at HEIs (YES/NO)

8. Promote international exposure opportunities in scholarships and HEI attachment

   Responsibility of HEIs

   <u>*Measurable:*</u>

   a. Number of scholarships with international exposure opportunities

> <u>**Policy statement 2:**</u>
> Align HEIs' international promotions with the *Education Malaysia* brand to coordinate government agencies and HEIs on international education promotion & support.

<u>Action step:</u>

1. Utilise existing platforms such as MOHE marketing activities to carry out HEIs' promotions internationally.

   Responsibility of HEIs

Measurables:

a. All HEI's international promotions to be aligned with the Education Malaysia brand (YES/NO)

b. Participation in international marketing initiatives coordinated by MoHE (YES/NO)

Policy statement 3:
Ensure that the recruitment agents representing Malaysian HEIs adhere to the *Education Malaysia* brand.

Action steps:

1. MoHE to provide a list of approved international recruitment agents to HEIs and ensure professional training is given to the agents.

   Responsibility of MoHE

   Measurable:

   a. List of international recruitment agents available (YES/NO)

2. Ensure the recruitment agents employed on behalf of the HEIs are:
   a. Competent, well informed, and reputable.
   b. Act at all times in the best interest of students and the Malaysia Higher Education.
   c. Agents are to match students with the college that will fit their academic and social needs.

   Responsibility of HEIs

Policy statement 4:
Ensure the international students' security and welfare are provided.

Action steps:

1. Examples of international students' security and welfare:

- Health care,

- Welfare,

- Housing,

- Legal and civil rights, including mobility, consumer protection, freedom from abuse and discrimination and freedom from exploitation of work.

2. Set up international student charter under the *Education Malaysia* brand.

Responsibility of HEIs

Measurable:

    a. International Students Charter at HEIs (YES/NO).

> **Policy statement 5:**
> Offer more opportunities and incentives to attract outstanding graduates from abroad to further their studies in Malaysia.

Action step:

1. Provide postgraduate opportunities in HEIs:

    a. Carry out postgraduate recruitment abroad.

    b. Provide incentives and support system for postgraduate studies through assistantship, scholarship and research grants.

Responsibility of HEIs

Measurables:

    a. Number of international postgraduate student.

    b. Number of international students receiving assistantship, scholarship and research grants.

Policy statement 6:
Encourage outstanding international students to contribute towards national capacity building.

Action step:

1. Reward and recognise outstanding international students such as awarding special immigration residential privileges after graduation.

   Measurable:

   a. Number of outstanding international students employed in Malaysia.

Policy statement 7:
Enrich the international learning experience of Malaysian students.

Action steps:

1. Establish international institutional linkages to allow student exchange, study abroad, study tour and international attachment.
   Responsibility of HEIs

   Measurable:

   a. Number of international institutional linkages
   b. Number of outbound Malaysian student in international mobility programmes

2. Connect the Malaysian Students to the network of international students.

   Responsibility of HEIs

   Measurable:

   a. Number of student society with international affiliation

3. PTPTN and other funding agencies to provide extension of loan to include international student mobility programmes.

Responsibility of MoF, MoHE

<u>*Measurable:*</u>

a. PTPTN / JPA / other funding agencies provide loan extension for international student mobility programmes. (YES/NO)

b. 20% students going abroad for international mobility programmes by 2015.

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Chapter 4

Internationalisation Policy for Higher Education in Malaysia

STAFF MOBILITY

4.1 INTRODUCTION

In the 19th century, von Humbolt developed a proposal for universities based on abstract principles: unity of all knowledge, unity of research and teaching, and education based on academic knowledge (Chevaillier, 2000).

Hence, championing innovation through the creation, diffusion and use of knowledge is one of the integral responsibilities of HEIs for the nation's economic growth besides providing solutions to many new societal challenges.

In a globalised, knowledge-focus community, such responsibility is further intensified by the movement of students through international mobility in HEIs. For example, European Union (EU) initiatives of international mobility programs such as SOCRATES, ERASMUS, TEMPUS, and others have contributed significantly to mobility among European students, with the ERASMUS programme alone recording more than 100,000 student movement in EU annually (Teichler, 2001).

Underpinning the increase in student mobility is the participation of HEIs' staff in similar mobility programmes that would lead to continuous personal and professional development among the staff.

International staff mobility would also increase the staff's international sensitivity in terms of skills and experience in cross-cultural communications, language skills, personal experience of living abroad, and personal experience of study abroad.

The purposes and modes of staff mobility vary to a large extent, ranging from international conference attendance, informational visits, visiting professorships, research alliances and so on. Although there is no common definition of 'international staff mobility', such movement of labour is certainly in line with the global demand of talent, with countries recruiting academic talent on a contractual or permanent basis.

Malaysia, aspiring to be renowned education hub in the region, is in great need for the assimilation of scientific knowledge, world trends and expertise, especially at the centers of research advanced industrialized nations abroad. The staff on

mobility programmes, benefit from such exposure by bringing back the knowledge for capacity building, transfer of skills and links to foreign networks.

4.2 PROMOTING INTERNATIONAL STAFF MOBILITY IN MALAYSIA: RECOMMENDATIONS

HIEs in Malaysia aim at achieving a 15% target for international staff recruitment by 2020, under the National Higher Education Strategic Plan (2007-2020). Toward this end, the HEIs need to re-examine the existing value offerings to attract more international staff in serving the HEIs as well as contributing to the development of the nation.

The key factors affecting international staff mobility include individual choice, political initiatives as well as collaborative and competitive characteristics of the international scientific communities (Trondal, 2005). On top of that, developments in information technology also stimulate and supplement international contacts among HEI staff.

A complete vision of international staff mobility should include recognition of the need to maintain the diversity of national cultures of education and knowledge (Craden, 2007). This should arise from principles of academic freedom, equal opportunities and equity between higher education systems and institutions.

In managing the recruitment of international staff, the terms of reference in staff's development with regard to appointment and promotion system should be clearly defined (Askling, 2001). Equal attention has to be paid to both research-based and pedagogical qualifications, with promotion and incentive given based on successive assessment of individual teaching and research competence.

The HEIs should also implement staffing policies that reap the benefits brought about through the diversity of the staff, such as increased creativity and innovation, enhanced problem-solving capabilities and decision-making, higher productivity, and improved employee attitudes.

It is also important for the HEIs to look into immediate problems faced by the international staff, such as differences in teaching methods, differences between expected and actual academic level of students and administration problems with the host HEI (Kreitz, 1997).

Mobility schemes concentrating on critical areas in science and technology should be formed to encourage inbound and outbound mobility of academic staff to occur. This would promote not only the expertise of the local staff internationally; it would also form international linkages that would increase the capacity of Malaysian HEIs in areas related to teaching and research.

Non-academic staff should also reap the benefits of international mobility by participating in training and development programmes with regard to effective management and customer care to support international students, visitors, and their families to create positive experience of higher education (Taylor, 2004).

4.3 Internationalisation Policy for Higher Education in Malaysia: Policy for Staff Mobility

Policy statement 1:
Encourage international staff to contribute towards national and institutional capacity building.

Action steps:

1. Reward and recognise international staff such as awarding special immigration residential privileges.

2. Use academic merit to distinguish international staff eligibility for rewards and recognitions.

Responsibility of MoHE, MoHA and the HEIs

Measurables:

a. Immigration procedures to be reviewed by 2011.

b. National guideline of merit-based recognition for international staff by 2011.

Policy statement 2:
Offer more opportunities and incentives to attract outstanding graduates from abroad to serve the HEIs in Malaysia

Action steps:

Provide opportunities to work with HEIs:

1. Provide attractive promotion opportunities in HEIs.

2. Provide more attractive incentives such as R&D grants and infrastructures in HEIs.

Responsibility of the HEIs

Measurables:

    a.   Number of outstanding international graduates employed in HEIs.

    b.   Seed fund granted to outstanding international graduates employed in HEIs (YES / NO).

> **Policy statement 3:**
> Encourage local academics in specialised disciplines to act as outbound staff or consultants to gain international recognition.

Action steps:

1. Encourage international engagement in fellowships and HEI attachments.

   Responsibility of the HEIs

   Measurable:

    a.   Number of fellowship with international exposure opportunities.

2. Provide mobility opportunities e.g. sabbatical leave, professional internships and fellowship visits for academic and non-academic staff.

   Responsibility of the HEIs

   Measurables:

    a.   Number of academic staffs mobilised internationally.

    b.   Number of non-academic staffs mobilised internationally.

> **Policy statement 4**
> Provide professional development and training for academic and non - academic staff to support and enhance institutional internationalisation activities

Action step:

1. Conduct professional development and training for academic and non-academic staff for example:

a. Promoting cultural understanding in learning environment.

b. Developing international mindset.

     i.   cultural integration

     ii.   professionalism

     iii.   global perspective

c. Language support training.

d. Handling a class of students with diversified nationalities.

e. Inter HEI staff attachment to learn different practices of international student management.

Measurables:

a. Number of training programmes conducted for academic and non-academic staff

b. Number of academic and non-academic staffs who has undergone training.

c. Satisfaction level of international students on handling a class of students with diversified nationalities (through international outlook review, including language proficiency of staff).

d. Satisfaction level of international students on customer service (through international outlook review, including language proficiency of staff) (SURVEY – Likert scale).

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Chapter 5

Internationalisation Policy for Higher Education in Malaysia

ACADEMIC PROGRAMME

5.1 INTRODUCTION

The education attainment of a country's work force indicates the type of knowledge and skills available for the country's economic and societal growth (OECD, 2009). Most OECD member countries are recording an average value of 27% population who has completed tertiary education. In countries such as Ireland, Poland, Portugal, Spain and Japan, the annual increase in the number of individuals with tertiary qualification is recorded at 7%.

Such attainment also captures the growth of a country's industry structures as well as the extent of economic development of a country. This is because the distribution of occupational categories reflects the emphasis of different sectors towards the country and how various provisions of tertiary education respond towards the demand of skilled work force in the sectors highlighted.

For example, Sweden in the 1990s experienced an inflow of foreign multi-nationals into the country investing in manufacturing sectors (Hansson, 2009). Such inflow stimulated growth in training and development of skilled workers, specifically in the number of individuals obtaining tertiary qualifications based on the manufacturing sectors involved.

In Malaysia, the public HEIs record an increase of 5% for undergraduate enrolment in the mainstream science courses in 2009 (JPT, 2009). This is in lieu with the nation's aspirations of intensifying knowledge-based growth through research and development in mainstream science fields.

The growing international dimension in free trade, circulation of goods and services, as well as demand of globally competent workforce has contributed to the changing scenario in higher education, particularly in expanding linkages and accepting international students and staff into respective academic institutions as means in adding international dimension into knowledge (Altbach, 1998).

International students constitute more than 20% of advanced research programme enrolment in Australia, Belgium, Canada, New Zealand, Switzerland, the United Kingdom and the United States and more than 30% of international

students in Canada, Finland, Germany, Sweden, Switzerland and the United States are enrolled in science, agriculture or engineering programmes.

Countries like the United Kingdom have higher international student enrolment in engineering-based programmes in order to meet the demands of professional workforce, as well as attracting the students in migration based on talent and skill acquisition.

Academic institutions around the world are undergoing transformation in response towards internationalisation of knowledge in terms of providing up-to-date programmes based on workforce demand, emphasising on programmes with higher market output, collaboration with foreign faculties or universities in conducting joint programmes such as credit transfer programmes, double degree programmes and twinning programmes.

5.2 MODEL TOWARDS ACADEMIC EXCHANGE: EUROPEAN HIGHER EDUCATION AREA

The Bologna Process (Bologna Accord) is a European reform process aimed at creating the European Higher Education Area (EHEA) based on international cooperation and academic exchange that are attractive to European students and staff as well as to students and staff from other parts of the world.

The EHEA facilitates mobility of students, graduates and higher education staff, prepare students for their future careers and for life as active citizens in democratic societies, supports their personal development; and offers broad access to high-quality higher education based on democratic principles and academic freedom (Introducing the Bologna Process, 2007).

In order to establish the EHEA and to promote the European system of higher education worldwide, 47 countries have ratified the adoption of a system of easily readable and comparable degrees, the adoption of a system essentially based on two main cycles (undergraduate and graduate), establishment of a system of credits, promotion of mobility for students and teachers; promotion of European

co-operation in quality assurance and promotion of the necessary European dimensions in higher education.

For the past 10 years, more than 6500 institutions as well as over 31 million students have benefited from this cooperation. Significant levels of interaction and cooperation can be observed at European, national and institutional levels (Hunter, 2008). Not only that, 83% of participating institutions have reformed their higher education structures in terms of Bachelor and Masters' programme offerings to accommodate the increasing mobility of students.

5.3 INTERNATIONALISATION AND MALAYSIA'S ACADEMIC PROGRAMMES

Malaysia HEIs are offering one of the most competitively priced academic programmes with assured quality in the region (PEMANDU, 2010). This is due to the government's continuous efforts in strengthening the capacity of Malaysian HEIs such as corporatising public HEIs to be more entrepreneurial as well as allowing privatization of higher education through the establishment of more private HEIs (Mok, 2008).

The quality of academic programmes offered by Malaysia HEIs is governed by the Malaysian Qualifications Agency (MQA), a body set up under the Malaysian Qualifications Act 2007 in ensuring quality in higher education through a series of guidelines, standards and codes of practice to be adhered to by the HEIs in enhancing their academic performance and institutional effectiveness (MQA, 2008).

The two important guidelines are the Code of Practice for Institutional Audit or COPIA, as well as the Code of Practice for Programme Audit or COPPA. The Codes contain an overview of the Malaysian quality assurance system for higher education, outlining the nine areas of evaluation for quality assurance as well as the two levels of standards -- benchmarked and enhanced standards -- that underline them. In addition, the Codes provide guidance in conducting internal

and external audits for an institution or a programme, as well as roles and responsibilities of various parties under both internal and external audits.

With regard to internationalisation, Malaysian HEIs would need to ensure that the academic programmes offered and audited by the MQA also obtain recognition from international bodies in its attempt to be one of the education hubs in the region (Onn, 2008).

One core issue with regard to internationalisation of academic programme in Malaysian HEIs is the role of language in instruction (Wihlborg, 2010). The term 'hegemony of the English language' is used to describe the dominance of English, as the *lingua franca*, in becoming the transmission medium as well as delivering educational content. A perspective is that "Access to knowledge and information on the languages of India by Indian language speakers is through translation into English." (Bayer, 1998)

The use of English within higher education in most non-English speaking countries represents an acceptance of the language in internationalisation of higher education. It is used to communicate and facilitate the expression of knowledge between different nationals. It should be noted that the use of this language is not, by any means, isolating or non-recognition of the national language used, as the recognition of different identities is imperative towards national unity in a multi-cultural society like Malaysia.

Another issue concerned is the mechanism in which international mobility in academic programme is enabled, in terms of entry level requirements as well as credit transfer. In this respect, the HEIs should reconsider a common foundation programme for international student admission as well as association with global or regional bodies in enabling international mobility such as credit transfer.

5.4 RECOMMENDATIONS

1. To enable internationalisation of academic programmes in Malaysian HEIs the following are recommended:

    a. Internal changes

        i. International content in programmes

        ii. Language use

        iii. Common foundation programmes for students

    b. External changes

        i. Alliance with global / regional institutions on credit transfer mechanism

        ii. Alternatives towards academic programme internationalization

            1. Summer schools

5.5 Internationalisation Policy for Higher Education in Malaysia: Policy for Academic Programmes

> **Policy statement 1**
> English is used as a medium of instruction in the management and academic aspects of higher education involving international students.

Action steps:

1. Ensure all course materials and assessments are in English.

2. Ensure all documents related to academic programmes delivered to international students are in English.

   Responsibility of HEIs

   Measurables:

   a. Course materials and assessments in English (YES/NO).
   b. Documents related to academic programmes delivered to international students in English (YES/NO).

> **Policy statement 2**
> International students recruited into HEIs have the qualifications equivalent to MQA standards.

Action steps:

1. Establish common foundation programme for international students who do not have qualifications equivalent to MQA standards.

   Responsibility of MoHE

   Measurable:

   a. Common foundation programmes for international students (YES/NO).

2. Ensure the English Language proficiency level of international students is of acceptable standard. (e.g. TOEFL, IELTS or equivalent)

Responsibility of HEIs

Measurables:

a. RUs: Minimum TOEFL score / IELTS band or equivalent to be set by each HEIs.

b. Intensive English programmes for those who do not qualify (YES/NO).

> **Policy statement 3**
> All academic programmes in HEIs may allow credit transfer of any academic related activities.

Action steps:

1. Recognise common academic programmes regionally or internationally to allow for credit transfer (e.g. University Mobility Asia Pacific/University Credit Transfer System or bilateral arrangements) through international agreements. This includes twinning programmes, short term academic exchange programmes, internships, double degree programmes and overseas research attachments.

Responsibility of HEIs, MQA

Measurable:

a. Number of academic programmes that allow international credit transfer for students.

2. Provide guidelines to facilitate students in undertaking academic semesters or internships abroad.

Responsibility of HEIs

Measurable:

    a. Guideline for academic semesters or internships abroad (YES/NO).

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<u>Policy statement 4</u>
Provide academic programmes that are internationally recognised and relevant to meet global demands.

</div>

<u>Action steps:</u>

1. Utilize international statistics, surveys and reports to ensure supply and marketing of academic programmes are responsive to current market demand.

   Responsibility of HEIs

   Measurable:

       a. Number of international students

2. Revise current curricula content periodically to reflect latest international issues.

   Responsibility of HEIs

<div style="background-color:#8db33a;">

<u>Policy statement 5</u>
Seek association and reference with international accreditation bodies to mutually recognise academic programmes with foreign HEIs and professional bodies.

</div>

<u>Action steps:</u>

1. Aligning local academic programmes to meet the standards of national accreditation body and international recognition.

   Responsibility of HEIs

   Measurable:

       a. Number of academic programme with international recognition

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Chapter 6

Internationalisation Policy for Higher Education in Malaysia

RESEARCH AND DEVELOPMENT

6.1 INTRODUCTION

Countries around the world are facing challenges of sustaining public finances and building the foundations for long-term economic growth amidst the global economic crisis. One of the four pillars of knowledge economy is strengthening the country's innovation system, where organisations, especially universities need to tap the growing stock of global knowledge, assimilating and adapting it to local needs, and creating new technology (K4D Advisory, 2008).

Governments are still heavily investing in education, especially tertiary education as the returns on investment of public resources per student are three times as much as the initial investment, not to mention the even larger unrecorded returns for the society (OECD, 2010).

The role of HEIs in yielding scientific knowledge, discovering breakthrough ideas, nurturing innovation, and leveraging talent in generating new ventures is practically unparalleled in the world. The primary output of large investments made by HEIs in R&D is the knowledge of how to make new goods and services relevant not only to the industry, but also to the local community.

For instance, the rapid industrialization of the US economy in the late 19th century due to continuous emphasis in knowledge yield and innovation has led to the creation of new goods, new services, new value as well as the spillover effect that such innovation has on other sectors of the economy (Dwight, 2005). This is also part of the nation's long-term strategy to increase productivity and create high-paying jobs for the community.

HEIs in Japan also realise that the new knowledge from HEIs is embodied in its output, the graduates (Ug, 2004). Hence, they actively engage in leading-edge research as well as forge linkages with the industry on knowledge and technology transfer. This is because the productivity of an industry is heavily dependent on the employment of highly-skilled human capital and the expenditures the HEIs made on teaching and R&D.

In other words, on the national level, intensifying research activities would stimulate capacity building, knowledge-based economy & development. At the institutional level, an improved research capacity will increase local innovation and augmenting its productivity.

6.2 R&D IN MALAYSIA: CURRENT STATUS

Malaysia scores slightly more than 6 in World Bank Institute's Knowledge Economy Index (KEI), a broad measure of the overall level of preparedness of a country or region for the knowledge economy, with Denmark, Sweden, Netherlands and Finland taking the lead for the most advanced knowledge economy nations (K4D Advisory, 2008). This is measured in terms of economic and institution readiness, education, innovation as well as information and communication technology (ICT).

The country's research intensity, measured by the total peer-reviewed articles indexed in the Thomson-Reuters ISI database per one million people, has a 15-16% growth annually, but is still lacking behind the most advanced group of South East Asian countries, particularly Singapore, Taiwan, Hong Kong, South Korea, and Japan (P.D.Hien, 2010). More than 70% of the authors in the peer-reviewed journal articles in 2004 for Malaysia are domestic authors, signifying international cooperation between local and foreign researchers.

Malaysia has a lower ratio of researcher per million populations as compared to similar countries (NEAC, 2009). Similarly, articles of Malaysians publishing in internationally recognised science and technical journals is also well below the desired value.

Malaysia's innovation efforts are declining as organisations prefer undertaking activities which have direct impact on increasing productivity, such as upgrading existing product lines or machinery and equipment rather than innovation-led activities, particularly in research and development.

Innovation needs to be present in all sectors to transform Malaysia not only as a developed nation, as outlined by Vision 2020, but also as a nation with US$15,000 – US$20,000 high-income per capita under the New Economic Model.

Hence, strengthening HEIs' initiatives in innovation-led activities, especially in terms of research and development (R&D) is one of the top priorities for a knowledge-driven society, through recognition and retention of talent, building a world-class human capital base as well as utilising international networks in enhancing the capacity and growth of research and development in HEIs.

6.3 INTERNATIONALISATION AND ITS ROLE IN INTENSIFYING R&D INITIATIVES

HEIs are innovation accelerators (Consultations, 2003). Their strategic roles include transmitting knowledge and ensuring knowledge creation, knowledge diffusion and knowledge application throughout the talent they have in respective institutions as well as in the society. HEIs are responsible as the primary drivers of successful economies in the world today and will be the drivers of the global economy well into the future.

On top of that, HEIs are given the responsibility in educating and training skilled workers such as scientists, teachers, researchers, entrepreneurs and others that fuel innovation in high technology and knowledge industries.

Internationalisation of HEIs will lead to, firstly, the exchange of information flow or knowledge spillover among local and foreign HEIs, as well as among local and foreign research institutes and organisations (Audretsch & Feldman, 1996). This also encourages local industries located near HEIs to form linkages on specific R&D activities that are beneficial, in terms of application of research findings on new products and services as well as exposure to students on industry-related activities.

Secondly, HEIs will be engaging in productive competitions by providing lucrative incentives and equipping the respective institutions with the best facilities and R&D opportunities to attract the best academics. The presence of this top talent will in turn attract outstanding graduate students that would further enhance the HEIs' reputation, helping to attract top undergraduates, and so on (Florida, 1999).

Thirdly, internationalisation of HEIs will stimulate technology commercialisation (Cohon, 2009). Equipped with facilities, funding and the talent, such "contact sport" would be crucial in shaping a bright idea into a commercially successful product. It would also facilitate the transfer of knowledge and technology abroad.

Another benefit to be considered would be the availability of funds and collaborative opportunities from organisations and funding bodies locally and internationally. In the case of China's Tsinghua University, for example, the total funding received from overseas R&D is USD$ 18 million in total, coming from 21 different regions and countries, with USA, Japan, France, Hong Kong and Britain as the top five major collaborator s (Ma, 2007).

6.3 RECOMMENDATIONS

Although HEIs are major performers of R&D activities, the relevant authorities should put in place incentives that would further encourage the HEIs in their R&D activities, such as matching grants and staff training schemes with regard to R&D, besides promoting Malaysia HEIs' R&D specialisations and products abroad.

In developing strategies to accelerate internationalisation of R&D activities, the HEIs should consider, first and foremost, identifying the niche areas that are the focus in their institutional R&D activities and form strategic partnerships that would increase their research productivities, such as expert groups on focus areas as well as sharing and disseminating of information and expertise.

A balanced focus should also be placed between sourcing for the best talent and resource abroad as well as forming cooperation with international counterparts. This is because the HEIs should leverage on their connection with the international counterparts to increase their capacity in R&D internationally.

Networking activities between local and foreign researchers should be intensified to stimulate the inflow and outflow of knowledge and technology transfer through seminars, international conferences and international consultations in HEIs.

6.4 Internationalisation Policy for Higher Education in Malaysia: Policy for Research & Development

> **Policy statement 1:**
> Promoting R & D capacity of HEIs and research institutes through initiatives with international counterparts.

Action steps:

1. Encourage centers of excellence to form synergistic groupings of experts at national or international level to optimise resources and avoid duplication of research areas.

   Responsibility of MoHE, MoSTI, HEIs and research institutes

   Measurable:

   a. Number of synergistic groupings of experts formed.

2. Promote and market Malaysian R&D expertise globally (HEIs and Research Institutes).

   Responsibility of HEIs and research institutes

   Measurable:

   a. Number of international awards for R&D products.
   b. Number of outbound Malaysian experts invited as visiting professor.

3. Ensure the setup of foreign HEIs in Malaysia is more committed towards providing research-based postgraduate programmes rather than undergraduate programmes.

   Responsibility of HEIs and research institutes

   Measurable:

   a. Number of foreign-based HEIs providing research-based postgraduate programmes.

4. Promote Malaysian research database globally by profiling research database in Malaysia (krste.my MOSTI) and in coordination with the respective HEIs to promote their niche areas.

Responsibility of HEIs, MOSTI and MoHE

Measurable:

    a. MoHE to house links of database from various HEIs under one system (e.g. website / resource center) by 2011.

5. Intensifying international joint research programmes on key focused areas under the respective Malaysian Plan between local and foreign HEIs.

Responsibility of HEIs

Measurable:

    a. Number of internationally joint research projects.

6. Encourage acquisitions of external funding by providing incentive e.g. matching grant.

Responsibility of HEIs

Measurable:

    a. Number of research projects funded by international funding bodies.

7. Broaden the scopes of internal and external research funding to cover both the research and networking activities to establish research collaboration efforts.

Responsibility of HEIs

Measurable:

    a. Acceptance of international conference paper presentation as part of research and networking activities in a grant-funded research project (YES/NO).

8. Establish mutual agreements on staff training and student attachment abroad with regards to research and development activities.

Responsibility of HEIs

Measurable:

    a. Number of staff being trained abroad with regards to research and development activities.

    b. Number of students being attached abroad with regards to research and development activities.

9. Engage MNCs and GLCs to provide international network and financial support as part of their corporate social responsibility initiatives.

Responsibility of HEIs and MoHE

Measurable:

    a. Number of international collaboration conducted through the support from MNCs and GLCs.

> **Policy statement 2:**
> Attract, recruit and engage quality foreign researchers through HEI international networks to enhance our research profiles and our collaborative research programmes

Action steps:

1. Allocate budget for international expert, consultation and recruitment.

Responsibility of HEIs

Measurable:

    a. Number of international expert involved in R&D activities at HEIs

2. Encourage sharing of international experts among Malaysian HEIs through co-invitations.

Responsibility of HEIs

Measurable:

    a. Number of international expert involved in sharing of international expertise among HEIs

3. Organise international meetings as platforms to network between local and foreign HEIs on a regular basis.

Responsibility of HEIs

Measurable:

    a. Number of international meetings held in collaboration with local and foreign HEIs

4. Provide attractive positions and lucrative incentives to attract international experts e.g. professorial chairs.

Responsibility of HEI

Measurable:

   a. Number of international experts holding leading positions in HEIs

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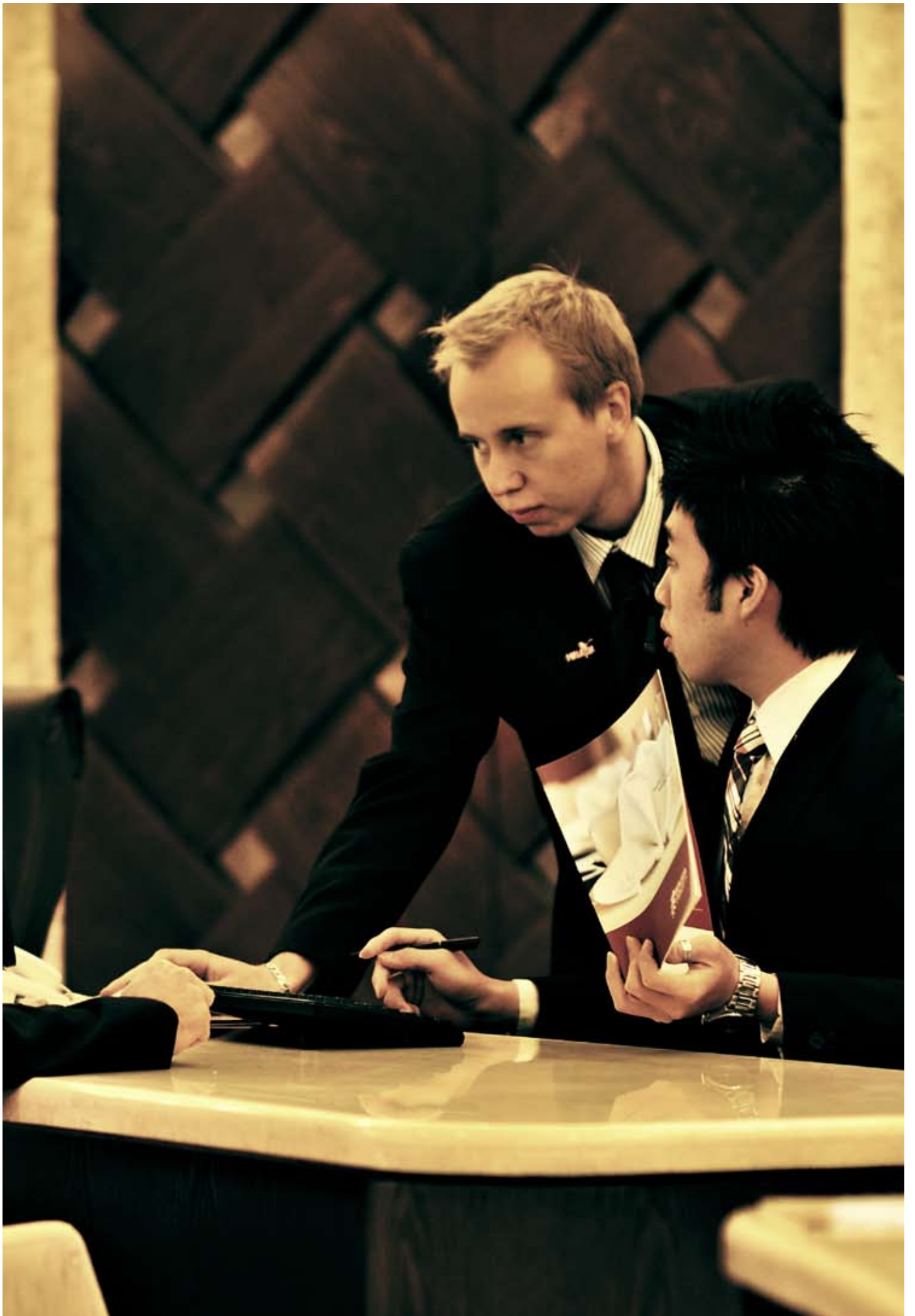
Chapter 7

Internationalisation Policy for Higher Education in Malaysia

GOVERNANCE AND AUTONOMY
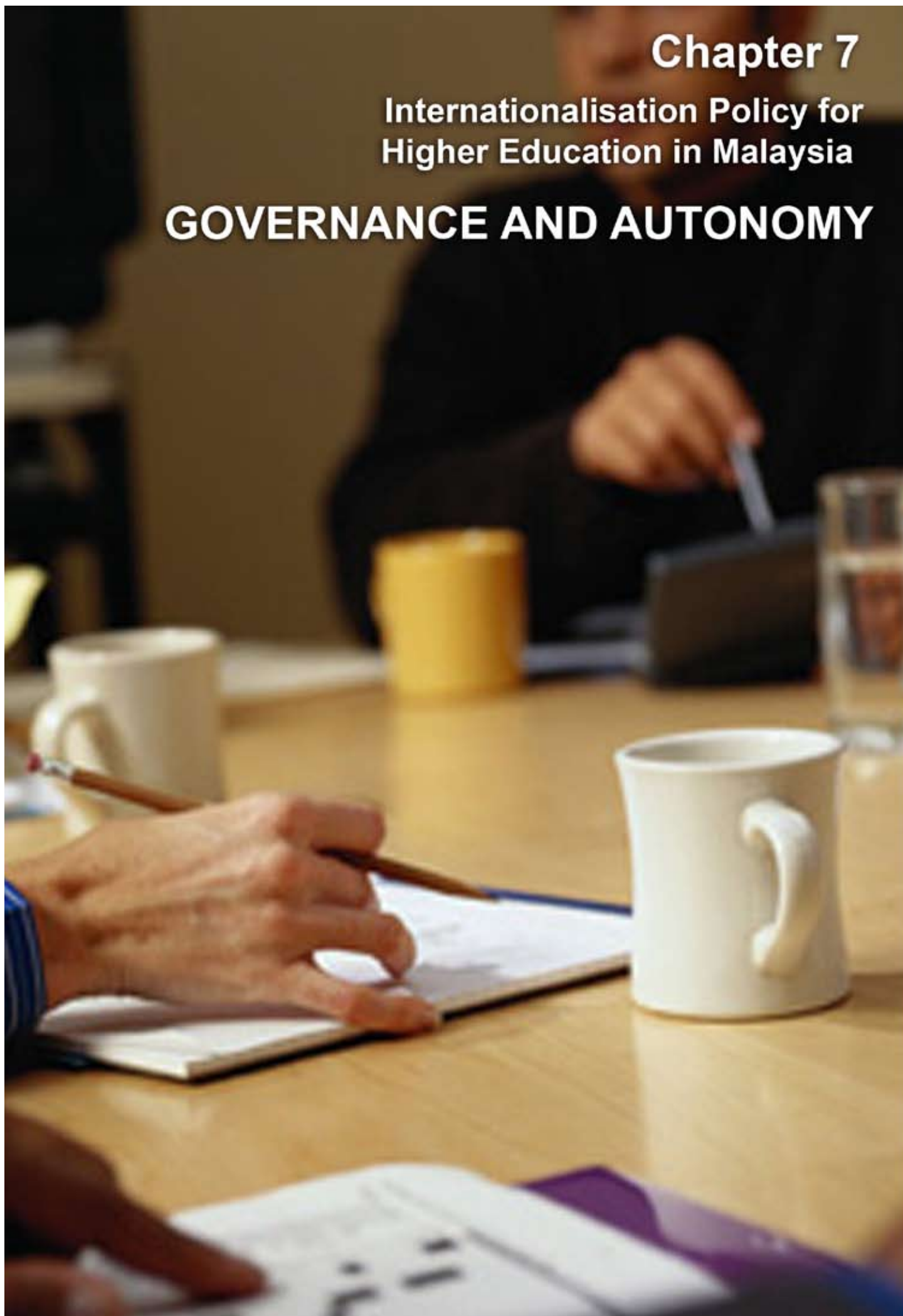
7.1 INTRODUCTION

All over the world, many institutions of higher learning have laid down strategic plans to push their names into respected international arenas from globalisation to internationalisation, the need for higher education institutes to extend their reach out of the home country is eminent (Gabrielle Demange, 2008).

The University of Hong Kong, in its strategic plan has placed focus in enhancing the student learning experience, advancing research and innovation, promoting knowledge and demonstrating leadership in communities across the region (The University of Hong Kong - Strategic Development, 2009).

Manchester University creates strategic alliances with international bodies to recognise its facilities and researches as with its nuclear studies (The University of Manchester, 2009), while Universiti Sains Malaysia centers its resources towards preparing itself for vast amounts of quality research and development initiatives, allowing it to be selected as Malaysia's APEX university (Chapman, 2008).

These demonstrates the need for leadership and governance to not only drive forward but focus internationalisation efforts, with strategic plans tailored fit to a university's current situation (Scharpf, 2000). Developing a strategy for internationalisation is challenging many traditional approaches to higher education and questioning the structures in place as it is one of the strongest forces for change facing universities at the start of the 21st century (Enders, 2004).

Several countries in the Asia-Pacific region have actually made international education an explicit part of their socio-economic development strategies and have initiated policies to attract international students on a revenue-generating or at least self-financing basis (Verboven, 2008).

Australia and New Zealand have successfully adopted differentiated tuition fees for international students. In Japan and Korea, with high tuition fees that are the same for domestic and international students, foreign enrolments nevertheless grew robustly between 2000 and 2007 (OECD, 2009).

Transnational education is also widely regulated and seen as a commodity fit for trade specified as the service industry both in terms of knowledge and innovation, as well as professional human resource. Internationalisation has become a strategic area for higher education institutes to tap into not only in obtaining the best of talents, but also towards institutional development in terms of rankings and profiling in the world stage (Ziguras, 2001).

7.2 INSTITUTIONAL APPROACH TOWARDS INTERNATIONALISATION

Higher education institutes should be allowed more freedom and decision making powers while at the same time still maintain integrity with the public's funding through a check and balance that respects both the government's need to oversee and the institutes' desire for autonomy (Sirat, 2008).

The board of directors for HEIs, namely university administrators and external firms are important decision-makers shaping academic content and even academic governance (Gough, 1999). This is manifested in student recruitment and in the hiring of prestigious professors and researchers to increase university reputation.

To push forward internationalisation, its operations need to be integrated institution-wide (Knight, 2006). There must be department/college level planning with budgeting and quality review systems. The HEIs must also have appropriate organisational structures with systems (formal and informal) for communication, liaison and co-ordination of internationalisation initiatives. Plus, a clear management of internationalisation should be done through a centralised unit where the unit is placed in the department that is based on the university's strategic planning.

The same idea is put forth in Australian Universities where governance, institution leadership and efficiency of the international offices are key drivers to ensure a steady inflow of foreign students (Moloney, 2009).

Communication is the first problem that needs to be addressed. Countries like Japan and some European countries face difficulties in attracting international students due to language barrier that restricts smooth interaction between staff and students.

The traditional university, its organisation, method of function, and academia cannot remain stagnant in the face of internationalisation where adaptation and efficiency are important and can only be achieved through change (Ulrike Felt, 2003). A mixture of industry representatives, academicians, consultatants, even managers is important in creating a front liner management to make fast decisions where the university no longer stands alone, but is put side by side with companies in the trade world.

Efficiency in processing not only means the organisational system but also in the processing of students' entry. The very same front liner management is also responsible to carry forth the message of internationalisation to all academicians, support staff and students to prepare the university for its transformation.

7.3 Internationalisation Policy for Higher Education in Malaysia: Policy for Governance and Autonomy

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Policy statement 1
Enabling all internationalisation activities in HEIs through a coordinating unit.

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Action step:

    a. Set up an operational office or unit at the HEI level e.g. Office of International Affairs for management and administration of internationalisation initiatives.

    b. Formation on national council of international education (Malaysian Association of International Education) to be initiated by UTM.

Responsibility of the HEIs

Measurables:

    a. Set up operational office or unit for HEIs accepting international students.

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Policy statement 2
Grant sufficient autonomy to HEIs to initiate transnational activities as an alternative to generate revenue for Malaysia Higher Education

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Action step:

1. Set up a guideline for the establishment of transnational activities (e.g. foreign branches) to allow HEIs to maneuver within the legal framework of operation.

Responsibility of the MoHE

Measurable:

1. National guideline for establishment of transnational export of education product by 2011.

Policy statement 3
Ensure the use of English as a common medium of communication involving international students.

Action step:

1. HEIs to implement the use of English in all communication relating to all international staff and students:

   a. All administrative documents are available in English.

   b. All communication medium including emails, signboards, and announcements are available in English.

Responsibility of the HEIs

Measurables:

   a. Availability of administrative forms (e.g. hostel application, subject registration, academic audit etc) available in English (YES/NO).

   b. Availability of communication medium (e.g. emails, signboards, announcement etc) available in English (YES/NO).

   c. Satisfaction level of international students accessing communication mediums (e.g. emails, signboards, announcement etc) through international outlook review (RESULT OF SURVEY, BASED ON LIKERT SCALE).

Policy statement 4
Empower HEIs to formulate international mutual agreements to facilitate implementation of international collaborations. These agreements may cover aspects of internationalisation which include:

1. Research collaborations
2. Duration of the agreement
3. Intellectual property consideration
4. Financial implication
5. Staff mobility
6. Student mobility

Action step:

1. Simplify document structure of mutual agreements made within individual HEIs to facilitate implementation and documentation.

   Responsibility of the MoHE and HEIs

   Measurable:

   a. A simplified document structure for mutual agreements.

Policy statement 5
Encourage HEIs to be involved in international associations to increase profile of *Education Malaysia* brand.

Action step:

1. HEIs to associate to regional and international networks e.g. ASEAN 21, IAU, APRU.

   Responsibility of the HEIs

   *Measurable:*

1. Number of regional and international networks.

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Chapter 8

Internationalisation Policy for Higher Education in Malaysia

SOCIAL INTEGRATION AND COMMUNITY ENGAGEMENT
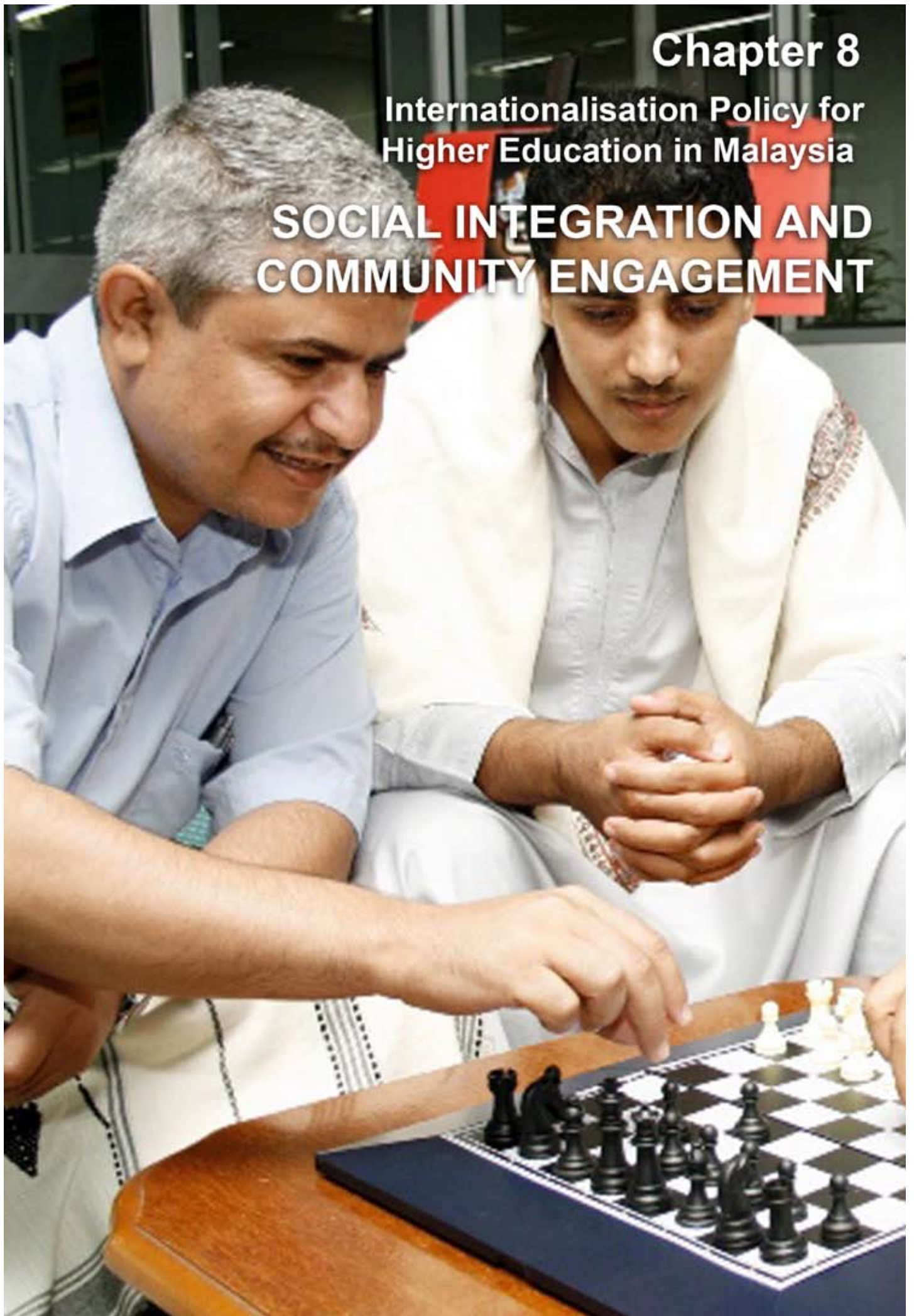
8.1 INTRODUCTION

Leadership from the previous two Prime Ministers has brought the brand name Malaysia as a peaceful and modern Islamic country to fame inside as well as outside of the Islamic world, placing it as one of the top choice countries for higher education among Middle Eastern students (MoHE, 2009).

On the global scene, Malaysia has been ranked number 24 in the Global Competitiveness Index 2009-2010, of which a number of indicators like economic stability; health and primary education; higher education and training; and technological readiness are taken into account (Klaus Schwab, 2009).

With a 7 percent growth per year between 1990 and 2000 and a healthy 5 percent since then (Klaus Schwab, 2009), Malaysia has been demonstrating a stable economy particularly in business sophistication and innovation, with efficiency and low cost in import and export (Robert Z. Lawrence, 2009).

Malaysia has been enjoying a healthy democracy for over 50 years, with a strong stance on international issues, participation in major international bodies and at the same time maintaining the sensitive balance of a multi-racial and multi-religion demography for a peaceful country.

Striving towards a knowledge-based global economy, it is inevitable that Malaysia will need to open its doors to the world (NEAC, 2009) , and in terms of higher education, this means a necessary, steady inflow of international students into its shores (OECD, 2009).

The presence of international students due to the internationalisation of Malaysia's higher education will not only affect the campus but also the surrounding community, if a total, comprehensive internationalisation is to be expected (Olson, 2005).

As with any form of integration, there is a need for interaction between the different groups or individuals (Maleevic, 2002). The integration cannot be limited

to primary integration only, but pushed and facilitated to allow secondary, even tertiary integration which involves cultural interaction and exchange.

This cultural interaction must first be based on a strong sense of pride in each group's own culture, with deep understanding and appreciation of cultural values and the differences of values. Each person is expected to be open towards foreign cultures and values in order to better understand and accept each other as an important part of the community thus distinguishing the need for a policy that calls for social integration and community engagement

The current status quo sees a situation unique to Malaysia when compared to other countries which similarly focus on the internationalisation of higher education. The Malaysian community is built on a strong foundation of enjoying and celebrating the cultural differences inherit to a pre-independence turn of events due to various occupations and a long history of being a prominent maritime port (Tun Mohamed Suffian, 1978).

The democratic government is a clear testimony on the importance of proper representation to fight for equal right of all the country's social counterparts (Balasubramaniam, 2006). However, Malaysia is still a young country with a very sensitive racial and political balance where tolerance is an important part of society.

Recent events depicting individuals from similar countries as the ones the international students come from, involved in unlawful acts paints a negative image that leads to stereotyping. General stereotyping due to mass media and international events occur as well. Hence, an addition of a significant number of international students may put the equilibrium off if they are not able to be accepted by the society and lead to conflict (Viren Swami, 2010).

8.2 CHALLENGES OF SOCIAL INTEGRATION AND COMMUNITY ENGAGEMENT

The Malaysian community and the international students need to be integrated while the community be made aware on the importance of internationalisation to society and the nation as a whole (UNRISD, 1994).

a. Malaysians

i. The Malaysian community primarily must be able to adapt and accept the international students as part of the community, allowing a full integration and the delivery of a positive "Malaysian Hospitality". Acceptance is predicated by the understanding of internationalisation of higher education and how to best profit from it, as a fully functional community with trades, education, and social rules, especially for communities that are built around a HEI (Tange, 2009).

b. International Students

ii. Malaysians' strong hold of beliefs and values that stem from various racial and religious background, all of which is eastern, demands that the international students respect these beliefs and values. Through pre-entry preparation and education during university orientation, international students are better equipped to understand the community and how they can best fit into it (Sylvia Hurtado, 1996). The international students are also responsible to mingle and mix among themselves, instead of staying in groups defined by a common race, ethnic, nationality or geographic or political idea.

8.3 REVIEW

As previously mentioned, less literature review could be found regarding this topic as we can see that aside from the common difficulties of the international student adapting to a new surrounding, the unique case with Malaysia leans more towards the difficulties that lie within the community to effectively embrace internationalisation and international students as part of the community.

These serve as reasons for higher education institutes to play a more inclusive role with a responsibility that focuses more than just institution and economic gain (Nassar, 1998). HEIs are the bridge that brings together the international students and the local community (Vally, 2009). The institutes are also responsible to ensure that the international students have a positive learning experience that can be uniquely called and branded as the Malaysian Higher Education experience.

 A good strategy for internationalisation is efficiently mobilising all the parties involved to maximize mobility both inbound and outbound (Knight, 2006) and we can extend this towards facilitating the social integration and community engagement as well.

As evident in many countries, more recently Australia, the government plays a role in spearheading internationalisation (Stromquis, 2007) with a clear headline to prepare the nation, in terms of integration and engagement, a lucid address from the ministry would change the mindset of the community. HEIs are the intermediary (Yang, 2002), the convening point where all relevant parties will meet, where we can best observe internationalisation at work and where the results of the strategies placed could be examined (Breton, 2003).

In the battle against stereotyping, misinformed judgements by the community towards international students, and lack of understanding on the benefits of internationalisation, the mass media is an effective tool where positive, real life messages and summaries can be delivered to the local communities and serve as a suggestive, alternate look towards a more global community.

8.4 Internationalisation Policy for Higher Education in Malaysia: Policy for Social Integration and Community Engagement

Policy statement 1
Instil awareness among local community on the international students' contribution to the country.

Action steps:

1. Positive media coverage on the contribution of international students to the country in terms of economy, social diversity, brain gain, and international outlook.

   Responsibility of the MoHE, MoICC and MoTour

   Measurables:

   a. One communication plan (promotion, marketing and branding) on internationalisation of HEI in Malaysia and its benefits to the country.

   b. Number of local and foreign media coverage on dealing with internationalisation / international students.

2. Encourage local communities to participate in activities organized by international offices involving international students (e.g. cultural sharing programme-international student fairs, exhibitions, cultural performances, food bazaars).

   Responsibility of the HEIs

   Measurable:

   a. Number of local communities participating in activities organized by international offices involving international students.

> **Policy statement 2**
> Encourage integration and communicative programmes to facilitate interaction between local and international students.

Action steps:

1. Facilitate adaptation of local culture and understanding by introducing social and cultural integration programmes between local and international students.

   Responsibility of the HEIs

   Measurable:

   a. Number of social and cultural integration programmes.

   b. Types of social and cultural integration programmes.

2. Encourage participation of international students in university social responsibility programmes.

   Responsibility of the HEIs

   Measurable:

   a. Participation of international students in university social responsibility programmes.

3. Provide language support programmes such as Bahasa Malaysia Communication for foreign students and foreign languages for local students.

   Responsibility of the HEIs

   Measurables:

   a. No of language support programmes offered to international student.

   b. No of foreign language support programmes offered to local students.

4. Encourage international students to participate in local homestay programmes.

   Responsibility of the HEIs

   Measurable:

   a. Participation of international students in local homestay programmes (YES/NO).

5. Ensure a balanced mixture of international and local students in academic and co-curricular activities to ensure integration.

   Responsibility of the HEIs

   Measurable:

   a. Participation of international students in academic and co-curricular activities.

6. Promote global learning through the experience of
   - International academic culture.
   - International service learning.

   Responsibility of the HEIs

   Measurables:

   a. Increased % of local students going abroad for international academic culture.

   b. Increased % of local students going abroad for international service learning.

7. Promote the organisation of international activities in HEIs such as international cultural programmes.

   Responsibility of the HEIs

Measurable:

    a.   Number of international activities organized by HEIs.

8. Provide access to national language courses or cultural programmes for international student spouses / family members.

Responsibility of the HEIs

Measurable:

    a.   Availability of national language courses or cultural programmes to international student spouses or family members (YES/NO).

Policy statement 3
Encourage understanding of different cultures among international students

Action step:

1. Encourage the placement of students from different nationalities in residential colleges.

Responsibility of the HEIs

Measurable:

    a.   Quota of international students to be fulfilled in residential colleges.

2. Promote cross cultural integration programmes or activities among international students.

Responsibility of the HEIs

Measurable:

    a.   Number of cross cultural integration programmes.

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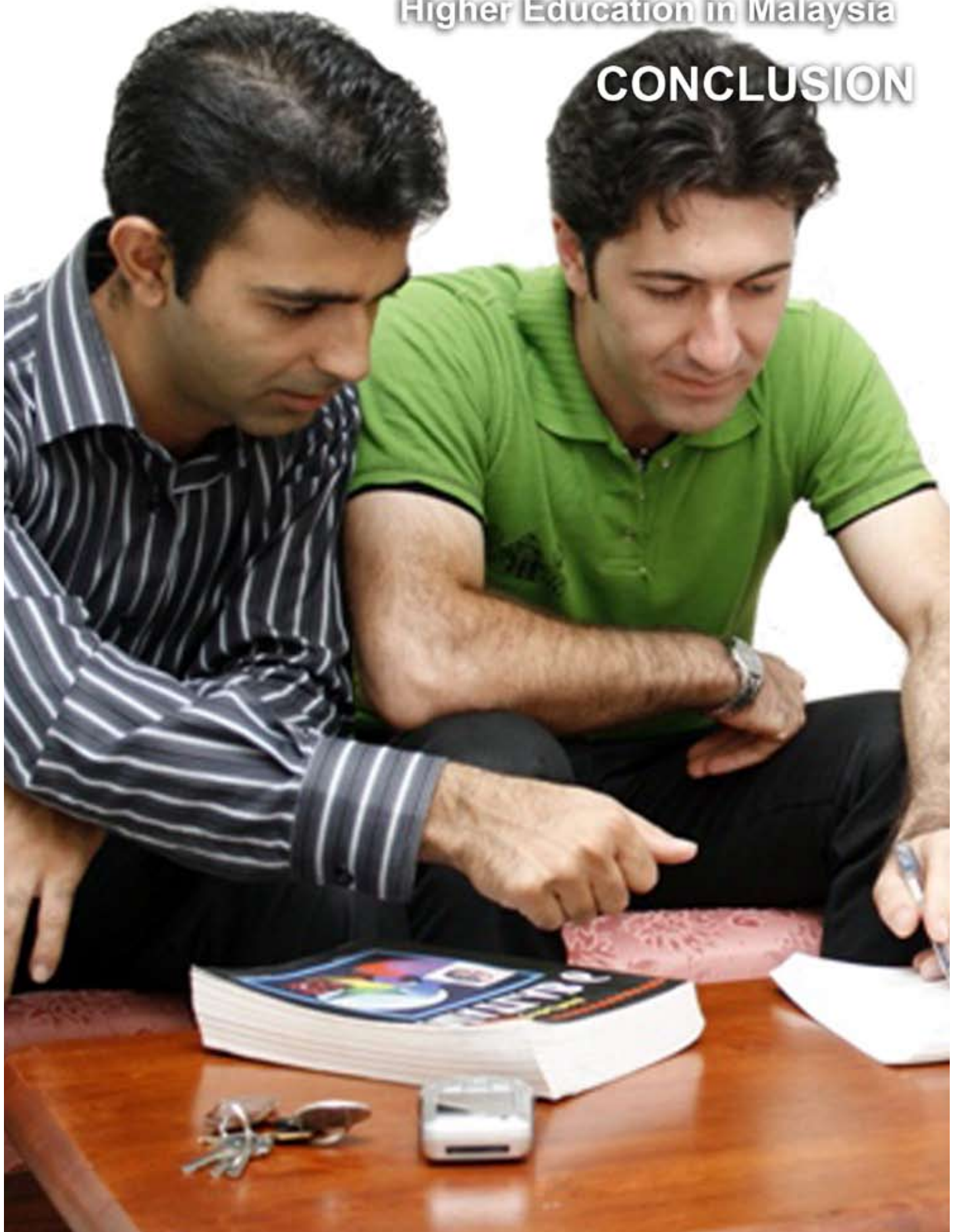
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CONCLUSION

Conclusion

The Internationalisation Policy for Higher Education in Malaysia is an initiative towards transforming Malaysia into an education hub, strengthening the nation's capacity in human capital and knowledge-based economy towards Vision 2020 and accelerating internationalisation as one of key operational strategies to increase the HEIs' capacity in administration, teaching and learning as well as research and development.

With the above mentioned goals in mind, the policy is formulated after considering the global trends in internationalisation of higher education, the intensity of various HEIs in the Asia region in strengthening their capacity towards becoming 'world class university' and the current standing and growth potential of both Malaysian public and private HEIs in internationalisation.

The objectives of the Internationalisation Policy for Higher Education in Malaysia are as follows:

i. Identifying the critical components of internationalisation of higher education in Malaysia that requires immediate action

ii. Enabling current practices of internationalisation to be improvised and improved, based on the best interest of all involved

iii. Aligning and ensuring the current momentum in internationalisation activities towards national aims

In ensuring successful implementation of the policy,

i. the nature of the policy is set to be enabling and operational,

ii. a detailed description of each policy statement, action steps and stakeholders responsible for each action step is given,

iii. a set of expected deliverables is outlined so as to measure the outcome of policy implementation, and

iv.   there should be room for refinement for the policy through periodical review and results of the on-the-ground implementation

The six critical aspects emphasised in the Internationalisation Policy for Higher Education in Malaysia, i.e. student mobility, staff mobility, academic programmes, research and development as well as social integration and community engagement serves as a roadmap in preparing the HEIs towards total enrolment of 200,000 international students by 2020.

It has been identified that

i.   At the institution level,

   a. all levels of management should accept internationalisation of HE as an inevitable force in global higher education development

   b. internationalisation of HEI should be encompassed in all levels of management through proper coordination and collaboration of all parties in managing and delivering quality higher education services

   c. the international students' population should be viewed as the institution's long term investment not just in strengthening capacity and profile of HEI, but also the nation's source of growth and development

   d. HEIs must be steadfast in the provision of positive experience for the international students, through the assurance of academic and social facilities as well as opportunities for the international students to be exposed to the cultural diversity of the country

   e. HEIs must also be flexible and innovative in enabling internationalisation throughout all operations, especially involving student and staff mobility, academic programmes

as well as research and development, within the regulations set by Ministry of Higher Education

ii. At the community level,

    a. it is imperative for the local community to not just understand and accept the diversity brought forward by the international student population, but also ensuring that the students feel welcomed throughout their stay in the country

    b. remedial actions should be taken, within the nearest time frame possible, on increasing the awareness of the local community towards the existence of the international student population in the country, as well as benefits reaped through the inflow of international students at the local, institutional as well as national level

iii. At the national level,

    a. remedial actions should be taken, within the nearest time frame possible, on ensuring proper coordination between relevant government agencies dealing with international student management, such as the Ministry of Home Affairs, the Ministry of Human Resource, the Ministry of Information, Communication and Culture

    b. pushing forward initiatives towards a global education hub is as important as injecting stimulus and providing more opportunities to the HEIs in their progression towards an internationalised campus

Hence, it is recommended that an operational framework encompassing a comprehensive international student management to be set up as a follow-up move in internationalisation of higher education in Malaysia.

This particular framework should cover the key aspects identified above, which are:

i. increasing the efficiency of structural management and coordination at the institutional level

ii. providing positive living, studying and working experience towards international students

iii. improving the HEIs' capacity required in internationalisation of higher education, such as international mobility schemes, training and development of management staff involved in internationalisation, etc

By putting a proper framework in place, it is hoped that the quantity as well as quality of internationalisation of higher education in Malaysia would rise above the current acceptable level, hence steering Malaysian HE towards the right direction in becoming a renowned education hub.

Internationalisation Policy for Higher Education Malaysia
Ministry of Higher Education Malaysia