

# Internationalization for ASEAN University: Case Study of CMU-ULL

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**Abstract:** Today internationalization for universities means “Mobility”. In ASEAN Community, mobility of students is a requirement for 30 leading universities in ASEAN University Network. This prepares new generation of university graduates for skilled labor mobility in ASEAN. The mobility aims at enrichment by home university rather than academic contents which is now available publicly on Internet. AUN members are working as equal partners to develop some educational practices for internationalization among ASEAN countries. These practices can be generalized for mobility of ASEAN students to Europe, America and other regions in the future. Lessons Learned from European Community in credit transfer system, quality assurance system and common framework are essential for ASEAN universities to faster develop their suitable own systems. Erasmus Mundus projects help many universities in ASEAN region to mobilize their students to Europe in the past 10 years. Chiang Mai University with Lyon2 University has experienced in European Credit Transfer System, Quality Management System, Common European Framework and Cooperative Education. The integrated international academic and research affairs framework is proposed for cost effective and sustainable development.

## 1. Introduction

The Association of Southeast Asian Nations (ASEAN) [1] was established in 1967. The member countries of the association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam. ASEAN countries have a firm plan to join together for having One Vision, One Identity and One Community by the end of 2015. To create unity among partners, Political-Security, Economic and

Social-Culture are addressed. ASEAN aims at becoming single market and single production base finally. To achieve the goals, ASEAN has strategic intent to implement free flows of goods, services, investment, capital and skilled labors among member countries. Thus an individual member country can develop a competitive industry on their own strength such as raw material and unskilled labor by sharing resources including financial capital and skilled labor from other member countries. At the same time, the other countries is also a market for the industry. By this way, the developed ones can help the developing ones. The gap among members can be reduced significantly.

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The free flow of skilled labor directly supports the free flow of services by 2015. ASEAN is also working towards harmonisation and standardisation, with a view to facilitate their movement within the region. In actions, the cooperation among ASEAN University Network (AUN) members are enhanced to increase mobility for both students and staff within the region. Furthermore, core competencies and qualifications are specified for job/occupational and trainers skills required in the priority services sectors by 2009 and in other services sectors from 2010 to 2015. The research capabilities of each ASEAN member country are strengthened in terms of promoting skills, job placements, and developing labour market information networks among ASEAN member countries.

In Europe, European Credit Transfer System (ECTS) has been promoted among European Community since 2000. In Erasmus Mundus Action 2 programme, mobility grants at undergraduate, master and doctoral levels has been given to other regions for more than 10 years. This promoted credit transfer with European universities by using ECTS.

## 2. Current context of asean developments

In 1992, the 4th ASEAN summit had the call for cooperation in the field of higher education and human resource development. Later on the charter of the ASEAN University Network (AUN) [2] was signed by the ASEAN ministers in order to be responsible for higher education in 1995. In concurrent, the agreement on the establishment of AUN was signed by presidents, rectors and vice chancellors of participating universities. In 2008, one of the ASEAN sectorial ministerial body is responsible for higher education cooperation and development. The AUN has mandates in:

1. Strengthen the existing network of cooperation among universities in ASEAN and beyond;

2. Promote collaborative study, research and educational programs in the priority areas identified by ASEAN;

3. Promote cooperation and solidarity among scholars, academicians and researchers in the ASEAN Member States;

4. Serve as the policy-oriented body in higher education in the ASEAN region.

Till now, there are 30 universities from 30 AUN members. The collaboration mainly consists of internationalization for academic quality improvement, higher education harmonization and ASEAN awareness through mobility. These collaboration leads to some research collaboration. The 9 AUN research thematic subnetworks have been established as follows: AUN-Quality Assurance, AUN Human Rights, AUN Intellectual Property, AUN Business and Economics Network, AUN Inter-library Online, AUN University Social Responsibility & Sustainable, AUN Southeast Asia Engineering Education Development Network, AUN Credit Transfer System and AUN Health Promotion Network. The 4 networks including AUN Southeast Asia Engineering Education Development Network, AUN Business and Economics Network, AUN University Social Responsibility & Sustainable and AUN Human Rights also focus on research collaboration in ASEAN.

The development of AUN-QA had technical assistance from European at initial stage. Recently more than 140 programs in ASEAN universities have had AUN-QA assessment. Besides quality assurance, AUN-ACTS provides mobility among AUN partners. On the basic operation, each member annually grants 5 outbound full-time scholarships for one semester to another host universities in different countries in ASEAN. In mobility, students should have credit transfer from the host university. The AUN partners learn to harmonize students' host and home educational systems.

AUN has started with Quality Assurance and promoting of its benefits of QA. Then

different credit systems are recognized among member countries for doing student mobility, which leads to the ultimate goal in worker mobility. This can harmonize professional qualification among ASEAN countries.

Beyond AUN-QA and AUN-ACTS, AUN plans to implement ASEAN Quality Reference Framework in the near future. This directly leads to the harmonization of professional qualifications. Since Thailand has initiated Thailand Qualification Framework (TQF) for professional requirement, curriculum, teaching

plan, laboratory plan, teaching evaluation, laboratory evaluation and curriculum evaluation. All universities in Thailand have been enforced to be under the qualification framework since 2014. A university curriculum should meet a specific profession's requirements in various industries such as medicine, engineering, accounting, law, etc. AUN-QA, ACTS and AQRF can facilitate ASEAN universities to ensure quality education, promote students mobility and enhance professional or workforce mobility.

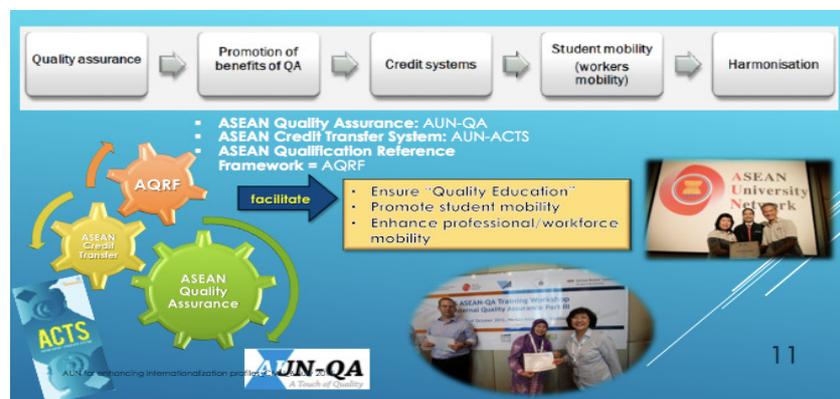


Figure 1. AUN Systems (N. Gajaseni, 2015).

Usually it is difficult to encourage ASEAN students to have mobility in ASEAN. They would like to have mobility to Europe or America rather than ASEAN. Besides Singapore, Malaysia and Philippine, English skill is the main barrier for most university students in other countries on mobility. Actually not only students but also lecturers have no incentive to have mobility. Therefore department-to-department collaboration should cover all their international programs, post-graduate research and projects activities at international recognition. The essential incentives should include financial, business facility, research seed fund, flexibility, etc.

ACTS has "Student First" operational concept. It aims at 3Es: Enrichment purpose, Enhancement of student's soft skills and Exposure of international experience to

students. The students should benefit credit earning, intellectual exchange and networking of ASEAN friends. The AUN members are working together based on "Quality Assurance" and Trust "Building" principle.

At research collaboration, it is found that Singapore and Malaysia universities perform very well at university ranking. But they internationally collaborate with famous universities in USA, Australia, England, France, Germany, China, Japan and South Korea rather than ASEAN countries. Table 1 is shown obviously the co-authorship of ASEAN members with others. Since Thailand has borders with Myanmar, Laos and Cambodia therefore many research works have been done together. There are many post-graduate scholarships granted to neighboring countries for coming to study in Thailand.



Figure 2. ASEAN Credit Transfer System Principle (N. Gajaseni, 2015)

### Rank Order of International Collaborations for Each ASEAN Member Nation, 2010-2014

Nation	1	2	3	4	5	6	7	8	9	10
<b>Singapore</b> 74,081	USA	China	Australia	England	Germany	Japan	Hong Kong	Canada	South Korea	India
<b>Malaysia</b> 69,393	Australia	England	USA	Iran	India	Japan	Saudi Arabia	China	Singapore	Pakistan
<b>Thailand</b> 44,206	USA	Japan	England	Australia	China	France	Germany	South Korea	India	Malaysia
<b>Indonesia</b> 12,761	Japan	Australia	USA	Malaysia	Netherlands	England	Germany	Thailand	France	South Korea
<b>Vietnam</b> 11,509	USA	Japan	South Korea	France	England	Australia	Germany	China	Netherlands	Russia
<b>Philippines</b> 7,599	USA	Japan	Australia	China	England	South Korea	Taiwan	India	Thailand	Germany
<b>Cambodia</b> 1,115	USA	Thailand*	France	England	Australia	Vietnam*	Japan	Switzerland	Indonesia	Belgium
<b>Laos</b> 779	Thailand*	England	USA	France	Australia	Japan	Vietnam*	Cambodia*	Sweden	Germany
<b>Brunei</b> 621	Malaysia*	USA	Australia	Singapore	England	Germany	China	India	Spain	Japan
<b>Myanmar</b> 398	Japan	Thailand	USA	India	England	Malaysia	Vietnam	Australia	China	Indonesia

\* Cross-National Collaboration Strength > .02 calculated by Salton's cosine (number of co-authored papers divided by the square root of the product of the number of papers from each nation)

For use of Salton's cosine in calculating strength of collaborations, see: Wolfgang Glänzel and Andrés Schubert, 'Analysing Scientific Networks through Co-Authorships,' in Henk F. Moed, Wolfgang Glänzel, and Ulrich Schmoch, *Handbook of Quantitative Science and Technology Research: The Use of Publication and Patent Statistics in Studies of S&T Systems*, Kluwer Academic Publishers, 2004, pp. 257-276.

Table 1. Rank Order of International Collaboration for Each ASEAN Member Nation, 2011-2014 (Thomson Reuters, 2015)

### 3. Lessons learned from EMA2 collaborations

The academic and research collaboration between Institute for University Technology (IUT), Lyon2 university and College of Arts, Media and Technology (CAMT), Chiang Mai

University has been sustainably developed by supports from Europe in the past 10 years. Since 2005, the Asia Link EAST-WEST project assisted the College of Arts, Media and Technology, Chiang Mai University in establishment including staff development, academic development, joint doctoral program

and Ph.D. research procedure. In 2009, the Thailand-EC ETHICS project helped in setting up cooperative education system with international industrial estate. Moreover the Thailand-EC SQUARE project implemented ISO9000 Quality Management System and piloted on undergraduate, master and Ph.D. Programs. In addition, the Franco-Thai Sustainable e-Tourism project provided visiting professor and research student exchange for fact finding on common research interests and opportunities in both sides.

Since 2009 till now, Erasmus Mundus Action 2 eLINK, Sustainable e-Tourism, cLINK, FUSSION and SmartLINK projects have provided mobility of students and staffs. The mobility includes undergraduate, post-graduate, doctoral, post-doctoral and staff. Furthermore, Software, Knowledge and Information Management and Applications (SKIMA) conference has been organized annually since 2006. The conference opens opportunity for meeting on research among master, doctoral, post-doctoral and professors from all who study in host or home institutes.

This allows that the staffs and students who are not in mobility projects can participate.

Furthermore, Common European Framework Reference (CEFR) has experimented with British Council, Chiangmai on 14 courses modularly delivered by visiting professors of the international program in software engineering. English skill practice in reading, listening, speaking and writing has been integrated into the computer science study program. This provides an efficient way to prepare students for mobility.

Mean while running the European projects above, Chiang Mai University has followed the national policy conducted by Commission for Higher Education in implementation of national frameworks including quality assurance, credit transfer system, qualification framework, English and IT literacy, work integrated learning and entrepreneurship. It provides readiness of Thai universities for joining ASEAN community by the end of 2015.

The learned lessons from the European projects and the Thai frameworks can be illustrated in Table 2.

Table 2. Higher Education Systems by Comparison

<b>Mobility</b>	<b>EU</b>	<b>Thailand</b>	<b>ASEAN</b>
<b>Quality System</b>	<b>QMS (ISO9001:2008)</b>	<b>EdPEX/TQA</b>	<b>AUN-QA</b>
<b>Credit Transfer</b>	<b>ECTS</b>	<b>ACTS</b>	<b>ACTS</b>
<b>Qualification</b>		<b>TQF</b>	<b>AQF</b>
<b>English and IT Literacy</b>	<b>CEFR</b>	<b>21st Century Skills</b>	<b>CEFR</b>
<b>Work Integrated Learning</b>	<b>IUT (Fr)/ U App.Sc.(Gr.)</b>		
<b>Entrepreneur</b>		<b>New Business Fund</b>	

#### 4. Next steps forward

On World university ranking such as QS ranking, the academic indicators are academic reputation, employer reputation, faculty student

ratio, paper per faculty and citations per paper for measurement of academic performance. In addition on internationalization, internationalization indicators including number of international staff, number of international

students, in-bound and out-bound students are accounted. Foreign professors and students who come over for more than 3 months can be counted as international faculties and students. For student exchange, it requires one semester study under an universities agreement.

Thus the proposition for ASEAN universities is new integrated solution of International Academic and Research Affairs as shown in Figure 3. In traditional way, university international affairs office is responsible for doing Memorandum of Understanding with foreign universities as well as scholarships from external for staffs and students. Next departments or faculties would do Memorandum of Agreement for student exchange projects in terms of credit transfer and cost sharing. There is less incentive for professors to participate. Then most student exchange projects normally are not sustainable. It can be no further well-developed into joint-degree and research collaboration at senior project, master and Ph.D. thesis levels as well as co-research projects.

To sustain the internationalization process, it needs to directly allocate some budgets with regard to the ranking indicators for examples, visiting professors, exchange students and a

number of joint-publication. It is necessary for developing some regular academic and research collaboration activities with lead universities in ASEAN and other regions. The alliance builds up a great potential for acquiring national and international funding. The ultimate goal for any leading university is usually to generate a large number of Ph.D. students and their high quality publications, which require tremendous resources. Today, a university can accomplish in academic quality and financial supports only with strong international academic and research networking.

In case of Chiang Mai University, internationalization budget has been allocated by the university for international academic and research affairs with AUN partners as well as ASEAN+3. Internal funding in terms of scholarships and seed projects is raised from the research office and the graduate school. National grants are acquired from TICA, National Research Council of Thailand and other research agencies as well as industry companies. In addition, international resources can be acquired from international communities such as EU, Japan, China, South Korea, Australia, France, UK, Germany, US, etc.

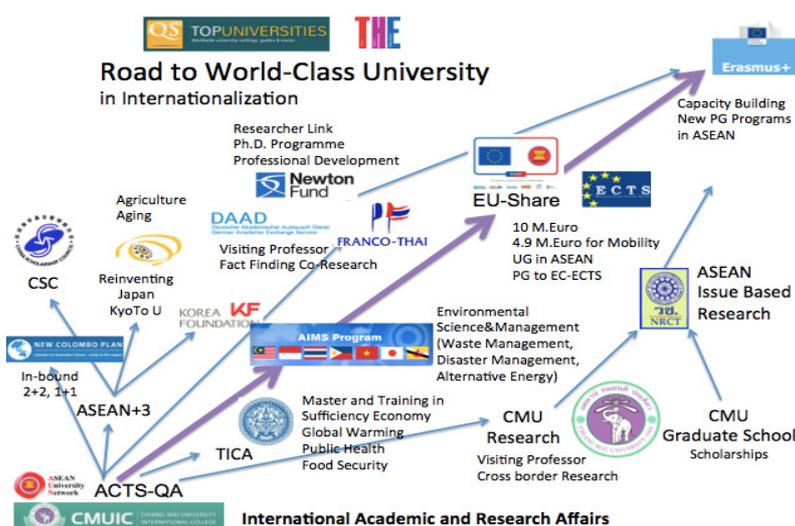


Figure 3. Road to World-Class University in Internationalization

## 5. Conclusion

International academic and research affairs are useful for leading universities to develop network with local and international strategic partners in internationalization. The budget for internationalization should be allocated enough to make ranking indicators and maintain relationship with leading universities particularly in visiting professor, student exchange and research. For mobility of staff, students and professionals, quality assurance, credit transfer, qualification, work integrated learning and entrepreneurship development systems at higher education can help ASEAN community for harmonization of education system and skilled workforce in the future. This

requires enough academic and financial incentives for students, researchers, professors, academic departments as well as strengthening their international programs by efficient mobility in all undergraduate, master, doctoral, post-doctoral and staff exchange programs.

## References

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