A Study of an International College Model in the Era of Globalisation

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Abstract

The impact of globalisation, as well as the ASEAN Economic Community, have a great influence on 21st century learning. One of the trends of higher education, especially among countries where English is not the official language, is to offer international programmes at undergraduate and graduate levels. However, the structure of international curriculums has not been studied thoroughly. Therefore, it would be useful to examine the reasons why each institution decided to choose its structure. The research aims to shed light on a suitable model of international programme management. Based on Strategic Decision-Making Process Framework, twelve questions were created as guideline in the interviewing process. Thirty-three respondents, who are university directors, deans, vice-presidents, presidents or equivalent from twelve universities residing in Bangkok and up-country, were joined in the study. By using the semi-structure interview technique, the content analysis was applied and followed by the three-step approaches. The results showed that, even in the same country, the types of educational administration are various. The opportunities and the difficulties in managing international programmes/international college are different from one another. The international college can hardly be shaped to stereotype administration. However, the definition of internationalisation of each institution should be clear. The position of the international college or international programmes should be set since the beginning in order to better see development direction, avoid the programme administration overlapping and run efficiently in taking care of international students.

Keywords: International College, Higher Education, University, International Programme, Globalisation

Introduction

The higher education system in Thailand has dramatically changed since over a decade. The impact of the globalisation, as well as the ASEAN Economic Community, have a great influence on 21st century learning. One of the trends of higher education, especially among countries where English is not the official language, is to offer international programmes at undergraduate and graduate levels. Each institution has its own learning/teaching administration system. In some universities, devoid of the international college such as Kasetsart University, international programmes are managed by the faculties while in the others e.g. Mahidol University, the international college is the unit responsible for all international programmes taught by different faculties. The structure of international curriculums has not been studied thoroughly. Therefore, the objectives of this research are to examine the reasons why each institution decided to choose its structure, and also, to shed light on a suitable model of international program management.

Literature Review

Students' decision in selecting a place to study becomes more and more complex and has been affected by the globalisation. Educational institutions offer various types of programmes in order to meet their needs. Therefore, it is seen that more curriculums taught in English are provided to attract students and to create an international image. According to Hudzik (2012), the group of people who are the key drivers to the success of the organisation comprises the institutions' top management, management team of each faculty/curriculum and the unit which provides service and supports the faculty and the international college. Hudzik (2012) also stated the factors and the reasons why

international curriculums become crucial for students as follows:

1. The main goal of universities/educational institutions is to transfer knowledge from lecturers to students in order that they will be able to apply the knowledge obtained to develop their organization, society and country and compete at the international level. This reason supports the need of international curriculums.

2. The market group of higher education does not include only students, but also graduates, society, business sector and employers. The internationalisation and the information and communication technology system development help the labor mobility. Therefore, one of educational institution missions is to prepare students' readiness to the international labor market. The traditional way of teaching using the local language might

not be as efficient as international programmes in terms of the internationalization.

3. International programmes are one of the tools demonstrating Corporate Social Responsibility of institutions through international relations and cross-cultural understanding development. The relationships between universities and international partners enhance the faculty and the university's image.

Hudson Polak and Sandstrom conducted a research on the internationalisation of the curriculums at higher education level. In their research, questionnaires were distributed to international college management team of 6800 institutions around the world. Among these institutions, there were 1,336 respondents from 133 countries. It was found out that each country or each region defines differently the international curriculums as shown in table 1 below:

Table 1 Top three most important benefits of international programme by regions

	World	Africa	Asia-Pacific	Europe	Latin America/ Caribbean	Middle East	North America
Increased international awareness	1		1	3	3		1
Improved quality of teaching and learning	2	3	2	1	2	1	3
Enhanced international cooperation and capacity-building	3	2		2		2	
Strengthened institutional research and knowledge production		1	3			3	
Enhanced internationalisation of the curriculum							2
Enhanced profile for the institution							
Increased international networking by faculty and researchers					1		
Others							

Source: European Parliament, 2015, p. 64

In this paper, it also includes an overview of the international programmes administrated by different institutions outside and inside Thailand (Mazzarol (1998), Brown and Oplatka (2006), Mills and Rudd (2008), Chmielecki, Nuak and Seliga (2012), Lepi (2014)).

1. International programmes in foreign countries

Various types of international programmes result from internal factors of each country such as government support, university readiness or the level of nation's English literacy. Therefore, in order to be able to analyse the model of the international college, the types of international programmes of the countries recognised by

their internationally high standard of their education should be studied. This group can be divided into countries with English as an official language and those with English as a second language.

Countries with English as an official language

"International programme" is differently defined among the countries where English is used across the nation as an official language for instance, United Kingdom, Canada and Australia. The size of classroom, the topic of teaching can be the criteria of some countries of this group. According to Hudzik (2012), the course provided in these countries meets the high level of internationalization (mainstream internationalisation, deep internationalisation or comprehensive internationalisation). A conclusion can be drawn from Hudzik's study that no model of international programmes can fit all the countries around the world. Each institution must find its own model of international curriculums to comply with its context and its objectives.

Countries where English is used as a second language

Finland and Japan are the countries used as case study for this group. In the past decades, many countries have experienced aging population phenomena owing to the rising life expectancy of middle age of the country, as has been the case for Finland. Therefore, higher education in Finland was reformed in 2004 by its ministry of education. The major strategy was to merge scattered higher education institutions together. The samples of successful merger are as follows:

– In 2009, the integration of three institutions in Helsinki and reestablished as Alto University. This is the only university in Finland that is now entirely using local language for undergraduate level (Aalto, 2015)

– In 2010, the merger between Kuopio University and Joensuu University, and reestablished as Eastern of Finland University (UEF, 2015).

By this strategy, the number of universities has decreased to 16. English becomes major language in every university except undergraduate at Alto University as mentioned above. However, some government policies, aiming to promote its internationalisation to the world, are contradictory. Ministry of education and Ministry of culture of Finland requested every university to create its unique image that can differentiate one establishment from another, but at the same time uniform key performance indicator were used. Eventually, universities are struggling to have their own identity (European Parliament, 2015).

The importance of educational internationalisation has been especially concerned in Japan since 1980. The Japanese government set up the Top Global Project in order that universities in Japan must improve the quality of education and get ready for being future-employee-production base (and quality graduates will in turn affect the economic growth of the nation). The government also introduced a strategy for developing the internationalisation of each institution. They aimed to increase the number of international students from 10,000 to 100,000 by year 2000. Furthermore, more funds for international center improvement, along with accommodation service and scholarships are provided to international students (Horie, 2002). However, the number of international students was dramatically dropped as shown by the statistics on international students in Japan (Figure 1).
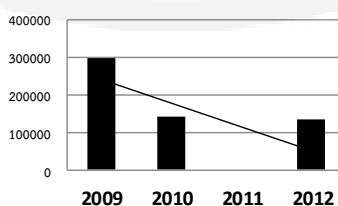

Figure 1 The number of international students in Japan

According to Japanese researchers, there were two main reasons that can explain this phenomenon. Firstly, students and parents have been blinded by a false belief about radioactive chaos. The second reason comes from natural disasters e.g. Tsunami, earthquake, volcano exposure which occur incessant in Japan. With all these reasons, Japan took a step back and less mentioned in world educational competition while Korea becomes more and more involved in international education.

The discussion on international programmes offered in the abovementioned countries shows that there is no best administration model for international college because universities and institutions differently received governmental supports. Moreover, environment and context are also diverse. Even though there is no absolute solution for internationalisation, the importance of international programme is extensively accepted and globally received attention.

2. International programme in Thailand

The research about the importance of internationalisation in Thai education context especially about the proper format for international college is scarce. OECD Thailand (Organisation for Economic Co-operation and Development) conducted a research and collected information about international programmes available across the nation in 2012 (latest information). The information about higher education students' information, higher education institutions, statistics about number of students, courses, is given respectively.

Table 2   Five top ranked international students in Thailand from 2005 to 2012

	2005	2006	2007	2008	2009	2010	2011	2012
1	China (1,615)	China (2,698)	China (4,028)	China (7,301)	China (8,993)	China (9,329)	China (8,444)	China (6,965)
2	Myanmar (489)	Myanmar (631)	Vietnam (751)	Laos (1,301)	Laos (1,254)	Laos (1,311)	Myanmar (1,481)	Myanmar (1,198)
3	Laos (436)	Vietnam (599)	Myanmar (749)	Myanmar (999)	Myanmar (1,205)	Myanmar (1,301)	Laos (1,344)	Vietnam (980)
4	Vietnam (409)	USA (521)	Laos (664)	Cambodia (984)	Vietnam (1,141)	Vietnam (1,100)	Vietnam (1,290)	Laos (833)
5	Japan (307)	Laos (493)	USA (527)	Vietnam (895)	Cambodia (1,009)	Cambodia (944)	Cambodia (955)	USA (746)

Source: Office of the Higher Education Commission, 2015

The number of international students in Thailand has continuously increasing year by year until 2010. It was mainly due to political instability and riots; United Front of Democracy Against Dictatorship in 2010, protest at Suvarnabhumi International Airport and closure of airport in 2010, Bangkok Shutdown group in 2013, and Thai coup d'état by Royal Thai Armed Forced in 2014.

Table 3   The most popular international programmes in Thailand among international students

	2005	2006	2007	2008	2009	2010	2011	2012
1	BBA (279)	BBA (1,148)	BBA (1,575)	Thai language (1,927)	Thai language (3,075)	BBA (2,340)	BBA (3,136)	BBA (2,014)
2	Marketing (267)	Thai language (832)	Thai language (1,101)	BBA (1,739)	BBA (2,376)	Thai language (1,564)	International business (1,212)	Thai language (987)

Table 3 (Cont.)

	2005	2006	2007	2008	2009	2010	2011	2012
3	Thai language (214)	Marketing (414)	Marketing (517)	English (717)	International business (960)	English (1,140)	Thai language (1,180)	International business (914)
4	English for Business (159)	International business (241)	International business (412)	International business (656)	English (801)	International business (745)	English (740)	Thai language (550)
5	Business (134)	Thai studies (230)	English for Business (308)	Marketing (521)	Marketing (589)	Thai language (616)	Marketing (565)	Marketing (465)

Source: Office of the Higher Education Commission, 2015

Table 4 Most popular Thai universities among international students

	2008	2009	2010	2011	2012
1	Assumption University of Thailand (2,558)	Assumption University of Thailand (3,023)	Assumption University of Thailand (3,011)	Assumption University of Thailand (4,179)	Assumption University of Thailand (2,661)
2	MCU* (1,329)	MCU (1,354)	MCU (1,274)	MCU (1,276)	Mahidol University (1,186)
3	Mahidol University (1,069)	Mahidol University (1,311)	Mahidol University (1,251)	Mahidol University (1.233)	Chulalongkorn University (725)
4	Burapha University (591)	Ramkhamhaeng University (632)	Ramkhamhaeng University (1,199)	Ramkhamhaeng University (1,004)	Kasem Bundit University (598)
5	Mission College** (487)	Chiang Rai Rajabhat University (549)	Burapha University (787)	Dhurakij Pundit University (625)	Bangkok University (567)

Source: Office of the Higher Education Commission, 2015

* Mahachulalongkornrajavidyalaya University

** Granted university status in 2009 and is now called Asia-Pacific International University

Research Methodology

This study aims to understand different models of international college of each university. Therefore, the sample of this research must represent the whole population and have sufficient model for being studied. To make this research become more rigid, universities without international college but having international programmes were also studied, as it had better to understand how these establishments operate and look after international students. According to the collected information in prior section, two types of universities were mainly categorised; centralised administration and international college with teaching burden. Moreover, universities are selected based on these criteria:

- long and continual year of operation
- good reputation and well recognised at local level and being accepted at national level
- have a variety of courses offered in both Thai programme and English or international programme
- considered as public or private university

Among the universities which match the foregoing criteria, there were 12 universities (public and private universities) which could be contacted at that time and

accepted to be interviewed The target sample group is the top management of the university/faculty (director, dean, vice-president, president or equivalent).

Table 5   Name of the Institutions interviewed in this research

	Name of the Institutions
1.	Burapha University
2.	Chiang Mai University
3.	KonKaen University
4.	King Mongkut's Institute of Technology Ladkrabang
5.	Mahidol University
6.	National Institute of Development Administration
7.	Prince of Songkla University
8.	Siam University
9.	Silpakorn University
10.	Srinakharinwirot University
11.	Thammasat University
12.	Ubon Ratchathani University

Results and Discussion

Based on Strategic Decision-Making Process Framework (Wheelen and Hunger, 2012), twelve questions were created as guideline in the interviewing process. Also, content validity was checked by three experts in the academic management positions. Then interview process was started between 15th September 2015 – 30th April 2016. Thirty- three respondents from twelve Universities in Bangkok and up-country were joined in the study. By using semi-structure interview technique, content analysis was applied and followed by the three-steps approaches: 1) Data Transcription, 2) Typological Analysis, and 3) Induction Analysis, consecutively.

General information was analysed and shown as Table 6 below:

Table 6   General Information

General Information		Number	Percent
Gender			
Male		18	54.50
Female		15	45.50
	Total	33	100.00
Academic Position			
Professor		5	15.20
Associate Professor		12	36.40
Assistant Professor		6	18.20
Instructor (Dr.)		8	24.20
Instructor (Ajarn)		2	6.10
	Total	33	100.00
Management Position			
University Council Chairman		2	6.06
University President		3	9.09
University Vice President		4	12.12

Table 6 (Cont.)

General Information		Number	Percent
University Assistant to President		4	12.12
Dean		11	33.33
Associate Dean		4	12.12
International Programme Director		5	27.28
	Total	**33**	**100.00**
University Type			
Public		11	91.60
Private		1	8.40
	Total	**12**	**100.00**
Location			
Bangkok		7	58.40
Up-country		5	41.60
	Total	**12**	**100.00**
Institution			
Burapha University (BUU)		1	–
Chiang Mai University (CMU)		1	
Khon Khan University (KKU)		1	
King Mongkut's Institute of Technology Ladkrabang (KMITL)		1	
Mahidol University (MU)		1	
National Institute of Development Administration (NIDA)		1	
Prince of Songkla University (PSU)		1	
Siam University (SiamU)		1	
Silpakorn University (SU)		1	
Srinakharinwirot University (SWU)		1	
Thammasat University (TU)		1	
Ubon Ratchathani University (UBU)		1	
	Total	**12**	

Results showed that about fifty five percent is female, almost sixty percent earned assistant professor academic positions or higher. Thirty four percent hold management title of Dean of Faculty. More than ninety percent work in public universities. About fifty nine percent are located in Bangkok.

By using the twelve semi-structure interviewed questions, followed by induction analysis technique, the interview results were as shown below:

Agenda 1: Role and Responsibility

Everyone put their priorities to the mission they promised to the university council and get it done either directly or indirectly toward international college. Also, they seem to agree upon supporting the faculty lecturers and staff in doing their work. Moreover, some of them pay much attention on strategic management especially focusing on international collaboration in order to strengthen their networking. For example, they are trying to create "MOU" with the international Institutions aboard. The reason is that University is forced to increase number of international student, so that international college seems to be the first place that every university council member hopes for. Last but not least is that they all mentioned about come up with new way of managing the curriculums that serve the market needs. Student

alumni network is also the key for them to extend their collaborations.

Agenda 2: Key Success Factors

They thought that the collaborations both internal and external, also domestic and international organisations would be the key success factors that bring them to reach their objectives. However, it has to be active and positive with quality assurance collaboration as well. The number of both qualified Thai and International students in each programme would be a more explicit evidence. Also, high number of high quality researches and publications would be another key success factors that cannot be denied. Others key success factors could be identified into three equal parts as followed:

INPUT

- Lecturers with high qualifications and abilities in teaching in English
- Sufficient resources, budget and income
- World Class equipment
- Quality of the curriculum
- Reputation of the programme and university

PROCESS

- Academic strengths
- International facility and environment support
- Teaching and quality assurance process
- Internship
- The support from the university management
- Collaboration among organisation within University
- Strong network

OUTPUT

- The quality of graduates

Agenda 3: Current Organisation Structure

There are different types of the organisational structures for international colleges which were interviewed. In summary, it can be classified as follow:

1. **No International College at all**. For example, Thammasat University lets each faculty run their own international programme independently.

2. **Informal structure**. This type of structure was set up for start-up project of the international programme at the beginning by the university council approval. There is only an acting director who is responsible for every task and reports to the university council from time to time, e.g. Ubon Ratchathani International College.

3. **Simple functional structure**. This type of simple structure international college is appropriate running as one or two programme. It is more formal than the first type but still there is no official position for department and staff yet e.g. Silpakorn International College.

4. **Formal International College Structure**. Its status is equal as one of the faculty in university. There are departments and supporting office including lecturers and staff of their own. However, this type of formal International College, can be further classified into two sub-categories as:

4.1 **Administrative Role only**. Chiang Mai International College and Siam International College were the international colleges that were performing only administrative role. International programme will be taught at the faculty that is ready to open the international programme.

4.2 **Teaching and Administrative Roles**. This type is also further divided into:

4.2.1 **Undergraduate Programme Offering Only**. For example: Burapha International College.

4.2.2 **Both Undergraduate and Graduate Programme Offerings**. For example: Mahidol International College.

Agenda 4: Suggested Structure

Even though, it seems that there are so many types of International College organisation structures. Everyone agreed that if the international college is able to earn sufficient incomes and have met their target student enrollment number, they would rather be autonomous unit as those other faculties in the university with flexible

and lean organisation structure. Especially, if possible, having their -own International College Board stand-alone from or link loosely to university. Additionally, since many faculties run their own international programmes, they found that foundation courses/ general courses were the difficulties of those faculties who run the international programme by themselves. So, if the international college can support the general education courses to those faculties, it would be very helpful.

Agenda 5: Strategy for short, medium and long term management

Since short, medium and long term strategies could be specifically stated, SWOT and TOWS Analysis should be analysed first. Also, situation of each international college is not the same, it is not appropriate to come up with strategies without linking back to each international college specifically. So, at this agenda the research intended to look for the general strategies in terms of directions that all the managements agree upon.

Short Term Strategies
- Manage financial stability
- Increase number of International Students
- Improve programmes and curriculums up-to-date and meet the needs of the market and international standard
- Programmes expansion in both depth and width
- Networking with both domestic and international institutions
- Create an international environment
- Recruit more high qualified lecturers
- Guarantee that graduates are hired within a year
- Increase exchange student programmes

Medium Term Strategies
- Reputation/Branding Management
- Pre-college for language preparation courses for international students

- Providing scholarship to those outstanding international students to come to study
- Academic Quality Assurance
- World class accreditation
- Having our own International Facilities and Building
- More MOU in every programme study levels (Bachelor, Master and Doctoral Degree)
- Increase number of research and publication of both students and lecturers

Long Term Strategies
- Center for Language and general education
- Stand-alone International Campus
- Going to set up the campus aboard

Agenda 6: Strengths and Opportunities

For this agenda, the researcher tried to get the insights from the respondents of each institution that is unique to it owns position. So, the unit of analysis might not be just International College itself, but might be referred to university where that International College belonged to. Also, the Interviewee might overlap between strengths and opportunities while researcher discussed with them. So, it would be useful that for the induction analysis, unit of analysis would be strict to International College.

Strengths
- Young dedicated and devoted lecturers and staff, no generation gap between them
- Specialised programme taught by high talented and qualified lecturers
- Since the size is small, it is quite flexible to manage
- Got active MOU with both domestic and international partnerships
- 90% of lecturers hold at least Ph.D. degree
- Strong financial stability
- Alumni networking

- No political issues between International College and University

- Lecturers and staff having good cooperation with International College

- Strong connection with visiting professors

- High number of academic publications

- Geographical location

- High quality of students by selection process

- The only programme provided in that location that matched with the demand of local market

- The attractiveness of the programme itself: double degrees, flexible degree (2+2, 3+1), modern etc.

- Long-lasting reputation of the International Programme itself

- World-class Quality Accreditation Standard: e.g. ACASB

- Double appointment (Lecturers can work at international college and their faculties at the same time)

Opportunities

- University's policy is quite flexible for International College to manage

- University's reputation and collaborations with other organisations assist the international college to be easily connected as well

- Globalisation

- University's infrastructures such as international housing, promotional tools and documents, and all sign are written in three languages

- The local market demands

- University supporting international student recruitment policy and resources

- University fast-track programme for outstanding lecturers and scholars who are influence in international teaching skills

Agenda 7: Weaknesses and Threats

For this agenda, it would be reported similar to Agenda 6 since the researcher tried to get the insights from the respondents of each institution that is unique to it owns position. So, the unit of analysis might not be just International College itself, but referred to university where that International College belonged to. Also, the Interviewee might overlap between weaknesses and threats while researcher discussed with them. So, it would be useful that for the induction analysis, unit of analysis would be strict to International College.

Weaknesses

- International College's facility is very old and some is unfixable

- The language skills of international students

- Insufficient promotional budgeting

- Difficulty in acquiring potential oversea International students

- Very small ratio of foreign international students in the programme

- Unqualified lecturers and staff

- Signs and information stills posted in Thai languages

- Politics in the workplace

- Lack of international environment, atmosphere

- Limited access for research database

- No budget for start-up and keep the programme running

- Location of the international college

- Non-recognition from potential students and their parents

- No further collaboration with graduates or Alumni

- Lack of business, management and marketing mindsets of Management Teams

- No past successful history to encourage potential students

- Unattractive salary and fringe benefits

- Negative attitudes of the supporting staff and lecturers

- Supporting staff's language proficiency skill is not good, which makes it difficult to communicate with either foreign lecturers or students
- Resist to changes
- Lack of sense of belonging to international college

Threats

- Unclear University's policy about International College rules and regulations, including status
- Competitions among International Colleges
- The rapid changes of market needs and workforces make the programme not well suited to the market demands
- Decreasing number of high school students going to university
- Slow process connecting with others organisations within University
- Unproductive public organisational culture
- Thailand political crisis
- Economic turmoil
- University bureaucracy
- University management team and the international college management team not get along well

Agenda 8: Root-causes of the Problems

This agenda is the most difficult one that needs careful induction analysis and the research must make sure that the respondents understand this question well. The reason this agenda is the most difficult agenda to report because it is the keys to solve most of the problems that international colleges are facing right now. Many weaknesses and/or threats mentioned before are the results of unsolved and accumulated root-causes found in this section. The root-causes are explained as shown in the following paragraphs.

1. Conflicts between University Boards and International College Management Team. It might sound unbelievable, but the researcher found that many respondents especially those in the "Dean of International College" position put it as their first and most disruptive problem in order to manage the international college successfully. The negative atmosphere did not just happen in the meeting room, it also affected throughout the process that when any issues needed approval from the university when international college could not make decision by itself till the position of either the University Board or the Dean of International College ended.

2. The unprecedented University Council Board about international Programme Policy Changes. Almost every International College is responsible for managing and recruiting international students to the programme since the establishment of International College. Up until now, some universities by the approval of University Council, had made decision to let every faculty that is ready for running the international programme, it can be operated by the faculty. In other word, the international programme has not to been taught at international solely anymore.

3. Internal conflicts among other faculties and international college in the university. Some faculties might feel that International College has special treatment such as facilities, flexible rules and regulations etc. from the University Council and especially the International College earns a lot of income and performs so many outstanding activities throughout the year. So this circumstance might cause the jealousness to other faculties.

4. Negatives Attitudes of the Management Team. Nowadays, everything is changing so fast, so does the educational community. However, to make this change happen, the leader of the organisation needs to push it forward. Unfortunately, the researcher found from the interview that many respondents told that the most difficult thing to change was the management's attitude to accept the new concepts and many times they were anti-the changes strongly. This organisational culture prohibited the adaptability of the staff and lecturers to the new technology and knowledge that they would like

to have it implemented in their work places. Of course, this is not a good condition for growth and development at all.

5. Very Tight Regulations and unattractive Incentives. Even though, International College is set up for the needs of the University Council and the market. But many times the managements feel that they have to manage the organisation under the very tight university regulations and at the same time to hire the talent staff and high qualified lecturers to work with is almost impossible due to the unattractive incentives and salary comparing to private university that seem to be totally flexible and competitive than public university.

Agenda 9: Preventions

In reality, the above root causes cannot be avoided. But, the solution is to honestly discuss and find ways to improve it by all stake holders. There is no fast track to reach the solutions. Sometimes the management team needs to be patient, open-minded and use their experiences to solve the problems. Also, some suggestions are listed below that would be useful:

- Need to fix problem with university council to change the rules or regulations to make it more competitive and flexible: e.g. International College has money but cannot be spent on hiring the talent and high qualified teacher due to university regulations do not allow to do so for the market rate
- Offer scholarship to current talent students to further their study to Master and or doctoral degree and after graduation, they have to work for International College for sometimes
- Hiring more visiting professors to create high quality publication and teach at the same time
- Be prepared, and do things when ready, and keep things sustainable by using resources the organisations have wisely
- Strict recruitment criteria to ensure that staff and lecturer hiring meets the international standard

- Provide prep course for students before they start their programme

Agenda 10: Challenges

In the fast changing environment, both local and international, including academic industry, every International College also face the challenges that management needs to foresee and prepare for the coming challenges in the effective manners. Here are the lists of opinions that researcher gathered and put them in bullet points below:

- Brand building and sustainable of the programme
- How to recruit good quality students
- Diversity of students' background
- New policies from the National Education Standards and Quality Assessment and the Office of Higher Education Commission
- The gap between the management and the operational staff and teachers related to readiness and preparedness to changes
- The decreasing number of high school students enrolling university level
- Unmet ratio of foreign student in each international programme
- Level of English Proficiency of the Nation
- How to survive in the long term
- Creating international environment
- How to make people within organisation understand what are the things we are trying to do and go along with the management direction
- How to create connection with other institutions with no competitive tension
- How to create harmonisation among faculties, campus, programme
- How to create creditability and knowledge regarding the programme and target students
- How to create a success story/positive experience so that we could tell/sell stories

- How to reach the objective of the international college

- To assure the same strength and standard as worldwide well-known university such as Harvard

- Management visions, partnerships, higher standard and return to society at last

- Active MOU and keep the networks connected and sustainable

- The Ministry of Education should set the rules that all university must have international curriculums and all faculties must offer international programmes

- Building human resource around 50 people graduated from well-known universities with age less than 40 years old to run the international college

- Integrate international academic and research affairs to become one

- Build positive collaborations between International college and other organisations within university

Agenda 11: Management's Expectation towards International College

This is the ultimate dream of any management teams at all levels either directly or indirectly related to what international college expect to see.

- World class Stand-alone International Campus

- International College as a business foundation to create 100% internationalisation atmospheres

- Get more students both from domestic and overseas

- Diverse faculty members for conducting research and teaching environment

- More networking with other countries

- Diversity of students, faculties and staff and programmes

- Real international environment

- International College is the general education center for all international programmes

- Fully support from University Council Boards and University Management team

- Students graduated from International College can get a job and work in the international market

- More academic collaborations between Thai lecturers and international lecturers

- Want to see the harmonious atmosphere of the team such as between lecturers and supporting staff or between Thai and foreign lecturers

- Take in high qualified students to enroll in the programme

- Everyone who works in the international college loves international college

- Create family and friendly environment so that students, staff and lecturers will get along well

- More autonomy of management by international college management team

- World class standard like Harvard, MIT

- To be the Educational hub, involve more in the ASEAN regions

- Keep the curriculum up to date

- Make the happy workplace environment

- To have residential college to internationalise the environment

Agenda 12: Management's Suggestions

Finally, the interview had come to last but not least agenda. We let the respondents give any suggestions to make international college ideal. The list of suggestions are shown below:

- Keep good relation with the university management team and partners, prepare time and efforts for managing the college as planned

- The success of international college highly depends on supportive organisations

- Must have it own identity and uniqueness

- Keep moral and ethics within workplace is very important

- Those who manage international college should have prior international experience

- Alumnus may be considered as a great tool to create a relationship and connection with their graduated university

- Do not follow other's footstep. Do what we can do best with what we have is the only way to succeed

- To be successful, we should think outside the box. We will then have our own identity which makes us different from others

- Educational organisations should focus on language mastery both in writing and speaking, cross-cultural knowledge as well as scientific knowledge

- The most important component in International College success is "Unity"

- To build sustainable International College, they should have passion and competency

- The management team should improve " Internal Relationship Management"

- We should reconsider whether KPI's of the University really meets KPIs of the society

Conclusion and Recommendation

The results shown above have managerial implications as follow. In order to manage and run efficiently an international college, its own uniqueness and identity are the most important component. Secondly, the support from the management team and partners are vital for a long-term success. Therefore, the "captain" of an international college must be the person who has prior international experience and can put his/her efforts in managing the college as planned. Alumni can also be a great asset to help building a relationship and connections with their graduated universities. Furthermore, it is seen from the information provided above that, even in the same country, the types of educational administration are various. The opportunities and the difficulties in

managing international programmes/international college are different from one another. This is because each institution has its own uniqueness in terms of their background and its university policy. The international college can hardly be shaped to stereotype administration. However, the internationalisation should have a clear definition once the internationalisation policy has been initiated. For some institutions, it may not be limited only to the English-speaking zone, but also including the place where international students study Thai or Chinese programme for instance. Therefore, the position of the international college or international programmes should be clearly set in order to better see development direction, avoid the programme administration overlapping and run efficiently in taking care of international students.

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