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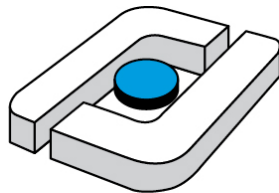
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The Master in Research and Innovation in Higher Education (MARIHE) is an Erasmus Mundus Masters Course offered by a consortium of Danube University Krems (Austria), University of Tampere (Finland), Beijing Normal University (China) and University of Applied Sciences Osnabrück (Germany).



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BACKGROUND INFORMATION ON THE CREATION OF THE MASTER THESIS READER

Each year a master thesis reader as a summary of the cohort/year is published as an e-book. Therefore additional to the master thesis each student writes a “special summary” of the thesis, which is an extract of the thesis. This e-book is a collection of summarized master thesis produced as a final and individual research project within master’s course Research and Innovation in Higher Education, leading to graduation from MARIHE program.

The structure and the aims of the summarized master thesis give the insight into the research background, methodology, key findings and recommendations of the each master thesis project.

For further reading the full master thesis texts are available on the following web addresses:

- In the library of Danube University Krems accessible on the following link - <http://bit.ly/1erZ17l>.
- On the MARIHE web page accessible on the following link - <http://www.marihe.eu/insidemarihe/marihe-e-book-series>.
- The Reader is published in "EPUB" format, which can be viewed using the (free) software Adobe Digital Editions accessible on the following link: <http://www.adobe.com/at/solutions/ebook/digital-editions/download.html>.

INTRODUCTION OF MARIHE PROGRAM

In Europe as well as in other regions of the world fundamental transition processes are taking place in the systems of research, innovation and higher education: from regulation to deregulation and competition, from steering to market, from administration to management. Higher education and research institutions need highly trained experts who are able to analyse these new contexts and who have management and leadership skills to deal with the changes. The Master in Research and Innovation in Higher Education (MARIHE) is an Erasmus Mundus Masters Course offered by a consortium of Danube University Krems (Austria), University of Tampere (Finland), Beijing Normal University (China) and University of Applied Sciences Osnabrück (Germany).

MARIHE provides students a unique opportunity to develop a sound understanding of higher education systems and university development around the world. Students have the opportunity to study in at least three different universities and countries. During an internship provided by international enterprises and organisations they get insight into fields of practice.

As an Erasmus Mundus Masters Course, MARIHE is supported by the Erasmus Mundus Programme of the European Commission. By these standards, it is one of the leading master programmes in Europe. MARIHE addresses university graduates that want to pursue a career in the higher education and research sector as managers, administrators, consultants, policy analysts, researchers and decision makers. Possible employers are higher education and research institutions, public bodies such as ministries for science and education, enterprises specializing in education, think tanks and non-governmental organizations. Graduates of MARIHE are able take the lead in the future management and development of research and innovation in higher education.

International and European reform agendas have recently focused on a number of measures that are argued to lead to the modernisation of higher education as a sector and turn the higher education institutions into strategic organisational actors to develop countries and societies. The programme supports the development with respect to the professionalisation of institutional leadership and management functions accompanied by an emerging training and support structure for institutional managers and leaders. MARIHE is a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third-Countries. In addition, it contributes to the development of human resources and the international cooperation capacity of higher education institutions in Third Countries by increasing mobility between the European Union and these countries.

The curriculum of MARIHE reflects on three perspectives on the change logics involved in the worldwide developments in higher education and in higher education institutions:

- the perspective on Systems in Transition, focussing on general developments and on globalization and regionalization (Europe, Africa, Americas, Asia) in higher education
- the perspective on System-Institution-Interaction (e.g. funding of research and innovation)
- the perspective on Institutional Change (e.g. “change management”).

Furthermore, modules on Theoretical Background introduce fundamental issues of higher education management. Another emphasis is given to Transferable Skills (e.g. research methods, presentation skills, languages).

For more information on the MARIHE program, please visit the program’s website:
www.marihe.eu.

DIVERSITY AND CONVERGENCE IN HIGHER EDUCATION: AN ANALYSIS OF TUNING EUROPEAN UNION AND TUNING LATIN AMERICA INTERNATIONAL COOPERATION PROGRAMMES

Layla Jorge Teixeira Cesar

BACKGROUND

The present research focussed on Tuning EU and Tuning LA international cooperation programmes. The objective was to debate how the adoption of common frameworks for curriculum redesign impacts on the processes of higher education differentiation, taking the preservation of cultural diversity into consideration.

Behind this inquiry there is a sense of social justice. The main premise assumed here is that preserving cultural diversity is fundamental for guaranteeing different social groups have their rights met. It was also assumed as a premise that cultural diversity can only be expressed in higher education in a heterogeneous system, where different institutional types are allowed to exist in a horizontal way.

Tuning programme proposes competence-based education as a common framework to harmonise higher education, enhancing learning mobility. It aims at redesigning curricula, focussing on an outcomes-based, student-centred and competence-based learning. This implies changes and adaptations of teaching and learning methods, as well as the development of common quality assurance frameworks to guarantee the comparability of the implemented curricula. While pursuing change, Tuning affirms to value and respect cultural diversity.

The structural changes proposed by Tuning, however, could push institutions to sameness, decreasing a higher education system's heterogeneity. Verifying this relation was the main concern of the present thesis. The goal was to identify if the elements presented by data revealed indications that the redesign proposed by Tuning could affect institutional differentiation.

Two types of institutional diversity were considered for the present analysis: programmatic and procedural diversity. They regard the degree level, area, comprehensiveness, mission and emphasis of programmes, as well as the differences in the ways that teaching, research and services are provided. Other diversity typologies were defined in the literature review section.

The implementation of Tuning occurs at the level of departments and sets of programmes. This analysis, however, argues that the effects of such implementation may reshape the entirety of the systems, as the overall distribution of resources could be affected. No individual institutions were analysed. The interviewees were linked to Tuning either at programme level – in the case of Tuning's creators and coordinators in the EU – or at national level – in the case of the directors of Latin American National Tuning Centres.

It is relevant to emphasize this is not a comparative study between the European Union and Latin America. What is under analysis is Tuning programme as a whole, understood from the perspective of these two experiences of implementation. The inclusion of a second region out of the EU adds to the research for it magnifies the intercultural dimension. This way, the tension between differentiation and the preservation of cultural diversity becomes more visible.

Latin America was preferred to other regions for two reasons: 1) it was the first international attempt at implementing Tuning outside the EU, and therefore, the oldest and most consolidated one; and 2) for the context of symbolic dependence it presents. This last aspect could be found in the cooperation between the EU and many other regions, for the EU is a dominant actor in higher education at global scale. However, the historical colonial background that unites the EU and Latin America makes this dimension more evident.

RESEARCH QUESTION

Based on the processes of literature review and data analysis, the research question identified by me was the following:

Do data reveal elements indicating that the programmatic and procedural redesign proposed by Tuning could affect institutional differentiation?

The possible results foresaw were: positive impact, if Tuning would contribute to the increase of institutional differentiation; negative impact, if Tuning would contribute to the decrease of institutional differentiation; or neutral impact, if there were not identified elements pointing to a significant relation between the implementation of Tuning and the development of institutional differentiation.

THEORETICAL BACKGROUND

The two main concepts that supported data analysis were: academic capitalism, when discussing the economic elements involved; and coloniality, when referring to the specificities of the relation between the European Union and Latin America. A literature review was also conducted on the topics of competence-based education, globalisation and internationalisation of higher education, differentiation and diversity of higher education and cultural diversity.

ACADEMIC CAPITALISM

For the objectives of the present research, the notion of academic capitalism was adopted here as elaborated by Sheila Slaughter and Larry Leslie in their book *Academic capitalism: Politics, policies and the entrepreneurial university* (1997). Academic capitalism, according to the authors, refers to market and marketlike behaviours on the part of universities and faculty.

These behaviours might be expressed, among others, in the form of:

- For-profit activities on the part of the institutions;
- Institutional and faculty competition for moneys;
- Focus on research for marketable products, a perspective on teaching as human capital formation;
- The organisation of the relations among higher education institutions and systems in a marketlike logic. This can be identified, for example, in the formation of higher education areas as conglomerates, and the adoption of seals of quality and rankings of efficiency. In the case of Tuning, the expressions of a marketlike behaviour become evident as the project intends to create common higher education areas, based on shared competence-based education frameworks. The next step would be adopting common quality standards, so that diplomas would become not only comparable but also valid in different parts of the globe, therefore integrating labour markets.

COLONIALITY

The term coloniality and its meanings were employed in this research as defined by Anibal Quijano, mainly in his text *Colonialidad del poder y clasificacion social* (2007). According to the author, coloniality is one of the constitutive elements of a global pattern of capitalism. It is based on the imposition of a work, gender and racial classification that justifies domination as a given condition and operates in all dimensions of social interaction.

Coloniality has spread out to all different parts of the world that had established any kinds of social relations through the logics of capitalism or modernity. In the specific case of Latin America, Quijano identifies a historical-structural dependence, for the symbolic aspects of Eurocentric domination constitute the very identity of Latin America. Every action taken in Latin America that reinforces the objectifying logics of modernity or the expansion of the capitalist system will contribute to the perpetuation of such dependence. In the present research, this issue was taken into consideration to help identify whether Tuning was understood as contributing to reinforce such logics, as The programme proposes to connect different institutions and higher education systems

through a common and universal framework of competences.

METHODOLOGY

The research object was investigated utilising a qualitative approach. The methodological framework adopted was situational analysis, as proposed by Adele Clarke (2005). Situational analysis is a postmodern derivation of the grounded theory initially developed by Glaser and Strauss in the late 1960's. These two theories share an epistemological and ontological root, as they are both nourished by the theoretical tradition of symbolic interactionism. Simply put, this involves the commitment to representing those we study in their own terms and through their own perspectives.

What sets the main difference between the two frameworks is Clarke's addition to the traditional grounded theory, replacing its undergirding concept of action-centred "basic social process" by the concept of situation-centred "social worlds/arenas/negotiations". Such change from an individual to a systemic perspective allows a better understanding of the flows of power that constitute a situation of analysis.

In Clarke's approach, it becomes clearer that there is no politically neutral situation. Any object of analysis will suffer the permanent influence of its environment. Just as well, the researchers' perspective could not possibly be neutral, as they do not privilege from an objective or external position of analysis. Researchers are always immersed in a situation themselves, and any results they find are relative to their positions in social worlds.

For Clarke, the situation of the researched phenomenon should be used as the very site of analytic grounding. This approach includes the use of an integrated theoretical framework, built in the making of the research, rather than in the pursuit of formal theory. To allow the empirical construction of the situation of inquiry, Clarke' situational analysis offers three main cartographic approaches:

1. "Situational maps that lay out the major human, nonhuman, discursive, and other elements in the research situation of inquiry and provoke analysis of relations among them;
2. Social worlds/arena maps that lay out collective actors, key nonhuman elements, and the arena(s) of commitment and discourse within which they are engaged in ongoing negotiations – meso-level interpretations of the situation; and
3. Positional maps, that lay out the major positions taken, and not taken, in the data vis-à-vis particular axes of difference, concern, and controversy around issues in the situation of inquiry" (Clarke, 2005: xxii)

These maps are intended as analytic exercises to elucidate the connections among the key elements, materialities, discourses, structures and conditions that characterize the situation of inquiry. They are built upon multiple kinds of data and forms of discourse.

RESEARCH DESIGN

In a situational analysis approach, there are no research questions defined beforehand. What mainly distinguishes this and grounded theory in general from other conventional research methodologies is that it does not begin with a theory, from which hypothesis are deduct and set out to test. Both research question and theoretical framework are data driven, that is, they are not externally imposed by the researcher, but emerge from the situation itself.

At the beginning of the study, a broad research problem is stated, based on an initial perspective of the researcher over the situation and supported by general literature. Then data collection, analysis and literature review feed into each other to refine the research scope. The result is that the theory which emerges from this process is completely tailored to the research object. The emerging theory must be developed to the point of saturation, when all elements that appeared as research problems in the situation have been met by theoretical analysis, and the collection and analysis of new data do not add to the concepts and categories developed.

Among the analytical methods offered by situational analysis, the one adopted here was that of integrative mapping and analysis¹. It consisted of two basic steps. First, grounded theory coding and analytic memoing were done using all the different data sources together. Codes were generated

in/through all of the materials, sifted and coalesced into categories.

Next, all three kinds of maps and analytic memos based on them were drafted, using all materials simultaneously. The maps generated referred to the varied data sources as constituting a whole situation. To conclude the analysis section, all maps were summarised into a single project map.

In the present research, both primary and secondary sources of data were in use. The primary data consisted of eighteen interviews with the creators and directors of Tuning EU and Tuning LA and one external specialist invited by Tuning to evaluate Tuning LA progress. The secondary data consisted of seven of Tuning's main publications regarding Tuning EU and Tuning LA experiences. Additionally to those sources, I have myself spent two months working at Deusto International Tuning Academy, in Bilbao, in May and June 2014, and attended the Brazilian Tuning conference, in August 2014.

KEY FINDINGS

Three were the main findings of this thesis:

1. The negative impact of Tuning on higher education differentiation: The results identified that there were elements from the data indicating that Tuning had an overall negative effect on the processes of higher education differentiation, contributing to its decrease. That means institutional formats would converge to sameness, increasing vertical diversity and decreasing horizontal diversity. Hierarchies among institutions would become more evident, as they would become liable to be evaluated and classified by common standards and rankings. The effect of such processes on cultural diversity is negative, as the resources are concentrated on dominant higher education models, and marginal or new institutional formats are neglected and suppressed. Only those formats that better adapted to Tuning's ideological background would be favoured by the programme. That implies Tuning would contribute to strengthening and reproducing structural inequalities of the higher education systems where it was implemented.
2. The highlighting of Tuning's ideological dimension: The discourses of Tuning's representatives, through their interviews and published materials, revealed many silences and ambiguities that evidenced the programme's ideological dimension. "Economic interests" were understood to be guiding subjects' choices, but interviewees did "not know who controls these interests". Professions were assumed to have a universal core, although no one could explain how such similarities were created in the first place. Competencebased education, mobility and employability, were taken for granted as solutions to our "globalised" era demands. For me, the fact that the arguments that justify the project are forces people could not name, reveals that these are moral and ideological options, rather than elements of "truth". The relevance in identifying the programme's historical and ideological roots is that its artificiality is evidenced. When understood as social creations, the development of competence-based frameworks and the alignment of higher education with the market loose their characteristic of inevitable fate and become a political option. No one will "fall out and behind of the running", as Tuning expressed in its books, because it becomes clear that many and diverse paths are possible.
3. The ambiguity of Tuning's discourses: Tuning is built on ambiguous discourses, parallel narratives that align standardisation and homogeneity with heterogeneity and the preservation of cultural diversity. This ambiguity has currently developed into an element of the neoliberal form of governmentality that emerges in Europe (Fejes, 2006). This type of discourse is useful because it accommodates different interests, integrating geographic spaces and populations not by overt coercion or rigid legislations, but by harmonised regulations, codes and standards. The emphasis of the neoliberal approach is on constructing self-regulative governing where the subjects are to govern themselves. Subjects are free to choose, but there is only one paradigm in offer. The choice is then reduced to adhering to it or not. This dualism is a central characteristic of coloniality and the eurocentric perspective (Quijano, 2007), and it is organised based on the promise of a prosperous future.

The control over the future is a powerful narrative that lies at the centre of coloniality and permeates the discourses on higher education in Europe. New social needs are being constantly generated and they should be anticipated and met. Of course not all actors are equally legitimate in identifying what are these coming needs. These are signalled by the market and validated through conventional

academic research, organised by prestigious institutions, voices of “truth”. Assigning the responsibility over anticipating social needs to higher education is also on the interest of such universities, as they become the guardians of the future (Fejes, 2006). As traditional universities are favoured, the biggest – and most silenced – resistance to a project as Tuning stands outside academy, not within it.

It is clear that, in many ways, higher education is held responsible for students' employability. Tuning, however, exceeds that role and intends to control the future of students in the labour market. It assumes that the potential employers that participate on the consultation process today will remain as the main ones. Or yet, it tries to identify future scenarios through its meta-profiles. Such actions, as I see it, do not refer to predicting the future, but to limiting it, controlling it to guarantee that those who are currently favoured by the market will keep on being favoured, which is of course on the interest of the professional groups that participate in the consultation processes.

The issue of funding is central in this equation. As stated in many interviews, money flows were a determinant factor for the success of Tuning. Being sponsored by the European Commission, the programme had a special advantage over poorer countries. As long as its frameworks of competence-based education were applied, Tuning proposed to finance curricular reform and promote regional integration, processes such countries would not have been able to afford otherwise.

Not only this material asymmetry hinders the possibility of national and institutional autonomy, as it also evidences that the control over academia drifts away from nation states or universities themselves. Who moves to the centre of control of higher education are the European Union's bureaucrats and experts, as EU's agencies are in position to define the procedures and quality standards that condition funding. This brings consequences to the development of professions, and to the development of universities as places of critique and identity formation by the self., that are now subordinated to the market ideologies of EU's bureaucrats.

Tuning's real impact on the higher education systems and institutions where it was implemented was never properly measured and researched. I do not want to attribute to it a disproportionate power to Tuning in changing the world around it. What must be clear is that the programme offers more than a methodology, it diffuses an ideology of higher education. Tuning is not an isolated project: it is one of the expressions of the consolidation of the relation between higher education and capitalist markets, and it adds to the streams of hierarchy and power that are anterior to it.

The impact of Tuning in strengthening and reproducing the structural inequalities of the higher education systems where it is implemented happens at international, regional and local levels. At international level, Tuning appears as an eurocentric model, connected to a neoliberal market, aiming at designing professional profiles and shaping economy's future. Any alternative economic forms are disregarded, and the dependence between “centre” and “peripheries” is kept.

At regional level, in the specific case of Latin America, the effect is the perpetuation of vicious cycles of inequality. Resources are unequally distributed within the region, and the richer higher education systems will keep their advantage, as they are already aligned with the market principles that orient Tuning.

Finally, at local level, the reproduction of structural inequalities is most evident. Marginalised groups are increasingly neglected by the higher education system, as they have no room for contributing to Tuning's model. The design of curricula aiming at competences reinforces a market oriented logic and also has implications for local culture. As Apple (1993) affirms, the curriculum is never simply a neutral assemblage of knowledge, but it is always part of a selective tradition, or, a group's vision of what legitimate knowledge is. It is the product of cultural, political, and economic conflicts.

Tuning promoted benefits to Latin America when it served as a tool for enhancing communication among countries in the region. Some of these countries would not have had the needed resources to establish such contacts otherwise. Such benefits, nevertheless, do not seem enough to me to make up for the potential loss in diversity that the diffusing of Tuning's ideals can bring.

It is not possible to identify at this point if Tuning will provoke a dramatic change in the higher education scenario, but it is possible to predict it will not break any paradigms of exclusion set by

dominant higher education models.

RECOMMENDATIONS

Given the dimensions of the present work, it was not possible to describe the economic and social conditions of the countries that constitute Latin America and the European Union. Both regions are significantly heterogeneous and, as previously mentioned, material, social and cultural differences have great impact on the development of higher education systems. A more in depth study would be necessary to highlight the specific national contexts.

For the same reason, it was only possible to reach Tuning's creators and directors, both in the EU and in Latin America. The ideal scenario, however, would be to include representatives from all specific subject areas, and evaluate if there is a difference in perspective according to each subject.

Finally, there is one big gap regarding Tuning that leaves room for further studies: an empirical evaluation of the effective implementation of Tuning has not been done yet. Research at the institutional or departmental level is necessary to measure the real impact of the programme on those spheres. There is also no empirical evaluation of students performance, to verify if the teaching of competences is actually producing a change in terms of learning outcomes, of mobility and labour market success.

In what refers to the practical consequences of this research, the most evident seems to be that it sheds light on the need of developing alternatives for enhancing learning mobility and the recognition of studies without contributing to the structural standardisation of higher education. Mobility, in itself, is a very positive aspect of education and it can bring great benefits to students and to society in general. It is fundamental, however, that it is organised taking intercultural diversity into consideration.

Student mobility, both degree and short term mobility, were already a reality before Tuning or credit systems. These are believed to increase the efficiency in the recognition of studies, but that comes with the downside of implementing common frameworks, procedures and quality standards, decreasing institutional differentiation.

It is possible – and necessary – to develop a system for studies recognition that does not imply the need for common frameworks. That seems to me a possibility for breaking with the Eurocentric paradigm and the vicious cycles of exclusion in higher education.

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A STUDY ON LOCAL EMPLOYMENT OF THE INTERNATIONAL GRADUATES IN SWEDEN

Qi Sun

BACKGROUND

Sweden faces international student crash since they introduced tuition fee to non-EU/EEA students. With the increasing concerns of attracting international graduates, Swedish government begins to aware of the importance of the employability of international graduates. Since last year on, Swedish government launched a post-study residence permit to the non-EU/EEA students. According to the information updated on the homepage of Swedish migration board, non-EU/EEA graduates are permitted to extend their post-graduation stay to half a year. During this period, the international graduates from non-EU/EEA countries could find a job or start their own business in Sweden. Without the doubt, this new policy is a considerable way to recover the attraction of Swedish higher education institutions to non-EU/EEA students (Bennet, Johansson, et.al, 2015). However, the employability at a state level is not only a matter of the Visa policy. There are other countries, such as Denmark, German, and Netherland, providing the same policies to keep their international student markets. The results of the policy are not in the similar kind. The previous studies aiming at the Nordic labor market for international students is rare, let alone a study that focus on finding out the relations between international graduates and local labor market in a certain country. Besides, the international graduates invest huge budget on education in the host countries; needless to say, they naturally will care about how much they will get back after graduation. Employment is an important indicator to measure the investment on human capital. Thus, studying employability is always an important part of the management of higher education. To this extent, the study of employability of international graduates in Sweden is necessary.

The main purpose of this paper is discussing the factors that influence the international graduates transiting from the host education to the host workplace. To make the research deeper, I will further focus on how the condition of the Swedish international labor market is and what makes the Swedish international labor market differs. The research question is: What are factors that influence international graduates to get access to the local labor market in Sweden?

The theoretical frameworks contain employability, the human capital and labor economic. In Yorke (2004) and Yorke & Kight(2004)'s work, we could found out that they do not merely definite employability as the employment. Instead, they would rather definite employability as those achievements or academic skills that could help the graduates succeed in transferring to the labor market and keeping their career prospect last long. Hillage and Pollard (1998) defined the employability as the ability graduates gained in their education process that may smooth them to acquire, maintain and obtain the employment. Knight and Yorke (2004) developed the five measurable meanings of the employability, they are: a graduate job, a consequence of 'having' key skills, a likely effect of having had good work experience, a product of skillful career planning and interview technique, and a mix of cognitive and non-cognitive achievements and representations (Knight & Yorke, 2004, p3). Accordingly, the employability should be defined as the potential for the graduates to gain mixed employable factors, through which the graduates will be easy to access to the labor market and maintain the employment.

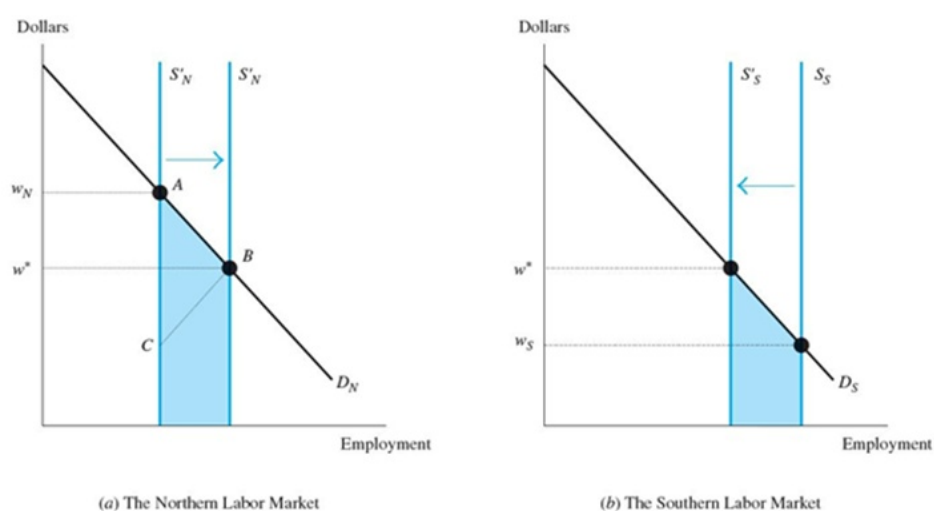
"Human capital is defined by the OECD as the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being (OECD 2007 pp.29)". In the modern study, the study in terms of human capital gradually became significance with the increasing emphasis on education. Education, as a kind of investment, is a key factor in improving the human capital. As indicated in OCED's definition, knowledge and skills are both ranking as an elements of human capital, it is clear that education is the channel for one person to gain knowledge and skills.

To this extent, the person who enrolled in the university and graduates from higher tertiary education institutions seems destined to gain a better source to acquire knowledge and skills. Thus, education is a necessary channel for a person to gain human capital. Schooling, which is one of the forms of education, is the one that cost more investment during the process of acquiring human capital. In the human capital, the subjects, the quality and level of the education all affects the results of acquiring of human capital. What makes the situation difficulties for most middle-class students are the increasing tuition fees

The macroeconomics proposed the theory model to explain the migration and labor flow between different regions. This model is also based on the supply-demand relations in the labor market,

which is also assumed by Keynesian and its followers. In general, labor market equilibrium creates matrix to balance the supply –demand chains in the labor market.

Figure 1. Equilibrium in a competitive labor market



(Source: Borjas, 2012)

As shown in Figure 1, the horizon shows the employment level, the vertical column shows the wage level in a labor market. E^* equals to employment equilibrium; EL refers to employment low, and EH refers to employment high. When demand is larger supply in the labor market, the labor market displays the productive surplus, as shown in the gray triangle), the labor market has a low employment. In opposite, as shown in the blue triangle, the labor market has a worker surplus, and then the labor market shows a high employment. However, when demand is equal to the supply, the labor market will reach the black dot in the middle, which is the labor market equilibrium.

Generally, the labor market equilibrium is quite close to what Keynesian economics are pursuing, that is the full employment in the economic system. In a situation, the labor market equilibrium and the productive surplus keeps, the wage levels will be high, and the competition in the labor market will be low. Accordingly, when a labor market keeps the productive surplus, their labor market is large enough to accept the labor migration. In opposite, the openness of the labor market to labor migration will face challenges. However, according to the macroeconomic theory, regulating the market by the nature of economic has its nature defects; the government needs to use intervention to guide the market to run on the right track when it is necessary.

To summarized, this paper will study on the international graduates' employability of the local employment in Sweden through analyzing the different potential influential factors. Those factors will extract from the previous studies and the theoretical framework. By doing so, I hope that would provide some findings on employability studies aiming at international graduates.

METHODOLOGY

Due to the nature of the paper, this paper is conducted by qualitative research. Accordingly, in my paper, the research is planned to design in a way that the narrative strategies are the main methods. The narratives would collect the main data with different individuals. The analysis will be developed based on combined information gained through these narrative materials. The expected outcomes are going to test three hypothesis based on previous studies on international employability as well as the theories with respect to employment. The instrument of my research is an interview that mainly conducted with the interviewees who have experiences in finding a job in Sweden as international graduates.

My personal view is that open-ended interview might suit my design of research. Thus, I conducted the open-ended interview based on previous studies and theoretical frameworks. The interviews based on two main perspectives: the individual competences influencing employability of international graduates and the social barriers that might block the access of international graduates to the host workplace.

Employability	Social Factors
soft skills	Visa
academic reputation	Language
communication skills	Information channel of recruitment
problem solving	Openness of labor market
functional skills	
working or internship experience	

The selection of the participants in this research follows two standards: the various ranges and ensuring the participants have stories to tell. Besides, in order to abide by the principle of human right, some personal information is automatically considered as confidential.

KEY FINDINGS

Based on the data analysis, there are several findings concluded:

1. LANGUAGE BARRIER IS ONE OF THE MAJOR FACTORS INFLUENCING THE INTERNATIONAL GRADUATES ON LOCAL EMPLOYMENT

As stated above, Swedish is the most important essence of the result of international graduates on local employment. The influences of language barriers embodied in several perspectives, including the social network integration, the information channel, the access to the labor market and their possibility to survive in Sweden working environment. This finding reflected and indicated that the importance of the language acquirement for international students again. The practical usage and the professional level of native language of the host workplace would challenge their future career in host countries.

2. VISA POLICY IS CRUCIAL FOR INTERNATIONAL GRADUATES

The visa policy is crucial for international graduates. Some of the international graduates lose their opportunity to work in Sweden before the new post-study residence permit launched. They don't have enough time to search jobs or apply jobs. The more time the graduates have, the more opportunity for them to find information, especially when the regions of their host university cannot provide enough information channels. To this extent, the other nations which are also going to charge tuition from the non-EU/EEA students should pay special attention on the relevant policy on Visa for international graduates.

3. CERTAIN EMPLOYABILITY FACTORS THAT COULD HELP INTERNATIONAL GRADUATES OVERCOMING THE SOCIAL OBSTACLE OR LANGUAGE BARRIERS HAVE MORE VALUE FOR INTERNATIONAL GRADUATES

Due to the complexity of the Swedish employment for international students, the first concerns for the graduates are how to find useful information and how to break the barriers made by the language. Besides, as most of the information channel is not transparent, the importance to obtain information from local human networks becomes important. As remarked by the data, the employability factors, such as communication skills, the working experiences, and other factors would embody their potential abilities to integrate in the local society will make the international graduates seems more suitable and sound.

Especially, all participants marked the academic reputation least useful for them to find a job. It is possible that the international graduates need to train employability aiming at exploring more network, breakthrough their integration in the local and drawing attention from the employers than emphasizing the academic reputation of the school.

4. THE ECONOMY INFLUENCES THE OPENNESS OF LABOR MARKET

The economic environment would lead to the distribution of labors variation in regions and the openness of the migration labors. Thus, the economy in the host country is also a crucial factor influencing the international graduates.

As the labor economic indicated, the demand-supply chain in one labor market determined the openness of certain labor market to the migration labor. International graduates as a part of migration labor are inevitable to face the impact of the economy.

It is general accepted that when the economic is prosperous enough to provide more demand than supply in the labor market, there will be more positions left for the migration labors. In an opposite way, even the local counter partners would face the challenge of the employment, let alone the market for migration labors. It indicated in the data that even different regions in a national follow this rule when the entire nation has a better economy; the first line cities have more opportunities for international graduates than those small towns.

In general, if international students have the intention to find a job in the host country when they decide to study abroad, they may need to evaluate the location of the university.

5. REGARDING INTERNATIONAL GRADUATES, THE SOCIAL FACTOR IS MORE INFLUENTIAL THAN EMPLOYABILITY COMPETENCES

In general, the factors influencing the employability concern many perspectives. In this paper, I focus on mainly on employability competence and the social factors. It is clear show in the data that the social factors have more influences for international graduates to survive in the local labor market than the competences, such as soft skills, interview skills or the academic reputation. It is understandable, prior to showing their competitive abilities to handle the work tasks, the international graduates peruse first to find a breakthrough to access to the labor market. Comparably, their local counter partners have no worries with respect to this issue.

Recommendations

In the stage of data analysis, I strongly felt that the social factors or social barriers international graduates facing is the biggest factor. According to the results on the interview research, prior to showing their competence abilities, it is more important for the international graduates to create a road connecting to the local labor market in their host countries. The international graduates (especially those who have an intention to find a job in their host countries) have a different situation with their local count partners. Thus, I recommend the future study on employability could make a category of the graduates group.

Besides, Finland has a plan to charge tuition to non-EU/EEA students. It is notable that if Finland does not pay attention on their relevant policies, such as Visa policy. It is possible that they will face the same embarrassed situation like Sweden did.

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TRANSNATIONAL STUDENT ENGAGEMENT: THE INVISIBLE STUDENTS?

Rebecca Maxwell Stuart

BACKGROUND

Interest in the student experience, particularly student engagement, has grown considerably over the last three decades. Student engagement has essentially become a buzzword across the higher education sector, with researchers, policy makers, institutions and students often using this term to help enhance the overall student experience. Researchers analyse this concept in a variety of ways, with some considered the factors for engagement such as student motivation and effort (Schuetz, 2008; Zepke et al. 2010). Others consider the roles of institutional structures and cultures and their impact on student engagement (Porter, 2006; Van der Velden, 2012). Yet some considers various contexts such as socio-political and environmental factors that influence how students engage (Law, 2005; McInnis, 2003; Yorke, 2006; Zepke et al., 2011). Moreover, some have analysed the benefits of student engagement, such as Ramsden (2003) who declares that it's benefits include enhancing student learning, retention and achievement. Bryson & Hand (2007) further this notion by saying that improving student engagement is a desire by almost all educators.

If we are to consider student engagement, it is also important to understand the various circumstances that this occurs. For this research, it is important to understand transnational education. Transnational higher education also known as 'franchised provision', 'offshore education', 'international collaborative provision', or 'crossborder' education, has become an important part of higher education in recent years (Huang 2007, Naidoo 2009, Smith 2010, and Woodfield et al. 2009). Scholars detailed that there are several drivers that have shaped transnational higher education and its associated quality assurance policies: first is the incorporation of more international elements into research and teaching at universities; secondly, is the ability to enable engagement in the globalized knowledge economy; thirdly, is the growth of transnational higher education in countries that used to have restrictions in place, but no longer due to trade liberalization policies; fourthly, the rise in globalization; and lastly, the capacity-building role assumed by developed higher education systems in underdeveloped or low demand tertiary education in regions (Altbach 2010, Dunworth 2008, Doorbar & Bateman 2008, Ziguras & McBurnie 2008, and Smith, 2010).

PROBLEM STATEMENT

Quality assurance and reputation play significant roles when institutions from exporting countries are deciding on transnational ventures. It has been found that some institutions, in the US and UK, have resisted temptation of setting up branch campuses over concerns of reputation and quality assurance, as they feared it would be too difficult to guarantee education of a similar quality as they are reputed for (Olds, 2008). Therefore it is important that for the HEI's that do partake in transnational ventures, that the quality is of an equal standard to that of the parent institution, and therefore that means ensuring that there is the same opportunity for the level of student engagement as is the norm within the home country. As students are key stakeholders in higher education, it is important to understand the role that they play in all aspects, including ones that study at transnational initiatives. Particularly in Scotland, where there is a culture of student engagement, it is crucial to understand the student engagement aspect of transnational provision.

RESEARCH QUESTION

The overall aim of this research is to advance the understanding of student engagement in transnational education initiatives from a students' perspective. As the study is based on the Scottish higher education system, student engagement is a significant factor in quality mechanisms at Scottish institutions (Healey et al., 2010; QAA, 2012). Indeed, through the establishment of student associations, the Enhancement-Led Institutional Review (ELIR) and Student Partnership

Agreements students are often considered as partners in the sector (Williamson, 2013). Therefore the research questions is as follows:

From the students' perspective, how do students engage at transnational initiatives of Scottish higher education institutions? As there have been little studies into transnational students' experiences, this study would give a unique insight into this area. There are many studies into how students are involved at home institutions; but what is lacking, is the knowledge of how transnational students can engage with the HEIs in order to enhance the quality of provision and the overall student experience.

THEORETICAL BACKGROUND

Little et al. (2009) argues that universities tend to emphasise the passive (consumer) role of students during student engagement discussions, rather than considering them as active (partners) in the overall university community. Baron & Corbin (2011) support this argument when debating that student engagement has 'become a quality control indicator and, accordingly, subject to formal quality assurance mechanisms, rather than a subject of meaningful dialogue' (ibid. p. 765). This highlights the fine line between paying lip service and purposeful discussions when it comes to student engagement.

It is clear from the literature that in order for there to be effective student engagement which is beneficial to both students and staff, there is a requirement for institutions to facilitate and provide support for students to engage (Bovill et al., 2011; Dunne & Owen, 2013; Healey et al., 2014; van der Velden, 2012). However, it is worthwhile to note that this does not mean a consumeristic approach in which students are perceived as customers of engagement, but rather that they play the role of co-producers of engagement (Trowler, 2010). Kahu (2013) concluded in her research into the different dimensions of student engagement that there is responsibility from all participants (the student, the teacher, the institution, and the government) to improve student engagement.

Having analysed the concept of student engagement and the terms that often are associated with it, a conceptual framework has been developed for this study (see Figure 1). It is clear that there are several aspects of student engagement, which could be considered a process where each concept is a certain level of engagement from the students. Having considered models of student participation (see Bovill & Bulley, 2011; Healey, et al., 2014; Rudd et al., 2006) the below framework has been adapted to highlight the various levels of student engagement for this study: university participation level and student participation level. The conceptual framework also identifies four student profiles that are most prevalent in the student engagement literature: consumers (Naidoo & Jamieson, 2007; hooks, 1994; Gibbs, 2012; Voss et al., 2007; Kandiko & Mawer, 2013; Hill, 1995; Athiyaman, 1997), citizens (Svensson & Wood, 2007; Thomson & Gunter, 2005), co-creators (Bovill et al., 2011; Wolf- Wendel et al., 2009; McCulloch, 2009) and partners (Healey et al., 2014; Dunne & Zandstra, 2011; Williamson, 2013; Little et al., 2009; Fielding, 2004). The reason for this conceptual framework is to understand how transnational students engage with the institution and what category they fit into – or if there is a new paradigm. Not only does the framework consider the different levels and student identities within this phenomenon, but it also highlights that student engagement practices can overlap and therefore multi-faceted (Trowler, 2010).

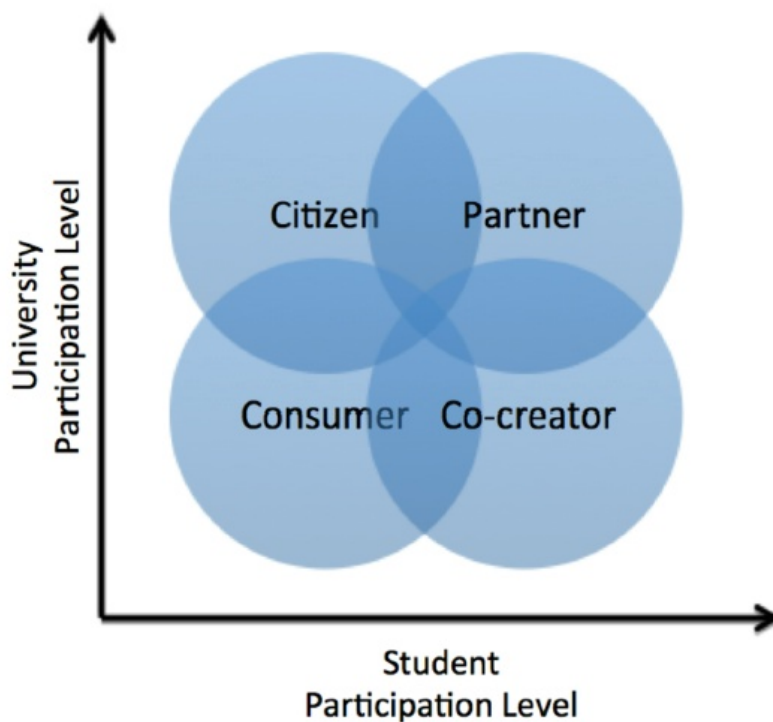


Figure 1. Conceptual Framework

Within the conceptual framework, it is important to highlight that the consumer and co-creator identities are seen predominantly within the micro-level of the university e.g. the classroom or on a specific course. At the meso and macro levels of the university, students are often considered as either citizens or partners; such as the use of Student Charters in the UK which state the rights and responsibilities of students and staff (citizens), or the use of Student Partnership Agreements in Scotland which states the university working in partnership with the students through the students' association/union (partners.)

METHODOLOGY

The selected research strategy for this study on transnational student engagement is phenomenological strategy. Phenomenological research helps to understand a common experience of a group of people and describe what the participants have experienced, how they have experienced it, and the meanings they make of their shared experience (Moustakas, 1994). Bogdan and Taylor (1975) help to illustrate this approach when they said, 'The phenomenologist views human behaviour ... as a product of how people interpret the world ... In order to grasp the meanings of a person's behavior, the phenomenologist attempts to see things from that person's point of view' (ibid, pp. 13-14). This means that by using this research strategy a greater understanding of the phenomenon that is student engagement will develop through the perceptions of transnational students. The designed conceptual framework has been used in support of this approach by structuring the 'socially constructed' student identities that are most known, and relate this to the student engagement phenomena (Denzin, 1994). In essence, the strategy for this research is to understand the experiences and perceptions of transnational students. To do this, the opinions of transnational students are fundamental to this thesis, since students are deemed as experts and their views are valid: "...students are neither disciplinary nor pedagogical experts. Rather, their experience and expertise typically is in being a student – something that many faculty have not been for many years. They understand where they and their peers are coming from and, often, where they think they are going." Bovill, Cook-Sather & Felten (2014, p.15) In total, three institutions provided contact details of students. To ensure anonymity of the institutions as well as the students, all references to the universities were under pseudonyms. University A provided contact details of students studying at two international centres, in Singapore and the United Arab Emirates (UAE). University B provided contact details of students studying at a branch campus in the UAE.

University C provided contact details of students studying at a franchised programme in India. Therefore, there were three locations and three different types of transnational initiatives used in this study. This allowed for diversity, whilst maintaining similarity through the parent institution being in Scotland and the subject area being business-related. All students that were provided by the institution were contacted via email initially, which included information related to this research project, the MARIHE programme, the interview structure and emphasis that the respondents would be kept anonymous. In total, 18 students were interviewed. All interviews were conducted via Skype and lasted between 40-65 minutes. The interviews were conducted in a semi-structured format, with a list of questions designed around the four main identities of the Conceptual Framework. A semi-structured interview approach was chosen for this study as it prevented pigeon-holing the responses, and provided the interviewee the opportunity to discuss aspects of student engagement that were most relevant to them. The interviews were designed with the purpose of understanding the motives behind student engagement, their perceptions of the phenomenon and how students perceived their identity in higher education. All interviews were audiotaped using a voice recorder application on a mobile phone. Alongside this, additional notes were taken during the interview. The researcher transcribed each interview within a week of the occurrence to ensure that it was still recent, and additional notes could be added. The transcriptions and additional notes were then coded using MAXQDA 10. As Basit (2003, p. 145) notes, 'coding and analysis are not synonymous, though coding is a crucial aspect'. Primarily, descriptive and in vivo coding techniques were utilised (Saldana, 2012). This then proceeded to categorisation of the codes into the four main identities, however the researcher discovered this did not accurately portray the responses, as the data seemed to signify illustrating the students' journey of this phenomenon of engagement, and therefore categorisation was redone. The findings are laid out in a series of categories that were discovered during the analysis through coding. They are: (a) Student engagement; (b) Student identities; (c) Quality; (d) Learning and teaching; (e) Support; (f) Feedback. This approach was preferred to dividing the findings into the four student identities that were depicted within the conceptual framework that could signal that the found categories are separate and mutually exclusive. As mentioned in the conceptual framework, it is rather the opposite as these identities are deeply interrelated.

KEY FINDINGS

LEVELS OF STUDENT ENGAGEMENT

According to the students of this study, there are two distinct aspects of student engagement: student-led and staff-led. The findings illustrates that student-led engagement is predominantly on learning and teaching, and the level of commitment and belonging of the student in regards to their education; staff-led engagement expands to encompass the whole student experience. In addition, the literature indicated that student engagement occurs at all levels of the university (micro, meso and macro) (Healey et al. 2010), yet for the students of this study, the concept generally focuses on the micro level, in learning, teaching and research. In summary, the literature has expressed a variety of levels associated with student engagement, but for the most part, transnational student engagement is low and passive, an example of this is, 'we spend very little time with the university, so we are not part of the university.' The only students that have reasonably active levels of engagement are the ones that are in some sort of representative role. However, transnationally, there is no comparison as to what occurs in Scotland, as previously mentioned.

STUDENT ENGAGEMENT IDENTITIES

For this objective, the literature that was reviewed helped to create the Conceptual Framework (See Section 2.2) which highlighted the four main student engagement identities that are most known: consumer, citizen, co-creator and partner. The two most common identities in the literature, consumer (or customer) and partner, were also the two identities that the students of this study recognised and identified with.

The other two, citizen and co-creator were not acknowledged in the findings, indeed there was very little evidence of co-creation according to the respondents.

The findings show that there were four key factors in relation to the identity 'partnership': cooperation, belongingness, student voice and advocacy. Some examples of this are the following: 'I do not view myself only: if we grow, we grow together' and 'you are a partner when your opinions matter'. Only a few students deemed themselves to be partners with the university. Considering the literature and the findings together, it can be concluded that these four factors are not being met. Summarising the students' definitions of the identity of consumer, we can see that it has two

significant characteristics: that education is a product, and that there is disengagement. For example, one student said, 'The university is proving me with something, and I am accessing it and using it and consuming it. So it basically makes me a customer.' This aligns with Scott (1998) and Naidoo & Jamieson (2007) who reflect on the passive nature of student customers due to the rise of neo-liberal governance and marketisation of higher education in recent years.

The key finding, in relation to student identities, is that the majority of transnational students that participated in the study felt resigned to the identity of consumer, although they were reticent to use it. This evidences that students want to be considered as something more substantial and be more engaged, but there is a distinct lack of opportunities and support to help develop this, for example one student explained, 'It just feels like a transaction ... if there was more engagement and contribution from the university towards me I would feel like I want to actually recruit students to [the] university'.

TRANSNATIONAL STUDENT VIEWS

There were several significant findings that highlighted the transnational student views on student engagement. The first, detailed that postgraduate students are likely to be the most passive of students due to external commitments: 'Well, I'm not a full-time [student] I have a life outside the university so it hasn't completely absorbed my life. It is something I do outside of my job.' Another reason for low engagement from postgraduate part-time students is due to the lack of services catered for this type of student, as one student representative explained: 'This is the blunt truth okay. Postgraduates are the most ignored student population on the campus.' This correlates with the idea that student engagement is staff-led or that someone else other than the student should lead it. If services are not available to postgraduate students then they will not get involved with extra-curricular activities or they will feel that they are not part of the overall community.

Another key finding evidenced that the students associated challenging studies as being of a high quality. In terms of consumerism, where students are often portrayed as wanting easy assignments and rote learning, the majority of students do not want this, which signifies that passivity is not necessarily linked to easiness. Furthering this notion, students often referred to aspects of their engagement around the concepts of self-efficacy and transformative learning.

The final significant finding, showed that there is very little in the way of student representative structures and a significant lack of communication between students, staff and the university at transnational initiatives, according to the interviewees. Since the students mainly engage within the classroom and their overall studies, there is very little participation at higher levels. This may be exacerbated due to the lack of representation and communication. Students are not aware of practices that engage them, but what is clear in the findings, is that students want these opportunities and want to engage more.

THE APATHY CYCLE

A recurring theme throughout the analysis of the interviews was apathy. This meant that there was student apathy, as they 'did not care' about getting involved. Apathy, in this case, also refers to lack of engagement. However, there was also implied apathy from staff and the university, as perceived by the students. Since the majority of the students considered student engagement to be staff-led, student apathy will be high if there is little interaction with staff. This means that if students do not have sufficient levels of interaction with their teachers or they do not find out how feedback is used etc., then they will not actively participate in activities other than passing their courses. For example, one student said that communication between students and staff was 'discouraged... other than essentials.' As the research has found that there is an element of alienation in regards to transnational students, this indicates that because transnational students are so far removed from the parent institution, there will be low interaction and this will exacerbate student apathy since there will be a level of disconnect from the overall university community. Moving on from student apathy, staff apathy will occur if students are not actively participating in classes. For example, several students mentioned that on their course there is very little debate between students and academics. Additionally, the use of 'flying faculty' means that there is less opportunity for rapport to develop between students and staff. This will signify that staff have little time to develop relationships with the transnational students and will, inevitably, spend more time on the students in Scotland due to extensive contact between the parties. Furthermore, staff apathy will become apparent when there is rigidity in the curriculum. As most of the respondents indicated that there is little flexibility in the curriculum due to it being designed in Scotland, teaching faculty appear to have little room for innovation, which may lead to apathy as creativity is stifled. Through the Quality Enhancement Framework, including the work of sparqs and the Enhancement Themes, universities are under

pressure to develop and enhance student engagement practices. In regards to transnational initiatives, the students of this study mentioned feeling alienated from the parent institution. Thus, the university will pay more attention to students in Scotland and little emphasis is on transnational initiatives. Developing this notion, this means that if there are not effective feedback mechanisms in place between the university and transnational students, there can be a sense of 'out of sight, out of mind'. This study has shown that students' perceptions of communication between staff at transnational initiatives and the parent institution is lacking, which will imply that pressure on the university to improve student engagement practices is insufficient.

Having created this apathy cycle from the findings of this study, the key question that arises is: who has the power to break this apathy cycle? How can this apathy be transformed into engagement? The findings indicate that transnational students' feel that they do not have the power for change. Rather, students' define student engagement as staff-led, ergo they look to the staff (and, arguably, the university) to put in effect student engagement practices. At first, a solution to this cycle of apathy should be for the three stakeholders to commence meaningful discussions on what support is needed from each other, and how they all believe engagement should increase. Another consideration is that the power to break this cycle may be with a stakeholder that is not in this cycle, such as government, students' associations and the Quality Assurance Agency. Ultimately, meaningful dialogue between all stakeholders – inside and outside – of the apathy cycle needs to take place, to acknowledge this apathy and work towards developing engagement.

RECOMMENDATIONS

There are two possible opportunities to expand on this research. The first is to obtain a more in-depth knowledge of transnational student engagement by interviewing staff and university management. Additionally, research could be undertaken to find out what perceptions there are about transnational students at the parent institution, to compare the results on alienation and apathy. The second opportunity for further study is to expand on this research on student perspectives on student engagement. The design of the interview questions and the conceptual framework were created for adaptability, so that they can be applied to research on any type of student, not just transnational. Therefore a comparative work could be employed to find out how different students' perceive student engagement differently, either across HEIs or systems.

In conclusion, what I have tried to accomplish in this research is to shed some light on a small, almost invisible, type of student – transnational – as well as consider how actual students define student engagement. Eighteen transnational students, from various backgrounds and level of study, participated in in-depth individual interviews to examine their experiences related to student engagement. The majority of transnational students' consider student engagement to be staff-led, and it has been found that there is very little engagement between students, staff and the parent institution at transnational initiatives as illustrated in the Apathy Cycle. One student expressed that, in hindsight, she wished she had studied her programme in Scotland rather than transnationally. Let's begin the conversation so that this student would choose the transnational programme again.

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ALIGNMENT OF GRADUATE SPECIALISATIONS AND EMPLOYMENT OPPORTUNITIES IN BANGLADESH

A STUDY FOCUSES ON SOCIAL SCIENCES AND HUMANITIES

Raihan Mahmood Kadery

STATEMENT OF THE RESEARCH PROBLEM

There is significant number of graduates in Bangladesh who remain unemployed after their graduation; and most of the graduates, who can manage employment, work in the fields which are not related with their field of study in graduation. According to the very recent report of the Economist Intelligence Unit, 47% of the graduates in Bangladesh are unemployed (Economist Intelligence Unit, 2014); and most of the employed graduates could not manage job with the alignment of their graduate specialisations (BBS, 2014). In this perspective of Bangladesh, the author has been interested to conduct research on the alignment of graduate specialisations and employment opportunities in Bangladesh.

RESEARCH QUESTIONS

It has been supported by literatures (BBS, 2014; Economist Intelligence Unit, 2014) that most of the graduates in Bangladesh are either unemployed or working in irrelevant fields of their graduate specialisations. There could be many reasons behind this mismatch between educational specialisations and working fields of the graduates. One significant reason could be the degree of integration between graduate specialisations and employment opportunities in Bangladesh that need to be well researched as no research has yet been conducted on this issue. The author has therefore set one main research question along with four following questions. The main research question is:

- What can the government, universities, companies and other stakeholders do to ensure better alignment of graduate specialisations and labour market needs in Bangladesh?

Four follow-up questions are needed to be answered prior to find the answer of main research question. These follow-up questions are:

- What is the degree of alignment between graduate specialisations and labour market needs in Bangladesh?
- What is the reason for (mis)alignment?
- How should the situation be assessed?
- What should be done to ensure better alignment?

THEORETICAL FRAMEWORK/LITERATURE REVIEW

The author has chosen Human Capital Theory and the Triple Helix Model of University-Industry-Government Relations as theoretical framework of this research. Human Capital Theory has been chosen to study competencies, knowledge, social and personal attributes, creativity and cognitive abilities of the graduates to perform labour in the field of their graduate specialisations so as to produce economic value. The Triple Helix Model of University-Industry-Government Relations has been chosen to study how the universities, industry and government in Bangladesh are working together to ensure the employment of the graduates in the relevant fields.

RESEARCH METHODS AND DATA COLLECTION

The author has selected Interpretive Approach as the philosophy of this research. Inductive Research Approach and Explanatory Research Design have been chosen by the author in this research. The author has collected most of the secondary data from different documents and publications of governmental and non-governmental statistical bureaus, and research institutions. In order to collect the primary data, e-mail interviews were conducted by the author among fifteen employers, graduate employees, and academic and non-academic university staffs in Bangladesh. The author has

performed qualitative analysis of the gathered data.

KEY FINDINGS

LACKING ACADEMIC INNOVATION AND INSTITUTIONAL CAPACITY

Academic innovation mostly depends on the innovation culture of the universities, and universities must have institutional capacity to develop innovation culture. Most of the universities in Bangladesh have neither the institutional capacity for research and innovation nor the academic innovation culture, which is one of the essentials for human capital development needed in the specialised job market.

CONNECTIVITY IN HIGHER EDUCATION SECTOR AND INDUSTRY

Connection between universities and industry through a strong Triple Helix system could act as a significant determinant determining how graduates can secure their jobs in the relevant fields of their specialisation which is almost not existed in Bangladesh.

HIGH UNIVERSITY ENROLMENT, LOW GRADUATE EMPLOYMENT

Compared to the number of graduates and constantly growing university enrolment, available graduate employment opportunities are significantly limited in Bangladesh. This has been identified as one of the major reasons why graduates in Bangladesh are not working in their fields of specialisation. In the context of very competitive graduate labour market in Bangladesh, when a graduate is offered a job opportunity outside his/her study specialisation, he/she does not even bother to think about the specialisation and accepts the offer with feeling him/herself blessed and lucky for the employment opportunity. For instance, if we compare the overall unemployment rate of 4.5 percent with the graduate unemployment rate of 47 percent (Economist Intelligence Unit, 2014) in Bangladesh, we can roughly understand how challenging it is for the graduates in Bangladesh to manage a job they deserve.

SHORTAGE OF NEW SKILLS IN NEW ECONOMY

As mentioned earlier in this paper, economy of Bangladesh has been constantly growing with a rate of 6 percent in GDP. This economic growth in Bangladesh mostly depends on its readymade garments sector as Bangladesh is second in the world in terms of garments export. Although a major part of Bangladeshi economy stands on garments industry, it is very unfortunate that university education in Bangladesh has very little concentration on that industry. The same is true in case of other major industries in Bangladesh such as leather industry, public health, micro-credit projects and so on.

RECOMMENDATIONS

Below some brief policy recommendations are presented for the policy makers in Bangladesh with the view of ensuring better alignment between graduate specialisations and employment opportunities:

- Concentration must be made on promoting innovation culture through enhancement of quality and relevance of teaching, learning and research in universities; and introduction of new funding mechanism with an emphasis on innovation and accountability.
1. Both the strategic and institutional capacity of higher education sector of Bangladesh in central and university level must be reinforced. In order to do so, government of Bangladesh primarily has to take initiatives on: Improving the strategic capacity of University Grants Commission (UGC) by firstly making it independent from the Ministry of Education, and then training the UGC staff to be more capable of making strategic plans through Higher Education Management Information System (HEMIS) and transformation of e-management of UGC.
 2. Strengthening the institutional capacity of the universities by establishing a central quality assurance (QA) mechanism in the national higher education level, and internal QA cells within the universities.

3. Promoting intellectual property literacy of the universities by offering intensive training to the university academics and Industry Research Fellows on intellectual property (IP) literacy.
 - Policy makers should concentrate on raising connectivity capacity of higher education sector in Bangladesh with research institutes and industry, and within the HE sector itself. As the means of doing that,
 1. A Research and Education Network among public and private universities, research institutes, and R&D units of business organisations in Bangladesh needs to be established.
 2. Government and other policy makers should facilitate universities and industry to jointly establish Technology Transfer Office (TTO) to create a sustainable industry-university interaction system that will facilitate the universities to work with industry in different innovation projects and create the possibilities for the universities to manage funding from the industry.
 3. The Public University Act 1973 needs to be changed by the parliament of Bangladesh to diminish the restrictions of public universities in making collaboration contracts with industry and private universities.
 4. Technological infrastructures and speed of internet must need to be well promoted if the government of Bangladesh wants to develop a sustainable connection among universities, research institutes and industry.
 - Government of Bangladesh has to accelerating the industrialisation process through encouraging the Foreign Direct Investment (FDI), initiating Public Private Partnership (PPP), ensuring political stability, developing technological infrastructures, and properly planning the Human Resource Development (HRD) processes in order to create sufficient specialised graduate employment opportunities in the labour market.
 - Universities and industry have to take joint initiatives to arrange regular job fair and offer extensive internship programmes to the graduates within the fields of their graduate specialisation, which will result better communication among universities, industry and graduates about the industry's expectation of knowledge and skills towards university graduates; and also will create guidelines for the government to formulate an effective policy to better integrate the current higher education system with the new skills required in the new economy.

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ENGLISH EDUCATION REFORMS IN CHINA: EFFECTIVE PRACTICES, EXPLORED ON THE EXAMPLE OF NEW ORIENTAL SCHOOL (BEIJING)

Pei Min

BACKGROUND

The dominant role of English as a subject in school, the frenzy of overseas study, and the increasing demand of English in the job market due to internationalisation, all this boosts the popularity of English language education and the thriving of language training industry in China. Over the past 20 years, some language training schools become successful and gain national recognition in terms of teacher quality. Unlike traditional public schools, these private for-profit organisations adopt a complete different human resource strategy for teacher management, which is similar to the practices of Strategic Management of Human Capital (SMHC), which emphasises the vertical alignment between HRM and desired teacher competencies, and horizontal alignment within HRM practices.

Among all the language training schools, New Oriental School is the the largest and most influential private training company in terms of brand recognition, and it has the largest market share in foreign standardised tests training. (New Oriental Education & Technology Group, 2014) Being the leader in training sector, New Oriental has always been emulated at how to obtain, develop, and motivate teachers with desired performance competencies.

With the growing teacher number, to improve teaching performance competencies so as to assure the quality of teachers is crucial for language training institutions to survive and thrive in the fierce competition. In Beijing New Oriental School, a series of human resource practices are employed to manage teachers. Based on this example, the study attempts to probe into the whole HRM system and measure its effectiveness in improving desired teaching performance competencies. Therefore, the research question of this study is:

How effective is HRM practices in New Oriental School in improving desired teacher competencies?

To answer this research question, Competency Model and Model of HR Alignment (Heneman and Milanowski, 2011) is used to create analytical framework, and four sub-questions are derived:

1. What are the desired teacher competencies in New Oriental School?
2. What is the layout of human resource practices in New Oriental?
3. How are these HRM practices aligned vertically and horizontally with desired teacher competencies?
4. What is the actual implementation of these HR practices?

By probing deep into the one of the most successful training schools, the research work explores what human resource practices are conducive to teacher competencies improvement, and finds out the impediment of implementation. The author hopes to offer constructive recommendations for New Oriental as well as reference for other educational organizations in China.

From the Iceberg Model of Competencies (Spencer & Spencer, 1993) and UNIDO'S Competency (2002), teacher competencies can be classified into four aspects: teaching skills, teacher's knowledge, personal traits, and teacher's motive. Likewise, these four aspects of competencies are grouped into two categories: 1) visible competencies (teaching skills and teacher's knowledge) and 2) hidden competencies (personal traits and teacher's motive).

According to the functions of individual HR practice, the study will examine HRM practices in three areas: acquiring, developing, and motivating employees. Recruitment & Selection is the HR practice for employee acquirement. According to the time a employee has worked in an organization, development can be divided into two stages — induction and professional

development. In the analytical framework, each stage represents all activities or programs for employee development. Performance management and compensation mechanism are HR practices that are used to motivate employees.

As the whole study is to analyse the relations between teacher competency and human resource management, Model of Human Resources Alignment (Heneman and Milanowski, 2011) will be used to design and structure interview questions. Vertical alignment analysis will be conducted between each HR practice and teacher competencies in the four aspects, and horizontal alignment analysis within the HRM practices will also be carried out. Additionally, actual implementation of the HRM will also be analysed as another dimension for the study to measure effectiveness of HRM on teacher competence improvement.

METHODOLOGY

The empirical research in the study is interested in an in-depth study (exploring teachers' perceived influence of HRM practices so as to measure their effectiveness on teacher competencies improvement) within an educational institution — New Oriental School. Therefore, the research strategy is a case study. From the size and position in the company, NA Department is the prototype of New Oriental School, and thus it is chosen as the case for this research.

This study is primarily qualitative in nature, and data is collected from multiple sources through interviews with one project manager, three HR representatives, and eight teachers in a 3-stage process. In the first stage, internal documents (i.e. Beijing New Oriental New Teacher training Handbook (2013)) are analysed, and pilot interviews with a project manager and teachers are carried out. In this stage, all interviews are more of causal conversation. The data is used to identify desired teacher competencies and to map out the whole HRM practices in New Oriental. After the layout of HRM is unfold, interviews with HR representatives are conducted to obtain detailed information on each HR practice. In Stage 3, structured interviews with selected teachers are conducted to collect data on their perceived influence of every HR practice and its actual implementation. Meanwhile, some teachers are also asked to describe each HR practice so that supplementary information for sub-question 2 is procured. The teachers interviewed in Stage 1 and 3 are the same, meaning that each teacher has been approached by the author twice.

After the data is collected, a transcriptive summary of all interviews are produced. The code categories were derived from the desired teacher competencies identified in Stage 1 within Teacher Competencies Model. The author first perused all the data, then highlighted relevant text (paragraph or sentences) with color coding within each HR practice. With the help of MaxQDA 11 and Numbers, the data and codes are analysed area by area, practice by practice. Based on the analysis, the interpretation of codes in each HR practice is presented and certain conclusions are made.

FINDINGS

Based on Spencer & Spencer's Iceberg Model of Competency (1993), teacher competencies are divided into four aspects: teaching skills, teacher's knowledge, personal traits, and motive. Teaching skills include all kinds of techniques and methods that facilitate effective teaching and learning, like to motivate students and to impart knowledge in a clear way; teacher's knowledge refers to command of English and understanding of the subject as well as knowledge in other fields that enriches the course content; personal traits include personalities that are conducive to teaching, among which, expression ability is most mentioned; motive here means one's love or passion for English and teaching.

The human resource management in New Oriental is comprehensive and consists of recruitment & selection, induction, professional development, performance management, and compensation. According to their functions, they can be grouped into three areas: acquiring, developing, and motivating teachers. Induction is an intense and demanding period for new teachers. Four programs (Course Auditing, Critique Seminar, Mentoring, and New Teacher Training) are developed to support the growth of new teachers, while three programs (Teacher Seminar, Incumbent Teacher Training, and Open Lecture) are used in professional development to assist their further development. Performance management and compensation system are closely connected to each other: Without basic salary, a teacher's monthly income consists of monthly lecture fee, which, to some degree, is affected by Teacher Scorecard, and bonus, which is completely determined by

Teacher Scorecard and Student Score Improvement. In addition, wage rise is decided by the whole performance management system.

From the purpose, content and teacher's perceived influence, the overall HRM is vertically aligned with desired competencies, especially in the aspect of teaching skills and knowledge.

Most teacher interviewees conclude that their motive and personal traits almost remain unchanged throughout the years in the company. Horizontally, the system is also aligned mainly by performance management's linkage with practices in compensation, induction, and professional development. According to the Model of HR Alignment, the HRM in New Oriental should be effective in improving teacher competencies.

However, the actual effectiveness is undermined by a third dimension — action dimension: the actual implementation of HR practices. In this study, quite a few problems are exposed in terms of design, organization, and regulation of these HR practices.

The next section will further elaborate the findings in three areas.

AREA ONE: ACQUIRING TEACHERS

Via various tests to job applicants, Recruitment & Selection aligns closely with competencies in teaching skills, knowledge, and personal traits. With few HR practices aiming at improving or motivating teacher's personal traits, the whole HRM system mainly relies on Recruitment & Selection to acquire teachers with desired personal traits.

AREA TWO: DEVELOPING TEACHERS

- Induction stage is very intense with four programs held simultaneously for new teachers, and some teachers are overwhelmed by the workload. Auditing gives new teachers a complete course demonstration of an experienced teacher who they can learn from and emulate in the four aspects of competencies, especially in teaching skills, knowledge of the subject, and even personal traits. Critique Seminar provides feedback and suggestions for course preparation and class demonstration, which link with teaching skills and knowledge of the course. Mentoring offers customized coaching that focuses on course content and teaching skills, while New Teacher Training introduces company spirit introduction and outstanding teachers, which greatly improve teachers' motive.

But there are a few issues in the programs implementation:

- It is not a rare case that teachers get neglected in the induction. Some new teachers fail to participate in the programs because they are not informed.
- Mentoring system is ill regulated. No direction or training are provided to mentors. Without reward or punishment mechanism, mentoring completely depends on the will and conscience of senior teachers. Therefore, how much a teacher can get from this practice relies largely on luck. Sometimes, a new teacher is assigned with a mentor that teaches another subject, limiting the mentor's help.
- New Teacher Training focuses on introducing company spirit and corporation culture, and little practical content is included. Its schedule always conflicts with some new teachers, who are college students in the last semester. This makes this so-called compulsory program end up with not so satisfying participation rate.
- Compared to induction period, fewer programs are designed for teachers' Professional Development: only two are open to all teachers and they assist only a little in their competency improvement. Teacher Seminar provides a platform for ideas exchange on issues related to teaching and course content, which is linked with teaching skills and knowledge, Incumbent Teacher Training and Open Lecture concentrate on widening teachers' knowledge in other fields and touch a bit on teaching practice. But most teachers improve competencies mainly through real-life teaching after the induction period, thus in general, they are not at all closely aligned with the desired teacher performance competencies.

Besides, there are also some issues in the implementation:

1. Teacher Seminar benefits teacher little in improving competencies, and it is organized separately by subject-teams, but some teams barely organized (i.e. vocabulary team organizes only 1-2 times a year).
2. Incumbent Teacher Training is effective in enriching teachers' knowledge, but it is limited to a small number of teachers.
3. Though opened to all teachers as a supplement to Incumbent Teacher Training, Open Lecture is largely ignored. Few teachers participate or even pay attention to it. Schedule conflict is the main reason for low attendance rate.

• **AREA THREE : MOTIVATING TEACHERS**

In the area of motivating teachers, all indicators in performance management are aligned with teacher competencies. Teacher Scorecard is effective in stimulating new teachers to improve teaching skills and knowledge, but its effect fades away as one teaches longer in the same subject, since their score is getting stable. As classes are getting smaller in accordant with the market demand, the reliability of Teacher Scorecard is challenged. Newly introduced Student Score Improvement effectively motivates teachers to adjust course content and add after-class service, but its data collection system is far from perfect and its corresponding bonus is lagging behind. Linking with principle of wage increase, contribution assessment has a bit effect in motivating teachers to participate more actively in some programs in development area.

Therefore, a teacher in New Oriental, once hired, grows quickly through various programs in the intense induction period, provided that s/he is not neglected and has no time conflict, and is motivated by Teacher Scorecard to continue improving desired competencies. But for further development, supports from the company is insufficient and ineffective. As s/he teaches longer and the classes gets smaller, motivation power from Teacher Scorecard gradually subsides. To continue to improve desired competencies relies largely on one's self-motivation and personal effort.

RECOMMENDATIONS

AREA ONE: ACQUIRING TEACHERS

- In Recruitment & Selection, besides teaching skills and knowledge, more attention should be given to the hidden competencies—personal traits and motive — of the job candidates. Personality test can be included in the selection process, and more situational questions for personal quality assessment can be designed.

AREA TWO : DEVELOPING TEACHERS

- In induction, organizers or responsible persons for the four programs should communicate before they set up the schedule to avoid time conflicts and deadlines overlap, so as to increase the participation rate and lower the burden of new teachers on some specific days.
- Hiring specialists and HR representatives for programs in induction should strengthen communication. Once a teacher is hired, his/her information should be forwarded to respective program organizers, in case any one gets left out.
- Mentoring, as an efficient practice to cultivate new teachers, should be regulated by the department. First, mentor should be carefully selected based more on teaching skills and sense of responsibility. Department should guarantee that mentors teach the same subject as the new teacher in order to maximise the effect of mentoring. Second, mentors should receive guidance and training in terms of what and how to couch. Third, reporting system should be in place. For example, every time after the mentoring, whatever form it is, a report should be sent to a responsible person. In addition, a mechanism of rewards and punishment should be established, assessing the output of mentoring. A mentor should be rewarded for the couching time investment or when the mentees achieve high score in Teacher Scorecard for the first time. Likewise, senior teachers invited to Critique Seminar should also get trained and receive financial support.
- Apart from company spirit and corporation culture, more practical content related to teaching and course design should be included in New Teacher Training. The weekly training can be organized during the evening rather than day time to minimise the schedule conflict, since most new teachers are college students in the last semester.

- In Professional Development, a series of systematic programs should be developed according to different stage in a teacher's teaching career: different programs or activities should be available for teachers in each corresponding year. For example, more programs and activities should be organized, such as experience sharing conference and competitions on teaching and oversea visit and training opportunities. In the second year, specific training should be designed. Besides, Course Auditing should be available to all teachers. This will encourage more senior teachers to prepare for new courses and improve teacher's knowledge. At the same time, it makes mentor allocation easier when a senior teacher can teach more than one subject.
- Teacher Seminar should also be regulated more by the department. For example, a minimum number of sessions can be set up, lest some subject teams fail to organise this gathering.
- Incumbent Teacher Training should open to bigger audience, and the company should make sure that teachers with over 5 years of service have participated in this program.
- Open Lecture should improve advertisement and adapt its timetable to the schedules of more teachers. Before inviting speakers or lecturers, a questionnaire on lecture themes should be issued to find out the most popular topics. To encourage higher attendance, Open Lecture can be listed in the contribution assessment, further strengthening HRM horizontal alignment.

AREA THREE: MOTIVATING TEACHERS

- A new motivation mechanism should be designed to replace Teacher Scorecard for smaller class and for senior teachers. Student Score Improvement should be introduced to other exam-oriented course programs besides TOEFL. But a reliable pretest system should be developed to guarantee the accuracy in reflecting students level. New Oriental can establish cooperation with ETS (Educational Testing Service) and co-develop a pretest paper, and invite ETS experts to introduce grading system. In addition, once the students score data is collected, bonus should be issued on time. The proportion of Contribution Assessment on pay rise principle should be enlarged to further boost its motivation power.

FUTURE RESEARCH

Based on the study, the author would like to propose some possible topics for future research.

- The feasibility of this HRM system to be adopted for language teacher management in public education institutions.
- Since few HR practices in the study help to improve teacher's hidden competencies (motive and personal traits), it might be interesting to study on how weak performers in these competencies improve these areas.
- As one interviewee contends that programs in induction are not necessarily conducive to a teacher's final achievement, a follow-up research can be a comparison study on the final achievement of teachers who were absent in induction programs and those who were not.

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COOPERATION WITH INDUSTRY AT A VIETNAMESE TEACHING UNIVERSITY

Nguyen Thanh Tung

ABSTRACT

Vietnamese higher education is of low quality and irrelevance to the need of the industry and society. The key to solve this predicament is the close cooperation between universities and industry. However, since the system is comprised of mostly teaching institutions with low research capacity, promoting university-industry cooperation at those institutions should be the priority. To do so, understanding how cooperation with the industry works at teaching HEIs is necessary, which is also the investigation focus of this study. The study uses the qualitative approach, specifically a case study with primary data collected through semi-structured interviews with various actors at a private teaching university and the ICT industry in Hanoi. Secondary data were gathered through a wide range of documents to provide context as well additional evidence. The data analysis was performed concurrently with the collection phase. The analytic strategy used in this study is mainly relying on existing theories and analytical framework, supplemented by themes emerging in coding process. The key findings are: The case university (ICTU), a teaching one and a result of UIC itself, does not produce new knowledge, thus it focuses on responding the need of human resources of the industry as a base of cooperation with cooperative education and placement of students/ graduates being the two most important and substantial forms of cooperation. Nonetheless, by having a will and exploiting the existing knowledge, it started to have entrepreneurship activities. Less prestigious than research ones, in order to be appealing to students and the industry, the university has had to be more active, aggressive and innovative in setting up and developing cooperation with the industry. Also, it has been involving academics and students in the cooperation, who have their own motivations/ benefits and difficulties, which are not always compatible with those of its own and the industry while Government and Intermediaries play an insignificant role. Nonetheless, cooperation with the industry at ICTU has been considered successful and could be a best-practice to other universities in Vietnam thanks to strong motivations from both sides, ICTU's advantages as well as benefits perceived by all actors/ stakeholders. That being said, the barriers such as lack of resources, decreasing quality of teaching and learning, communication, and costs/risks of UIC, need to be addressed to enhance the cooperation. Finally, the findings showed that UIC has a recursive nature and is a process of continuous adaptation as the outcomes of previous cooperation will affect back on subsequent actions of cooperation, and that universities themselves can be an open innovation entities as a way of enhancing UIC.

BACKGROUND

PROBLEM STATEMENT

In Vietnam, though the importance of university-industry cooperation (UIC) is widely acknowledged it still remains weak. In terms of teaching, Vietnamese universities rarely look for what is happening and changing in the industry to design their curricula; in fact, the curricula used by Vietnamese HEIs are mostly outdated (K. Harman & Bich, 2010). In terms of research, according to a survey by World Economic Forum in 2011-2012, Vietnam just scored 37.3 out of 100 on university/industry research collaboration (Dutta & Lanvin, 2013). This insufficient (or lack of) cooperation with industry leads to the irrelevance of Vietnamese academia to the economy and society, their own crisis and the slow innovation of Vietnam.

It has been argued that the main reason is the remnant of Soviet influence, that Vietnam academic systems is categorized into two groups, based on the division of functions: HEIs for teaching and training, research institutions for research (Ca & Hung, 2011). As a consequence, universities in Vietnam are mostly teaching universities, with weak ability and capacities for research (G. Harman & Ngoc, 2010; Hayden & Thiep, 2010). However, not being a research university cannot impede a HEI to have strong cooperation with the industry since there are myriad aspects of cooperation beside research or research-related activities (Davey, Baaken, Galan Muros, & Meerman, 2011; Ranga et al., 2013). Moreover, although there have been many efforts to promote research at Vietnamese HEIs, not all can and should turn into research universities, especially in the foreseeable future. Thus, it is necessary to understand how the cooperation with the industry is conducted at Vietnamese teaching universities, to identify the barriers and provide recommendations to promote

UIC. However, there is a research gap on the UIC in developing countries and at non-research HEIs. This research will focus much more narrowly on the UIC at a teaching HEI in Vietnam.

RESEARCH QUESTIONS

Hence, the main research question of this study is: how does the cooperation with the industry work at a Vietnamese teaching university?

To answer the above question, it is necessary to broke it down into the two sub-questions:

- What are the state, elements and processes of cooperation?
- What are the factors influencing the cooperation?

In addition is the question: what can be done from the university's side to enhance cooperation with the industry.

THEORETICAL BACKGROUND

UIC as a part of third mission, regional development & innovation system

Schoen et al. (2007) define third mission as 'university's relationship with the non-academic outside world: industry, public authorities and society'. Among those non-academic actors, the industry is the most important. The reason is that most of third mission activities are towards or collaborated with the industry and even many other activities towards other actors are also channeled through the industry. Besides, contrast to the view that third mission 'developed from research activities' (Laredo, 2007), it can develop from non-research activities (Marhl & Pausits, 2011; Molas-Gallart et al., 2002; Montesinos et al., 2008).

More studies have found the positive influence of HEIs on the region and even HEIs as the driving force of the regional development (Goddard et al., 2010; Göransson & Brundenius, 2011; Lester & Sotarauta, 2000; Rutten & Boekema, 2009). Among the interactions between universities and the region, the interaction with industry/ business is the most mentioned and considered the most important part as it creates more jobs, boosts economy, improves absorptive capacity of local actors, revives the industry and particularly ignites or enhances the regional innovation (Gunasekara, 2006; Hatakenaka, 2004; Chatterton & Goddard, 2000).

In innovation systems, universities are often seen as a knowledge producer and provider as well as a hub of knowledge exchange and linkages, hence they are highly able to promote innovation (Lester & Sotarauta, 2000; Nilsson, 2006). As innovation refers to the application of knowledge, the main actor here is the industry/business. Therefore, the relationship between the knowledge provider (universities) and user (industry) is central. The UIC is more pronounced under open innovation paradigm (Chesbrough, 2003; Perkmann & Walsh, 2007) which enables knowledge to freely flow into industry where it can be applied.

In sum, scholars agree that UIC is important and central in renovating the university, creating innovation, contributing to economic and social development of region and society. However, the focus is on the knowledge creation and transfer from the university to the industry and other actors of the society, which is not a strong suit of teaching universities.

Types, elements and factors of UIC

So far no literature that focuses on categorizing the non-research-related cooperation can be found but types of UIC at teaching HEIs can be collected from various sources. They are: movement of students/ graduates to the industry (Cohen, Nelson, & Walsh, 2002; Schartinger, Rammer, Fischer, & Fröhlich, 2002); lifelong learning (Davey et al., 2011; Brimble & Doner, 2007); cooperative education (D'Este & Patel, 2007; Brimble & Doner, 2007); entrepreneurship education (Ranga et al., 2013); academic mobility/ staff exchange (Davey et al., 2011); consultancy (Perkmann et al., 2013); entrepreneurship (Davey et al., 2011); informal interactions (Cohen et al., 2002); facility sharing (Schartinger et al., 2002), and governance (Ranga et al., 2013).

As in the case of classification, most of the studies focus on the motivations/ benefits for cooperation in research or technology transfer. From literature, for the industry, motivations and

benefits are: to improve the business (Davey et al., 2011); to seek solutions/ consultancy (Mora Valentín, 2000); to develop/ upgrade human capital (Benneworth, 2001); to seek business opportunities or access a pool of innovative ideas from young students (Ranga et al., 2013); to enhance reputation Mora Valentín (2000); to Access to university facilities (Ranga et al., 2013); and to response to government policy or actions (Mora Valentín, 2000). For HEIs, they are to generate third stream funding, to enhance research and teaching, to achieve third mission, to bolster reputation, to benefit stakeholders, to improve governance; and to respond government/ politics (Benneworth, 2001; Davey et al., 2011; Mora Valentín, 2000; Ranga et al., 2013). For academics, D'Este & Perkmann (2010) identify four sets of motivations: commercialization, learning, access to in-kind resources, and access funding. Siegel et al. (2003) and Mora Valentín (2000) add reputation as a factor that drives academics to engage with the industry. Recently, benefits for students has been paid more attention to with two studies on UIC in Europe and in the U.S. listing learning, skills improvement and employability as main benefits for students (Davey et al., 2011; Ranga et al., 2013). Benefits for society have been much mentioned in literature on third mission and entrepreneurial university (Bramwell & Wolfe, 2008; Chatterton & Goddard, 2000; Clark, 1998).

There is no research on the disadvantages (costs/risks) of UIC in teaching and learning. However Slaughter & Leslie (1997) and (Bowles & Gintis (1975) argue that close liaisons with business and industry could turn academia into human capital factories rather than places that truly educate and transform individuals. Related to the concept of costs and risks is barriers. The perceived costs/risks of each actor are in fact a type of barriers (López-Martínez, Medellín, Scanlon, & Solleiro, 1994). Other types of barriers includes differences between universities and industry; lack of resources; communication; faulty of governance and management; limited absorption capacity of the industry and the region (Davey et al., 2011; Geisler & Rubenstein, 1989; Mora Valentín, 2000; Ranga et al., 2013).

Davey et al. (2011) argue that overcoming barriers is not sufficient to realize UIC unless there are high drivers and facilitating mechanisms that motivate actors to do so. There are three main groups of those driving factors: relationship drivers including mutual trust, commitment, integration, compatibility, satisfaction and experience (Bruneel, D'este, & Salter, 2010; Davey et al., 2011; Tyler et al., 2007); the presence of effective legal frameworks and policies, and the presence of intermediary entities (Mora Valentín, 2000).

Although intermediary entities and other actors/stakeholders can play important roles, most of literature identifies the industry and the university as two main actors/ stakeholders in the cooperation. Interestingly, studies often portray students as a passive stakeholders and describe what impacts UIC has on them rather than what students can do and what impacts they have on UIC. When government comes to the scene, the Triple-Helix model is useful to explain the relationship between these three major actors (Etzkowitz & Leydesdorff, 1997). However, it faces some limitations when applied to teaching universities in developing countries as pointed out by (Cai, 2014; Rodrigues & Melo, 2013).

UIC in developing countries

Although limited, most of available literature has consensus on the separation between academia and industry as well as the difficulties and obstacles that developing countries are facing in promoting UIC (Brimble & Doner, 2007; Innovation Policy Platform, 2014; Nezu, 2007; Reddy, 2011; Tran, 2006; Widiawan, 2008). These difficulties are even more severe than in developed countries due to some limitations of universities and industry in developing countries (Innovation Policy Platform, 2014).

The industry in developing countries, for the most part, does not have absorptive capacity and demand or interest for research and new technology (Innovation Policy Platform, 2014; Reddy, 2011; Widiawan, 2008; Wunsch-Vincent, 2012). On the university side, most authors state that the lack of research/ technological/ innovation capacities is one of the most severe problems (Innovation Policy Platform, 2014; Reddy, 2011; Widiawan, 2008). However, World Bank (2010, p165) states that innovation can and should be fostered through education and training because it 'built a population receptive to innovation, able to tap into and absorb the sources of global knowledge, and creative in terms of technology and entrepreneurship'.

METHODOLOGY

RESEARCH DESIGN

The research uses the qualitative approach, specifically a single case study. A private teaching university (see Box 1) is selected to conduct the research due to its unique position regarding UIC. The industry cluster in focus is ICT in Hanoi, Vietnam. The rationale for this design is the research question how a contemporary phenomenon, UIC at a teaching university, works, which is explorative and descriptive and can be well answered by case study method and this complex phenomenon related to various actor cannot be manipulated or controlled during the study, which meet the criteria for case study stated by Yin (2008).

The chosen case is a unique case which has quite an extensive cooperation with the industry while UIC at Vietnamese universities generally is extremely little or inactive. It was also established recently so it is revelatory case with events/ links being easily traced back.

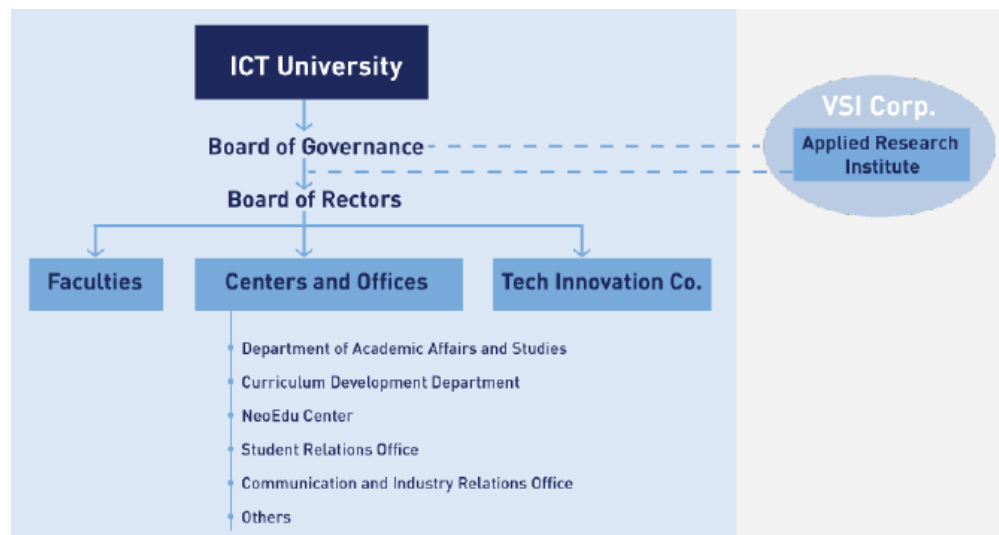
Box 1. The chosen case: ICT University

General profile

- A private university, established in the second half of 2000s, based in Hanoi (the main campus is located in a Technology Park)
- Specializing in Information and Communication Technology
- Co-founded and invested by a corporation, VSI Corp., to address the issues of human resource deficit in the ICT field (VSI also established an applied research institute which is co-managed by ICTU)
- Developing fast with more than 6 000 active bachelor degree students at the moment, most of them studying fields related to ICT
- Going for massification rather than being elite, research-intensive institution.
- Having extensive cooperation with the industry compared to other HEIs in Vietnam.

Structure

This organizational chart has been simplified to emphasize the UIC. Details of units and their relationships are provided in section 4.2 and 6.4.



DATA COLLECTION

Both primary and secondary data were collected, among which the former is considered the most essential for this study. In total, there were 22 semi-structure interviews conducted with various subjects. Since the study is to explore UIC mostly from the university's perspective a majority of subjects are actors inside university including leaders/managers, academics and students. Additionally, some industry partners were selected to provide a more comprehensive view in this regard and to better construct validity as this is a necessary source of evidence. Secondary data were collected through a wide range of documents in multiple forms (ICTU's strategies, policies, web,

social media, and curriculum; government's policies and laws; and mass media) to provide context as well additional evidence.

DATA ANALYSIS

The data analysis was performed concurrently with the collection phase. The analytic strategy used in this study is mainly relying on existing theories as described in Yin (2008, p129-130), i.e. the analytical framework, supplemented by themes emerging in coding process.. The analytical framework (seen Figure 1) is drawn on literature review and adapted from the University- Business Cooperation Model devised by (Davey et al., 2011) during the project of studying on the cooperation between HEIs and public and private organizations in Europe.

The model comprises several elements, which fall on 3 levels. At the top is the result level. It is the cooperation realized after actors/stakeholders have acted through '4 pillars', at action level, in order to make university and industry cooperate with each other. These actions or attempts are influenced, amplified, facilitated, filtered or impeded by various factors such as motivations, drivers or barriers at factor level.

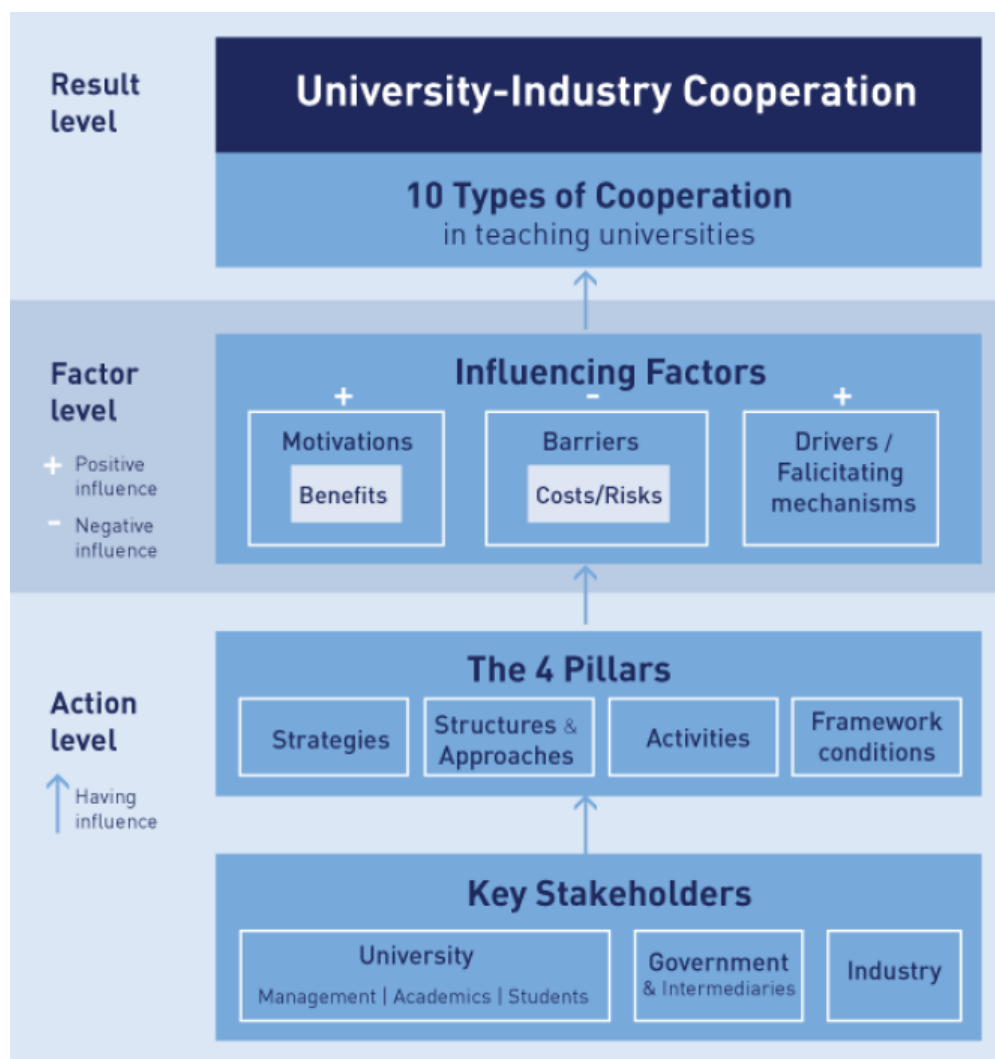


Figure 1: UIC Model adapted from Davey et al. (2011)

The process of data analysis of the study followed the step suggested by Creswell (2013). First, all the interviews were transcribed. Second, the raw data in form of transcripts were read carefully by the researcher in order get a general idea/ meaning and if necessary, follow-up interviews/conversations with participants would be conducted to get more information. Third, data were coded, using predetermined codes generated from the literature and the analytical framework. Nonetheless, during the coding process, some emerging codes were identified and rendered the

coding process restarted. At the same time, secondary data was coded by content. The results of both types of data coding were the descriptions of the setting and context of the case and the themes. Consequently, these results were selected, synthesized and organized to construct a cohesive narrative of the case.

KEY FINDINGS

WHAT ARE THE STATE, ELEMENTS AND PROCESSES OF COOPERATION WITH THE INDUSTRY AT THE CASE UNIVERSITY?

Despite a teaching university, ICTU still implements significant cooperation with the industry in a variety of forms. In terms of active cooperation, the two most important types of cooperation, understandably, are related to the teaching/ training mission: cooperative education (embodied by the on-job-training semester, and industry-based & oriented curriculum) and placement of students/graduates. Other important types are governance, staff exchange and informal interactions. Surprisingly, ICTU showed that teaching it can have entrepreneurship activities (consultancy services or incubation of start-ups) although they are still in their inceptions at ICTU. On the other hand, students and academics independently participate in the industry, which is considered as passive cooperation from the university's position. Although, to a limited extent, ICTU capitalizes on this type of cooperation to enhance teaching and learning as well as to boost UIC, it still does not have a systematic and strategic approach to promote and utilize passive cooperation effectively.

The findings showed that both academics and students are very important actors and stakeholders in UIC with great impact and stakes. However, only the former were perceived as the ones contributing to active UIC. Even students themselves considered them as passive. Nonetheless, there have been examples for which, students were active in bridging the university and the industry. Government and Intermediaries play a minor role, or even no role in this case and is assumed to be so in other cases in Vietnam.

Consequently, as a very strong and rapidly developing industry in Vietnam, the ICT industry took the lead by creating its own university (ICTU), which afterwards has taken over the leading role to generate and boost UIC. Despite the fact that it is a part of the industry, at its core, ICTU is a university and has been reaching back to the industry to make its teaching and learning more relevant to the industry. It was found that ICTU assertively initiated UIC, using multiple methods including paying for some relationships or using sales/ marketing and PR tactics. The cooperation is initiated from both personal relations and formal procedures, among which, the former is considered more effective and significant than the latter.

ICTU has made several strategic instruments to support UIC. The relevance to the industry is clearly stated in its mission and vision statements as one of its core value. Furthermore, close cooperation with VSI is the form of vertical integration strategy of two organizations. Additionally, there are some new strategic policies in teaching and learning to promote UIC at ICTU. However, ICTU has no policy to encourage individuals to participate/ commit in UIC, which to some extent makes existing strategies, regulations and policies less effective. Another problem is the structural approach of ICTU is not cohesive and does not support strategy. ICTU has been creating decentralized units to address each aspect of UIC but it lacks effective coordination between units. On the industry side, most of the firms do not have strategic and structural instruments to support UIC. The most popular unit dealing with relations to academia is the HR office. On the government side, it recognizes the importance of UIC in laws, agenda or in mass media but no framework conditions/ policies to regulate or promote UIC. In the short term, ICTU can manage without the government support to promote UIC and it has less competition in this regard. In the long term, no support from government would result in insufficient and weak human capital for the industry, which in turn would result in a weaker industry. Eventually, it would affect negatively ICTU.

WHAT ARE THE FACTORS INFLUENCING UIC ?

The first set of factors is motivations of and benefits for actors/ stakeholders, which influence positively the cooperation. The industry participates in cooperation with ICTU mostly because of the need for greater and better human capital (sometimes with lower cost). Other motivations and benefits such as profit, solutions/ consultancy seeking, reputation or students' ideas are present but not significant in the case of cooperating with a teaching university. The university consists diverse actors and stakeholders, thus its motivations and benefits normally are manifested in those of

students and academics and in learning & teaching improvement. However, in the case of ICTU, one of its main motivations is to enhance their reputation, in order to recruit more students as it is a private university and implementing the massification strategy. Motivations and benefits of academics are highly diverse: diversification of activities either because of intrinsic motivation (passion, hobby) or to seek additional income or more opportunities; self-improvement and performance improvement by immersing into another environment; reputation enhancement; and response to the university's policies. Students at ICTU mostly are considered passive actors in UIC, thus the main reason they participate in UIC is that it is compulsory in the program. Some students are more active by engaging more than they are required, or helping connect ICTU and firms because they are aware of the vast benefits including better employability and future opportunities, improvement of knowledge and skills, better orientation of future career, positive change of mentality and attitude, and financial support. For society, the cooperation solves the dilemma in human resource existing in Vietnam: unemployment of and the shortage of skilled workforce in the industry, which leads to benefits such as: optimization of the social resources/ cost in training workforce and improvement of productivity of the industry and region.

The second set of factors is barriers to the cooperation. Lack of resources from both sides (partly due to another barrier, lack of engagement from industry as they do not allocate sufficiently resources due to lack of awareness of the importance of UIC.); decreasing quality of teaching and learning, and communication within and outside ICTU are the highest barriers. Unlike research universities, differences between ICTU and the industry are not much pronounced. Nonetheless the disparity between theory-oriented and practice-oriented mindsets still impedes the UIC. In addition, the difference in remuneration schemes makes the personnel exchange more difficult. Furthermore, in the case of ICT field, there is a vast difference in the attitude and capacity to change between the industry and the university. Some other issues also need to be addressed such as limited absorption capacity of the industry, and the faulty of governance and management of ICTU. In addition, there are some minor or potential ones as they were assessed by ICTU itself not severe at the moment, including internationalization/ academic colonialism, lack of research capacity, heavy dependence on a single firm, corruption and bureaucracy at state-owned enterprises. Moreover there are situational barriers for academics such as: gender, age, prior experience/ or lack thereof in the industry, field of study, position/ work tasks, and attitude. Finally, costs/risks are in fact a type of barrier to UIC, which have been often neglected in literature. For ICTU, cooperation with the industry incurs considerable costs for ICTU including transaction costs and personnel costs. UIC also might entail the risk of ICTU becoming a human capital factory, which favors short-sighted education. For the industry, costs and risks of UIC is still little compared to benefits. However, similar to ICTU, firms have to pay transaction/ personnel cost for UIC activities. Additionally, there are some minor risks such as risk of no return on investment, confidentiality breach, clash of corporate culture, distractions from the main activities, and projects delayed due to incompetent students. For students, the most serious risks are forming a short-sighted vision about future career and what to learn and losing interest in the field. To a lesser extent, some students face the risk of losing time/ opportunities to learn or to pursue other interest and the risk of being abused by the industry.

Drivers/facilitating mechanisms are also supposed to influence positively UIC. ICTU's successful relationships with some firms, especially with VSI Corporation, are partly because of mutual trust, commitment, integration, compatibility, satisfaction and experience. Effective legal frameworks and policies from the government should be a driver for UIC. However, as aforementioned, such frameworks and policies do not exist yet in Vietnam. Regarding intermediaries, at the moment ICTU and its partners use no third parties to come together and make cooperation. Interestingly, located in a Hi-Tech park should have been an advantage for ICTU but it turned out the park's location has made the cooperation more difficult.

HOW DOES COOPERATION WITH THE INDUSTRY WORK AT THE CASE UNIVERSITY ?

In summary, for the most part, the industry expects two things from academia: source of human capital and new knowledge. As a teaching university, ICTU does not have a competitive edge in research and not produce new knowledge, thus technology transfer or research collaboration is not existent or not strong at ICTU. Instead, ICTU focuses on responding the need of human resources of the industry as a base of cooperation. Consequently, cooperative education and placement of students/ graduates into the industry are the two most important and substantial forms of UIC. Other forms such as governance, staff exchange or informal interactions are means to reach that end.

Nonetheless, ICTU case proves that there are possibilities for teaching HEIs to have entrepreneurship by having a will and exploiting intelligently/ innovatively the existing knowledge. As a teaching university, less prestigious than research ones, in order to be appealing to students and the industry, ICTU has had to be more active, aggressive and innovative in setting up and developing cooperation with the industry; and to be an open innovation entity. Also, it have been involving academics and students in the cooperation, who have their own motivations/ benefits and difficulties, which are not always compatible with ICTU's and the industry's. Nonetheless, cooperation with the industry at ICTU has been considered successful and could be a best-practice to other universities in Vietnam thanks to strong motivations from both sides, ICTU's advantages as well as benefits perceived by all actors/ stakeholders. That being said, the barriers need to be addressed to enhance the cooperation.

RECOMMENDATIONS FOR FUTURE RESEARCH

REVISITING THE ANALYTICAL FRAMEWORK

There is a limitation of the analytical framework: it cannot accommodate the recursive process nature of UIC. The findings indicated that UIC does not end at the result level. Instead, the outcomes or results of the previous cooperation will be a reflection and reference for subsequent UIC, which influences the expected benefits and barriers, which in turn might encourage or discourage actors to take/ modify actions. Their actions to some extent could change the dynamics between them. The framework also does not show the dynamics between three main actors, which is easy to visually be incorporated. Considering these limitations, it is suggested to improve the model as it can be seen in Figure 2.

AREAS FOR FUTURE STUDIES

Most of studies do not describe and explain how and why a cooperation between university and industry is initiated or comes into existence. In a narrative fashion, the results of this study showed that there are multiple routes through which UIC is initiated. However, it requires further studies at larger scale to produce more generalizable results and conclusions at conceptual level (theories). This is of importance to understand better the process of UIC so that it can suggest how to initiate UIC where UIC is little or non-existent.

Another interesting finding from the result proved that the case university is an open innovation entity, which is employing several open innovation models to improve its curricula and programs. This might not be new since the open innovation paradigms do not exclude any organization or entity but firms are the most popular subjects for scholars studying open innovation. It is suggested for future research to shift the focus on to other types of organizations especially on HEIs to gain insights on how HEIs can employ this paradigm, which models they can implement, and which implications it can carry for HEIs.

In addition, since this is a case study on the overall aspects of UIC the investigation is of more breadth than depth. Therefore, future studies could elaborate on a single aspect, which is not addressed enough here or in other studies. Furthermore, this study inclines to the university's aggregated perspectives, thus perspectives of the industry and individual actors (students or academics) could be areas for later investigations. For example, a study could concentrate on the risks/costs of UIC for academics perceived by themselves.

Finally, this study could be a pilot study for a large-scale study with diverse universities and industries, which could help the government in policy making for better UIC in Vietnam.

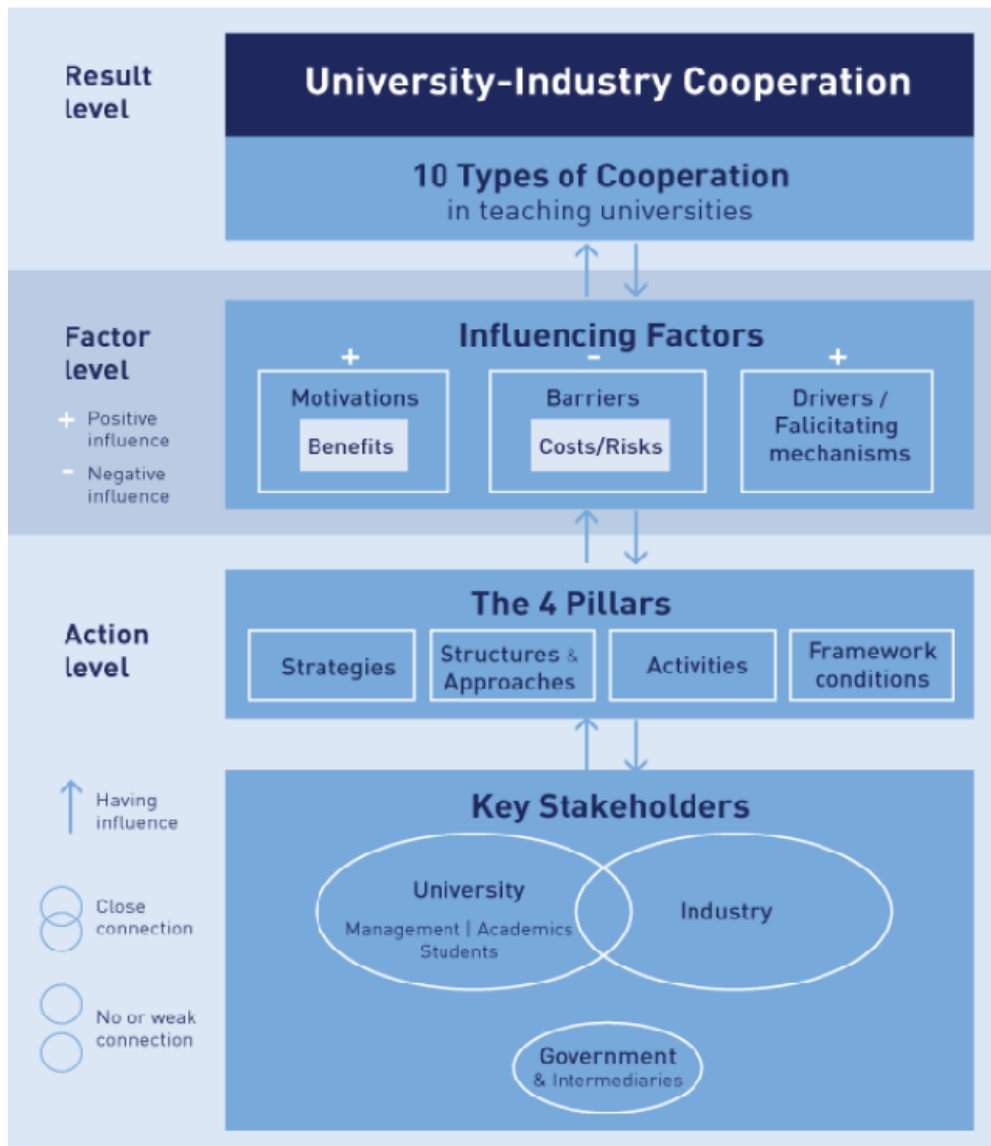


Figure 2: Revised UIC Model, adapted from (Davey et al., 2011), using the ICTU case to illustrate the dynamics of the three main actors.

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THE INFLUENCE OF ERASMUS MUNDUS ACTION 2 PROGRAM ON THE INTERNATIONALIZATION IN SERBIA: A CASE STUDY OF TWO SERBIAN UNIVERSITIES

Milos Milutinovic

BACKGROUND

PROBLEM STATEMENT

Perhaps the best way to describe the current predicament the Serbian higher education institutions (HEIs) are facing would be to paraphrase the Bard: to change, or not to change, that is the question. Yet, as with the Danish prince, the real question is not whether, but how: how to change? How to reconcile the conflicting forces that on one side strive for sameness and on the other ask for uniqueness? How to internationalize, but retain your specificity? The aim of this thesis is not give a definite answer, but to explain in more detail how two HEIs in Serbia have reacted to external pressures of internationalization and how it impacted their reality; what choices they made along the way, and where did they finally arrive – if they have arrived anywhere.

In Europe, the Bologna process and reforms that followed it, including the increase in mobility between European HEIs, have profoundly influenced HE systems and put the internationalization in the spotlight (Brandenburg et al., 2014). Internationalization and mobility have become one of the priorities of EU; not surprising considering the amounts of public funding that have been used to support these programs (Brandenburg et al., 2014; European Commission, 2007; Flander & Klemenčić, 2014).

In the last 10 years Serbian HEIs have undergone major changes since Serbia joined the Bologna process. Unlike in EU countries in Serbia the mobility rate remained very low due to the fact that Serbia as non-EU member state does not have access to funding for mobility programs. Research also suggests that the decentralized nature of Serbian universities – with faculties as separate legal entities – is the main reason for lack of real reform and strategy (Turajlić, 2004, 2009). Funding and governance are the main issues researchers of Serbian HE have been complaining about, along with the lack of relevant data (Babin & Lažetić, 2009; Turajlić, 2004, 2009; Vukasovic, 2009; Vukasović, 2014). When EU decided to expand Erasmus Mundus (EM) program to include credit mobility with Erasmus Mundus Action 2 in 2008 this presented Serbian HEIs with an opportunity to internationalize.

Serbian HE could be described as non-internationalized considering the factors such as that there are hardly any English-taught programs; that outgoing mobility is well below 1 percent of the student population and that is mostly degree mobility; that the number of incoming mobility is even lower; and that foreign academic staff are virtually nonexistent.

RESEARCH QUESTION

With all of the above in mind, this research set to explore the impact of the EM program on the internationalization practice in Serbian HEIs, using the case of two institutions that participated in EM program from 2008 to 2014. The aim is to show what kind of push and pull factors influence the success of the internationalization process. Hence the main research question that this thesis will try to answer is:

How has participation in Erasmus Mundus program influenced the view and practice of internationalization in two Serbian HEIs ?

In order to understand the topic in more detail, the thesis will also pose two additional sub-research questions:

- What are the main enablers and blockers to this practice of internationalization ?
- How might the experience in Erasmus Mundus Action 2 contribute to further enhancement of internationalization in these two universities ?

THEORETICAL BACKGROUND

Internationalization and globalization are frequently used, but less understood words (Altbach & Peterson, 1998; Scholte, 2005). They have the tendency to “mean different thing to different people” (Knight, 1999, p. 13). One recent definition of internationalization in HE starts from the classical Jane Knight formulation (Knight, 1994, p. 3) and expands on it saying that is “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society” (Hunter & de Wit, 2015).

The effects of participation in Erasmus program have become an interesting topic for researchers and funding bodies alike. Studies conclude that Erasmus has become a very important factor for internationalization of HEIs and that the participation in mobility has gradually raised awareness. Study by Brandenburg et al. (2014) shows that cooperation and number of mobilities are positively correlated and that rely on Erasmus for funding also enabled some HEIs to focus their internationalization strategy on cooperation with EU partners. Study on Slovenian participation in Erasmus (Klemencič & Flander, 2013) revealed a strong symbolic meaning of participation in Erasmus, but less visible change, as well as great differences within the same institution. They concluded that “it is not Erasmus that drives the internationalisation of Slovenian higher education, but it is a strong internationalisation strategy (both national and especially institutional) that creates enabling conditions for the full utilisation of Erasmus and its contribution to and impact on internationalization” (Klemencič & Flander, 2013, p. 10).

Pervasive motives for internationalization can vary according to the institution, but can generally be divided into four categories: economic, academic, political, and social (Knight, 1999; Williams & Evans, 2005). These rationales are by no means mutually exclusive and their individual importance and weight may differ from country to country and depend of the current context (de Wit, 2013).

The open system perspective emphasizes the open-nature of the organization, which interacts with its environment (Scott & Davis, 2007). That means that the organizations are highly influenced by the environment they are in. That environment can be political, economic or social in nature or can be represented by other organizations. In this sense many researcher view universities as open systems (Bess & Dee, 2008; Pfeffer & Salancik, 1978; Weick, 1976). For the purpose of this research I have used the modified two-dimensional perspective of institutional strategy of internationalization from Davies (1995) (see Figure 1).

Using the list of enablers and barriers of internationalization adapted from Knight and de Wit and Green (Green, 2007a; Knight & de Wit, 1995a) I compared them with the Davies’s dimensions in order to try to better understand the situation at two case institutions. List of enablers includes: Support from the management, involvement of critical mass of staff, involvement of international office, adequate funding, regulations and strategies, and incentives. On the other hand the blockers are: Lack of support from the Institutional leaders, lack of institutional strategy, absence of coordination and connection between activities, lack of funding, curriculum is not internationalized. In order to better understand the changes and why attempts to instigate an enduring change fail at universities, I have also employed the three-step change model developed by Lewin (1947).

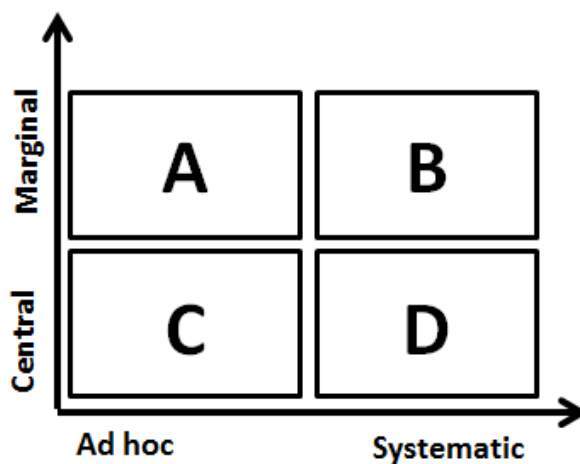


Figure 1: Dimensions of internationalization; adapted from Davies, 1995

METHODOLOGY

Considering the timeframe and scale of this thesis, I have decided to utilize the qualitative case study research method. This method is also considered most appropriate when dealing with 'what' and 'how' questions and allows to understand experiences and attitudes of people towards certain phenomenon (Creswell, 2003). The method of exploratory case study has been widely used in HE research as a "classic approach to small scale research" (Tight, 2012). Two main reasons for the choice of research method revolve around the contemporary nature of the research phenomenon and the process nature of the object of study where the boundaries between the case study institution and environment are not completely clear (Yin, 2009).

In total 16 in-depth semi-structured interviews with representatives of two case universities (including current and former rectors, vice-rectors, deans, vice-deans and representatives of international office) were used as the primary source of data for the thesis. Secondary data in the form of official policy documents (on state or university level), adopted internationalization strategies, statistical information on mobility, and reports were also used when possible in order to confirm or rebuff the information obtained from the interviews (Marshall & Rossman, 2006). The two case institutions, University of Novi Sad (UNS) and University of Nis (UNI), were selected due to their similarities and differences in internationalization approach.

Throughout the process of data collection attention was paid to data storage and documentation. All interviews were taped and conducted either live or over Skype. Interview questions were developed and sent to each interviewee beforehand. All interviewees are anonymous and are only mentioned by institution.

There are two types of limitations regarding this thesis: firstly in the way research was conducted and secondly in the research task as such. Time constrain was major factor influencing the research process as the study schedule only allowed about five months for thesis completion including theoretical and practical part. Although methodology employed in the scope of the study limits the degree of generalization, there are lessons to be learned by other HEIs seeking to initiate internationalization process thorough participation in mobility programs. There were some issues with obtaining secondary and statistical data, as the collection procedures vary from institution to institution. The availability of some of the intended interviewees, as well as their interest to participate, partially influenced the final list of participants.

The topic of the thesis explores new territories in the context of Serbia since no such research has been done before. Considering the possible scope of research and the thesis not all topics could be explored in full detail.

KEY FINDINGS

For both case institutions analysis suggests that internationalization is not a key priority area – particularly on the faculty level – and that there are many obstacles to establishing a well-running sustainable system. Thus, both institutions have remained in the A quadrant of Davies' institutionalization matrix even after some seven years of participation in EM program. However, the degree of change and the direction of change at UNS has been much stronger oriented towards quadrant B and to lesser extents towards a more strategic approach. UNI has only made small steps in the desired direction and mainly in the recent two years (see Figures 2 and 3).

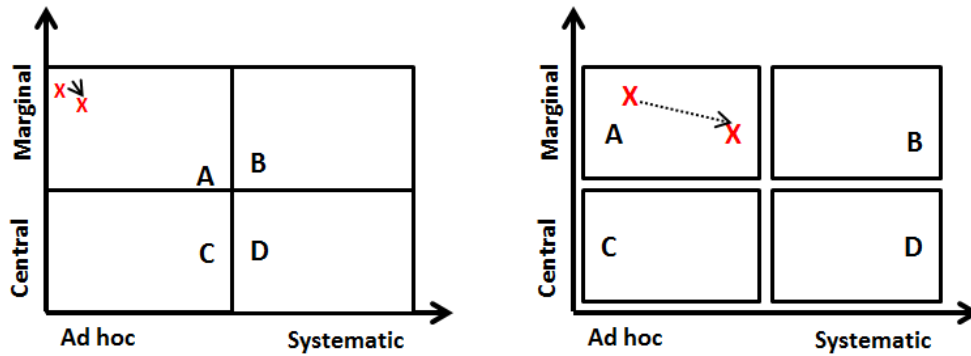


Figure 2: Position of UNI at the end of EM program (adapted from Davies, 1995)

Figure 3: Position of UNS at the end of EM program (adapted from Davies, 1995)

UNS has started the process with more experience and more established role of the central administration and this can be considered one of the deciding factors that enable it to better utilize the opportunity the EM program has presented. Therefore, UNS, compared to UNI, has succeeded in developing an overall better functioning support system and created certain critical mass of proponents of internationalization that is able to gradually move the process forward. UNI has failed to demonstrate such progress. Only in the recent examples of strategy adoption has UNI demonstrated some sort of development towards more systematic and qualitative approach to internationalization. However, the question remains how the policy will be interpreted and implemented by faculties. UNS has demonstrated inclusive approach to internationalization issues, which resulted in higher level of acceptance of the results, while the approach from UNI seems to be more top-down oriented. It is questionable how successful it can be in a de-coupled environment.

Participation in EM program has contributed to some changes in legislation, but has so far failed to change the nature of institutions and has rarely penetrated beyond the dean's or international office. Internationalization is mainly debated but less so enacted. This has mostly been caused by relative small number of mobilities and low awareness on the part of faculty management. There was clear evidence at several UNS faculties that the larger the number of mobilities the higher the awareness and thus better results in the longer run. However, unlike with Erasmus program (Brandenburg et al., 2014), and despite hopes from the EACEA (EACEA, 2013), EM has so far only sporadically produced tangible results beyond mobility. Those kind of results were only mentioned at UNS. At UNI the evidence has shown that the low number of mobilities only perpetuated the vicious circle of unawareness. Only in the last year there was considerable improvement in interest, which can also be attributed to the ongoing Tempus project and start of Erasmus+ program. At least at the central level UNI has become aware of the dangers of being left behind and has thus reacted proactively: pressuring faculties to react and adopting strategy documents that should provide basis for future enactment.

The central level at both case institutions have exhibited more interest in internationalization process initiating changes. Literature suggests that the role of management and international office plays a crucial role in creating the push for change (Green, 2007b; Knight & de Wit, 1995b). Both case institutions exhibited their fair share of issues, but the main difference is the position and role of the international office (IRO) at UNS compared to UNI. IRO at UNS seems to be engaged in the internationalization process directly; it acts as the information hub and switch between various levels. The faculty management and IRO colleagues at faculty level alike have confirmed this position. Interviews have shown a degree of trust that can play an important role to how the information coming from the IRO is received and interpreted. Issues that surface are part of the individual's reaction to internationalization and are not connected to their perception of the work of IRO. On the other hand, at UNI the work of IRO has almost never been mentioned either positively or negatively. Evidence suggest that the role of IRO is unclear and that there are overlapping authorities in respect to internationalization issues between the university management, Center for International Cooperation, IRO, and certain faculties. These authorities seem to function in a de-coupled manner contributing to overall lack of success.

The non-integrated nature of both institutions has had consequences to internationalization process as faculties could effectively decide which actions of the central administration to implement. However, the awareness at the faculty level at UNS has been higher than at UNI, which is proven by the number of faculties that have IRO. The extent to which EM program has contributed to establishment of IRO at faculty level can hardly be precisely determined but their engagement has to some degree provided proof of their importance for internationalization process as suggested by interviews. Still, management support is still highly contributing factor for sustainability of any change or process. The critical mass at either institution has still not been reached as to generate strong-enough impetus for sustainable and irreversible change.

At both case institutions English teaching has been late to develop and only recently the faculties have started accrediting courses to teach in English. This shift can be contributed to EM program but also to upcoming Erasmus+. EM has, however, raised awareness with some institutions at to importance of English reaching. This is, again, more present at the faculties in Novi Sad, than in Nis. While at former the decision to accredit all programs in English was/will be made at the management level of the faculty, at Nis this seems to be more in planning or part of an individual effort. The course offer remains small due to low number of incoming students and lack of incentives for professors. Questions of whether the faculties will be able to realize teaching in English or it will remain offer on paper have been raised frequently at both institutions. Interviews suggest that, apart from management support, motivation and funding at both institutions are the main blocking factor in changing this situation. The funding scheme employed by the Ministry, only emphasizes the de-coupled nature of Serbian universities, which are rarely able to react as one entity (Spender & Grinyer, 1996).

UNI has started to put emphasis on international cooperation only after 2012 (IND, 2015) and has recently adopted some strategic documents. In that respect it has performed better than Novi Sad, which is still in the planning stages of internationalization strategy. However, that strategy needs to be put in practice, as one interviewee remarked “we always talk what we could do, but rarely what we did do” (UNS_6, 2015). Both institutions have high hopes for the participation in Erasmus+ and plan to use it to prioritize the internationalization process. Hopefully, some future research into the topic of influence of Erasmus+ program will be able to provide more evidence of actions than plans.

In a final conclusion: internationalization should not be understood as something that that happens in the international office, but rather as a cross-cutting issue that should be equally important for all segments of HEI, if the true internationalization is to be reached. Until this notion is able to spread from the top and spills over to the faculties, departments, every professor, assistant, as well as clerk, we can talk about it, we can invest a lot of hard work, we can create strategies, but we will not be able to fully internationalize. Yet, even if you could reverse the internationalization process, you will never end up where you started; or to paraphrase Alice in Wonderland: one cannot go back to yesterday because one was a different person then.

RECOMMENDATIONS

Considering that Serbia has still a long way ahead in the process of internationalization, this topic could and should be more researched. The participation in Erasmus+ program opens new opportunities, but at the same time will most likely uncover new issues. This thesis has mainly focused on one particular aspect of internationalization and future research may take the research in other directions. Numerous research opportunities present themselves from the state level and governance reform, to student view and experience (both domestic and foreign) in internationalization and mobility. Insight in human resource management and hiring practice at HEIs could also provide more evidence to support some argument made here. A more broad quantitative research could also be conducted based on the results of this thesis.

The opinion of the author, which is also pervading in the interviews, is that funding for internationalization is inadequate and that state lacks resources to increase it. However, purposeful redistribution of certain portions of funding could create impetus for change and direct HEIs towards other sources of funding. On the institutional level the main recommendations of the author are:

- HEIs should be functionally integrated and central level should be responsible for strategic development
- Offer of English courses should be expanded and institution-led; it should be planned and coordinated at the university level
- Institutions should provide incentives and support their academics in the internationalization of curricula (rules for advancement should be altered)
- If internationalization is to become priority it need to be supported and promoted from the top level constantly in order to gain support of the lower levels
- Involvement of professional non-academic staff and IRO is the key to sustainable internationalization practice
- HEIs should plan their internationalization

Future research on these topics and more hard data could help lead to research-driven policy making in the future.

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