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INTERNATIONALIZATION PRACTICES OF STATE UNIVERSITIES AND COLLEGES IN REGION III

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ABSTRACT

This descriptive research explored the current practices on internationalization, the issues, and problems encountered, and the perceived benefits and/or opportunities in internationalization of State Universities and Colleges in Region 3. Moreover, upon the recommendation of the CHED IAS Director the study involved eleven (11) Internationalization Directors/Heads, and 110 deans 110 students.

Based on the results of the study, majority of the participants have a growing interest to pursuing internationalization in terms of mobility for teaching and learning, Institutional Partnership, social engagement and governance and leadership. However, practices on promoting internationalization in terms of research collaboration should be further improved.

The researcher proposed a Comprehensive Institutional Internalization Program which could help the university administrators, CHED, higher education sector and internationalization key players in advancing and promoting internationalization. They may adopt and/or adapt this program to guide them in their decision-making, and to prepare them in venturing to any internationalization program.

Keywords: *Internationalization. Practices, SUCs, Region III*

Introduction

As universities acknowledge the need of broadening learning outcomes, internationalization is gradually becoming recognized as a crucial component of the principal missions of higher organizations worldwide. Universities have always had international dimensions in their research,

teaching, and service to society. Moreover, mobility of students, scholars, and programs; reputation and branding manifested by global and regional rankings; and a shift in paradigm from cooperation to competition (Van der Wende, 2011) have been the main manifestations of the agenda of internationalization in higher education over the past 30 years.

In the Philippines, the Commission on Higher Education (CHED) has been strategically pursuing the internationalization of Higher Education Institutions (HEIs) in the country. A periodic audit is being conducted as part of CHED's strategic plan to ensure that the country's higher education programs meet international standards.

CHED Memorandum Order 55, series of 2016 or the Policy Framework and Strategies for the Internationalization of Philippine Higher Education enumerates the rationale for internationalization in Philippine higher education which is mainly driven by several factors: institutional and academic mobility, recognition of degrees, quality assurance mechanisms, and comparability of qualifications. These are being done by adhering to the principles of reciprocity and international comity. The country shall also adhere to ASEAN cooperation and is committed to an ASEAN Sociocultural community that is people-centered and socially responsible for achieving enduring solidarity, union, and collective identity with the peoples of ASEAN. The Philippines is further committed to facilitating people mobility in ASEAN through higher education exchanges across member states, as embodied in the Master Plan for ASEAN Connectivity for 2025. Hence, the Philippines is becoming more strategic in internationalization and focuses on economic gain, international positioning, and global citizenship, as discussed in CMO 55, s.2016.

In the study by Bernardo (2013), higher education institutions are now being encouraged to internationalize. The prospects of internationalization in Philippine higher education were contextualized within the present educational system, which experiences diverse problems as to efficiency, quality, equity in access, and other external factors. Several observations have been made suggesting that Philippine higher education suffers from internal and external inefficiencies. Some of these include lack of a national system for the establishment of public higher education systems, poor efficiencies in size, poor student flows, and the lack of articulation between performance in fiscal planning, and the lack of rational system ensuring that program offerings address national development requirements.

Numerous issues and consequences were identified related to internationalization. The financial resources will limit international student and staff mobility from the Philippines to other countries. Only institutions and with large financial endowments could enjoy the said purpose and students from high-income families. HEIs with internationally and regionally competitive programs will primarily benefit from becoming destinations of student and staff mobility; hence, the need to develop a well-defined niche in the higher education market based on the areas of strength of the institution. Appropriate faculty training, adequacy of libraries and research facilities, among others, are necessary to be able to develop effective and efficient international programs.

In light of this, the present study, which employed a quantitative descriptive research design was conducted to assess, and analyze the current practices, critical issues, and perceived benefits on internationalization of SUCs in Region 3.

Statement of the Problem

This descriptive research explored the current practices, on the internationalization of State Universities And Colleges (SUCs) in Region III.

Specifically, the study sought to answer the following problems:

1. How are the current practices of SUCs in region 3 on the internationalization be evaluated in terms of:
 - 1.1 mobility for teaching and learning;
 - 1.1.1 student mobility
 - 1.1.2 faculty mobility
 - 1.1.3 instruction
 - 1.3 research collaboration;
 - 1.4 institutional partnerships;
 - 1.5 social engagement; and
 - 1.6 governance and leadership?
2. What are the perceived benefits on internationalization of SUCs' administrators in terms of:
 - 2.1 students
 - 2.2 faculty; and

2.3 institution?

3. What are the problems met on the internationalization of SUCs in region 3 under study?

4. What proposed internationalization program can be advanced to SUCs in region 3 to guide the internationalization process of SUCs?

Methodology

Consistent with the purpose of the study to evaluate, assess and analyze the practices on internationalization of SUCs in Region 3, the researcher used a descriptive research design using a questionnaire to gather essential data.

The study covered the eleven (11) State Universities and Colleges (SUCs) in the Central Luzon based on the classification of HEIs provided for by the office as per CMO 55, series of 2016.

The study participants were the eleven (11) Internationalization Directors/Heads, because of their specific involvement in the planning, and implementation of internationalization programs. Moreover, 110 deans and 110 students also served as secondary participants while in determining the perceived benefits and/or opportunities on internationalization of SUCs'. They were selected via purposive and snowball sampling.

Statistical tools were employed in analyzing the collected data. The researcher utilized frequency and weighted mean to analyze the data collected.

Results and Discussions

Current Practices of SUCs on Internationalization Mobility for Teaching and Learning

This domain comprises indicators that capture the teaching and learning activities concerning internationalization. Due to the many areas involved in this domain, three sub-domains are herein included: student mobility, faculty mobility, and instruction.

Table 1
Current Practices Internationalization of SUCs on
in terms of Student Mobility

For the last five (5) years, the University...	Mean	Verbal Interpretation
has various facilities (libraries, eateries, laboratories, infirmary/health centers, etc.) for international students.	3.31	Very Good
widely disseminates and supports international scholarships to support local students abroad.	2.99	Very Good
has local students in the total enrolment who are in short-term exchange programs abroad.	2.99	Very Good
actively provides funding earmarked explicitly for deserving students who could gain knowledge and skills through international education, internship, and other relevant efforts.	2.99	Very Good
has international students in the total enrolment who are pursuing a degree from the institution.	2.88	Very Good
has international students in the total enrolment who are on short-term exchange programs abroad.	2.84	Very Good
offers scholarships to international students.	2.18	Good
provides various services (religious, health services and counseling, etc.) for international students.	2.16	Good
provides physical support (housing and accommodation) for international students.	1.34	Poor
Grand Mean	2.63	Very Good

Legend: (3.56 – 4.00) Excellent (2.56 – 3.55) Very Good (1.56 – 2.55) Good (1.00 – 1.55) Poor

Table 1 exhibits that the practices of SUCs on internationalization in terms of student mobility has a grand mean of 2.63, described verbally as “Very Good”. It can also be abstracted from the above result that the experience of the students to internationalization programs abroad could increase the competency level of students which would eventually help them to competitively stand amongst the other high potential students.

As presented in the table, most of the SUCs have various facilities (libraries, eateries, laboratories, infirmary/health centers, etc.) for international students this got the highest mean of 3.31. In line with this, the State plays an important part in promoting SUC's internationalization programs. Academic interventions and student mobility initiatives, as well as quality assurance in line with ASEAN Integration. With this, the government provides funding to help national universities achieve the goal of internationalization, this funding is used by the Universities to develop various facilities to meet the national standards (Laguador 2012).

On the other hand, the statement that the SUCs provide physical support (housing and

accommodation) for international students got the lowest mean of 1.34, verbally described as “Poor”. In some big higher education institutions, On-campus dormitories, off-campus dorms, and off-campus residences units are the three possibilities for foreign students looking for housing. Where one stays throughout their program is determined by their budgets and individual preferences. Students, visiting faculty and staff, and guests can stay on-campus at these HEIs. Nevertheless, most of the Universities especially the state Universities in the Philippines do not provide these physical supports, mainly because of limited budget and funding.

To elaborate further, the SUCs were found to widely disseminate and support international scholarships to support local students abroad, has local students in the total enrolment who are in short-term exchange programs abroad and actively provides funding earmarked explicitly for deserving students who could gain knowledge and skills through international education, internship, and other relevant efforts, these got a mean of 2.99; all were verbally described as “Very Good”. Moreover, the SUCs were found to have international students in the total enrolment who are pursuing a degree from the institution, this got a mean of 2.88. Followed by the indicator that they have international students in the total enrolment who are on short-term exchange programs abroad, with a mean of 2.84; both were described verbally as “Very Good”. Moreover, the SUCs offer scholarships to international students, this got a mean of 2.18. Lastly, the SUCs provide various services (religious, health services and counseling, etc.) for international students, with a mean of 2.16; both were described verbally as “Good”.

The fundamental driver of increased globalization has been the internationalization of university education. Furthermore, it can also be deduced from the above discussion that the education institutions opt for internationalization to spread awareness amongst the students regarding the national and global way of competing in diverse areas. The research placed a strong emphasis on this issue, because the world's internationalization has created a pressing need for students to be exposed to worldwide competition in order to operate successfully and efficiently in both the foreign and domestic markets.

Table 2
Current Practices on Internationalization
in terms of Mobility for Faculty Mobility

For the last five (5) years, the University...	Mean	Verbal Interpretation
has guidelines specifying international work or experience as a consideration in faculty promotion and tenure decisions.	3.40	Very Good
promotes faculty exchanges between institutions located in different countries.	3.39	Very Good
receives external funding from the state government for international programs and activities.	3.22	Very Good
allocates funds for full-time faculty members to participate in the internationalization of courses.	3.06	Very Good
offers opportunities for faculty to increase their foreign language skills.	3.06	Very Good
allocates funds for full-time faculty members who teach at institutions abroad (as visiting professor).	3.06	Very Good
offers opportunities such as workshops to faculty members on using technology to internationalize the curricula and global learning assessments.	3.02	Very Good
considers international background, experience, and interests when hiring faculty in fields that are not explicitly international.	2.30	Good
has faculty who received their highest academic qualification abroad.	2.23	Good
Grand Mean	2.97	Very Good

Legend: (3.56 – 4.00) Excellent (2.56 – 3.55) Very Good (1.56 – 2.55) Good (1.00 – 1.55) Poor

Based on Table 2, the Faculty Mobility obtained a grand mean of 2.97, described verbally as “Very Good”. This result may imply priority in providing internationalization initiatives to promote faculty mobility.

As seen in the table, it was found out that the SUCs has guidelines specifying international work or experience as a consideration in faculty promotion and tenure decisions; this got the highest mean of 3.40, verbally described as “Very Good”. On the other hand, the practice that it has faculty who received their highest academic qualification abroad, got the lowest mean of 2.23; verbally described as “Good”. In relation to this, Sangalang (2016) stated that SUCs need highly qualified faculty members to provide effective services to its students. Therefore, universities should provide international training and seminars to its faculty and staff to ensure quality education.

To elaborate further, the statement that the SUCs promote faculty exchanges between institutions located in different countries got a mean of 3.39. This was followed by the statement that it receives external funding from the state government for international

programs and activities, with a mean of 3.22. Moreover, the SUCs also allocate funds for full-time faculty members who teach at institutions abroad (as visiting professor), this got a mean of 3.06. The SUCs also allocate funds for full-time faculty members to participate in the internationalization of courses, with a mean of 3.06.

Moreover, SUCs also offer opportunities for faculty to increase their foreign language skills, with a calculated mean of 3.06 and offers opportunities such as workshops to faculty members on using technology to internationalize the curricula and global learning assessments, with a mean of 3.02; all these were described verbally as “Very Good”. Furthermore, the indicator that the SUCS considers international background, experience, and interests when hiring faculty in fields that are not explicitly international, got a mean of 2.30, with a verbal description of “Good”.

Since being overseas is a particularly efficient method to develop international and intercultural abilities, faculty mobility is a vital component of internationalization. The goal is to allow academic staff from higher education institutions to participate in such mobility as possible. As a result, the goal is to expand participation in formal mobility programs and promote and enhance mobility within current higher education collaborations. This is true for both educators and higher education personnel. The added value that teachers' mobility experiences bring is the growth of their teaching and their linguistic skills.

Table 3
Current Practices on Internationalization
in terms of Mobility for Teaching and Learning
(Instruction)

For the last five (5) years, the University...	Mean	Verbal Interpretation
has foreign language courses offered, which are relevant to the students' international industries and a proportion of students from total enrollment are participating in these.	3.83	Excellent
has academic programs with an international focus (e.g., area studies, European studies).	3.79	Excellent
includes Global Citizenship, International Understanding, and Sustainable Development elements into its academic programs.	3.79	Excellent
include in the curriculum the various forms of international visual culture that influence global knowledge	3.79	Excellent
present knowledge in terms of sociocultural, as well as disciplinary contexts	3.75	Excellent
highlights international education programs, activities, and opportunities in its curriculum	3.72	Excellent

which include international competencies that make students global citizens		
supports curriculum development seminars which can be taught by specialist in different states to faculty in all disciplines	3.70	Excellent
offers workshops to help faculty with pedagogy and international content	3.54	Very Good
has established joint programs matched with international partner Universities	2.69	Very Good
Grand Mean	3.62	Excellent

Legend: (3.56 – 4.00) Excellent (2.56 – 3.55) Very Good (1.56 – 2.55) Good (1.00 – 1.55) Poor

As displayed in table 3, the Instruction sub-domain got a grand mean of 3.62, described verbally as “Excellent”. Based on the result, universities and colleges scored high in their internationalization efforts in promoting internationalized curriculum. This result may imply that internationalizing the curriculum is a top priority in the selected Universities.

As shown in the table, the majority of the SUCs has foreign language courses offered, which are relevant to the students’ international industries; this got a mean of 3.83, described verbally as “Excellent”. On the other hand, the statement that they have established joint programs matched with international partner Universities, got the lowest mean of 2.69, verbally described as “Very Good”. Curriculum internationalization enables the faculty with an opportunity to incorporate an international facet through their programs. This could be done by incorporating foreign courses and matching the curriculum contents with other foreign states. Developing a global viewpoint in curriculum planning is becoming enormously helpful for learners and teaching staff to remain competitive in an international economy.

To elaborate further, the SUCs also have academic programs with an international focus, include Global Citizenship, International Understanding, and Sustainable Development elements into its academic programs and integrate numerous elements of international visual culture in the curricula that impact global knowledge; all these got a mean of 3.79. This was followed by the practice of presenting knowledge in terms of sociocultural, as well as disciplinary contexts, with a mean of 3.75. Moreover, with a mean of 3.72, the SUCs also showcase global educational programmes, initiatives, and opportunities in their curriculum, which include global competencies that help students become lifelong learners, and support program development trainings that could be taught by specialists from various states to faculty in all fields of study, with a calculated mean of 3.70. All these items were

described verbally as “Excellent”. Lastly, the SUCs also offer workshops to help faculty with pedagogy and international content; this got a mean of 3.54; described verbally as “Very Good”. Based on the information acquired, there is a rising demand in internationalizing the curricula in practice and theory. This is because curricular internationalization can link organizational and institutional objectives centered on internationalization with learning outcomes. However, the priority of internationalization of teaching could be mainly on content by incorporating specialized optional global modules and other initiatives designed to increase student diversity, without regard for how this will impact learning outcomes. In conclusion, in policies and practices, the internationalization of the curricula is too often centered on inputs instead of outcomes. The curriculum's internationalization has to become more closely linked to all students' development.

Research Collaboration Practices

This domain includes indicators that illustrate the extent of internationalization in the research activities of the institution.

Table 4
Current Practices on Internationalization
in terms of Research Collaboration

For the last five (5) years, the University...	Mean	Verbal interpretation
earmarks funds for full-time faculty members who travel for research conferences abroad.	3.12	Very Good
has strengthened partnerships with foreign universities, industries, and research centers	2.59	Very Good
has collaborative research projects for economic, environmental, and sustainable development with foreign institutions in the total number of research projects.	2.45	Good
provides funds for full-time faculty members to participate in a study or conduct research abroad.	2.45	Good
has research grants from foreign sources in the total number of research grants.	2.40	Good
has several languages used in the dissemination of research findings.	2.35	Good
has faculty who have internationally co-authored publications.	2.13	Good
conducts research fellowship/collaboration involving visits of scholars to countries of collaborating institutions	2.13	Good
provides institutional funding awarded to deserving undergraduate and graduate students to participate in international research colloquiums.	1.93	Good
Grand Mean	2.40	Good

Legend: (3.56 – 4.00) Excellent (2.56 – 3.55) Very Good (1.56 – 2.55) Good (1.00 – 1.55) Poor

Table 4 shows the research collaboration of SUCs under study as another indicator of internationalization, with a grand mean of 2.40, described verbally as “Good”. With the advent of the knowledge - based economy in the twenty-first century, higher education is being pressured to improve partnerships in order to improve its power to make and transfer knowledge and optimize its impact on practice. Global research partnerships among academic staff, on the other hand, are still scarce. In the information economy, universities may face an increasing requirement to engage with one another.

As depicted in the table, most of the institutions earmarks funds for full-time faculty members who travel for research conferences abroad, this got a mean of 3.12; verbally described as “Very Good”. On the other hand, the SUCs’ practices of providing institutional funding awarded to deserving undergraduate and graduate students to participate in international research colloquiums, got the lowest mean of 1.93, with a verbal description of “Good”. Most universities fund research initiatives that typically include publishing in foreign journals, developing research capability, improving, and participating in international academic conferences and public fora, and fostering collaboration through international networks. However, because the research community in Schools and higher education institutions has not yet been developed, most funds are distributed to faculty members only.

To elaborate further, the SUCs have strengthened partnerships with foreign universities, industries, and research centers, this got a mean of 2.59 and was described verbally as “Very Good”. It was also revealed that the SUCs have collaborative research projects for economic, environmental, and sustainable development with foreign institutions in the total number of research projects and provide funds for full-time faculty members to participate in a study or conduct research abroad with a mean of 2.45. This was followed by the statement that the SUCs have research grants from foreign sources in the total number of research grants, with a mean of 2.40. Moreover, the SUCs also practices providing several languages used in the dissemination of research findings, this got a mean of 2.35 and they have faculty who have internationally co-authored publications and conducts research fellowship/collaboration involving visits of scholars to countries of collaborating institutions; both got a mean of 2.13. All these practices were described verbally as “Good”. Research activities usually involve foreign publications, establishing research capacity, enhancing, and participating in international research symposia and public fora, disseminating findings, and encouraging collaboration through global networks

and online platforms. This may include foreign evaluations and publications, journals, forums, lectures, seminars and research-based colloquia on specialty and specialization. It was revealed that research activities in Universities were still limited since the research culture in Philippine Universities is not yet established.

Institutional Networks/ Collaborations and Partnerships Practices

This domain relates to the participation of the institution in various regional and international organizations, specifically those that promote academic mobility and international collaboration.

Table 5
Current Practices on Internationalization in terms of Institutional Networks/ Collaborations and Partnerships

For the last five (5) years, the University...	Mean	Verbal Interpretation
implements campus-wide policies or guidelines for developing and approving partnerships or assessing existing alliances.	3.82	Excellent
applies for international memberships such as ASEAN University Network (AUN), ASEAN/Inter-country Mobility of students etc.	3.80	Excellent
participate in the conduct and preparation of international webinars	3.51	Very Good
provides funding for international work or collaborations and partnerships	3.26	Very Good
collaborates with other competitive universities for sharing of internationalization practices.	3.17	Very Good
has several active Memoranda of Agreement (MOA) with foreign institutions over the last five (5) years.	3.12	Very Good
participate in student and faculty exchange programs with other international Universities.	3.12	Very Good
operates degree and/or certificate programs delivered outside the Philippines for non-Filipino students in partnership with international institutions.	3.07	Very Good
offers joint-degree, dual/double-degree or certificate programs arranged with overseas partners in which home campus students may enroll.	3.07	Very Good
Grand Mean	3.33	Very Good

Legend: (3.56 – 4.00) Excellent (2.56 – 3.55) Very Good (1.56 – 2.55) Good (1.00 – 1.55) Poor

Based on Table 5, the SUCs' Institutional Partnerships obtained an overall mean of 3.33, described verbally as "Very Good". This implies that the SUCs often provide priority in internationalizing collaborations and partnership. The knowledge and associations of global challenges of the restructured institution are interconnected, which when enforced will result to the optimal use of resources and linkages soon to bring the local HEIs to the level of global competitiveness.

Most SUCs implement campus-wide policies or guidelines for developing and approving partnerships or assessing existing alliances, this got the highest mean of 3.82, described verbally as "Excellent". On the other hand, the practice of offering joint-degree, dual/double-degree or certificate programs arranged with overseas partners in which home campus students may enroll, got the lowest mean of 3.07, with a verbal description of "Very Good". Internationalization of the curriculum allows professors to add an international dimension into their programs. This can be accomplished by the incorporation of international courses and curriculum alignment through collaboration with other foreign states. Building a strong global perspective in curriculum preparation is proving to be extremely beneficial for learners and teachers seeking to remain competitive in a global market. As a result, the SUCs participating in this study must evaluate their dual/dual-degree or certificate programs with international partners.

They also apply for international memberships such as ASEAN University Network (AUN), ASEAN/Inter-country mobility of students etc., this gained a mean of 3.80; with a verbal description of "Excellent". Moreover, the SUCs also participate in the conduct and preparation of international webinars, with a mean of 3.51; provide funding for international work or collaborations and partnerships, with a mean of 3.26; collaborate with other competitive universities for sharing of internationalization practices, with a mean of 3.17; have several active Memoranda of Agreement (MOA) with foreign institutions over the last five (5) years, with a calculated mean of 3.12; participate in student and faculty exchange programs with other international Universities, with a mean of 3.12 and operate degree and/or certificate programs delivered outside the Philippines for non-Filipino students in partnership with international institutions, with a mean of 3.07. All these practices were described verbally as "Very Good". The bigger a university's number of foreign partnerships or network affiliations, the more distinguished and appealing it is to other schools and students. Moreover, international partnerships between universities are beneficial to all, from the staff and students to the world. That is why most Universities nowadays collaborates with other competitive universities for sharing of

internationalization practices and starts participating in student and faculty exchange programs with other international Universities.

Social Engagement Practices

This domain is made up of indicators to measure the extent of internationalization in the third mission (community outreach/extension) of a university, engagement with the society at large.

Table 6
Current Practices on Internationalization in terms of Social Engagement

For the last five (5) years, the University...	Mean	Verbal Interpretation
has guidelines that specify international extension work or collaborations and partnerships.	3.64	Excellent
has guidelines to ensure that undergraduate and graduate students can participate in approved extension programs.	3.64	Excellent
includes the participation of faculty members in an international extension project in the IPCR targets.	3.64	Excellent
provides institutional funding awarded to undergraduate and graduate students to conduct international community outreach activities.	3.23	Very Good
provides funds for full-time faculty members to participate in an extension program abroad.	3.23	Very Good
participates in community projects (including student-organized) involving foreign cultures.	3.12	Very Good
engages in activities apart from teaching and research (e.g., community development and fund-raising projects).	3.12	Very Good
has collaborative extension programs with foreign institutions in the total number of extension projects.	3.12	Very Good
has international faculty who have been abroad for extension programs.	2.60	Very Good
Grand Mean	3.26	Very Good

Legend: (3.56 – 4.00) Excellent (2.56 – 3.55) Very Good (1.56 – 2.55) Good (1.00 – 1.55) Poor

Based on Table 6, Social engagement domain got an overall mean of 3.26, evaluated by the administrators and deans as "Very Good". This implies that the SUCs often provide priority in internationalizing social engagement. Nowadays, internationalization initiatives in terms of social engagement are also a part of a SUC's function that is why most Universities are mandated to conduct internationalization activities promoting social engagement; one of the avenues in doing this is

through partnership and collaboration in research and extension, students and faculty exchange programs, cultural experiences, and immersion programs to name a few.

As shown in the table, the SUCs have guidelines that specify international extension work or collaborations and partnerships, this got the highest mean of 3.64 described verbally as “Excellent”. On the other hand, the SUCs also have international faculty who have been abroad for extension programs, this got the lowest mean of 2.60, evaluated by the participants as “Very Good”. Therefore, the participating SUCs in this study should conduct more internationally recognized extension programs. According to Medina (2014) Each SUC is mandated to do research and create knowledge, and this created knowledge may be applied through upholding extension services. Furthermore, community engagement could be sustainably done and promoted by conducting extension services.

To elaborate further, the SUCs were found to have guidelines to ensure that undergraduate and graduate students can participate in approved extension programs and include the participation of faculty members in an international extension project in the IPCR targets, these got a mean of 3.64; both were evaluated as “Excellent”.

Moreover, the SUCs provide institutional funding awarded to undergraduate and graduate students to conduct international community outreach activities and provide funds for full-time faculty members to participate in an extension program abroad, these got a mean of 3.23. This was followed by the practices of participating in community projects involving foreign cultures, engaging in activities apart from teaching and research and collaborating with extension programs with foreign institutions in the total number of extension projects, these got a mean of 3.12, these were evaluated as “Very Good”.

Involvement with international extension allows individuals with experience in international extension work to apply their expertise in other countries.

Governance and Leadership Practices

This domain focuses on indicators that underline institutional strategies and the governance of internationalization activities, including quality assurance, and enhancement.

Table 7
Current Practices on Internationalization in terms of Governance and Leadership

The University...	Mean	Verbal Interpretation
encourage academic/administrative leaders to attend International Immersion Program and collaborate with other competitive universities for sharing of internationalization practices.	3.45	Very Good
ensure that internationalization is one of the top five priorities in the current strategic plan.	3.35	Very Good
formally assesses the impact or progress of its international education efforts	3.35	Very Good
has a designated office/s intended for advancing internationalization efforts.	3.18	Very Good
has an internal e-mail/communication system where the information about international education activities and opportunities on campus are regularly disseminated to faculty and students.	3.18	Very Good
has a designated internationalization head in charge of advancing internationalization efforts.	3.18	Very Good
has types of services (academic and non-academic) provided related to internationalization	2.99	Very Good
has a campus-wide committee that works solely on advancing internationalization efforts on campus and is employed full-time to administer international activities and programs exclusively.	2.99	Very Good
has a budget allocated for internationalization.	2.99	Very Good
Grand Mean	3.19	Very Good

Legend: (3.56 – 4.00) Excellent (2.56 – 3.55) Very Good (1.56 – 2.55) Good (1.00 – 1.55) Poor

Based on Table 7, Governance and Leadership domain has a grand mean of 3.19, evaluated verbally as “Very Good”. Academic leaders are known to have an important role in the advancement of higher education globalization. Furthermore, because leaders are obliged to develop multicultural links and forge strong university collaborations, it is critical to address the intricacies of modern education. Administrators should adjust to think from a global viewpoint.

Further, majority of the institutions encourage academic/administrative leaders to attend international immersion program and collaborate with other competitive universities for sharing of internationalization practices, this got the highest mean of 3.45. Because internationalization is a difficult process, school leadership must be strong and

steadfast in order to support the international activities. Allowing administrative administrators to attend international programs and collaborating with other competitive universities to share internationalization techniques could accomplish this.

On the other hand, the SUCs were found to have a budget allocated for internationalization, this got the lowest mean of 2.99. Both were evaluated verbally as "Very Good". Medina (2014) asserts that SUCs must guarantee that internationalization is among the top priority areas in the current strategy plan and must be adequately funded to support various internationalization activities.

To elaborate further, the SUCs also ensure that Internationalization is among the five most important objectives in the contemporary planning process, which includes a formal assessment of the impact or success of the university's international education programmes, these got a mean of 3.35. This was followed by the practices of having a designated office/s intended for advancing internationalization efforts, have an internal e-mail/communication system where the information about international education activities and opportunities on campus are regularly disseminated to faculty and students and have a designated internationalization head in charge of advancing internationalization efforts, these got a mean of 3.18. Lastly, the SUCs were found to have types of services which provided related to internationalization and have a campus-wide committee that works solely on advancing internationalization efforts on campus and is employed full-time to administer international activities and programs exclusively, these got a mean of 2.99; all these practices were evaluated by the participants as "Very Good".

The higher education must have a committee that works exclusively on internationalization efforts international activities and programs. Internationalization in university education must be viewed as a "team commitment" or a series of "joint actions." The most effective internationalized universities are those with Executives who think internationally and encourage internationalization by actively interacting with other institution stakeholders.

Perceived Benefits and/or Opportunities of Internationalization

Table 8
Perceived Benefits and/or Opportunities of Internationalization to the Students

STUDENTS	f	%
Internationalization enhances second language competence.	315	98.13
Internationalization improves tolerance and respect for other's cultures.	312	97.20
Internationalization builds connections with the local environment in which they live and the global climate.	295	91.90
Internationalization improves international mindedness and open-mindedness.	290	90.34
Internationalization increases international awareness of / deeper engagement with global issues.	285	88.79
Internationalization enhances general knowledge and cross-cultural sensitivity.	274	87.54
Internationalization improves the flexibility of thinking.	270	84.11
Total	321	100

Based on Table 8, the listed statements on internationalization benefits and provide opportunities to the students. As revealed in the table, the opportunity given by internationalization enhances second language competence got the highest responses of 315 out of 321 participants or 98.13%. This was further supported by Hudzik (2011) who stated that Global language instruction has long been regarded a vital aspect of a globalized curricula and global education by internationalization theories and approaches since it can help students become globally competent in the labor market.

Furthermore, internationalization also improves tolerance and respect for other's cultures, as agreed by 312 or 97.20% of the respondents. Moreover, internationalization builds connections with the local environment in which they live and the global climate, according 295 or 91.90% respondents. This was followed by the statement that internationalization improves international mindedness and open-mindedness (290 or 90.34%). Furthermore, internationalization increases international awareness of / deeper engagement with global issues, improves the flexibility of thinking and enhances general knowledge and cross-cultural sensitivity, according to 285 (88.79%) of the participants. In addition, internationalization was also found to enhance the general knowledge and cross-cultural sensitivity, as stated by 274 or 87.54% of the participants and Internationalization improves the flexibility of thinking, with a frequency of 270 or 84.11% of the participants.

Additionally, Jibeem (2015) stated that the positive aspects of internationalization include improved academic quality, internationally oriented

students, and national and international citizenship for students. Benefits of internationalization include expanding and improving the learning setting for the benefit of domestic students, the University, and the nation. Further, it can transform the lives of foreign students by assisting in the production of graduates who are globally aware and culturally responsive. Student mobility permits students to transfer to a new context, where they can better appreciate the links between their local environment and the global world in which they live. However, very limited number of students are given this opportunity, since students only learn about international events, cultures, and issues through the various extracurricular activities offered on and off campus and through their contact with international students.

Table 9
Perceived Benefits and/or Opportunities of Internationalization to the Faculty

BENEFITS TO FACULTY	f	%
Internationalization develops international reputation thru participation in seminars, training, and conferences.	121	100.00
Internationalization increases opportunities and the need for personal and professional development.	121	100.00
Internationalization develops foreign language skills.	115	95.04
Internationalization increases the global outlook of faculty and staff in their ensuing teaching activities.	98	80.99
Internationalization improves international networking and mobility.	95	78.51
Internationalization improves sensitivity towards international students.	89	73.55
Internationalization increases international research teams and publications.	85	70.25
Total	121	100

Table 9 shows that the participants believed that the listed indicators on internationalization benefits and provides opportunities for the faculty of SUCs. The results showed that internationalization develops international reputation thru participation in seminars, training, and conferences, and internationalization increases opportunities and the need for personal and professional development, as stated by 121 or 100.00% of the respondents. This was further supported by International Associations of Universities (2012), which stated that the positive aspects of internationalization include improved academic quality, internationally oriented educators.

Moreover, internationalization also develops foreign language skills, this got a calculated response of 115 or 95.04% of the total sample. This was followed by the benefit that Internationalization increases the global outlook of faculty and staff in their ensuing teaching activities and improves international networking and mobility, according to 98

or 80.99% of the respondents. In support to this, the internationalization of higher education was found to be useful in sustaining and increasing global outlook among educators through dynamic academic exchanges. Universities are establishing powerful global links to mobilize aptitude and ability in favor of transfer of knowledge, advanced policies and global research for enhancing investment and measuring impact (Vainio-Mattila, 2019).

Internationalization was also found to improve international networking and mobility, according to 95 or 78.51% of the respondents. Furthermore, internationalization was also found to improve sensitivity towards international students, (89 or 73.55%) and increases international research teams and publications, as stated by 85 or 70.25% of the participants. Moreover, according to Van Der Wende (2016), sharing of knowledge, expertise, and best practices improves the quality of instruction for both the university and the students over time. Moreover, internationalization strengthens institutional research and knowledge production capacity by complementing resources, skills and knowledge among faculty members through a variety of inter-universities alliances and collaborations (Knight, 2019).

The two most important benefits identified by higher education institutions are more internationally oriented faculty and improved academic quality. The three least-important benefits according to these same institutions are national and international citizenship, revenue generation, and brain gain. However, very few faculty members support internationalization activities, and some do it for work promotion (Allaway, 2019).

Table 10
Perceived Benefits and/or Opportunities of Internationalization on Institution

BENEFITS TO INSTITUTION	f	%
Internationalization enhances prestige/profile for the institution.	121	100.00
Internationalization improves the quality of teaching and learning.	121	100.00
Internationalization allows the opportunity to benchmark/compare institutional performance within the context of Very Good international practice.	115	95.04
Internationalization increases and diversifies revenue generation.	110	90.91
Internationalization builds international cooperation and social and economic capacity among developed and developing countries	98	80.99
Internationalization enhances curriculum internationalization/internationalization at home.	98	80.99
Internationalization strengthens institutional research productivity and knowledge production capacity.	85	70.25
Total	121	100

Based on Table 10, the participants agreed that the listed indicators on internationalization benefits and provides opportunities for the SUCs.

As seen in the table, most of the participants agreed that internationalization enhances prestige/profile for the institution and internationalization improves the quality of teaching and learning, according to 121 or 100.00% of the participants. Evidently, internationalization is thought to be an excellent way to enhance a university's worldwide exposure, branding, image, recognition, and rating.

To further elaborate on this, the participants strongly agreed that internationalization allows the opportunity to benchmark/compare institutional performance within the context of Very Good international practice (115 or 95.04%); Institutions of higher learning work on improving their internationalization so that they can evaluate and evaluate their situations against international standards, and so enhance their practices in comparison to their competitors and counterparts (European Union, 2015).

Moreover, it increases and diversifies revenue generation (110 or 90.91%); Furthermore, it also builds international cooperation and social and economic capacity among developed and developing countries and enhances curriculum internationalization/ internationalization at home (98 or 80.99%); and strengthens institutional research productivity and knowledge production capacity (85 or 70.25%).

Student, faculty and staff development, academic standards and quality assurance and global research linkages were considered as the three most significant benefits of internationalization. Institutional advantages, or relationship benefits accruing to the organization, also include organizational efficiency, educational success, and standardization. Collaborations were also found to strengthen national framework by making institutions more adaptable to social needs, improving infrastructure facilities, raising revenues, improving management, attracting faculty members and expanding degree programs. Partnerships increased academic productivity by enhancing research, strengthening higher education quality, incorporating different teaching strategies, and integrating creativity into the curriculum.

Problems Met on The Internationalization

Internal Issues or Challenges

Table 11 shows the internal issues or challenges on internationalization encountered by SUCs. These internal issues are institutional in nature.

Table 11
Internal Issues or Challenges on Internationalization

Internal (institutional level)	f	%
Limited faculty involvement/interest in internationalization	95	78.51
Insufficient exposure to international opportunities	81	66.94
Limited faculty capacity/expertise to engage in internationalization	79	65.29
Global engagement is not recognized for promotion or tenure	75	61.98
Administrative/bureaucratic difficulties (e.g., no credit transfer; different academic years)	75	61.98
Inadequate financial resources to promote and strengthen the internationalization	70	57.85
Lack of knowledge of foreign languages	25	20.66
Lack of or poorly resourced organizational structure/office responsible for internationalization	11	9.09
No strategy/plan to guide the internationalization process	11	9.09
Total	121	100

Based on Table 11, the respondents met some internal issues or challenges on internationalization. As shown in the table, majority of the institutions experienced limited faculty involvement/interest in internationalization, according to majority of the participants or 95 (78.51%) of the respondents. This was followed by insufficient exposure to international opportunities, 81 or 66.94%.

To elaborate further, one of the issues faced by the SUCs was limited faculty capacity/expertise to engage in internationalization (79 or 65.29%), global engagement is not recognized for promotion or tenure and administrative/bureaucratic difficulties (75 or 61.98%); and inadequate financial resources to promote and strengthen the internationalization (70 or 57.85%).

Furthermore, the SUCs did not face obstacles related to a lack of foreign language proficiency (25 or 20.66%), a lack of or under-resourced organizational office accountable for internationalization, or a strategic plan to steer the internationalization process (11 or 9.09%). While support for internationalization is substantial in today's modern universities, many impediments and difficulties to its implementation remain (Hudzik, 2015). Some obstacles and challenges are common to every organizational transformation, while others are unique to internationalization (Hudzik, 2015). Funding, accessible means (Green, 2013), uniformity, excellence, and comparability in educational performance across diverse institutional types, methods of delivery, and geographical areas are the most common impediments to effective delivery. In addition, institutional structures and cultures play a role in preventing or facilitating internationalization when a global effort is adopted. These claims are backed up by the IAU's Fourth Global Survey of

Higher Education Internationalization, which polled a global range of universities about internal and external impediments to internationalization and found eight internal and eight external barriers. Lack of funding, professors with minimal skills, rigid curricula, and administrative burdens, are among the top four internal roadblocks. Strategic and organizational hurdles to internationalization are formidable, but they are amplified when paired with behavioral and attitudinal obstacles (Hudzik, 2015). Individual, departmental, and organizational behavioral, motivational, and attitude hurdles all significantly impact the implementation of internationalization. There are numerous sources of internationalization hurdles. Hudzik (2015) listed the following categories: ambiguity without evidence and fear of outcomes; low tolerance for adjustment and uncertainties; not being first; top-down is at odds with flexible frameworks; the drag of competent organization; faculty and educational unit opponents and hostility. Given the obstacles and constraints, top international education academics are increasingly calling for a more thoughtful, adaptive, and moderate approach to internationalization and the importance of measuring and reviewing internationalization programs.

External Issues or Challenges

External issues or challenges on internationalization are those obstacles that are out of the control of the institution, and thus, can be national- or foreign-level in nature. Table 14 illustrates the external issues or challenges faced by participating SUCs with regard to internationalization.

Table 12

External Issues or Challenges on Internationalization

External (national and foreign level)	f	%
Anti-immigration and increasingly nationalist policies	100	82.64
Visa restrictions imposed by our country on international students, researchers, and academics	98	80.99
Visa restrictions imposed on our students, researchers and scholars academics by other countries	98	80.99
Perceptions of insecurity of our country	75	61.98
Difficulties of recognition and equivalences of qualifications, study programs, and course credits	73	60.33
Internationalization of higher education is not a national policy priority	70	57.85
Lack of interest in our institution by potential partner institutions	65	53.72
Limited funding to support internationalization efforts/to promote our higher education internationally	55	45.45
Language barrier	12	9.92
Total	121	100

Based on Table 12, the respondents experienced external issues or challenges on internationalization. Majority of the institutions faced challenges due to anti-immigration and increasingly nationalist policies, according to 100 or 82.64% of the respondents. Then followed visa limitations placed by the government on foreign students, researchers, and scholars, as well as visa restrictions placed by other nations on students, researchers, and scholars (98 or 80.99 percent).

To elaborate further, the challenges brought by perceptions of insecurity of our country, got a response of 75 or 61.98%. Followed by difficulties of recognition and equivalences of qualifications, study programs, and course credits, according to 73 or 60.33% of the total respondents. Challenges also occur because internationalization of higher education is not a national policy priority, according to 70 or 57.85% of the participants; and there is lack of interest in our institution by potential partner institutions (65 or 53.72%). Lastly, some found language barrier a challenge, as stated by 12 or 9.92% of the participants.

This was further supported by Maringe A. (2019) who stated that the emerging problems faced by higher education, both nationally and globally, are bringing about transition, showing new developments and posing specific challenges. Also, the lack of required specialties, low-education, low-consciousness, research, and technology is the fundamental challenges faced by the internationalization of SUCs. She also discussed other challenges and risks to SUCs internationalization, such as quality control, governmental policies and global competition, increased pressure on educational qualification and recognition of competence due to different educational standards and specific policy.

Some of the top four significant barriers are inadequate to state funding, language challenges, problems in acknowledging qualifications (from other nations), and visa requirements for incoming and departing students/staff. Internationalization is also hampered by loosely tied internal mechanisms and shared leadership of institutional elements in university education (Hudzik, 2015). This included administrative laws and procedures that are out of step with cross-border, cross-cultural, and non-domestic activities; a lack of leadership; limited funding; organizational divisions that stifle collaboration; and a detachment from critical processes like budgeting (Hudzik, 2015).

Conclusions and Recommendations

Based on the findings, majority of administrators-respondents have a growing interest to pursuing internationalization in terms of mobility for teaching and learning, institutional networks/collaborations and partnerships, social engagement and governance and leadership as they responded

excellent and Very Good in terms of internationalization practices. However, practices on promoting internationalization in terms of research collaboration should be further improved. Moreover, the respondents have positive perceptions and are aware of the multidimensional benefits and opportunities of internationalization. Internationalization among SUCs benefits the student's faculty and staff and institution. With this, the participants' awareness and positive perceptions will drive them towards striving to implement internationalization programs. Furthermore, the administrator-respondents tend to be aware of the various internal and external issues or challenges confronting SUCs to advancing internationalization programs. Evidently, the participating SUCS met several problems in implementing internationalization in their organizations. Thus, there should be a due recognition on the internationalization initiatives in the universities and colleges. The key objective of these universities should be to improve the linkages and mobility issues among universities from various countries.

In light of the foregoing findings and conclusions of the study, the following recommendations are hereby deduced:

1. The Comprehensive Institutional Internalization Program developed by the researcher could help the **Administrators** of developing SUCs in advancing and promoting internationalization. This may further assist them as well in improving the extent of internationalization of their SUCs. Likewise, the findings of the study could be an eye-opener to the faculty and students about the institution's internationalization initiatives and activities.
2. The findings of the study may provide substantial data to the **Commission on Higher Education (CHED) officials** about the extent of internationalization of the selected SUCs. This could be an avenue to improve areas to support these SUCs. The results will enable them to gain data about the internationalization efforts and initiatives of the respondents under study. Using the results, they may amend CMO 55, series of 2016 to consider what needs to be rectified and/or enhanced.
3. The results could benefit the **higher education sector** as the study generated useful information for policy development and decision making. Foreign, national, and institutional policies could be amended as necessary to maximize and enjoy the benefits of internationalization and minimize its adverse effects on institutions.
4. The results of the study may provide more information to **Internationalization Key Players**. The output of this study could support the Internationalization Key Players in progressing and strengthening internationalization. They could adopt or modify this strategy to guide them in their decision-making, and to assist them in entering to any

internationalization process. This could further help them as well in boosting the extent of internationalization of their SUCs.

4. The **accreditation agencies/bodies** (AACUP, PAASCU, PACUCOA, ALCUCOA, FAAP) could find value to the result of the study taking into account internationalization efforts as a key to recognizing the college or university. Assessing the contribution of internationalization at the university-wide level is not only a concern for SUCs but also for accrediting bodies.

5. The findings of the study provide windows of opportunity for **future researchers** to conduct studies that are not covered by the present investigation.

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. Internationalization Program

This internationalization program provides the direction for internationalization initiatives over the four pillars and demonstrates the plans for achieving these strategic goals towards the advancement of a Philippine higher education sector that drives the country's transformation effecting "more inclusive growth, a high-trust and resilient society, and a globally competitive knowledge economy". Involving both short and medium-term targets as they further longer-term ambitions, the activities and programs itemized in this internationalization program respond to the goals of the Philippine Development Plan.

KEY PERFORMANCE TARGET	KEY PERFORMANCE INDICATOR	STRATEGIC INITIATIVES	STRATEGIES/PROGRAMS/ACTIVITIES	DRIVERS	TIME FRAME
KEY RESULT AREA (KRA 1): An Elevated Reputation of Philippine Higher Education					
<ul style="list-style-type: none"> Creation of the Philippine Higher Education Brand and Niche Programs 	<ul style="list-style-type: none"> Formulation of global brand for Philippine HE SUCs with developed institutional brands 	<ul style="list-style-type: none"> Development of Strategic Communication Plan for the Philippine HE Sector 	<ul style="list-style-type: none"> Implement action research and market study on brand development for the Philippine HE sectors Develop communication and marketing strategies to launch and sustain the brand Support development of SUC brands aligned to the Philippine HE sectoral brand Grants for hosting/participation in conferences, workshops, education fairs, and other fora 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> PH HEIs and SUCs assessed as Research and/or Graduate Universities Improved rankings of Philippine HEIs and SUCs Three (3) PH HEIs newly included in international rankings/league tables 	<ul style="list-style-type: none"> Improvement of the international profile and competitiveness of Philippine and SUCs 	<ul style="list-style-type: none"> Development of a National Strategy toward improving Philippine competitiveness in HE Facilitation of capacity building of HEIs in key assessment areas Provision of support for participation in international ranking/league table assessments 		
<ul style="list-style-type: none"> Development of Bilateral and Multilateral Partnerships 	<ul style="list-style-type: none"> Conduct of numerous activated agreements 	<ul style="list-style-type: none"> Activation of existing agreements 	<ul style="list-style-type: none"> Identification of the areas of cooperation for mutual benefit Formalization of operational agreements 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Submission of needs analysis 	<ul style="list-style-type: none"> Development of new partnerships 	<ul style="list-style-type: none"> Identification of the niche areas that need to be developed 		

	<ul style="list-style-type: none"> Numerous new country/international organization partners 		<ul style="list-style-type: none"> Identification and engagement of potential partners Facilitation of the formalization of Memoranda of Agreement (MOAs) and operational agreements Support for participation in international meetings and delegation visits 	IRO CHED	
	<ul style="list-style-type: none"> Developed a protocol and schedule for evaluating current and future partnership agreements to ensure they remain vibrant & effective Intervention strategies to enhance organizational capacity and further maximize the benefits and enhance the sustainability of existing partnerships Elevated status of existing linkages with government agencies and industry partners from networks to alliances, from alliances to partners, from partners to coalitions and from coalitions to collaborations identified “Flagship Partnerships” which include faculty and/or staff exchanges and research collaboration Comprehensive database of all 	<ul style="list-style-type: none"> Implementation of strategic networking and collaboration initiatives to generate more resources and build institutional capacity through expansion of institutional memberships in associations and consortia 	<ul style="list-style-type: none"> Build and maintain a structured network of partnerships, based on the existence of strategic, priority, prospective and mobility partners Implement a new framework to manage and maintain agreements and partnerships Formalizing the relationship by integrating the tasks and responsibilities associated with the partnership to all possible levels of the institutional policy Promote sustainable partnerships that could transform not only individuals but above all, the institutional activities Shape and guide initial conversations with potential partners Establish specific partnerships for particular goals Support the establishment and expansion of partnerships of teaching and research with an international scope Expand and enhance international research and innovation collaboration with foreign researchers working on 	All SUCs VPAA IRO CHED	2022-2025

	international partnerships		<p>research and development proposals</p> <ul style="list-style-type: none"> • Improve the participation in international research networks • Organization of thematic research workshops with international partners • Organization of research clusters, with the participation of researchers, postdocs and master and Ph.D. students, focused on specific research topics 		
	<ul style="list-style-type: none"> • Well-developed Global Internationalization and Linkaging Framework and recognition of SUCs and graduates in the global community • Improved SUC branding and reputation in the international scene • Increased international knowledge and competence of the SUC staff and students • Internationally competent and global graduates in addressing the demands of the world labor market 	Enhancement of the institution's international or national reputation and visibility through the development of a global/internationalization and linkaging strategy framework and by expanding engagements and partnerships leading to the exceptional global opportunities for cross-border mobility, collaborative research, and information sharing	<ul style="list-style-type: none"> • Promotion of SUCS in educational study visits, benchmarking activities, delegations and participation in international conferences and meetings • Participation in international assessment of SUCs performance and Filipino graduates • Bring visiting faculty and experienced researchers to short courses and short-terms research activities • Development of a Virtual Exchange (VE) program • Establish new possibilities for joint or double degrees 	All SUCs VPAA IRO CHED	2022-2025
<ul style="list-style-type: none"> • Wider Community Engagement 	<ul style="list-style-type: none"> • Submission of needs analysis • Identified/established regional hubs (student and/or innovation) in the Philippines • Numerous foreign learners in the Philippines 	<ul style="list-style-type: none"> • Globalization of global and national development goals through student/innovation hubs 	<ul style="list-style-type: none"> • Analysis of local development needs requiring higher education/university involvement and international partners towards the establishment of student and/or innovation hubs 	All SUCs VPAA IRO CHED	2022-2025

	<ul style="list-style-type: none"> Development plans initiated or completed 		<ul style="list-style-type: none"> Engagement of government units, international partners, and other stakeholders Formulation of globalized development plans 		
KEY PERFORMANCE TARGET	KEY PERFORMANCE INDICATOR	STRATEGIC INITIATIVES	STRATEGIES/PROGRAMS/ACTIVITIES	DRIVERS	TIME FRAME
KEY RESULT AREA (KRA 2): Stronger Internationalized Philippine Higher Education Institutions					
<ul style="list-style-type: none"> Capacity Building in the Development and Operation of Internationalization Strategies, Plans, and Programs 	<ul style="list-style-type: none"> Dissemination of activities conducted Numerous SUCs represented in dissemination activities 	<ul style="list-style-type: none"> Dissemination of policies and models on policies and models on Internationalization 	<ul style="list-style-type: none"> Creation of catalog of local and regional internationalization policies Conduct of orientations and reiteration/updating seminars Funding for orientations and seminars on internationalization policies (e.g. CMOs) and models 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Planning activities conducted Numerous SUCs represented in planning activities 	<ul style="list-style-type: none"> Capacity building on internationalization 	<ul style="list-style-type: none"> Conduct of seminars on strategic internationalization planning Conduct of workshops to integrate/consolidate internationalization plans Funding for seminars and workshops on strategic internationalization planning 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Networking activities conducted Numerous SUCs with implemented initiatives 	<ul style="list-style-type: none"> Establishment of linkages of HEIs with agencies for collaboration and cooperation initiatives 	<ul style="list-style-type: none"> Provision of venues for exploratory discussions with potential partners Facilitation of continued discussions and initiation of collaborations or cooperation Support for participation in international meetings and delegation visits 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Budget allocation obligated 	<ul style="list-style-type: none"> Provision of technical and financial support for internationalization initiatives 	<ul style="list-style-type: none"> Provision of support to capacity-building projects jointly implemented with international partners Promotion of outputs/products of implemented projects 	All SUCs VPAA IRO CHED	2022-2025

<ul style="list-style-type: none"> Institutionalization of Best Internationalization Practice 	<ul style="list-style-type: none"> Research collaborations implemented 	<ul style="list-style-type: none"> Facilitation of international research collaborations 	<ul style="list-style-type: none"> Provision of financial and technical support for international research collaborations 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> A number of recognitions awarded and incentives instituted and/or provided 	<ul style="list-style-type: none"> Incentivization of efforts to advance internationalization 	<ul style="list-style-type: none"> Recognition of institutions or persons advancing HE internationalization Provision of financial and/or procedural incentives (e.g. exemption from reportorial requirements) for innovative internationalization initiatives Grants for knowledge sharing and other dissemination fora 	All SUCs VPAA IRO CHED	2022-2025
KEY PERFORMANCE TARGET	KEY PERFORMANCE INDICATOR	STRATEGIC INITIATIVES	STRATEGIES/PROGRAMS/ACTIVITIES	DRIVERS	TIME FRAME
KEY RESULT AREA (KRA 3): Global, Future-Proof Citizens in and of Philippine Higher Education					
<ul style="list-style-type: none"> Integration of Internationalization in the Curriculum 	<ul style="list-style-type: none"> SUCs represented at curriculum designing activities Several SUCs with at least one program integrating internationalization principles/dynamics 	<ul style="list-style-type: none"> Inclusion of principles and dynamics of internationalization (e.g. global citizenship) in curriculum 	<ul style="list-style-type: none"> Conduct of workshops to initiate revision or design of internationalized curriculum Provision of financial and technical support for development of internationalized curricula 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Numerous sponsored/funded program development seminars/workshops A number of SUCs with at least one program designed/ revised to incorporate internationalization modality/ies 	<ul style="list-style-type: none"> Facilitation of development of internationalization modalities 	<ul style="list-style-type: none"> Conduct of program development seminars/workshops to introduce modalities (e.g. internships/ externships, virtual mobility, staff/student exchanges) Facilitation of program design or revision to incorporate internationalization modalities 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Sponsored/funded orientation/development activities Transnational programs established 	<ul style="list-style-type: none"> Development of transnational education programs and courses 	<ul style="list-style-type: none"> Conduct of orientation seminars or development workshops Provision of financial and technical support for the 	All SUCs VPAA IRO CHED	2022-2025

			development of programs with transnational delivery modes		
<ul style="list-style-type: none"> Provision and Promotion of Mobility Opportunities 	<ul style="list-style-type: none"> Several scholarships provided 	<ul style="list-style-type: none"> Institutionalization of Scholarships for Graduate Studies Abroad and Transnational Education 	<ul style="list-style-type: none"> Formulation of Memorandum Orders Provision of scholarships for studies abroad or transnational programs 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Submission of needs analysis Several instituted mechanisms A number of grants towards greater mobility 	<ul style="list-style-type: none"> Provision of mechanisms to facilitate wider participation in mobility 	<ul style="list-style-type: none"> Assessment of barriers to wider participation in mobility Institution of enabling mechanisms (e.g. support systems for studies abroad, orientation for outbound students) Facilitation of participation in mobility 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Increased branding and reputation of SUCs Improved graduate qualification Increased proportion of the faculty with a global perspective of their discipline Strong Cross Border Mobility Programs and Internationalization of Higher Education Exceptional international opportunities for faculty and students through academic and cultural exchange programs, international paper presentations and publications, as well as cross-cultural information sharing to leverage their 	<ul style="list-style-type: none"> Promotion of international education increasing faculty and student diversity Engaging in transnational education and creating opportunities for distance learning/online education in promoting digital and global citizenship create additional in-process opportunities for students to study other cultures and global issues Leveraging opportunities for faculty and student exchange in developing their 	<ul style="list-style-type: none"> Assistance to develop and sustain internationalization programs of SUCs Conduct of international academic mobility (academic exchange programs) Revise all curricula based on international and national benchmarks, compliant with CHED policies, standards, and guideline. Craft OBE-compliant syllabi for all courses based on the newly approved curricula. Offer, in cooperation with influential foreign partners, postgraduates' programs in global collaborations including double-degree programs and other activities. Provide wide opportunities for students to enhance their international and cross-cultural experience 	All SUCs VPAA IRO CHED	2022-2025

	<p>professional and intellectual horizons</p>	<p>professional and intellectual horizons</p>	<ul style="list-style-type: none"> • internationalization of curricula in all levels of education. • implementation of more joint and double degree programs. • encouragement to the inclusion of international and global issues in class. • offer of courses and programs overseas to Institutional Plan of Internationalization • recruitment of undergraduate and graduate students from overseas. • teaching of additional languages; • promotion of specific training as part of a policy • Facilitate the joint participation of undergraduate and graduate students in international activities • Offer of academic and cultural orientation sessions to all incoming international students • Internationalizing the curriculum by providing opportunities for all students to gain, at home, some international and intercultural experience • Offering of adequate training and possibilities for global interaction. • Improve local services for international students and scholars • Development of joint International academic activities among undergraduate and graduate students 		
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			<ul style="list-style-type: none"> • Increase flexibility and internationalization of undergraduate and graduate Curriculum • Extend assistance to those without master's/doctorate degrees by allowing them to apply and qualify in the non-traditional study program. • Increase the offering of doctorate scholarships for talented teachers to overseas centers of excellence 		
<ul style="list-style-type: none"> • Revitalization of Fundamental Skills and Lifelong Learning 	<ul style="list-style-type: none"> • Seminars/workshops conducted • Numerous foreign learners of English • SUCs assessed for English competency 	<ul style="list-style-type: none"> • Advancing excellence in English competency 	<ul style="list-style-type: none"> • Upskilling of faculty competency • Improvement of communication skills for employability • Conduct teachers exchange programme • Establish student exchange/network programme 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> • Continuing professional education activities conducted • Adult learners trained/sponsored 	<ul style="list-style-type: none"> • Promotion of adult education opportunities 	<ul style="list-style-type: none"> • Globalization of continuing professional education and development • Provision of learning opportunities toward alternative lifestyles and livelihoods 	All SUCs VPAA IRO CHED	2022-2025
KEY PERFORMANCE TARGET	KEY PERFORMANCE INDICATOR	STRATEGIC INITIATIVES	STRATEGIES/PROGRAMS/ ACTIVITIES	DRIVERS	TIME FRAME
KEY RESULT AREA (KRA 4): Globally Aligned Higher Education Governance, Policies, and Standards in the Philippines					
<ul style="list-style-type: none"> • Alignment of Processes and Procedures 	<ul style="list-style-type: none"> • Publication of handbooks on internationalization of Philippine higher education 	<ul style="list-style-type: none"> • Creation of Handbooks on Internationalization (conceptual and operational) 	<ul style="list-style-type: none"> • Development of conceptual handbook • Development of operational handbook 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> • Inclusion of an internationalization module in accreditation systems 	<ul style="list-style-type: none"> • Integration of internationalization metrics in the accreditation system 	<ul style="list-style-type: none"> • Consultation with accreditation bodies and internationalization experts • Pilot of prototype of metrics 	All SUCs VPAA IRO CHED	2022-2025

			<ul style="list-style-type: none"> Inclusion of internationalization metrics in accreditation instruments 		
	<ul style="list-style-type: none"> Publication of guidelines for quality assurance incorporating international standards 	<ul style="list-style-type: none"> Institutionalization of quality assurance and a mechanism to sustain alignment with changing international standards 	<ul style="list-style-type: none"> Consultation with accreditation bodies and quality assurance experts Inclusion of international quality assurance metrics/standards in accreditation instruments 	All SUCs VPAA IRO CHED	2022-2025
<ul style="list-style-type: none"> Harmonization of Enabling Policies and Regulations 	<ul style="list-style-type: none"> Establishment and operation of the Technical Panel on operation of the Technical Panel on Internationalization Publication of revised internationalization guidelines or memorandum orders 	<ul style="list-style-type: none"> Review of CHED policies with internationalization dimensions for internal consistency 	<ul style="list-style-type: none"> Creation of a compendium of policies with international dimensions Revision of policies for consistency and for alignment with international standards and best practices 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Publication of revised joint orders in line with international activities 	<ul style="list-style-type: none"> Harmonization of inter-agency policies on internationalization 	<ul style="list-style-type: none"> Coordination with related government agencies Revision of joint guidelines, orders, and other collaborative issuances 	All SUCs VPAA IRO CHED	2022-2025
<ul style="list-style-type: none"> Revitalization of Governance of Internationalization of the Philippine Higher Education Sector by CHED IAS and the Regional Offices 	<ul style="list-style-type: none"> Reorganization of the CHED International Affairs Staff and Regional Offices CHED ROs with appointed IROs 	<ul style="list-style-type: none"> Structural revision and staff augmentation of CHED IAS and ROs 	<ul style="list-style-type: none"> Review of functions of CHED IAS divisions, including job audit Augmentation of plantilla positions in CHED IAS Establishment and operation of Transnational Higher Education Division Appointment of International Relations Officers (IROs) in CHED Regional Offices Funding for suprastructure/ infrastructure development 	All SUCs VPAA IRO CHED	2022-2025
	<ul style="list-style-type: none"> Numerous trainings conducted 	<ul style="list-style-type: none"> Capacity building of CHED staff on 	<ul style="list-style-type: none"> Conduct or support of training on internationalization (e.g. policies, protocols) 	All SUCs VPAA IRO	2022-2025

	<ul style="list-style-type: none"> A number of CHED staff trained 	internationalization and other soft skills	<ul style="list-style-type: none"> Conduct or support of training on soft skills (e.g. project evaluation, policy writing) Funding for seminars, trainings, and workshops 	CHED	
<ul style="list-style-type: none"> Quality Assurance of internationalization process and procedures 	<ul style="list-style-type: none"> Strategy/plan on Quality Assurance for Internationalization Inclusion of internationalization in accreditation systems Increased interest of potential third-party evaluators 	<ul style="list-style-type: none"> Creation of QA strategies on Internationalization Integration of internationalization metrics in the accreditation system Review of CHED policies with internationalization dimensions for consistency 	<ul style="list-style-type: none"> Implement a policy to attract and assist students and faculty engaging in internationalization activities Build and maintain a structured network of partnerships, based on the existence of strategic, priority, prospective and mobility partners Implement a new framework to manage and maintain agreements and partnerships Formalizing the relationship by integrating the tasks and responsibilities associated with the partnership to all possible evaluators. Support the establishment and expansion of partnerships with evaluators to ensure internationalization quality assurance in universities. 	All SUCs VPAA IRO CHED	2022-2025