

Establishing Innovative Collaboration in Higher Education in Asia

Ahemed Shamin Ansary
Daffodil International University

Abstract:

The paper explores the establishment of collaboration focusing innovation in the arena of higher education, especially in Asian region. It has been observed recently that economic growth in rapidly developing Asian economies is pertinently linked to knowledge production, skills, and the rising demand for higher education and many countries have scope to transform their population into the human capital. It also stress on the critical role of higher education plays in driving Asia forward and suggests for working on innovation in higher education collaboration amongst Asian countries. In establishing innovative collaboration, the paper also addresses the issue of regional cooperation in education within the framework of BIMSTEC, BCIM, ASEAN, SAARC through introducing regional ranking system, accreditation body, journal indexing etc. The paper also discusses the innovative tools of teaching learning methods like Google class room, Global Access Asia, Moodle which facilitate the internationalization process of the university. To fit into the innovative collaboration in higher education, this research paper also shares the experience of Daffodil International University (DIU) with its initiatives in innovative collaboration in outcome based teaching learning, industry-academia alliances, business incubation model, entrepreneurship drive. The mission of any university is to pursue quality education and research of international distinction for the benefit of human society. In the delivery of educational programs on campus and beyond, the university draws heavily upon the new instructional and outreach technologies available in the present information age. With a view to focusing digitized learning, the paper shows the development of innovation, cultural harmony, information technology, ethics and quality education as well as international flavor focusing inbound and outbound student and faculty exchange programs in higher education and introducing the blended education.

Key words: *Asian economies, regional cooperation, BIMSTEC, BCIM, ASEAN, SAARC, regional ranking system, accreditation body, journal indexing, innovative tools, Daffodil International University (DIU), innovative collaboration, exchange programs, blended education.*

1.0 Introduction

In this glocalization (globalization and localization), technology and innovation are creating increasingly attractive alternatives to existing systems in higher education. As days are growing, innovations in every sphere of higher education are denting its position. In both higher education and the world of business, constant striving for improvement and excellence in one's products and services—be they computers, cameras, curricula, teaching, or research—is widely accepted as an appropriate and fruitful strategy. Clayton Christensen, professor of business administration at Harvard Business School, explains how this gulf is often filled by disruptive technologies, which trigger important changes in the basis of competition in their field.

With a view of rapid technological advancement, we found many innovative initiatives are taking place like besides the traditional learning system like Google class room; Moodle at the eLearning Center; Flipped Class Room; Graphics Novel; 2+2 Programs; E-learning; Blended mode of education; Online courses in the Moodle etc.

A higher education innovation system can be seen as a set of functions, components and relationships, which allow us to disaggregate the various levels of interactions among the elements of the system and analyze the unfolding of innovation in higher education.¹

Higher Education Innovation System (HEIS)		
Functions	Components	Relationships
• Education	• Direct and Indirect actors	• Collaboration/conflict moderation
• Research	• Institutional and individual actors	• Substitution
• Engagement		• Network

2.0 Literature Review

Alexandra Ryan, Daniella Tilbury, Peter Blaze Corcoran, Osamu Abe, Ko Nomura, (2010) showed in "Sustainability in higher education in the Asia-Pacific: developments, challenges, and prospects" that Asia-Pacific region offers many creative initiatives and considerable progress in Education for Sustainable Development ESD and in understanding the learning dimensions of sustainability.

Shin, J.C. & Harman, G (2009) discussed the five main topic areas which provide the basis for the theoretical framework: massification, privatization, accountability and governance, internationalization, and ranking and world-class universities.

3.0 Innovation in higher education in Asian countries

Asia is well known for the innovativeness of its peoples. Universities have a critical role to play in instilling other important cultural components. We must embrace innovation in our own activities. In teaching and learning, recent years have seen the growing use of digital techniques, such as flipped classrooms and online learning. At the same time, there is a global push by fund providers for their investment to yield greater social and economic impact through research.

4.0 Innovation in Higher Education

The traditional system of higher education was giving lecture to students in a classroom, but there has been a drastic change in the styles of teaching over the period of time and more are also coming through. These innovative and interactive teaching-learning method methods are moving away the conventional style of teaching-learning towards a significant focus on active learning, where students freely act together with other students and take part in the outcome based teaching and learning (OBTL).

1. Google class room
2. Moodle at the e-Learning Center
3. Flipped Class Room
4. Graphics Novel
5. 2+2 Programs
6. E-learning
7. Blended mode of education

8. Online courses in the Moodle

5.0 Some Innovative tools of teaching learning methods

Google Class Room:

Google Classroom is a blended learning platform for academic institutions that aspire to simplify making, dispensing and grading coursework in a paperless way. It was introduced as a feature of Google Apps for simplified Education system. Its plan is to make the education system as paperless. Google Classroom is trouble-free to use and easily accessible from all types of devices. On June 29, 2015, Google announced a Classroom API and a share button for websites, permitting administrators of educational institutions to further strap up Google Classroom.

Global Access Asia:

Global Access Asia (GAA), the online platform for courseware of the Asian University Presidents Forum (AUPF). AUPF has met every year since 2002 with the mission to “increase communication through exchanging necessary information, hunt for common development and experience sharing of higher education institutions in Asia. GAA aspires to enhance international learning prospects for the students of AUPF member universities. Each participating university may like to offer one or two of its top-quality courses online through using a collaborative online platform. Students of other participating universities may take those courses with free of cost to earn academic credits. Participating universities may also upload non-credit educational contents here. GAA is unique among courseware systems in its focus on the diversity and global role of Asia.

Moodle:

Moodle is a learning platform intended to provide educators, learners and administrators with a single vigorous, safe and integrated system to generate a congenial learning environment.

The Institute of the Future has identified 10 work skills, proficiencies and abilities required for future jobs and work settings.

- Sense-making: Capability to settle on the significance of what is being articulated
- Social intelligence: the ability to unite with others in a deep and direct way to encourage reactions and preferred interactions
- Novel and adaptive thinking: proficiency at thinking and coming up with resolution and responses
- Cross-cultural competency: the ability to function in various cultural settings

- Computational thinking: the ability to interpret huge amounts of data into conceptual findings and to realize data-based analysis
- New-media literacy
- Transdisciplinarity
- Design mindset
- Cognitive load management
- Virtual collaboration

5.1 Disruptive Innovation in Higher Education

There is a tendency for policy makers and institutional leaders to take any kind of technological advancement which is called a 'disruptive innovation' and cram it into the classroom experience and then expect that by hook or by crook efficiencies are going to appear. Constant striving for improvement and excellence in one's products and services is widely accepted as an appropriate and fruitful strategy in both higher education and the business world. Clayton Christensen, a professor of business administration at Harvard Business School, is the proponent of this system.

6.0 Sustaining versus Disruptive Technologies

Most new technologies or improvements in services generally enhance the performance of established products along with the lines that majority of the clients have traditionally appreciated. These sorts of innovations (whether incremental or breakthrough) are sustaining technologies that move a product up the technological progress trajectories. Research has shown that the pace of technological progress in almost every market outstrips the ability of customers to use that progress.

7.0 New Dimension of Regional Cooperation in Innovation in Higher Education: Regional Accreditation, Ranking of Universities, Journal Indexation, Research

More extensive regional cooperation is required, in the field of education especially higher education. Investment in higher education leads to social welfare. Participatory teaching-learning system at higher educational institute is very important for the teachers to create congenial classroom atmosphere for the sake of transforming students to employability plus.

Regional cooperation will give us better market access and improvement of standardization in the regional perspective so that it will work as catalyst to attain competitive advantage and long run sustainability. Regional cooperation is very important to have a win-win situation for which one should use the platform of BIMSTEC, BCIM, and ASEAN with special attention in the field of higher education. Investment in building human capital has a positive impact on the economy of Bangladesh which needs regional cooperation. To develop a perfect model in the educational arena we can use PPF which means Public-Private-Foreign collaboration.

7.1 Accreditation

Accreditation increases the quality of education through improving the effectiveness of institutions and making sure that institutions meet the established standards. It matches the shared values and practices among different institutions. Hence, accreditation relies on integrity, considerate judgment, meticulous application of requirements, and confidence. It provides an evaluation of an institution's effectiveness in the implementation of its mission, its conformity with the necessities of its accrediting body, and its continuing efforts to enhance the quality of student learning.

7.2 Necessity of Accreditation

The objective of the accreditation process is to identify and recognize the value-addition in converting a student admitted to a program/institution into a graduate with superior knowledge and a tolerable level of professional and personal proficiency.

7.3 Bangladesh Initiative

The government approved in principle the draft rules of Accreditation Council Act-2016 to ensure quality and standard of higher education in Bangladesh. A chairman will be recruited by the government who lead the 11-member council. No university will be able to tender certificates of higher education without the prior-approval of the council.

7.4 Regional Accreditation: Examples of some South Asian Countries

Bhutan

Bhutan Accreditation Council (BAC) is the national accrediting agency, which shall accredit institutions of higher learning in Bhutan.

India

A set of professional councils established by statute and other autonomous coordinative or regulatory bodies established or recognized by the University Grants Commission of India.

Nepal

The University Grants Commission (UGC) has launched the Quality Assurance and Accreditation (QAA) program as an important aspect of reform in higher education in Nepal. Accordingly, a Quality Assurance and Accreditation Committee (QAAC) has been formed for the development and implementation of QAA activities in higher education in Nepal in 2007

Sri Lanka

The University Grants Commission of Sri Lanka empowered by Section 4(2) of the Universities Act No. 16 of 1978, as and when required appoints Standing Committees for specific purposes,. As such Sri Lanka formed Standing Committee on Quality Assurance and Accreditation which functions as the advisory body to UGC - QAAC and vigorously pursue/promote QA programmes according to universities.

A unique platform can be established for all Accreditation Councils of Asian countries.

7.5 Ranking of Universities

University ranking basically focuses on determining definitive list of the world's best universities, evaluates across teaching, international outlook, research, reputation etc. Data are trusted by governments and universities and are a fundamental resource for students which help them to choose where they should study. During recent years, university rankings have gained a substantial significance not only among the academia but also amongst students, parents and businesses. Common stakeholders may not be conscious of the ins and outs of ranking processes and criteria of rankings but they are certainly eager to know the position of the University of their interest in the ranking lists. A regional rankings naming 'Asian Higher Education Institutions Ranking' may be established. Some ranking systems of the universities are:

- QS World University Ranking
- Times Higher Education World University Ranking
- Academic Ranking of World Universities (ARWU)

- CWTS Leiden Ranking
- Webometrics Ranking

7.6 Journal Indexing

Indexation of a journal is judged as an indication of quality. Indexed journals are believed to be of superior scientific quality in comparison with non-indexed journals. Many other popular indexation services have been developed over the years which include EBSCO, MedLine, SCOPUS, PubMed, EMBASE and SCIRUS among others.

7.7 Research

One of the significant roles of universities has been to make positive changes where possible. They have done this by cultivating an ever larger proportion of the population and lengthening its perspectives by performing research that generates new understanding, new technologies and the prospective for action and by providing a store of knowledge and aptitudes that society all together has been able to draw upon. A noteworthy proportion of our better health, wealth and general wellbeing was made achievable by the research conducted by universities and through the measures of people who were drawing on the benefits of their university education. Research collaboration need to be greater than before amongst the Asian countries with the support and networking of BCIM, BIMSTEC, ASEAN, SAARC.

8.0 Asian University Presidents Forum, ASEAN University Network and AMDISA: Model for regional Collaboration in Higher Education

8.1 Asian University Presidents Forum

The Asian University Presidents Forum was established from a friendly cooperation beginning in December 1999 between higher education institutions in China and Thailand. In order to create a mechanism through which university presidents both public and private from China and Thailand could recurrently exchange information and management experience. Guangdong University of Foreign Studies, Srinakharinwirot University Siamese, Univeristy of Thailand and Chaoshan College jointly put forward a proposal to establish a Sino-Thai conference for higher education

institutions. AUPF works as channel in developing the quality of higher education in Asian region.

8.2 ASEAN University Network (AUN)

The ASEAN University Network (AUN) is an Asian university association which was founded in November 1995 by 13 universities of ASEAN member countries. After the extension of ASEAN twice in 1997 and 1999 (by ASEAN Charter), the AUN membership has been experiencing an increasing trend.

8.3 Activities of AUN

The AUN-QA network: This network comprises of all partaking Universities, a Secretariat, a Quality Assurance Council and a pool of assessors, governed by the Board of Trustees of the AUN.

Roles of the Participating Universities

The Participating Universities will support and participate in AUN-QA programs and activities, propose suitable nominees to be trained, appoint CQOs for their universities and perform as assessors of AUN.

Academic Collaboration:

ASEAN Cyber University: An idea of establishing an ASEAN-ROK Cyber University was initiated to promote education cooperation and people-to-people exchange.

Youth Platform:

- AUN and ASEAN+3 Educational Forum and Young Speakers Contest
- ASEAN Youth Cultural Forum
- AUN Internship Programme
- Study and visit programme
- University Leaders Dialogue

8.4 Association of Management Development Institutions in South Asia (AMDISA)

Association of Management Development Institutions in South Asia (AMDISA) is a body recognized by SAARC. It is a network of Management Education and Management

Development Institutions in South Asia. It has 243 members from the SAARC region. Its mission is to promote management development activities and management education in South Asia, considering the economic, cultural and social context of the region.

AMDISA is the only Association which networks management development institutions across the eight South Asian nations through exchanging information, facilitating inter-country research initiatives, conducting regional conferences, workshops, colloquia and programs, and thereby providing a forum for interaction among academics and business leaders.

9.0 DIU Initiatives in Innovation in Higher Education

9.1 Outcome Based Teaching Learning (OBTL)

Outcome-based education is an educational model where curriculum, pedagogy and assessment are focused on student learning. OBE emphasizes student learning and success. Daffodil International University has taken the initiative to start OBTL in its teaching process; already five departments have started the method.

9.2 Daffodil Business Incubator

Business incubation program is one of the most dynamic programs aimed at developing and supporting new commercial businesses. Incubators have the ability of nurturing young firms by helping them to survive during their startup stages and maintain a sustainable growth thereafter. Helping new firms to survive during their startup stages is the most crucial function of business incubators as most new firms are vulnerable to failure and collapse at this particular period. Besides, business incubators are significant in providing provision of the necessary resources, hands-on management practices, coordinated exposure to business strategies on decisive thinking and provision of the most important technical support for business success. Furthermore, business incubators are also very helpful in providing startup firms with the facilities to share office services, easy access to business equipment and expandable space.

Daffodil Business Incubation Model which are characterized as:

- Business incubators are private-sector, profit-driven with the pay-back coming from investment in companies rather than from rental income.
- They tend to focus mainly on high-tech and internet-related activities and unlike ‘traditional’ incubators, do not have job creation as their principal.
- New economy incubators often have an essentially virtual presence with financial and business services at the core of the offering unlike their traditional counterparts that usually center on the provision of physical workspace.

9.3 DIU Short Term Mobility Programs in Asia

With the experiences of the general student exposure of Bangladesh, DIU has started its Summer Camp Program where DIU students actively participated. Some of them are as follows:

- Asia Summer Program-2013 in Dongseo University, South Korea

In 2013, eleven students and one faculty member of Daffodil International University (DIU) attended 3 weeks long Asia Summer Program-2013 in Dongseo University, South Korea. Total of 350 students from 25 universities in 10 different countries attended the program.

- Asia Summer Program-2014 in University Malaysia Parlis, Malaysia

33 students 5 faculty members and 2 officials from Daffodil International University attended Asia Summer Program 2014 dating 5-25 August, 2014 at University Malaysia Parlis (UniMAP), Malaysia. More than 250 students of over 23 countries attended this summer program.

- Asia Summer Program-2015 in Josai International University, Japan

17 students of Daffodil International University attended Asia Summer Program-2015 (ASP) at Josai International University (JIU), Japan. Students and teachers from all around Asia from 13 universities of 10 countries including Bangladesh attended the summer program.

- Petra Summer Program-2015 at the Petra Christian University, Indonesia

Students of Daffodil International University attended Petra Summer Program (PSP) at the Petra Christian University, Indonesia. The Program started during 2 August - 23 August 2015.

9.4 Asian University Students Forum

Three DIU students of Department of Software Engineering along with student of Department of Multimedia & Creative Technology represented DIU and Bangladesh in the 2015 Asian University Students Forum from 5 November to 7 November 2015, hosted by Guangdong University of Foreign Studies in China. They attended with other Asian university students in a round table discussion on 'The Internet and University Student Entrepreneurship'. Besides, it was a great experience for students to take part in the "Observation of Asian University Presidents Forum 2015" and met the presidents of different universities who participated in the AUPF-2015.

9.5 4-year 'Bachelor of Entrepreneurship' program

In order to achieve the target of creating employment, poverty alleviation and GDP growth as per vision of the government, Daffodil group has been striving to shape the entrepreneurship development initiative in the country in a positive way. To support the initiative, Daffodil International University has recently started a 4-year 'Bachelor of Entrepreneurship Development' program to develop real and innovative entrepreneurs through training, consulting practical activities supported by respective research.

Conclusion

Regional and cross-border collaboration and cooperation in higher education is a growing trend. Opportunities and prospects for such collaborative cultures are enhancing in a rapid pace. A number of countries, especially across Asia, are initiating and participating in regional collaboration and cross-border cooperation as a strategy for intensifying and modernizing their higher education systems. This cooperation and collaboration in higher education among Asian countries could benefit from more transparency, easily accessible information about program designs, and frankness about how these programs work, and wider regional appreciation of academic degrees and programs.

References

Alexandra Ryan, Daniella Tilbury, Peter Blaze Corcoran, Osamu Abe, Ko Nomura. (2010).

“Sustainability in higher education in the Asia-Pacific: developments, challenges, and prospects”, *International Journal of Sustainability in Higher Education*, Vol. 11 Iss: 2, pp.106 – 119

Shin, J.C. & Harman, G. *Asia Pacific Educ. Rev.* (2009) 10: 1. doi:10.1007/s12564-009-9011-6

Peter Mathieson (2016). *Innovation nation: Hong Kong’s eyes on the future*. Times Higher

Education World University Rankings. Retrieved from

<https://www.timeshighereducation.com/comment/innovation-nation-hong-kongs-eyes-on-the-future>

Future Work Skills 2020. (2016). Retrieved from <http://www.iftf.org/futureworkskills/>

Jouko Sarvi Hitendra Pillay. (2015). *Innovations in Knowledge and Learning for Competitive Higher Education in Asia And The Pacific*. Asian Development Bank. Retrieved

from <http://www.adb.org/sites/default/files/publication/177737/innovations-knowledge-learning.pdf>

David J. Staley. (2015). *The Future of the University: Speculative Design for Innovation in Higher Education*. Edu Cause Review. Retrieved from

<http://er.educause.edu/articles/2015/11/the-future-of-the-university-speculative-design-for-innovation-in-higher-education>

Brennan, John, Broek, Simon, Durazzi, Niccolo, Kamphuis, Bregtje, Ranga, Marina and Ryan, Steve (2014) *Study on innovation in higher education: final report*. European Commission Directorate for Education and Training Study on Innovation in Higher Education, Publications Office of the European Union, Luxembourg. Retrieved from

http://eprints.lse.ac.uk/55819/1/_lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Durazzi,%20N_Study%20innovation_Durazzi_Study%20innovation_2014.pdf

Regional Cooperation and Cross-Border Collaboration in Higher Education in Asia Ensuring that Everyone Wins. (2012). Asian Development Bank. Retrieved from

<http://www.adb.org/sites/default/files/publication/29931/regional-cooperation-higher-education-asia.pdf>

Innovative teaching methods vs the traditional university lecture. (2010). BBC Active. Retrieved from

<http://www.bbcbactive.com/BBCActiveIdeasandResources/Innovativeteachingmethodsvssthetraditionaluni.aspx>

Report on the UNESCO Forum on Higher Education, Research and Knowledge 2001-2009.

(2009). Higher Education, Research and Innovation: Changing Dynamics.

UNESCO Forum on Higher Education Research and Knowledge. Retrieved from

<http://unesdoc.unesco.org/images/0018/001830/183071E.pdf>

Asian University Presidents Forum. Retrieved from

<http://www.aupf.net/about.asp?aboutusorder=0>

Association of Management Development Institutions in South Asia. Retrieved from

<http://www.amdisa.org/>

ASEAN University Network. Retrieved from <http://www.aunsec.org/index.php>

Global Access Asia. Retrieved from <http://gaa.link/kor/05/05.php>

SCHOOL AS AN EDUCATIONAL INSTITUTION ON DETERMINING FUTURE CAREER OR PROFESSION

Akhmad Taufik^{1,a}, Irma Fatmawati^{2,b}

¹*Faculty of Economics and Business, ²Faculty of Law Universitas Pembangunan
Panca Budi, Medan, Indonesia*

E-mail :^a akhmadtaufik@dosen.pancabudi.ac.id,

^b irmafatmawati@dosen.pancabudi.ac.id

Abstract

A Higher Education Institution (HEI) is the main source of manpower needed to be employed by companies and government. The working world expects to obtain sufficient skillful HEI graduates who are able to analyze and produce logical decisions. HEI, with all its limitations, tries to satisfy these needs by finally decided to divide the education itself into 2 types; one is based on skills which is referred to as “Vocational Education” or “Polytechnic”, and another is based on theory and academic analysis, which is referred to as “University”.

Institutions fail to generate qualified graduates as expected by the To be able to produce qualified alumni, both education divisions provide not only well-managed and systematic educational system, well maintained building with all its facilities and infrastructures, but also the qualified educators. In reality, according to several existing researches, around 60% of the HEI students did not even know why they picked their major and 30% switched their major as they felt so incompatible with the previous major. These lead to poor performances in their studies and it is the cause why the Education students, working world and the nation.

Besides providing good facilities, standardized curriculum and competent educators, it is also a necessity for HEI to select the prospective students and as a result, able to take in more qualified prospective students too. Applying good process to fine ingredients will surely produce excellent products as well as it is a satisfying result. The current students screening process we use today is emphasizing on the academic capability alone. Therefore, we can see that the decision on which major or faculty to take in HEI must be decided in the primary and secondary stages of education, and that means before they enter higher education stages. The responsibility for a student to determine which major to focus on while in primary and secondary stages does not entirely fall into the hand of the education institution, but also into the hands of the students’ parents, the society, the government, and the higher education institution.

This paper will provide solutions on what role the HEI plays in the primary and secondary educational institutions as the source of prospective students. What steps needed to be taken, how to execute them, up to the point where HEI is able to acquire the students who are acceptable by the stake holders.

I. Introduction

The purpose of education is to prepare human beings as a whole, the workforce, and good citizens and agents of social reformation. Secondary education is organized with the aim to continue the education, prepare citizens towards a future learning process and prepare graduates to become good society. The Secondary education consists of High School and Vocational High School.

It can be concluded that education is to form humans as a whole, to form a mature, faithful, devoted, independent, knowledgeable and responsible people. Education also helps humans to become agents of social change so they are able to deal with and adjust and anticipate the expectation of the future.

Continuing one's study to a higher education/college begins by having a sense of interest and the need to develop knowledge. The existence of interest in people encourages them to perform an act and to participate in it. It is the same as continuing one's study to a higher education/college, the student's interest in continuing their study to a higher education/college will encourage them to try to enter the higher education/college because they want to participate and develop their knowledge.

The lack of information on the higher education/college is also one of the reasons that cause the absence of interest of the students to continue their studies to a higher education/college. Students received very little or incomplete information about higher education/college.

Schools only tell the students about the general information; the way how to get into or the path to take when entering a college, only the general outlines about a particular higher education/college. In fact, students not only need the general information but also a more detail information of a higher education/college, any major and study program therein. Students also need to know the interesting points of each fields, the benefit, the future prospects or path of career; anything that the students will do and face when they proceed to a specific fields of study.

Several issues related to this study can be identified based on the above exposure, namely:

- (1) How do the lecturers and college students inform the senior high school students on what will they learn on each major or program at universities and
- (2) faculty and college students give out information on how does the education system generally works on the higher education.

Both of these points will further develop the interest of the students about taking the right majors or programs at a university.

Based on the identification of the above problems, there are obviously two problems in this study which are closely connected one to the other. Therefore, the activity of this research is limited to the role of the lecturers and college students in developing a proper and targeted interest in the senior high students to have an appropriate education that guarantees the sustainability of their future.

The main indicator used to determine the ability to make a decision is the preference of the job and the profession after completing the senior secondary education level. Based on the questionnaire by Hayadin which was conducted in 2008, a finding of an amount of 35.75% of third grade SMA (Senior High

School)/MA/SMK (Vocational School) students has already had a large selection of jobs and professions, while the other 64.25% has not yet decided on higher education or job and profession choices, is achieved.

The students who have not yet decided are those with average to good academic achievements. This finding is supported by Santrock (2002) opinion in which it states that the difficulties, confusion, and fear are felt at the time when choosing and deciding the majors to pursue in college. The lack of information on a certain major and the consequences the teens may be facing in a particular job choice when they graduate concern them more in deciding their choice.

An interview with the teachers of the Counseling Guidance of Panca Budi High School especially on class XII of Science I was conducted, and a finding that there has been a problem on the students of the class came out as a result, that the students on class XII of Science I are undecided or has not made any plans on further study options. The factors identified to cause students to be undecided or to have no plans selection for their further studies are that the implementation of information services which were being implemented incidentally, the high cost for the aptitude test of interest in its incorporating suggestions for majors picking, the economic situation of the parents, their fellow teens, job opportunities factor, and the lack of knowledge and the lack of information regarding further studies.

Many students are experiencing a shortage of information on further studies, especially with regard to college so it tends to be one of the obstacles in determining the direction of further studies or career selection. This is partly due to the less intensive implementation of information services at the school.

Both of either to make a decision to continue their education or to enter the employment world require a premier consideration. Where the factors needed to be considered and taken into account for the students who choose to continue their education according to Gani (1992:19) are: (1) the cost of the study (2) the problems in selecting the major to study.

Based on the given data, that the provision of information services for further studies need to be delivered to students so that they can take right decisions and steady, as it relates to their choice of profession in the future. It also aims for the students to be able to prepare themselves in deciding the post-high school educational institutions in accordance with the state itself, and can be adjusted to the level of economic ability of parents.

This paper contains a review of the following material: "Is there any effect of providing the information service of further studies to the stability of further study decision making?". To make it easier to solve the problem, then the formulation of the problem is operationally defined as follows: "Is there any significant difference in the stability of further study decision making before and after the provision of Children School of Career (SKA) to the students in class XII of Science I?".

II. Theoretical Overview

A. Children School of Career (SKA)

From the fact as a result we have gathered, a lot of high school graduates, either it is public high school or vocational high school, have a tendency of not knowing and not being ready to further continue their education to a higher stage of their choice. It can be seen from the fact students move from one faculty to another once they are in the first or second semester, or the existence of students who did not pursue to continue their study to the University after they had passed on the second faculty option instead of not the first faculty option simply because they did not feel that the second faculty option of their own choice was right for them or their talent.

This is a matter of great concern, as it wasted a lot of time and it threw away a considerable amount of money. This kind of matter or happening is only possible because of the lack of information received by the students concerning the educational institution or the lack of students' preparation in facing the upcoming further education choices they have to deal with.

B. TIME and EXPENCE

Responding to this phenomenon, we are going to create an education program in order for the students to determine their future goals by:

- Providing them with the broadest information possible regarding the profession and non-profession world.
- Providing them with the broadest information possible regarding the higher level education, at the university and high school level.
- Packing them with enough proper knowledge regarding the college and high school which are in great demand, so to make it easier for the students and to make them ready to advance their study at those there.

III. Consistency of Advanced Study Decision Making

According to the Indonesian Big Dictionary (2002: 713) steadiness means "steady (stable, secure, courageous, remain unchanged) matter (condition)". The stability in the decision making on further studies to enter college is a part of the career decision-making which is defined by Basori (2004: 91), "as a self maturity in the process of determining the choice out of various alternatives related to college education with job / position orientation". According to Terry (in Manrihu, 2002: 170) "The definition of decision-making is the choosing of behavior alternative from two behavior or more". This is similar to the one proposed by Basori (2004: 91) where it states that "decision-making is a process to determine various alternatives relating to a matter in accordance with the situation of one self and their environment". According Sutikna (2008: 17) "further study is the continuation of the study".

Based on the description above on the opinion of stability of decision-making, and further study, it is concluded that the stability of the decision-making for further studies to a college is a certainty and the stability of the decision-making for further study or the process of determining the selection of various alternatives with regard to further study or further higher education, which is college.

The factors to be considered in a career decision-making process with regard to further studies to the universities according to Basori (2004: 92), consists of two

factors, the personal factors and environmental factors: personal factors are such of: a) the type of personality and the stand out traits, b) academic talent or ability, c) non-academic talent or ability, d) the interest in a position or work, e) personal life value, f) hobby and pleasure. Meanwhile the environmental factors are such of: a) community life values, b) the economic situation of the family / parents, c) the need / prospects of related jobs, d) the opportunity to get a chance for a position / job.

According to Gunawan (2011: 199), there are various reasons that are often found that influence the students in making appropriate decisions for further studies into higher education, including: a) the tendency of parents to send their children to their alma mater college, b) the influence of best friends, teachers or mentors who were once studying at the university, c) the closest college to the parents' house at the risk of choosing any majors, as long as children continue their studies like the other children, d) filling in that spare time so they prefer to go to college instead. Those reasons do not guarantee that the child goes to a desirable college matching their talents and interests.

According to Kansil (2007: 25), "A thing or a matter is considered a distraction factor to the decision-making process when the thing or factor is complicating the decision-making process or deflection the direction of the decision. One of the many factors is the person's closest living environment, example parents, and other immediate family members. Other disorders may come from the surrounding environment that can arise from closest friends. Further, Kansil (1997: 26) explains that friendship is familiar tendency where the decision is made based on the decision made by their friends. If his/her friend chooses a major in law or economics, then probably he/she would choose the same department so that they stick together, whether or not the major suits his/her talent/personal properties. Such decision-making can be dangerous, especially in the choosing to continue education. Many failures have occurred as a result of this kind of decision-making reason.

A decision-making theory is based on the idea that an individual is able to make a choice between alternative. Gellat theory approach (Sukardi, 2004) is used in this study. The things that lead to a decision-making are including: a) determining the objective: it starts when people recognize the need to make a decision, then they set a goal or purpose, b) collecting information / data: individuals need to collect data and conduct surveys to find out the possibilities of the activity field, c) making use of the data: data usage in determining the success possibility, d) estimating results: estimating the desired results, attention is focused on the individual value system, e) evaluate and select: the evaluation and the selection decision are involved.

IV. Method

This study uses a "one-group Pretest-Posttest design" method. The experiment is carried out on one group without using any control groups to give a Pretest before any treatments are carried out with the intention that the results of the treatment can be determined accurately after being given Posttest by comparing the situation/condition before and after the treatment is applied.

The subject of this research is the class XII students of Science 1 Senior High School of PerguruanPancaBudi Medan. This study uses a “close direct questionnaire”; respondents answer the questions themselves and the options for the answers are already provided for them. The analysis used in this study is a “Parametric Statistical Analysis” by using “t-test formula”. The use of t-test formula should be based on the assumptions that it is distributed in a normal and homogeneous way.

A. Results and Discussion

After collecting the data, the next step is to outline the data collected from the result of the research. The presentation of data consists of the initial measurement (pretest) and measurement end (posttest) from class XII students of Science I as an experiment class upon which the treatment in the form of “further studies information service” is applied.

Table 1. Initial Measurement Data Score (before treatment) class XII students of Science I

Subject	Pretest	Subject	Pretest
1	88	22	88
2	85	23	66
3	66	24	86
4	79	25	83
5	86	26	91
6	82	27	76
7	94	28	90
8	68	29	84
9	63	30	83
10	77	31	85
11	83	32	88
12	91	33	72
13	86	34	85
14	94	35	84
15	91	36	89
16	94	37	90
17	83	38	79
18	83	39	83
19	87	40	83
20	88	41	79
21	82	42	72
Mean		SD	
83,61		7,064	

Final Score Measurement Results Data (after treatment) on class XII students of Science I

Subject	Posttest	Subjeck	Posttest
1	96	22	90
2	92	23	67
3	66	24	85
4	85	25	93
5	87	26	91
6	90	27	77
7	94	28	82
8	70	29	92
9	83	30	55
10	80	31	88
11	81	32	77
12	94	33	90
13	86	34	94
14	94	35	94
15	96	36	96
16	85	37	81
17	90	38	83
18	83	39	90
19	90	40	80
20	87	41	80
21	91	42	71

Before performing the analysis by using “t-test”, first we perform an assumption test as a condition of using the t-test formula; it consists of normality tests and homogeneity test. Before performing the analysis by using “t-test”, first we perform an assumption test as a condition of using the t-test formula; consists of tests of normality and homogeneity test.

B. Normality Test

The Normality test data in this study is using the Kolmogorov-Smirnov Test (SPSS analysis in annex I) by using version 13 of the SPSS, the results are as follows:

Table. 3 Normality Test Results

Data	Pretes	Postes
Number of Students	42	42
Average	83.62	86.61
Deviation Standard	7.064	7.888
Kolmogorov-Smirnov Z value	1.162	1.040
Significance	0.134	0.229

Based on the above table, the pretest “Kolmogorov-Smirnov Z” value obtained is 1.162 with significant value and posttest of 0.134 amounted to 1.040 with

a significant value at 0.229. Due to the significant value of both groups 0.05 then the distribution of the data is normal. (Ghozali, 2013).

C. Homogeneity Test

The data homogeneity test in this study is using Homogeneity Test (Levene test) by using version 13 of SPSS, the results are as follows:

Table. 4 Homogeneity Test Results

F-count	Denominator(df1)	Numerator(df2)	Significance
0.978	1	82	0.326

Based on the above table, the F-count (Levene Statistic) value obtained is of 0.978 with 0.326 significance value, which is greater than 0.05, then the data above is homogeneous (Ghozali, 2013).

Further, on the results of t-test test results for acceptance and rejection of the hypothesis (Ha) where there is effect of giving information service on further studies to the stability of decision-making for further studies. The provision for the acceptance of the hypothesis is when the significance reaches below or equal to 0.05 then Ha is accepted and Ho is rejected.

Table. 5 Results of t-test analysis between pretest and posttest on class XII students of Science I

Data of class XII-Science 4 between pretest and posttest	Value
Average	2.59
Deviation Standard	3.92
Average error standard	0.60
t-count result	4.290
Degrees of freedom	41
Significance	0,000

The value of the t-table is determined by looking at the value of the “degrees of freedom” = 41 with a “degree of error” of 5% then the “t table” obtained = 2.021. The value of t-count is greater than t-table ($4.290 > 2.021$) so it is concluded that Ha is accepted, there is the influence of the further studies information service on the stability of the decision making on further studies.

It is then concluded that “Ha” is accepted and “Ho” is rejected, which means there is a significant effect of providing “further studies information service” to the stability of the further studies decision-making in Class XII Senior High School of PancaBudi Medan.

V. Research Result

The results shows there is a significant difference of steadiness level of the decision-making for further studies before and after the information service of further

study is given to the students of class XII of Science I. "Further studies information service" has a positive influence on the stability of students' further studies decision-making, so the hypothesis that stated "There is a significant difference in the score of the stability of further studies decision-making before and after the provision of "further studies information services" to students of class XII of Science I Senior High School of Perguruan Panca Budi Medan" has been tested. With t-count of 4.290 with a significance level of 5%.

This is in accordance with the research conducted by Kapes and Strickler (in Rusiadi et al, 2015: 160) with a finding that attaching "further studies information" in the Senior High School curriculum primarily containing a package of guidance information containing the difference between one college and another causes changes and improvement which differ in the maturity of the "career decision-making", especially on further studies. Furthermore, Gunawan (2011: 31) explains that the choice on whether to enter college or not, in other words to continue their studies / education to college or not is one of the very important issues faced by parents and high school students. Understanding the various career information particularly on further studies enables the students to make use of them as a material for consideration so that in the end they are more prepared when making their decision on further studies to college.

The study; with the title "the effect of giving further studies information service on the stability of the further study decision-making", shows that the hypotheses, whether there is any significant difference in the stability score of further studies decision-making before and after the provision of further studies information services to students of class XII Science I of Pembangunan Panca Budi Medan Senior High School", is accepted, with the result of t-count at 4.290, which is greater than t-table at 2.021 ($4.290 > 2.021$). It is this difference which indicates that there is a positive influence of providing further studies information services to the steadiness of further studies decision-making on students.

This means that after the further studies information service was given, the students show positive improvement in their performance where they show affirmation in the further studies decision-making in continuing their study to the university. Based on the above conclusion, the results of this study provide the following recommendations:

- First, to the school, so that this research can be used as input for the implementation of guidance and counseling in schools, especially the field of career guidance.
- Second, to the students' counselor to particularly arrange a specific time to give career information services primarily on further studies to universities and private colleges as, in this case, the alternative option.
- Third, to the students. Through this the research, it is expected for the students to be ready and steady in their further study decision-making and be active seeking the latest information and relevant data regarding further studies to use as input and consideration in determining a suitable major.

- Fourth, for other researchers. If wanted to perform a similar study, it is expected from them to connect with the peer groups and to use a control group for comparison. In order to see whether there is a difference in the decision making for further studies and the using of the subject or heterogeneous samples.

REFERENCES

- Arikunto, Suharsimi. 2005. Manajemen Penelitian. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Basori, Muh. 2004. Paket Bimbingan Perencanaan dan Pengambilan Keputusan Karir Bagi Siswa SMU. Malang: Universitas Negeri Malang.
- Departemen Pendidikan dan Kebudayaan. 1998. Mengenal Pendidikan Tinggi di Indonesia (Online, diakses 26 Februari 2011). _____: Pusat Informasi Badan Penelitian dan Pengembangan Pendidikan.

A PROFESSIONAL LECTURER AND QUALITY OF LEARNING IN HIGHER EDUCATION

Muhammad Isa Indrawan, Sri Shindi Indira, Bhakti Alamsyah
University of Pembangunan Panca Budi Medan

Abstract

A professional lecturer has a certain quality of skill in organising learning materials. As a professional, an obligation to meet the need of client is one of the key factors that creates a certain skill of learning. One main important task of a professional lecturer is to manage learning activities that has a certain linkage with the obligation to provide quality of learning. The learning material is prepared and enriched with practical application that is scientifically proven by the lecturer professional role and also research experience. There are steps a professional lecturer needs to do, such as: 1)Assignment to prepare Learning Material, 2)Prepare Learning Material, 3)Response Toward Positive Attitude Learning, 4)To Avoid Harmful Discipline, 5)Understanding on Diversity Among Students, 6)Awareness Toward Limitation 7)The Imposition of Will. A professional lecturer has to have knowledge, skill and attitude to be able to plan, to conduct and to value in education to gain quality of learning. Using qualitative method, this article described by literature study on several references. Furthermore, this article elaborates on how to be professional lecturer and its relation with learning quality in higher education.

Keywords: Professional Lecturer, Quality of Learning, Higher Education

INTRODUCTION

The result of having a qualified learning depends on lecturers' skill on organizing a good quality of teaching including its professionalism. Professional lecturers carry out tasks based on the demands of work rules to meet the needs of the customer (client) in the form of various parties concerned with education services. One duty of a professional lecturer is to manage the activities that the students learn. Professionalism linked to the implementation of the qualified tasks. In other words, a professional lecturer served well and is able to manage the quality of learning. This paper describes the professional lecturers and its relation to the quality of learning in Higher Education.

PROFESSIONAL LECTURERS

Professional lecturers carry out his duties as planners, implementers and assessors of a good learning (Mulyasa 2005: 14). Those duties are consecutively contingent in the implementation of learning.

As a planner, a lecturer has to compose a careful learning plan which includes a variety of things, such as formulating goals/competencies to be achieved in learning, learning materials, implementation of learning methods/techniques, and evaluation tools taking into account the various interests and concerns of learning (Majid 2005: 94).

As an implementer, a lecturer organizes the learning process by using a variety of approaches, methods and learning techniques. In learning activities lecturers are expected to appreciate the diversity of students backgrounds. With the understanding of this diversity, a lecturer is able to organize various learning.

As an appraiser, a lecturer understands proper valuation techniques to reveal the level of mastery of materials, skills and learning attitude. Some gauges can be used and the professionalism of the lecturers are the ability to select an evaluation tool, using evaluation tools, and interpret the results of the evaluation as a control tool in learning and feedback for improvement programs to be carried out. Mulyasa (2005: 19) observes that as a professional lecturer someone must do the following:

1. Assignment of Teaching Materials (Subjects)

Professional lecturers must master the field of knowledge taught. With its function as a public servant, especially the academic community, the basic task of lecturers is to deliver or convey knowledge to learners. Serving means giving, lecturers can only be served if they master the materials to be taught.

2. Preparation Learning

Professional lecturers make preparation in teaching and avoiding shortcuts in learning, the teaching without preparation. Even a senior lecturer with decades of experience in teaching and mastering the subjects must be guided by the learning preparation. Lecturers who do not have teaching preparation can be detrimental to the development of the students in learning.

3. Responses to Positive Learning Behavior

Professional lecturers always give good response to positive learning behavior with praise as a reward. With this response, learners will be motivated to act positively. In fact, lecturers only react to negative learning behavior. In other words, lecturers react to learning actions only when they do wrong. Learners generally were looking for identity and very proud if they got the attention from the lecturers. Since only the negative behavior that gets attention, students tend to perform negative activities to the attention of the lecturer. Biggas and Telfer (1987: 134) citing a study conducted by Dr. Mary Fahey shows the social context of education in Australia with the tendency to only look at the negative side of the learners' actions. This situation is almost similar to that in Indonesia with lecturers mostly just reacting to negative actions. In contrast to this situation, learners in America tend to be commended too much, so that the students are often over confident.

4. Avoid Harmful Discipline

Professional lecturers can not discipline students by lowering their pride. Punishment should be given by learning not destructive punishment. Professional lecturers must avoid verbal and physical punishment.

5. Understanding Personal Diversity Among Students

Professional lecturers appreciate individual differences among students. Each student has personal diversities in terms of strengths, weaknesses, interests, and talents. The implication is that professional lecturers does not compare students' achievement with the other resulting in degrading or grading. An understanding of personality of students also means that lecturers should understand their different backgrounds.

6. Awareness of the limitations

Professional lecturers aware that they are not the most clever and master of all knowledge. With advances in information technology, knowledge of students can be more extensive and better knowledge. This happens because the students can access a variety of resources, such as the Internet or television via satellite. Students have various sources of sophisticated information. The implication is that lecturers should do lifelong learning (Life Long Education). Knowledge develops and lecturers continue to adjust to the advancement of society and information technology.

7. Coercion Will

Professional lecturers do not impose the will to students. In fact, some lecturers tend to impose for example, forcing students to buy teaching materials.

In addition to these seven things that realize the professionalism of teachers, lecturers professionals recognize, understand, and implement its role in learning as educators, teacher, counselor, coach, advisor, innovator, model / exemplary, personalized with unique characteristics, researchers, driver of creativity, generating the view, regular workers, shifting camp, storyteller, actor, emancipator, evaluators, cultural preservation, and culmination directing learners from beginning to end.

QUALITY OF LEARNING

Goods and services of quality has a blend of to meet the needs of customers or buyers. Customer needs can refer to the needs of the present or in the future. Experts have different opinions on a wide range of customer education. In this paper includes customer education of students, parents, faculty and staff or administrative staff, the community, government, labor, business and further education institutions (Sallis 1993: 32). Thus the quality of learning is learning that meet the needs of learners, parents, faculty and staff or administrative staff, communities, governments, the world of work and further education institutions.

Teaching is an academic and professional activities (Rosyada 2004: 122). Meeting the needs of students or students in meeting the academic needs is at the core of quality services. Specifically, the quality of learning by lecturers meet the needs of students in grasping the material science. In other words, quality learning effectively and efficiently purchase learners with knowledge. To achieve this academic needs quality of learning covers a number of elements, which, according Mulyasa (2005: 70) consists of:

1. Questioning Skill,
2. Strengthening,
3. Providing variation in learning,
4. Effective explanation,
5. Effective opening and closing of class session,
6. Effectiveness of learning in small groups, and
7. Good class management.

To be able to create quality of learning, educational materials should challenge and stimulate the brain (cognitive), touch and move the hearts (effective), an evaluation system which reinforces good behavior and neglect negative behavior (Soedijarto 1999: 15). In addition, the standards quality of education should be made. Educational products are services that include services curricular education, research, service, and administration. Changes and curriculum development should be carried out continuously by predicting the dynamics of society locally, nationally, regionally, and globally.

The learning in education has changed from achieving the development of cognitive, effective, psychomotor to only reach a value or Achievement Index (IP) per semester and at the end of the transcript or diploma is high. This shows that there are double standards in the assessment system. In addition, the grade achieved can not be used as a measure of their achievement. The truly quality of learning represent students' competency.

Quality of learning effectively has to meet the needs of parents in terms of learning impression in shaping a noble personal character. The impact from quality of learning is a reduction of chaos among student events that become regular these days. Quality of learning should also reduce the students to attend courses or counseling outside the campus, the actual subjects may be taught on campus. Today many parents have to spend more money on activities that course. Parents often complain because I have to pay extra money to educate their children. This happens because most complaints education managers do not effectively take into account the ability of the parents.

It is common that our view of the quality of education is not integrated to all the elements involved in the education system. In fact, we have not based educational products to the quality of education services. Largely for our products is measured from good college campus buildings and graduates that much. Some say that the quality for all graduates to graduate, but in college it is often wasteful education. Some Education Institutions become a favorite for some or all of its graduates to be "an important person" in this country. Some Education Institutions said the best institution, because who founded or 'stand behind' are state officials 'most respected'. Universities great prestige in such a way to make college was a bone of contention and for those who wish to enter should spend some money. In conclusion this phenomenon shows that our education system has not been able to accommodate the needs of education customers. Needs analysis or dialogue between education organizer and customers not many done in running our

educational policy. Quality of learning to meet the needs of society, the government in terms of its products is the students who have a strong and tough nationalism to the nation and the country.

CONCLUSION

Professional lecturers are lecturers who have the knowledge, skills and attitude required to be capable of doing as a designer, implementer and assessor in education. Professional lecturers conduct quality of learning. With quality learning needs of the various parties associated with educational services or education customers can be fulfilled.

BIBLIOGRAPHY

1. Biggs, J. B dan R. Telfer. 1987. *The Process of Learning*. Sydney : Prentice – Hall of Australia.
2. Majid, A. 2005. *Perencanaan Pembelajaran : Mengembangkan Standar Kompetensi Guru*. Bandung : Remaja Rosdakarya.
3. Mulyasa, E. 2005. *Menjadi Guru Profesional : Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung : Remaja Rosdakarya.
4. Rosyada, D. 2004. *Paradigma Pendidikan Demokratis : Sebuah Model Pelibatan Masyarakat dalam Penyelenggaraan Pendidikan*. Jakarta : Prenada Media.
5. Sallis, E. 1993. *Total Quality Management in Education*. London : Kogan Page.
6. Soedijarto, H 1999. *Analisis Faktor yang Diperkirakan Mempengaruhi Kondisi Kehidupan Negara-Negara dan Kedudukan Strategi Sistem Pendidikan Nasional dalam Proses Pembangunan Peradaban Negara-Negara Indonesia*. Makalah di sajikan dalam seminar Pendidikan Nasional diselenggarakan oleh ISPI dan Lembaga Pendidikan PRIMAGANA, Yogyakarta 9 November 1999.
7. U.U.RY, No : 14 Tahun 2005, *Tentang Guru dan Dosen..*

**Under the background of free trade area, Asian universities cooperate
to cultivate actual combat type Cross border e-commerce talent**

Hui Xiong Yan

ChaoShan Vocational Technological College

Abstract

In recent years , thanks to the factors such as the positive impact of overseas economy , the continuous development of China's foreign trade , and the government's encouragement,etc., the development of China's cross-border e-commerce is in the golden age of development.12 cities like Guangzhou approved Cross-border e-commerce pilot cities in succession , cross-border business development situation is very optimistic , but at the same time , also faces huge gap in cross-border e-commerce talent. Therefore, research on cross-border e-commerce enterprise's demand , post setting , employment demand , and combined with the learning ability of students in colleges and universities , objective , discuss the possibility of Asia university cooperation under the background of free trade area, the feasibility of setting up cross-border e-commerce major and giving advice of training genuine combat type Cross border e-commerce talent .

Key words: cross-border e-commerce;Free trade area;School cooperation; cultivation of talents

1. The introduction

Under the trend of economic globalization, with the development of world economy, the international purchasing power is enhancing.At the same time, Network penetration rate, logistics level, the network payment environment has also been a significant improvement. All of these factors will powerfully promote the development of cross-border trade especially cross-border e-commerce trading.Since 2012, cross-border business has maintained a growth of more than 30% for three

consecutive years. In such a rapid development momentum, the cross-border e-commerce talent gap is also gradually reveal. According to iresearch forecasts that in 2017 China's cross-border business scale will reach 8 trillion, compound growth rate of 26%, the industry is still in the stage of rapid growth.

According to the China Electronic Commerce Research Center, 《China's Cross-border e-commerce Talent Research Report》, at present, the Graduates mainly come from international trade, e-commerce, foreign language and international business. Although the number of graduates who have chosen to work in the cross-border e-commerce sector is very rich and varied, the graduates are still unable to meet the needs of the community. On the talent market at present, the talent who know both foreign trade and have certain Cross-border e-commerce platform operation experience is very scarce.

Facing the current situation of the market demand, universities should promptly adjust the training direction of the existing professional and vigorously cultivate cross-border e-commerce talents. At the same time, China's "the Belt and Road Initiatives" construction deepen the exchanges and cooperation with universities in Asia. The Forum of Asian University Presidents is a good platform to promote the interconnection and exchange of Asian higher education. So taking this opportunity to discuss cross-border e-commerce enterprise's demand, post setting, discuss the possibility of Asia university cooperation under the background of free trade area, the feasibility of setting up cross-border e-commerce major and giving advice of training genuine combat type Cross border e-commerce talent .

2. An Analysis of the cross-border e-commerce Talents Status in China

As China vigorously promotes "the Belt and Road Initiatives", this policy has become China's overall program to the outside world and foreign economic cooperation in the future. Many foreign trade enterprise enjoying dividend policy also feel the foreign trade talent shortage. "Traditional foreign trade, only understanding the customs declaration and speaking English is enough, but with the rise of cross-border e-commerce, it can't meet the demand of the enterprise." Although universities are cultivating talents on cross-border e-commerce. However, enterprise

requirements is far from the actual situation of graduates in colleges and universities. Let's analyze the reality of specialties in college and enterprise talent demand.

2.1 each college's professional setting on talent training

With the continuous development of cross-border e-commerce industry, enterprise demand for talents are also rising. The industry generally tends to choose the major of international trade, e-commerce and related professional when hiring Cross border e-commerce talent.

Many colleges have opened the professional of international trade and e-commerce, and have a lot of graduate. But Cross border e-commerce is an overlapping subject connecting both the characteristics of international trade and e-commerce. Although each year the colleges provide a large number of graduate on international trade and e-commerce to the companies. However, the companies have a strong demand for Comprehensive talent, single professional may not be able to satisfy their demand.

2.2 cross-border e-commerce enterprise talent demand situation

The rise of cross-border e-commerce has changed the traditional pattern of China's foreign trade business, it requires Very high demand for the knowledge structure of practitioners. They should know how to use e-commerce platform in foreign trade business, to do business online, master the IT technology, the network marketing knowledge, international trade rules, foreign language, etc. In some ways, cross-border e-commerce business is a combination of international business and e-commerce professional knowledge system, talent supply is scarce.

According to 《China's Cross-border e-commerce Talent Research Report》, The industry generally tends to choose the major of international trade when hiring Cross border e-commerce talent.

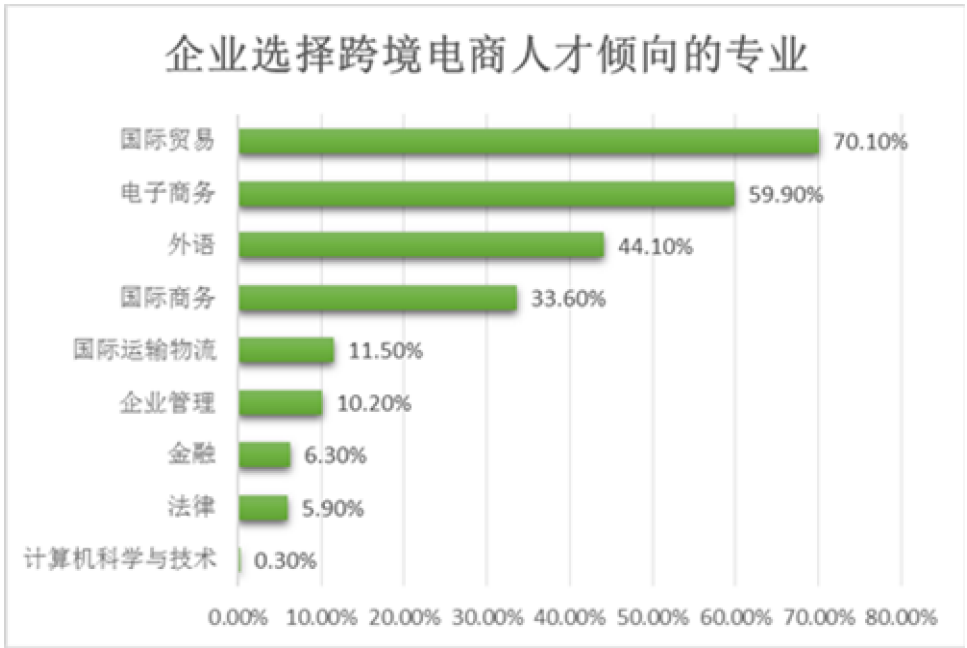


figure 1

However, more companies want Complex disciplines of talent (Figure 2).

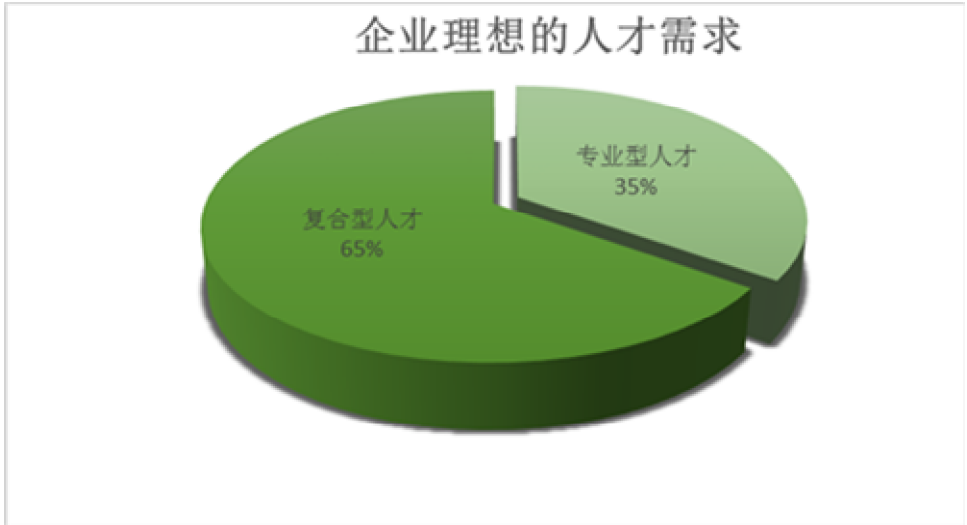


figure 2

And they need more business post talent.(figure 3)

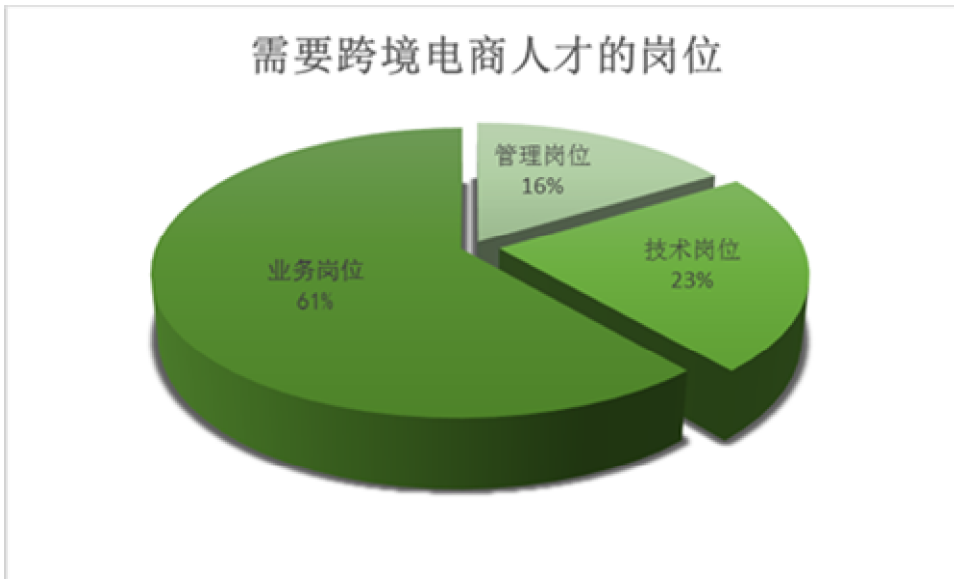


figure 3

Enterprises generally believe that there is a serious gap in cross-border e-commerce talent (Figure 4). The vast majority of people think that cross-border e-commerce talent gap exists (85.9%). They believe that university training can not be trusted and the existence of problems in the university education.

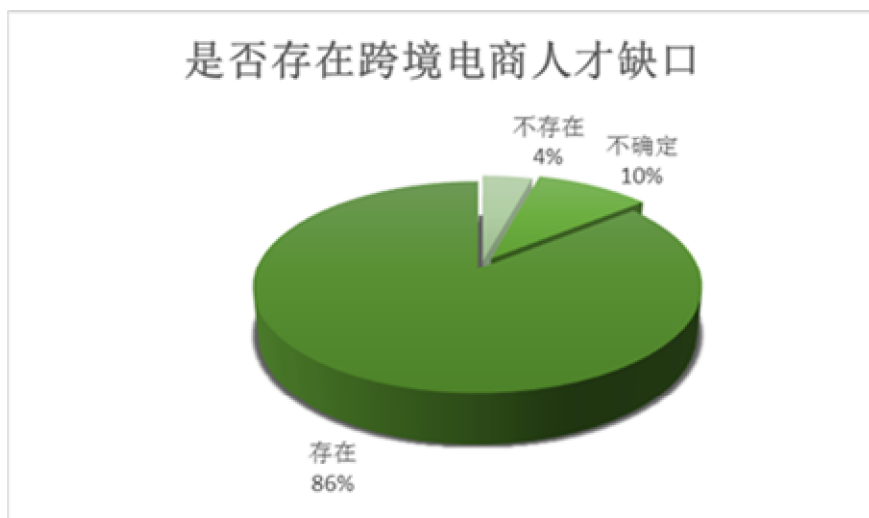


figure 4

According to the results of the survey, the most urgent demand for cross-border e-commerce talent is the sales position. Beside, many traditional foreign trade enterprises have started the transformation of development, they also have a great demand. In short, companies need more people who are able to solve practical problems. Enterprises hope the college add more practical courses to the major.

2.3 to analyse college education from the point of view of the industry

According to the survey, when come to the choose of the cross-border e-commerce talent training organization, only 9% enterprises choose the government, 7.5% choose the University, 39.8% choose business training institutions and enterprises, this suggests an embarrassing situation: enterprises do not believe the training given by the government and the University. And 60.2% enterprises choose their own organization and 54.9% choose cross-border business platform as a training organization. (Figure 5)

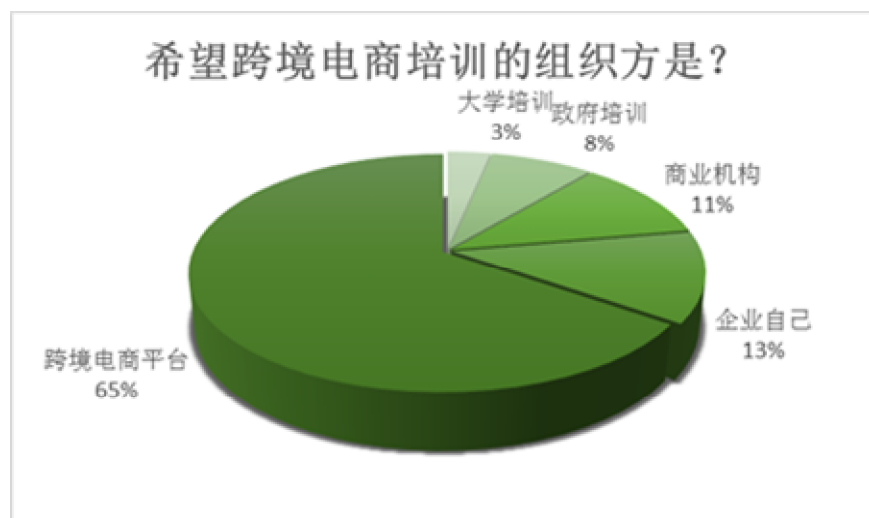


figure 5

The result is a blow to university education. Our present university is far away from the reality. For the fast changing technology, the market, the university basically does not have any reaction. If we continue to train college students by following the old way of thinking, will only cause a greater talent gap, and more students can not find a job. Finally, less and less enterprises will trust the college training.

3. Cross border e-commerce talent training situation in Colleges

In recent years, the enthusiasm of the universities across the country to set up cross-border e-commerce major continues to heat up. From the training point of view, the institutions mostly selected school-enterprise cooperation, with the power of enterprises to cultivate talents. students are training to be front-line operational personnel, for example, be familiar with cross-border platform, to engage in foreign trade network marketing business, customer service, sales, Operation and promotion, ect.

The number of colleges which open Cross-border e-commerce as a professional is just a small sum. Most colleges and universities still depend on international trade, e-commerce professionals to cultivate cross-border e-commerce talent. This shows that the problem of cross-border e-commerce talent gap will only intensify.

4. School-based cooperation to cultivate cross-border genuine business talent

With the rapid development of cross-border e-commerce, "the Belt and Road Initiatives" in-depth construction, and the increasing free trade area, Cross border e-commerce talent has become a talented person in urgent need. Only by profoundly aware of the shortcomings of their own professional construction and innovate talents training mode, can universities and colleges solve the current demand of cross-border e-commerce market talents.

4.1 Set up Cross border e-commerce professional or training direction

Universities in the establishment of Cross border e-commerce professional or direction, should fully investigate the employment needs of enterprises, identify the orientation of student development. Focus on training students familiar with Alibaba, Amazon, Ebay, Aliexpress, Dhgate, and other well-known foreign trade platform for the operation and promotion of business-related knowledge.

4.2 Construction of the enterprise docking curriculum system

Cross border e-commerce is an emerging professional, major platform is also constantly developing and improving. The technology and model updates very fast, may be updated once a month or twice a month, which will be very difficult for the traditional teaching model in the implementation of the profession. When the textbook was published, it was out of date. In this case, a better solution is to use the enterprise's external forces, the use of corporate resources to cultivate talent. At present, the organizations which are committed to cross-border business training are as follows: Alibaba's Aliexpress University, the Dhgate power camp, Ebay's Foreign Trade University, Through cooperation with the well-known platform, we can introduce enterprise lecturers and build a docking course system, which will enable students to get first-hand enterprise information and ensure that talent delivery meets the needs of

enterprises. It is an Effective Shortcut for the cultivation of Cross border e-commerce talent.

4.3 to strengthen cooperation between schools and schools to develop genuine Cross border e-commerce talent

Up to now, China has signed 14 FTA, of which 12 free trade agreements have been implemented, involving 22 countries and regions, free trade partners in Asia, Latin America, Oceania, Europe and other regions. In addition, China is also promoting a number of free trade area negotiations, including the "Regional Comprehensive Economic Partnership Agreement" (RCEP), China - GCC FTA, China - Norway FTA, China, Japan and South Korea FTA, China - Sri Lanka Free Trade Area and China - Maldives FTA and so on.

Preliminary estimates, "the Belt and Road Initiatives" involves the total population of about 4.4 billion, total economic output of about 21 trillion US dollars, respectively, accounting for 63% and 29% of the world. With the implementation of the policy, it will benefit 65 countries, to achieve a large connection and a large fusion of multi-national, multi-ethnic, multi-cultural, multi-language. It is not difficult to imagine that a wave of new cross-border e-commerce wave is brewing, is surging!

So in this great wave of change, as the member of Asian universities, what historical development opportunities will we have?

It is proposed that we should tap into the strengths of each universities to build cross-border e-commerce professionals together, and together, we cultivate Cross border e-commerce talent who are familiar with mutual culture and business operation skills. Since then, university students can not only adapt to the economic globalization environment, but also seek self-development in the economic globalization environment. The change of talent training mode will bring about the change to the traditional university education mode. This will create a new dimension of higher education in Asia and contribute to a more dynamic and sustainable development of Asian higher education.

5. School-based cooperation: Chaoshan College's teaching mode in the talent training

Chaoshan College was founded in August 1999, Is a higher education institution approved by the Ministry of education of the state. award the national college diploma. It has 5 Departments and 4 colleges, a total of 28 professional and 48 professional direction. The computer information engineering department, digital design engineering department, finance and accounting department, Department of business and trade, Department of economic management, College of entrepreneurship, Genuine Cross-Border E-Commerce College, Logistics Industry College and College of clothing industry.

In 2012, Chaoshan College seizes the chance to set up College of entrepreneurship, brings innovation to vocational training ideas and models, using ladder-style personnel training mode, training and cultivating a large number of electric business Entrepreneurial boss and independent entrepreneurs. They have innovative thinking, Economic mind, a genuine combat skills. Within the past five years, it has great achievement.

1. The establishment of 38 companys by the students in the college;
2. Hundreds of mainstream media across the country reports on College of entrepreneurship;
3. Bring sales of over 500 million yuan to the local economy;
4. Training more than 200 student bosses;
5. Awarded the "Guangdong rural youth e-commerce business base", "national innovation talent cultivation demonstration unit" and so on.

In September 2013, Chaoshan College took the lead in setting up the first " Genuine Cross-Border E-Commerce College " in China, and set up practical bases in Shenzhen, Zhuhai, Guangzhou, Foshan and other Pearl River Delta regions to train their practical employability. Through the actual training mode by combining classroom teaching and real e-commerce platform operations, cultivate the integrated high-end professional Cross-Border e-commerce talents for the enterprises. The graduate have the ability to communicate in English, understanding the foreign trade knowledge, the capabilities of e-commerce platform operation and management.

Chaoshan College adheres to the reform and innovation of higher vocational

education,bring great changes to the e-commerce talent training, E-business education has become a well-known brands in China.

Our university attaches great importance to the links with domestic and foreign universities, signed a cooperation agreement with Thailand Siam University 泰国暹罗大学, Srinakharinwirot University 诗纳卡琳威洛大学 Successively. Chaoshan College is willing to cooperate with the Asian universities to develop genuine combat type Cross border e-commerce talent. Hope we can have Further exchanges and cooperation.

Education: Laying the Foundation for Peace & Prosperity in East Asia

James Chinkyung Kim

Chancellor of Yanbian University of Science & Technology (China)

President of P Pyongyang University of Science & Technology(North Korea)

Dear Ladies & Gentlemen,

I would like to express my genuine gratitude to all of you who came to participate in this great event by Asia University Presidents Forum. I would especially like to thank the President Kurita Michiharu of Asia University and the members & supporters of this foundation.

Just as European Union was established, the Union of East Asia was inevitable. European Union (hereafter, EU) was established based on **Erasmus (European Region Action Scheme for the Mobility of University Students)** Project which started in 1987 and now is the main part of Erasmus Mundus which was based on Lisbon Strategy (in 2000) in order to make Europe **"the most competitive and knowledge-based economy in the world and a reference for high quality and excellence in education"**. In today's world of technologically advanced society where information travels in speed of light, we need to first share the knowledge and exchange & understand each other's cultural uniqueness. This should happen by a union of Asian Educational Institutions and what better place to initiate this then in Asian University Presidents Forum.

We are given a freedom to choose and one Road is paved with easy and quick economic or political gains while to travel the other road you might need to work a little harder by patiently educating the young people and society while providing the solid foundation for them to make the right decisions for their future generation Which is the Road I want us to take: "The one less traveled by". After WWII, Winston Churchill, Franklin Roosevelt, and Charles de Gaulle came together to decide on the fate of Germany as a nation, and they have decided to give Germany another chance. Since, Germany not only sincerely repent the horrible act of violence in Holocaust and tore down the Berlin Wall, but also have all the

other world leaders who visits Germany pay tribute to those who lost their lives in the process. And Now, Germany leads the EU and world taking giant leaps in diverse humanitarian efforts.

This can only happen through establishing the Union amongst all of East Asia countries based upon Education & Culture. Colleges & Universities must come together to share the same Visions and Dreams by exchanging knowledge and celebrating the differences in cultures. Education means cultivating people and developing human resources, thus it is way we must participate the future today. We are heading toward Regional Commonwealth without any territorial limitations of borders or borderlines. With the dawn of new information Age, the notion of territorial boundaries is becoming weaker as we speak and like Germany, we must learn from our past to tear down the boundaries in Korean Peninsula. The true education in human values is not just what the text books teach us but the fact that **Peace & Prosperity must be attained through Forgiveness and Unconditional Love.**

Therefore, Yanbian University of Science & Technology have been developing various programs such as YUST International Symposium and other international seminars to promote this idea for past 25 years just as we are gathered here today at 15th Asian University Presidents Forum for the same reasons.

History has proven that absolutely nothing good can come out of any “War” which inherently is evil. Warfare in terms of gaining land masses is passing with an Industrial Age and now, we need to unite in order to survive and fight for much greater vision : That's Intellectual Advancement which is more closer to who we are, an intelligent beings.

We need to put away the notions of fighting & killing each other using freedom, peace and prosperity as an excuse. We need to forgive and understand each other which can bare far greater degrees of **Freedom, Peace & Prosperity.**

When we exchange hatred and violence for understanding and respect these kinds of change will translate into **"Love"**

In today's era of terrorism, natural disasters, and uncertainty in all areas, the world requires new philosophy and that **new philosophy is "Loveism"**.

I firmly believe that in order to achieve true and lasting Peace & Prosperity by "Loveism", there is no other way but through "Education".

We need to educate people that **"Different"** is **not** always **"Wrong" or "Bad"**. Education can teach them to think creatively and not to fear anything that's "Different" but rather to be curious, curious enough to be excited about differences in cultures and ways how many other people think.

Asia has always been promoting and giving such a high praises for the intellectuals, however Asian education system wasn't able to globalize because it was self-centered. We have promoted the education to be a luxury and allowed the intellects of society to be elites rather than the norm. Therefore, there weren't "Mutual Understanding" between different classes or different cultures of people, and even different genders. Historically, Asian Education had depth but it just was not available for common people. Now, most of our education is adopted from the Western Culture. The basis for Western philosophy is a Christianity which promotes sharing and spreading of knowledge. Earlier days, when the missionaries wanted to become accepted by different race or different culture, they often had to educate the common people in the tribes or the regions. Thus, today we see all these great colleges & universities such as Oxford, Cambridge, Harvard, Yale and Princeton. In Korea, we have Universities that are originated by the early missionaries. If we were to form a Union based on economy or politics, it will be natural for each country to protect their own agendas and welfare. This can only lead to domination and remorse for different groups of people and the true peace will not be there but only Chaos. In Education, people can work for a same goal & vision putting aside personal differences, and in knowledge and wisdom, we have "mutual understanding" where natural laws and theories are the same regardless of who you are or where you from.

In real life, I witness this everyday. At our University (YUST & PUST), we have faculty members & professors from 13 different countries where we have diverse educational, cultural, economical, and political backgrounds, but there is no evidence of discrimination or hatred because of each other's race, color or culture since they've all learned to love each

other through **Education**. They've learned that although many things seem different and odd but when you educate yourself about others and appreciate the existing differences, you will learn that all human beings wants **to give "Love" and be "Loved"**. For example, our Chinese Students go on to acquire higher education in America, Korea, Japan and in Europe. When they come back, they all have learned to respect and understand America, Korea, Japan and Europe. We have sister relationship with over 130 colleges and Universities and we have student exchange programs with many of them. Therefore, many of the foreign students who come to YUST really begin to understand the China and its people. All the students who learn and understand other cultures through education and experience actually learn to appreciate and gain deeper understanding of their own cultures. In fact, their view of the world became larger and their patriotism grew stronger. Even the leaders of DPRK, when I rekindled the idea of sending students outside, were showing support by granting us the right to send DPRK student aboard. This is only possible since the Education has become an unwavering common goal for both DPRK & PUST.

In YUST Campus, we have honor system called "Campus Integrity Movement" where all the faculty members and students gather together to dine at one place for each meal. We do not monitor when they pay for the meals which teaches them to be honest especially when no one is looking. In turn, we teach them to have integrity and self-respect. Some students comes back after they graduate and pay for the meals in 100 folds with many heart touching stories how YUST has changed their outlook on life since we also allow them to dine even when they can't afford it. People at our school teach the students and show them that you must think and consider other people the way our School has considered them.

By generating future members of society and equipping them with honesty, diligence, sense of responsibility, passion and Love, the graduates of YUST have attain the employment rate of 100% and recruiters are asking for more graduates since we not only provide high level skilled workers but we also provide them with those qualities that they no longer teaches or considers them important in other colleges and Universities. Yes, we have absolute confidence in our Students. Many students after gaining knowledge and experience in the real world go back to the rural towns and cities where they came from and spread what they have learned or come back to YUST as professors or researchers. Currently, we've been given the

right to send our Pyongyang University of Science & Technology students to study abroad, and we have our DPRK students in England, Swiss, Sweden and China. We are working to send more students to Germany, Italy, Spain, and France. And these kind of results DPRK granting the right for us to send students abroad, and despite any economic or political differences, other countries embracing our students and even asking for us to send more students give me an assurance and hope that **the Education is still the only way for our world to Unite!**

The last real remaining territorial boundaries are in Korean Peninsula where it is still bounded by its political regime. When there is reunification of Korean Peninsula, I believe there will be almost an instant disregard for the borders in Most of Asia if not all given a little time.

This Union of East Asia will be inevitable and for this we need to prepare ourselves. There will be a forming of Union by China, Korea, Japan, Far East Russia, and Mongolia first through education then by unifying economically and politically, respectively. While China, Japan and Russia are major world powerhouses economically and politically, Korea and Mongolia is less robust relatively. However, Korean Peninsula borders China, Russia and Japan and our Yanbian University of Science & Technology in Jilin Province is most idealistic region for becoming the Hub of the future East Asia Union as Brussels was for the EU Headquarter.

We need to spread **the Love** through "**Peace**",
and once again that "**Peace**" comes with a "**Price**"!

We who are blessed in so many ways must pay that price for those who are lost and in despair. People who have must pay the price for those who do not. If People who have only take from people who do not, it is surely lead to fall of humanity as we know it. History has recorded many events and cases when people who gave unconditionally end up receiving far more than what they sacrificed or given. Just think how difficult or different the world would have been if you weren't able to forgive, share, say "I'm sorry", and love one another. I promise you that we wouldn't have great love songs or movies and **the facebook** will be "**Unpopular**"

I came here to "Propose": I want you to utilize **Yanbian University of Science & Technology** and to build the Research & Planning Center for the East Asia Union. I received my education in Europe during the 60's and I witnessed how education can bring down the Berlin Wall and unify Europe. In order to speed up the unification in Korean Peninsula, we have established Pyongyang University of Science & Technology in North Korea.

I want you to think bigger and pay the price for our Peace by making investments now in Education having the Erasmus Programme as a reference.

Here is my proposal to you:

- 1. Establish a legal consortium amongst the educational institutions in East Asia and initiate "Student & Faculty Exchange Program" that recognizes diverse programs and officially approves the credits from other Schools.**
- 2. Improve the quality and increase the amount of multilateral cooperation between higher education institutions in East Asia that could share the ideas and methodology as well as many other resources.**
- 3. Improve and increase cooperation between higher education institutions and Businesses & Enterprises in order to stay current and parallel with today's business environment.**
- 4. Spread innovation and new pedagogic practice and supports between universities in Europe particularly in teaching and research to establish a creative atmosphere for the students and the educators.**

I believe it should starts with each of you thinking of others, giving & sharing with the others what blessings you have been given. What better place to initiate this inevitable fate then this Forum where all of the leaders of Asian Educational Institution are gathered. Dear members, supporters and all the participants of this great Forum, **Let's pay the price for "Peace"** for those who are given so much less. We who are blessed must make the sacrifice for others as well as for ourselves. Please, let's not make this just another speech but put it into action today.

Thank you and God bless each and every one of you.

September 23rd, 2016

President Chinkyung Kim

chinkyungkim@naver.com

Yanbian University of Science & Technology (China)

www.yust.edu

Pyongyang University of Science & Technology (North Korea)

www.pust.kr

On Internationalization of Higher Education: A Perspective from ECNU

Liyi Dai

East China Normal University

Good afternoon, dear Chairman KURITA Michiharu, ladies and gentlemen!
It is a great honor for me to attend “the 15th Asian University Presidents’ Forum” at your beautiful university.

Today, I would like to share with you my ideas about international collaboration in higher education based on what East China Normal University has done over the past decades.

My speech consists of three parts:

- 1. Internationalization of higher education in China;**
- 2. Internationalization in the ECNU;**
- 3. Views on internationalization of high education.**

1. Internationalization of Higher Education in China;

1.1 Growth of higher education in China

As we all know, with the rapid development of China’s economy, the higher education of China has achieved tremendous growth in both quantity and quality: the number of higher education institutions in China has reached 2824; the gross enrollment rate has reached 37.5%; the number of students attending higher education has reached 35,590,000 (thirty-five million, five hundred and ninety thousand), ranking first in the world.

At the same time, the research capacity of Chinese universities is also gradually

improving. For example, according to the Nature Index recently released, China ranked number 2 in the world in terms of the number of papers published on 68 most influential journals in natural science. The majority of the papers were published by university professors.

China's fast-developing higher education is also faced with many challenges, one of which is how to further improve the quality of both education and research. To find solutions to these challenges, universities should not only count on their own efforts but also on international collaborations.

1.2 progress in internationalization of higher education in China

With the rapid development of globalization, internationalization has become a new tide for higher education all around the world, and one of the most significant incentives for China's higher education at present.

Currently, China has the largest number of students studying abroad, which is around 520,000 (five hundred and twenty thousand) in total last year and this number maintains a double-digit growth every year. Furthermore, there are almost 2,000 joint institutions and programs in China, among which the majority are programs of undergraduate level or above.

2. Internationalization in the East China Normal University

East China Normal University, which is located in Shanghai, is one of the major research universities of China. Internationalization has been one of the strategies of development in my university. Surely we have benefited much from international exchange and collaboration.

2.1 Internationalization of faculty members

Supported by China Scholarship Council (CSC) , most of our junior faculty has over one year overseas experience. For example, last year, we have sent 111 teachers abroad; they usually study at overseas for one year or even longer.

Together with its leading role in teacher education in China and well-recognized strength in Teaching Chinese as a Foreign Language, ECNU has trained more than 700 Chinese—teaching volunteers and over 400 excellent local Chinese Language teachers for Asian countries in recent years. Meanwhile, ECNU is sending more and more students to universities in Asian countries like Japan, Singapore, Vietnam and Thailand. By doing so, ECNU trains a good number of talents who know the local cultures well. In a word, we are very pleased to continue the cooperation with relevant Asian countries in Chinese Language education, teacher training and joint researches programs in other fields.

2.2 Internationalization of degree programs

We developed a number of joint programs, including 2+2, 3+1, 4+2 and double degree programs. Due to these programs, 23% of our students can get the opportunity to study abroad. The international students reached 6,000 last year and among them over 1,000 are exchange students and they are mainly from North America , Korea , France and Japan. Because of this, we have been developing a number of English taught courses.

2.3 Internationalization of institutes

Showcases of successful and influential international collaborations include: ENS (Ecole Normal Supérieure) Group in France and ECNU join their efforts in establishing a Joint Graduate School. ECNU also cooperates with New York University in the US to found Shanghai NYU and they co-establish a number of joint research laboratories. Through working with EM Lyon Business School of France, we co-found Asia Europe Business School. And also we just co-established a Joint Translational Science & Technology Research Institute with the University of Haifa in Israel. Moreover, ECNU's network for joint research platforms also include worldwide prestigious universities such as Cornell University, Humboldt University of Berlin, UBC and University of Tsukuba and so on.

3. Views on internationalization of high education

It is certainly true that China has made a large progress in internationalization of higher education, including our ECNU. Internationalization is a huge project which needs efforts from all parties related. So far China has sent a large number of students to study in foreign countries, but we have attracted a relatively small number of foreign students to earn degree in Chinese Universities. In this sense, we have much work to do. Since I am the vice president of ECNU in charge of teaching affairs, I'd like to focus on suggestions to improve internationalization in this area:

3.1 More efforts in mutual recognition of credits

When we talk about cooperation with our foreign counterpart, the baffling issue is the mutual recognition of credits. Different universities have different curriculums of programs, but there should be some courses that both Chinese Universities and foreign universities share in some programs. The academic council of universities should be liberal and efficient in reviewing the cooperative programs proposed by the institutes.

3.2 More all-English courses with good quality

Since English is an international language at the moment, Chinese universities should do more efforts in opening more All-English courses for those foreign students who intend to earn degrees. In the ECNU, we have spent much money and energy on opening All-English courses with good quality. Thanks to the joint efforts, these years witnessed the rapid growth of foreign degree earners. For example, the All-English Master program titled Contemporary Chinese Studies (CCS) is quite a good showcase. It is a two-year international master program that provides students with theoretical toolkits, practical knowledge and analytical capacity of Chinese politics, economics and diplomacy. Last year, 20 students

from 12 countries were enrolled, the majority of which come from Russia and this year another 18 from 16 countries have started their study at ECNU. Besides, ECNU has also developed All-English Master programs in the fields of Politics, Chinese Philosophy, Statistics, Anthropology and Applied Mathematics.

3.3 More friendly culture to overseas students

Foreign students in Chinese universities have to face many problems, one of which is the cultural environments, including administrative culture environment, campus culture, and cultures related to their life. As the administrative body of the university and the institutes, we should try our utmost to construct and develop a friendly culture environment that can make overseas students study and live happily. We have much work to do in these regard including the ECNU.

Dear friends, China and Asian countries are good neighbors geographically and true partners closely related. The two own great common interest and cooperation potential in many areas. Shanghai is proactively constructing the innovation city with world-influence. The government is investing a lot on research, creating also many chances for the institutional collaboration between Chinese and foreign universities. I am confident that all these support from both Chinese central and local governments will definitely offer excellent collaborative opportunities and serve as the catalyst in accelerating collaboration between China and Asian Universities. As a university dedicated to internationalization, ECNU will continue to take every possible effort to contribute to the development of partner universities as well as its own. Welcome you to visit East China Normal University.

Thank you!

QUALITY ASSURANCE SYSTEM TO IMPROVE QUALITY OF HIGHER EDUCATION

Marahadi Siregar, Samrin
Universitas Pembangunan Panca Budi Medan
Email : lppu@pancabudi.ac.id

Abstract

In the future, the existence of a university is not solely dependent on the government, but mainly depends on the assessment of the stakeholders (students, parents, work, government, teachers, supporting staff, as well as other parties) are concerned with the quality of higher education organized. To be assured existence, the college would not want to make the quality management system and carry out quality assurance convening of higher education. To answer the demands of stakeholders with the assessment that are constantly evolving, then the guarantee mutupun must always be matched to existing development in stages and starts from the self-evaluation against the grain of a sustainable quality of higher education (*continuous improvement*).

In the quality assurance management, evaluation is to analyze the existing system. By knowing the shortcomings and errors, it can be repaired or improved performance on the system so the impact on its management. Good quality management system will affect the academic quality because after the academic activities largely depends on the management system.

Internal quality assurance in order to be able to implemented, required the cooperation of all involved in order to achieve the desired target. It also should be done colleges are: to raise the commitment to carry out quality assurance, select and set their own standards of quality that are used, establish and run the organization and working mechanisms of quality assurance, benchmarking quality in a sustainable manner into and out of the country, designing the quality management system in accordance with the college concerned.

There are many models that can be used to control the quality assurance process, any models that will be used let adapted to existing conditions.

Keywords: *Quality Assurance, Continuous Improvement.*

INTRODUCTION

The quality management system (according to the concept of ISO 9001: 2000) is a management system to direct and control an organization in terms of quality. From the concept can be explained that the definition of the management system is a series of elements that are interrelated / interact to establish policy and objectives and efforts to achieve them. While understanding the organization is a group of people and facilities with the setting responsibilities, authorities and relationships (liability, agency, association, institution or a combination).

Quality Assurance is the process of defining and managing the fulfillment of quality standards consistently and continuously, so that consumers, manufacturers, and other interested parties obtain satisfaction.

Quality assurance of higher education is the process of setting and meeting high quality standards of education management consistently and continuously, so that stakeholders (students, parents, work, government, lecturers supporting staff, as well as other interested parties) obtain satisfaction.

QUALITY ASSURANCE SYSTEM

Higher education quality assurance system (SPM-PT) is a system that is set up to guarantee the quality of higher education, by carrying out three (3) types of activities, namely:

1. Databases college (PDPT), the activities of collecting, processing, and storage of data as well as information about the colleges conducted by the Government to control the compliance with national education standards (SNP). Therefore, this activity is an activity accountability vertical (vertical accountability).
2. The internal quality assurance (PMI), the self-evaluation activities of colleges conducted by the college itself (internally driven), to meet or exceed the SNP on an ongoing basis (continuous improvement). In this case intended as an attempt to meet the needs of internal stakeholders, especially (students, professors, educators). Therefore, this activity is an activity-internal horizontal accountability (internal-horizontal accountability).
3. External quality assurance (PME), namely the feasibility assessment program activities and / or college by the National Accreditation Board of Higher Education (BAN-PT) or independent institutions outside the universities recognized by the Government, based on the SNP or SNP exceed standards set by the college itself (called Accreditation). In this case intended as an attempt to meet the needs of external stakeholders especially (parents, work, community, government). Therefore, this activity is an activity-external horizontal accountability (external-horizontal accountability).

Of three of these activities, the system of higher education quality assurance aims to create synergies between the three of these activities, namely database universities, internal quality assurance, and quality assurance of external in order to meet or exceed the SNP by universities and to encourage the efforts of higher education quality assurance that ongoing in Indonesia.

MECHANISM OPERATING SYSTEM QUALITY GUARANTEE

Operational mechanism higher education quality assurance system is done through several activities, namely:

1. Activities in the college database that consists of several steps:

- a. Data and information about all the activities of the college shall be collected, processed and stored through college database. Data and information on universities consist of: data and information on the fulfillment of SNPs that includes eight (8) types of minimal standards.
- b. Data and information about college events that go beyond the SNP, both of which exceed eight (8) types of SNP and outside the eight kinds of the SNP, according to the vision and mission of the universities.

2. Activities on internal quality assurance that consists of several steps:

Using data and information that has been collected in a database college, then college doing a self-evaluation are:

- a. Evaluate yourself on the fulfillment of SNPs consisting of eight kinds of minimum standards.
- b. Self-evaluation of the extent to which the college has gone beyond eighth standard in the SNP, and the extent to which the college is able to set and achieve other standards beyond the eighth standard in SNP.

In addition to fulfilling its vision and mission, other standards beyond the eighth standard in the SNP was also set to achieve accreditation must be taken in an external quality assurance.

3. Activities on external quality assurance that consists of several steps:

Using data and information that has been collected in a database college, BAN-PT or independent agency Government recognized accreditation that includes:

- a. Accreditation of the extent to which the college in question fulfill the eight standards in the SNP. If the college meets the standard eighth in the SNP, the accreditation for universities is Enough (value C). Whereas if the college does not meet the eight standards in the SNP, the college is expressed is not accredited.
- b. Accreditation of the extent of the universities has surpassed the eight standards in the SNP and the extent to which universities are able to achieve a standard other than the standard eighth role in the SNP, to fulfill its vision and mission.

If the college has met the standard in the eighth SNP and able to achieve average standards in national universities, the accreditation for universities is Good (value B). If the college has met the standard in the eighth SNP and can reach a standard above the average college nationally or reached the international standards, the accreditation for universities is Very Good (rated A).

SELF-EVALUATION SYSTEM OF QUALITY ASSURANCE IN HIGHER EDUCATION

To answer the demands of stakeholders and challenges of higher education in Indonesia, it is necessary to guarantee the quality of education is carried out in stages and starts from the self-evaluation on grain quality of higher education. In the quality assurance management, evaluation is carried out by analyzing the existing system. By knowing the shortcomings and errors exist, it can be repaired or improved performance on the system, so the impact on its management. Good quality management system will affect the academic quality because after the academic activities largely depends on the management system. Therefore, the quality assurance system must be a priority of the organizers of the college. As recommended by the Directorate General of Higher Education to lead the college incorporated an autonomous and accountable.

QUALITY ASSURANCE SYSTEM DESIGN

The existence College professionally managed and standardized by implementing international quality management system will contribute to enhancing the academic quality, which is very relevant to the new paradigm of higher education and the issue of the development strategy of higher education and national education, which refers to the quality improvement to strengthen the competitiveness of the nation and empowerment of laboratories to support the achievement of the ideals of a world class university.

To be a higher education established and well known, it should be designed in a sustainable quality management system such as implementing ISO 9001: 2008. It is not foreign to the service industry or universities to implement, because the college with the paradigm of the new will compete even more stringent, in which universities, colleges both Colleges (PTS) and the State Universities (PTN) will compete with universities foreign high which will operate in Indonesia. To nourish its organization, the quality management system ISO 9001-2008 is one strategy to run and cultivate quality system motto "write what to do, do what you have written, recorded and reported what he had done, evaluation and do a sustained increase".

In order for internal quality assurance can walk, then that should be done colleges are: to raise the commitment to carry out quality assurance, select and set their own standards of quality that are used, establish and run the organization and working mechanisms of quality assurance, benchmarking quality in a sustainable manner into and abroad, designing the quality management system in accordance with the college concerned.

There are several steps you can take to make the quality management system are:

1. Assessment problem of identifying the extent to which quality assurance has been done, what items are not owned in the quality management system, what the main problems that occur within the existing system of organization, quality management system like what is appropriate, and others.

2. Provide insight and understanding of the concept of quality and its benefits for universities that emerged in implementing the spirit of understanding and quality assurance. Thus, the quality management system can be applied effectively.

3. Provide an understanding of the documentation system and how to make it so that every executive unit / department understand the linkages between the document and can create documents according to established standards, such as quality manual, quality procedures, work instructions, work plans, quality objectives, and others ,

4. Provide an explanation of the internal audit, and how the internal audit was conducted, as well as how to conduct internal audits. So that internal audit can be carried out in accordance with the procedures and obtain effective results.

5. Conduct an internal audit to check whether all the elements and procedures have been implemented in accordance with the existing scope.

6. To supervise and correction of the corrective actions taken before an external audit or certification audit.

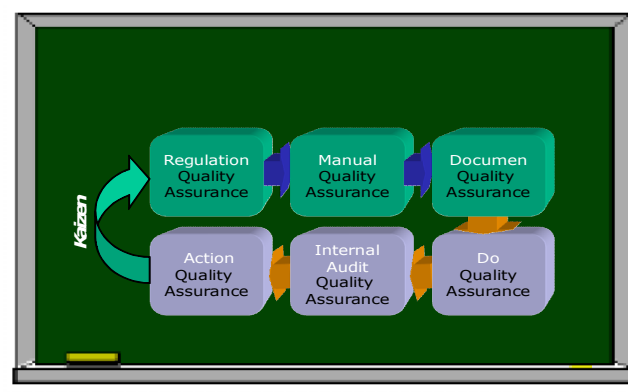


Figure 1.

Process Quality Assurance SystemAt University

QUALITY CONTROL MODEL

According to SNI 19-9000 Series, quality control is the actions and operations that are used to meet the quality requirements.

There are many models controlling for improvements applied to the process over the years since the quality movement began. Most of these models are based on measures introduced by Deming W.Edwards very famous Deming's four principles, namely: PDCA (Plan - Do - Check - Action), or with the term "Shewhart Cycle".

PDCA (Plan - Do - Check - Action) can be used for quality control which will produce kaizen or continuous development

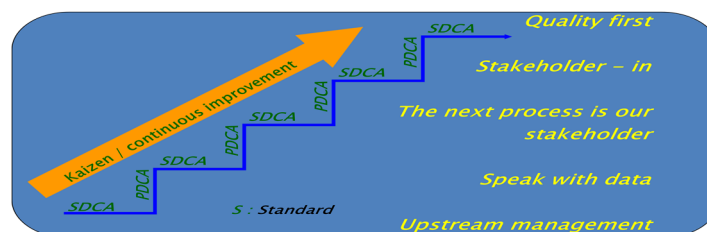


Figure 2. Model of Quality Control PDCA

In the PDCA model, the standard for each stage based on the initial data and the desired outcomes of the universities based on the Strategic Plan of the college.

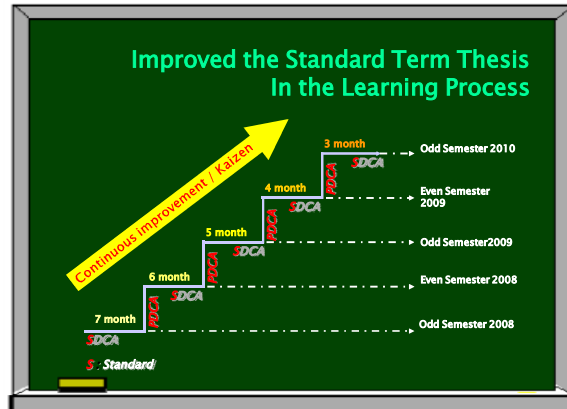


Figure 3. Example Usage Model PDCA

Another model that can be used is a model of cobwebs. This model is used to evaluate the extent to which the results of the implementation of quality assurance is achieved. The evaluation was done for three (3) stages:

- Stage 1 (Standard), at this stage there are four evaluation that is associated with the Vision and Mission College, Vision and Mission Unit / Department, Destination Unit / Department, Internal Standard.
- Phase 2 (Implementation), there are five stages of evaluation is associated with self-evaluation, Gap Analysis, Action Plan, Clarity Quality Objectives, Implementation of Sustainable Improvement.
- Phase 3 (Monitoring and Evaluation), there are six stages of evaluation that is associated with the Monitoring and Evaluation, Leadership Roles, Pool Reviewers, Quality Management, in cooperation with Local Government Relations and Business, Guidelines for Competition.

The value of the three stages, then transferred to the nets pictures of spiders. The good result is when all parts of the cobwebs have been filled, so the evaluation items can be replaced with another.

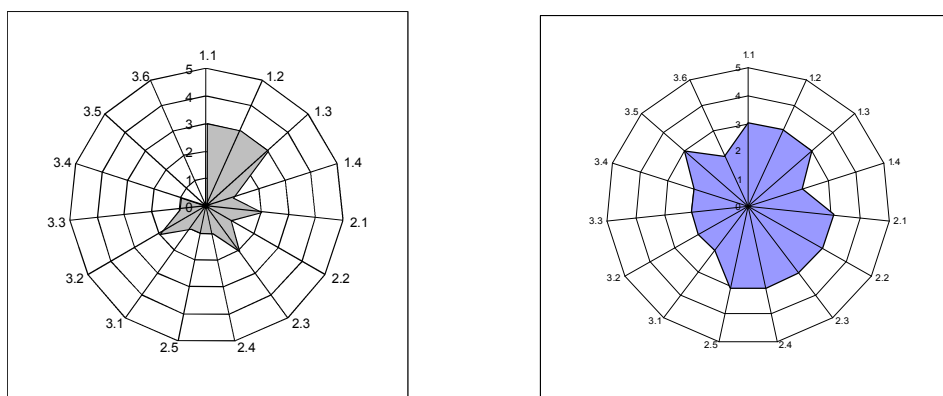


Figure 4.
Sample Model Spider-Earnings Before and After Implementation

CONCLUSION

By designing a certified quality management system, the higher education quality assurance system will be effective, efficient, and transparent and sustainable so that it can be run by anyone.

Implementation of the guarantee system related to all units / departments in universities are concerned, especially the unit for Quality Assurance (Quality Assurance) as responsible.

Required the cooperation of all involved to achieve the desired target.

In order for internal quality assurance can walk, then that should be done colleges are: to raise the commitment to carry out quality assurance, select and set their own standards of quality that are used, establish and run the organization and working mechanisms of quality assurance, benchmarking quality in a sustainable manner into and abroad, designing the quality management system in accordance with the college concerned.

There are many models that can be used to control the quality assurance process, any models that will be used let adapted to existing conditions.

REFERENCE

DERAS Research and Training Center. "Training Modules ISO 9001: 2000 Quality Management System", Yogyakarta, 2006.

Ministry of National Education, Directorate General of Higher Education, Directorate of Academic. "Quality Improvement Training Guide Academic Support Personnel Competency PT(Laboratorium)", Jakarta, in 2009.

National Standardization Council-DSN, "SNI 19-9000 Series, Quality Management.

Directorate General of Higher Education, Academic Directorate. "Handbook & Materials Training Academic Quality Internal Audit (AMAI)", Jakarta, in 2008.

Masaaki Imai. "GEMBA KAIZEN, A Common Sense Approach At Low Cost Management", Institute LPPM, Jakarta, in 1999.

QIMS Consulting, "Quality Improvement and Management System, In House Training, Internal Quality Audit ISO 9001: 2000", Medan 2007.

Using Education Diplomacy to Bridge Global Diversity in Higher Education in Asia and Beyond

Dr. Panadda Unyapho
Mr. Krid Tammakrudsada
Bangkok University, Thailand

Diplomacy has long been employed to promote collaborations among stakeholders. Sports diplomacy has been widely used by many countries to trump linguistic differences and bring people together. The US, for example, has been using sports diplomacy to reach out to people in places that have been seen by many as too far to reach (Bureau of Educational and Cultural Affairs, 2016). Apart from sports diplomacy, there are also health diplomacy where health education or disease-related prevention program are used. According to the World Health Organization (2016), health diplomacy “brings together the disciplines of public health, international affairs, management, law and economics and focuses on negotiations that shape and manage the global policy environment for health. The relationship between health, foreign policy and trade is at the cutting edge of global health diplomacy”. Other diplomacy includes environment diplomacy, traditional diplomacy and non-traditional diplomacy. The paper is two folds. Firstly, I discuss the concept of education diplomacy in its ideal form—by looking at its definitions, and secondly, I examine the role of diplomacy in education and suggest ways we may (if you have not done so already) employ this concept of education diplomacy as a means to reach our common goals in higher education development. The central questions I post in this paper are the following.

1. How is education diplomacy defined, and the relationship between diplomacy and education conceived and enacted?
2. What can we learn from our international collaborations that can help us create a sustainable and meaningful future of global educational collaboration?

What is education diplomacy?

The term Education Diplomacy was suggested at the Association for Childhood Education International (ACEI) in 2009 as “cross-disciplinary, intercultural sharing of theories, ideas and concepts that advance the landscape of education and, thereby, enhance human development.” During a recent conference held in Washington DC earlier in March of 2016, Assoc. Prof Dr. Piniti Ratananukul, Secretary-General of the Office of Higher

Education Commission, Ministry of Education of Thailand, highlighted the role of education diplomacy as a means to promote international academic collaboration at the regional and global arena.

To be diplomatic or undiplomatic.

According to the Center for Education Diplomacy (2016), there are skills and dispositions that are key characteristics of education diplomats. These are reflection, intellectual flexibility, global ethics, appreciative inquiry, negotiation, mediation, cross-cultural communication, among others. I believe that, as educators, we work for the common goals—to educate our students and to nurture them to be able to successfully function and survive an evolving global landscape they are in. I explored the following three key characteristics that I find useful as I work to promote international academic collaboration.

Reflection allows individuals or groups to look at past practices or actions to guide future undertaking (Hone, 2004). My understanding of critical theory influences my perspective on how I see myself as an educator. It is possible to become change agents if we learn to question our daily experience (Hinchey, 2004). I believe that, as educators, it is important to reflect on our experience and, at the same time, we should provide a platform/a safe space for our students to reflect also on their experience and on their agency as learners. Critical theory has caused me to rethink what it means to teach. Specifically, much of my inspiration for this paper comes from one of the most dimensions of Paulo Freire's pedagogy, the cultivation of a critical consciousness, or conscientization, which involves how we use dialogue and reflection to increase our awareness of the world and to take actions to resist oppression (Unyapho, 2011). In so doing, we create possibilities for our peers and students to examine their actions and practices, and perhaps lead to new and/or alternative pathways for future undertakings.

Intellectual Flexibility is the ability to quickly adapt to changing circumstances and utilize multiple creative solutions (Hone, 2004). We should be ready to adapt to changes and be creative in our ways of finding/arriving at our solutions. As educators, we should provide a platform/forum for our students to steer away from a rigid way of looking at the world around them and to explore alternative possibilities. We should encourage students to engage in meaningful discussion in order for them to develop critical thinking skills and become change agents--to be in charge and accountable for their learning. Students should have more

opportunities to be connected and to have more interactions with their peers in order to exchange their views on their educational experiences.

Appreciative Inquiry is a way of seeing and being which promotes the strengths of individuals and communities and sustains positive change (Hone, 2004). It is a way of seeing possibilities and working towards positive outcome. It can also mean our ways to open up possibilities—to reserve space for collaboration possibilities whenever realizing an institutional strategic goal trumps goodwill collaboration.

Examining BU Internationalization Praxis

There is a large population of international students studying at colleges and universities worldwide. To keep abreast of the international education, Thai higher education institutes have been working hard to branch out and develop educational collaborations with their international peers. The collaborations carried out under the Memorandum of Understanding covers student and faculty exchange and joint academic research, curriculum and activities.

For over 50 years of academic collaboration with many education institutions across the world, International Affairs Office found that there are more inactive memorandums of understanding (MOUs) than the active ones. This becomes the major problem of implementing MOUs and it is very challenging to re-activate the inactive MOUs. The objectives of this qualitative research, using the case study approach, is to explore the factors that have been effecting the MOUs implementation at Bangkok University during the Year 2010-2016 and to examine the relationship between university's policy in each decade and MOUs implementation at Bangkok University, in order to have a better understanding of the factors affecting the implementation of the existing MOUs and the overall picture of the development of the internationalization of higher education at Bangkok University.

Internationalization of higher education in Thailand

Internationalization of higher education in the region has been extremely active. Globalization has affected the internationalization of education worldwide. In Thailand, according to the Office of Higher Education Commission, the scope of internationalization on higher education has expanded to encompass a broad range of students, faculty, and institutional mobility outside their home countries has become vital to the development of many countries (2014).

Bangkok University

Bangkok University was officially founded in Bangkok on December 25, 1962. As one of the first and largest private universities in Thailand, Bangkok University is a non-profit institution of higher learning under the patronage of the Bangkok University Foundation, with the goals to educate and develop students to their highest potential in this competitive, fast changing world.

Bangkok University incorporates two campuses – City Campus in Kluaynamthai, Bangkok and Rangsit Campus in Rangsit, Pathumthani Province. With a total enrollment of approximately 27,000 students (as of September, 2016), the university houses not only Thai but also International programs in both undergraduate and graduate levels. The university's 47 Thai programs are conducted through 12 undergraduate schools and 10 Master's programs. International programs are likewise found in both undergraduate and graduate levels: 9 Bachelor's programs, 4 Master's programs, and 3 doctoral programs. Bilingual Programs are also taught in 13 Bachelor's programs, and 2 Master's programs.

Bangkok University strives for excellence and implements the national standards of educational quality assurance that accords with the global standards of education. One change from traditional education is that students today are stimulated to become creatively involved in the learning process. The learning of English makes Thai students confident to deal with the growing internationalization of the global landscape. While the future may hold surprising changes and developments, Bangkok University seeks to be ahead of the

developments in the academic and professional fields and keeps abreast of its international counterparts worldwide.

Development of Bangkok University internationalization of Education

Since 1962, BU has been working closely with international higher education institutions which leads to mutual collaboration and support in academic and cultural aspects. Bangkok University started its first collaboration with Fairleigh Dickinson University (FDU). The initial collaboration between BU and FDU focused on curriculum management and administrative and teaching development. FDU professors and executives would visit Thai Polytechnic (Bangkok University) to give assistance and advice, and FDU would provide scholarships for students to study at FDU. This resulted in Thai Polytechnic graduates being recognized by other American universities as bachelor's degree holders.

The founding of the Asia-Pacific Economic Cooperation, APEC, brought a major progress in regional collaboration that will benefit Thailand and the other countries in the region long term. In 1993, Bangkok University was selected by APEC to organize the APEC Fellow-up Conference on University-Industry Partnership Program which comprised 40 senior professionals and scholars from six countries.

Bangkok University has established over 50 years of significant relationships with international tertiary education institutions in 5 continents; Asia, North America, Australia, Europe and Africa. Such Collaborations support academic and cultural aspects, focus on personnel and curriculum development, and can extend into student exchange programs or other joint projects. Bangkok University initiated the collaboration according to the university's policy. The first 20 years of the international collaboration focused on the education institutions in North America and Australia, during 1982- present the university's

policy changed to implement the collaboration with European and Asian education institutions.

Looking at over five decades, Bangkok University's collaboration has expanded across the world and will continue to build future collaborations. Since 1962, Bangkok University has established and maintained pleasant and collaborative relationships with over 140 institutions from over 35 countries in Asia, Australia, Europe, North America and Africa. Collaborations between Bangkok University and those international institutions cover various areas such as exchange of students and faculty, study visits, research collaboration, exchange of information, academic publications, and teaching materials, as well as promotion of cultural and sports activities.

Bangkok University's Positioning on Internationalization of Education

BU has participated in the internationalization through the student and faculty mobility and research collaboration. BU lists internationalization as one of the three core identities. Another two core identities are Creativity and Entrepreneurial Spirit. This demonstrates BU's commitment to position itself at a forefront of the international education in Thailand.

Factors for successful collaborative activities

From looking at the successful implementation of some of the MOUs, it is suggested that the key factors contributing to the success of the collaborations are due to the following.

- Availability of the activities that both parties can partake and accommodate each other
- Continuity of the communication between the partners.
- Clear objectives

Challenges and Limitations

From the interviews with BU faculty and staff, we found that there are challenges that affect the implementations of the MOUs between BU and its partner universities. The challenges are as follow:

- **Lack of Continuity:** After the MOU is signed, there are no activities between BU and its partner university due to a mismatch of interest and available activities.
- **Change of Administration:** There were cases of changes of personnel and/or administration that affect the implementation of the MOUs.
- **Imbalanced Number of Exchange of Students and/or Faculty**
- **Delayed Communication**
- **Lack of Financial Commitment**

Suggestions for Further Actions/Implementations

1. In order to activate the collaborations and to keep alive the communications between home institution and partner universities, we suggest that short-term and long-term action plans/activities should be designed for all of the MOUs either by region or country. The action plan should be practical and with clear objectives.
2. We should regularly make available the list of the MOUs on the University website and make information available to the home university community or any relevant Schools and Departments and encourage the home university community to make use of available international partnership.
3. We should inform the university community and partner university of its services: organizing special projects upon request.
4. We should conduct a need study by contact the Schools and requesting their comments and information in order to have their collaboration before proceeding with any specific international collaborations.

5. We should seek potential academic partners, based in the need study and/or other recommendations, in order to promote the internationalization of the home university that are specific to the need of the home university community.

REFERENCES

- ASEAN Cooperation on Education. Association of Southeast Asian Nation (2011). Retrieved from <http://www.aseansec.org/21002.htm>
- ASEAN Plus Three: University Consortium (2011). Retrieved from <http://www.kansaigaidai.ac.jp/special/asean3/en/01.html>
- Bangkok University, *Bulletins 2015*, Bangkok University Press, BKK.
- Bureau of Educational and Cultural Affairs, 2016, Retrieved from <https://eca.state.gov/programs-initiatives/sports-diplomacy>
- Bureau of International Cooperation Strategy, the Office of the Higher Education Commission, the Higher Education Strategy of Thailand for the Preparation for ASEAN Community in 2015, July 2010.
- Center of Education Diplomacy (2016), Retrieved from <http://www.educationdiplomacy.org/overview/>
- Education Diplomacy, <http://www.educationdiplomacy.org/overview/>
- Freire, P (2000). *Pedagogy of the Oppressed*. 30th Anniversary Edition. New York Continuum Publishing Company
- Hinchey, P.H. (2004). *Becoming a Critical Educator: Defining a Classroom Identity, Designing a Critical Pedagogy*. New York, NY: Peter Lang
- Hone, K., *Education Diplomacy-Towards a Common Understanding* (2014). Retrieved <https://norrag.wordpress.com/2014/11/27/education-diplomacy-towards-a-common-understanding/>
- Office of the Higher Education Commission, *Study in Thailand 2014*, Bangkok Block Ltd. Parts, Bangkok
- Office of the National Education Commission (2014), the Office of the Prime Minister in Cooperation with Ministry of Education, Education in Thailand 2014, the Office of the National Education Commission, 2014.
- Ministry of Education, Thailand (2011). *Education System in Thailand*. Retrieved on from http://www.bic.moe.go.th/fileadmin/BIC_Document/book/MOEleaflet/Thai-ed-system.pdf
- World Health Organization, 2016, *Global Health Diplomacy*. Retrieved from <http://www.who.int/trade/diplomacy/en/>
- Ministry of Foreign Affairs, Kingdom of Thailand (2016). Retrieved from <http://www.mfa.go.th/main/en/organize/53256-History.html>
- Unyapho, P. (2011). *A phenomenological study: Educational experiences of international doctoral students of education at a mid-western university*.

Bridging Global Diversity in Higher Education in Asia Establishing Innovative Collaboration

Paul Snowden
Kyorin University

My Japanese colleagues will already know about the globalization policies of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In 2012, Kyorin University was selected for Global B funding for a period of five years. Now that those five years are drawing to a close, I would like to summarize three of the innovative activities for which we have used the support provided by MEXT.

Kyorin University is located very near Asia University, in Mitaka City, on the opposite side of the railway line. Of its 5,000 students, 700 are medical students, who train on our hospital site. All other students attend our brand new campus that is 10 minutes' walk from the hospital towards the railway line. Over 2,000 of them study in the Faculty of Health Sciences, while the Faculties of Social Sciences and Foreign Studies account for about 1,000 each. Our MEXT Global Project was planned by the Faculty of Foreign Studies under the concept of educating "smart and tough human resources" who would be trilingual in Japanese, Chinese and English. At our new campus, we have made efforts to extend our global activities beyond the Faculty of Foreign Studies to embrace all four faculties. This presentation will concentrate on three diverse activities that have proved successful and that we intend to maintain even after the MEXT funds are no longer available.

1. QQ English at the GCP

The Faculty of Social Sciences has revised its curriculum to include a new project called the Global Careers Programme, or GCP. This offers intensive English training to freshmen, so that students can study overseas for a semester during their second undergraduate year. Equipped with improved English skills, they are expected to benefit more fully from the opportunity to study through English in a different cultural environment.

The MEXT funding supported a visit to Cebu in the Philippines to observe an English-teaching operation called QQ English. Its Japanese founder has developed a system of face-to-face distance learning whereby young, specifically trained Filipino teachers teach communicative English via Internet links. The GCP recognizes the Philippines as equivalent to a “native-speaking” area, and assesses the course contents as worthy of full recognition for credits. At least once a week, two dozen GCP students assemble in one of our new CALL classrooms and speak one-to-one via Skype to two dozen friendly young Filipino instructors, who use the “Callan method” of rapid drills. Future prospects include: contents adjusted for the demands of Japanese learners and/or more advanced academic level; residential courses; similar links with other parts of Asia.

2. Teachers and students; short term and long term; language and content in Australia and New Zealand

Applications for the MEXT Global funds included specific proposals on expanding overseas relations, and in the case of Kyorin one proposal was to achieve agreements on cooperation with a total of 50 overseas institutions. That aim has been achieved. One direct result of these expanded relationships has naturally been more opportunities for more of our students overseas, with more flexibility in timing, location and contents, and another very important result has been participation by our teaching staff in CLIL (Content and Language Integrated Learning) courses. Universities in Australia and New Zealand have provided intensive programmes both on their own campuses and in the form of visits to Tokyo. Participating teaching staff have been selected not only from the Faculty of Foreign Studies, but also from Health Sciences and Social Science. Each programme has been followed up with a report and presentation that spread the experience to other faculty and administrative colleagues, thereby consolidating both pedagogical and linguistic confidence.

3. Exchanges with China

Our small but highly motivated Department of Chinese took the lead in applying for

the MEXT project: hence the central role of Chinese in our curriculum, where Chinese has become compulsory as either first or second foreign language. Since the first installment of funds came half way through the academic year, there was sufficient money to pay for a good deal of state-of-the-art equipment, including simultaneous interpreting facilities. Kyorin is, we believe, the only university in Japan that uses such advanced equipment at undergraduate level, while others use it only at graduate level. Furthermore, our wide range of links with leading universities in China ensures that all undergraduates visit Chinese-speaking institutions on average once every year of their university career. Exchange partnerships with over 20 universities provide several benefits: fee exemption; small groups visiting in each direction; introductions to internships, etc. Chinese students visiting us benefit also from Kyorin's simultaneous interpretation facilities. Those visitors also help in our Chinese Salon – an intimate room where students can practice their Chinese freely with native speakers, similar to the English Salon. We have fortunately been able to fund five Salon posts thanks to MEXT (four for English, one for Chinese), and now intend to build on their popularity by financing them in-house.

These are three of the many ways in which MEXT funds have helped us to innovate for global education, and we are determined to exploit the kick-start that we received to turn all of our students into “smart and tough global human resources” who can live, work and communicate with confidence all over the globe.

FACTORS INFLUENCING IN HIGHER EDUCATION FOR GLOBAL DIVERSITY- A STUDY ON BANGLADESH

Sarwar Jahan

Founder & Vice-President; Southern University Bangladesh

sarwar@southern.edu.bd

Dr. Ishrat Jahan

Associate Professor; Southern University Bangladesh

ijahan23@gmail.com

Abstract:

Liberalization in education made easy access to higher education in Bangladesh. Diversity in higher education is significant to consider the vital role that plays in the higher educational process. This requires a wider perceptive of the influence diversity on the curricular, co-curricular, and interpersonal experience for developing students. The findings of this study attempt to amalgamate the concept of surrounded diversity performed with strategic, practical initiatives to help institutional leaders begin the process of transforming academic circles. This study was intended to examine factors those influencing among higher education institutions and students in Bangladesh. The higher education in Bangladesh has been found vulnerable due to poor governance, concept of higher education, stake holder's responsibilities, poor planning, financial barrier, infrastructure facilities, shortage of resources, non- standard reporting, etc. In view of this, the present study has been undertaken aiming at exploring the factors that influence the higher education in Bangladesh for Global Diversity. The study has identified several variables and collected opinions of some professionals over these variables on five point Likert scale. Then the study has applied 'varimax rotated factor analysis model' for indentifying the factors that are most important in higher education for Global Diversity. Finally the study identified most relevant factors that influence the higher education in Bangladesh and enhance comprehend how to apply those concepts to institutions of higher education. The study suggested some pragmatic policy measures for improving the enhanced performance of higher education through Global Diversity for better performance and consistent growth.

Key words: Higher Education, Global Diversity, Institutions, Bangladesh

1.1 Statement of the Problem

Higher educational institutions is outlet of knowledge, contributions are widely accepted in the societies. In this rapid changing world, higher education institutions are working hard to responding to the challenges of the 21st century and responding to the challenges of globalization. As Policies of government, learners rushing to achieve the certificate instead of acquiring knowledge. An issues and challenges has been raised, are institutions creating scholar or intellectuals for society ! Higher educational institution like Universities must identify the challenges and should take some policy measures and up to date with global community to be

global level. Universities should engage its students, academic and non academic staffs to enhance their pedagogical skills, integration in teaching and learning with assurance in quality education. Lack of diversification and adequate skill and professionalism for global standard, South Asian region universities cannot figure prominently in the global ranking of universities. With a few exceptions, most are disappointing level in international rankings.

Impact of global diversity in higher education is important to consider the critical role that diversity plays in the educational process. Diversity is included into the curriculum of the institution; co-curricular program and activities include diversity with other institution as a regular part of the experiences offered to the University community; White students are clearly involved in diversity and eager to engage in opportunities related to the diversity learning process; the University community celebrates success related to diversity education & initiatives; and the University community is encouraged and rewarded for engaging in diversity work. (Kelly, 2012; MSU)

Internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships (NAFSA 2010).

Higher education is especially influential when its social milieu is different from the surroundings from which the students come and when it is diverse and complex enough to encourage intellectual experimentation. Students learn more and think in deeper, more complex ways in a diverse educational environment. The far-reaching changes now taking place in the world have continuously posed a challenge to the universities in the country. Universities education to keep pace with the rising technical transform in order to make its curricular more attuned to current demands. The graduates of the universities constitute the most potent human resource base of the country and therefore they can eventually contribute to the envisioned development of the society.

Recent years have seen dramatic changes in the education sector. Education Centers are being called upon to deliver quick and efficient services from beginning to end state-of-the-art facility, in a competitive and demanding market. At the same time, Higher Education Centers are expected to play an increased role to meet the national need of economic growth and productive employment. Higher education in Bangladesh takes place at 37 government, 92 private and 3 international universities. (University Grants Commission Bangladesh, 2016). The increased number of institutional participants in this sector indicates that this industry has been attracting new entrants. With the increase of both institutional and individual investors, it is an expected that in near future the education industry will be able to play a key role for the development of economy in Bangladesh. An organization is sustainable if its core work will not collapse, even if external sponsor funding is withdrawn. The higher education of Bangladesh has been found

vulnerable due to poor governance, poor planning, heterogeneity regulations, etc. In view of this, the present study has been undertaken aiming at examining the factors that influence the higher education for global diversity in Bangladesh.

1.2 Identification of Factors Variables for the Study

On the entrance of the twenty-first century, faced with an increasingly competitive market, a globalized economy, and a context in which change is a constant rather than a variable, we must employ more sophisticated factor variables to attain global diversity. The survival of the sector depends on our ability to achieve this goal. Achieving institutional higher education is a goal that all non-profit organizations strive for. Nonetheless, the percentage of organizations that achieve global diversity remains very low.

The researcher has extensively gone through the available literature relating to factors that influence the higher education for Global Diversity published in and outside the country. This is done aiming at finding the research gap & rationale and for developing theoretical framework of the study. This literature review revealed that wide open area of research exists in higher education through Global Diversity of Bangladesh. So far knowledge goes; no comprehensive study has been made on the factors that influence the higher education through Global Diversity of Bangladesh. Researcher conducts this study basically based on methods used and practiced in overseas countries. On basis of existing literature and expert opinions the higher education through Global Diversity factors variables are as follows:

- X1 Quality of Students as intake is a bottleneck for Global diversity Bangladesh
- X2 Limited accesses to Higher Education
- X3 Faculty Recruitment as per internationally recognition.
- X4 Students engagement to achieve Global Diversity
- X5 Faculty engagement & commitment to achieve Global Diversity
- X6 Supportive role of Non-Academic Staff to achieved Global Diversity
- X7 Diversified Teaching Methodology for better graduate in Bangladesh
- X8 Library facilities including E- Library facilities for better graduate in Bangladesh
- X9 Congenial Research & Laboratory facilities to elevate the university's academic standards.
- X10 Politicization is a bar to maintain healthy academic environment.
- X11 Present Higher Education plan aim at quality education.
- X12 Financial Constraints do not permit creation of congenial academic environment.
- X13 Gender Inequality should be avoided to improve higher education to the global standard.
- X14 Socio-cultural education input is given at the higher education level.
- X15 Eve teasing and sexual harassment are damnatory factor for women in higher education system.
- X16 Extreme Stratification is not conducive in building social capital
- X17 Student with Diverse Perception makes it difficult to harmonize.
- X18 Early Marriage of Female students

- X19 Educational policy should conform to the national man power policy
- X20 Lack of unique regulatory policies for both public and private institutions for achieving better higher education.
- X21 The use of digital technology of learning and research can facilitate improving higher education.
- X22 The use of E-learning facilities can facilitate to improve higher education.
- X23 Need based Curriculum in higher education
- X24 National policy maker should have clear concept about Job Market.
- X25 Collaboration in Higher Education with overseas universities can help the student (Exchange)
- X26 Number of graduate working abroad is an induction of the universities global acceptability.
- X27 Global Diversity & Stake holder's contribution is necessary to help achieve global diversity
- X28 Academic and Administrative Governance are sine-qua-non for efficient handling for higher Educational institutions.

1.3 Objective of the Study

The principal objective of this paper is to identify the factors influencing the higher education for global diversity in Bangladesh. To accomplish the main objective following specific objectives have been covered.

- a) To rank the factors influencing the higher education for global diversity in Bangladesh on Mean Score Basis.
- b) To rank the factors influencing the higher education for global diversity in Bangladesh on Weighed Average of Factor Loading Basis.
- c) To suggest some pragmatic policy measures in order to enable the higher education for global diversity in Bangladesh.

1.4 Scope of the Study

The study has been confined to the higher education for global diversity in Bangladesh. It has covered opinions of Board of Trustees, professionals, academicians and students.

1.5 Methodology of the Study

The study had used only primary data for accomplishing objective of the study. Researcher had selected twenty five concerned persons for collecting primary data with the help of interview guide.

1.5.1 Collection of Primary Data

Primary data were related to the opinion and attitude of the respondent. Primary Data had collected by Personal interview, Documentary evidence, Questionnaire, Relevance file study. The study had collected primary data through structured questionnaire. Some required data are

collected in the course of the study with the help of open discussion with professionals and academicians.

The questionnaire had Five point rating scales, where used to measure the attitude of respondents. Most of the primary data and opinion of sample respondents have been collected by the direct personal interview with help of prepared questionnaire.

1.5.2 *Methods of Analysis*

After receiving the primary data from the questionnaire, it is placed in the data instrument sheet. The relevant mathematical and statistical analysis is done manually to find out the frequency distribution and other analysis. Then the study has applied ‘Varimax Rotated Factor Analysis model’ for indentifying the factors that are most important for the higher education for global diversity in Bangladesh.

1.6 Organization of the study

The study had been organized into three sections. Section one presents a general introduction to the study. This provides an overview of the study, including the statement of the problem, identification of factors variables, its main objectives and methodology followed in the research. The second section present findings and analysis. Finally third section suggests a comprehensive policy and strategic measures for making the higher education in Bangladesh most effective.

2.0 Findings and their Analysis

The researcher has conducted survey of factors that associated with higher education for global diversity in Bangladesh. In this case the researcher has collected the opinions of twenty five respondents on five-point Likert scale. The study has analyzed the data on the basis of mean scores of variables under consideration. Then it has employed sophisticated ‘Varimax Rotated Factor Analysis’ in order to determine the most important factors that influence the higher education for global diversity in Bangladesh significantly. The study has identified the factors on Mean Score basis and Weighted factor Score basis by apply descriptive and sophisticated varimax factor analytical method in the following paragraph:

2.1 Identification the factors with higher education for global diversity on Mean Score Basis

Identification of factors of financial sustainability of mutual fund on Mean Score Basis has been shown in the following table:

Table 1: The Identification of factors of higher education for global diversity on Mean Score Basis

Variable	Factor Variable	Mean Weighted Score
Most Important		
X23	Need based Curriculum in higher education	4.3200
X24	National policy maker should have clear concept about Job Market	4.3200
X28	Academic and Administrative Governance are sine-qua-non for efficient handling for higher	4.2800

	Educational institutions	
X19	Educational policy should conform to the national man power policy	4.2000
X20	Lack of unique regulatory policies for both public and private institutions for achieving better higher education	4.1200
X7	Diversified Teaching Methodology for better graduate in Bangladesh	4.0000
Important		
X4	Students engagement to achieve Global Diversity	3.9600
X9	Congenial Research & Laboratory facilities to elevate the university's academic standards.	3.9600
X10	Politicization is a bar to maintain healthy academic environment.	3.8800
X3	Faculty Recruitment as per internationally recognition.	3.8400
X5	Faculty engagement & commitment to achieve Global Diversity	3.8400
X8	Library facilities including E- Library facilities for better graduate in Bangladesh	3.8000
X18	Early Marriage of Female students	3.8000
X21	The use of digital technology of learning and research can facilitate to improve higher education.	3.8000
X26	Number of graduate working abroad is an induction of the universities global acceptability.	3.7600
X12	Financial Constraints do not permit creation of congenial academic environment.	3.7200
X27	Global Diversity & Stake holders contribution is necessary to help achieve global diversity	3.7200
X14	Socio-cultural education input is given at the higher education level.	3.6800
X2	Limited access in Higher Education	3.6400
X13	Gender Inequality should be avoided to improve higher education to the global standard.	3.6400
X16	Extreme Stratification is not conducive in building social capital	3.6400
X25	Collaboration in Higher Education with overseas universities can help the student(Exchange)	3.6400
X15	Eve teasing and sexual harassment are damnatory factor for women in higher education system	3.6000
X22	The use of E-learning facilities can facilitate to improve higher education.	3.6000
Least Important		
Variable	Factor Variable	Mean Weighted Score
X1	Quality of Students as intake is a bottleneck for Global diversity Bangladesh	3.4800
X6	Supportive role of Non-Academic Staff to achieved Global Diversity	3.3600
X17	Student with Diverse Perception make it difficult to harmonize.	3.1200
X11	Present Higher Education plan aim at quality education.	2.5200

Source: Survey Instrument

Note: Data have been compiled by the researcher

Legend:

Most Important : 4 and above

Important : 3.5 to less than 4

Least Important : Less than 3.5

It is evident from the above table (Appendix-1) that six variables have been found influencing the higher education for global diversity in Bangladesh more significantly on weight mean basis. These are Need based Curriculum in higher education; National policy maker should have clear concept about Job Market; Academic and Administrative Governance are sine-qua-non for efficient handling for higher Educational institutions; Educational policy should conform to the national man power policy; Lack of unique regulatory policies for both public and private

institutions for achieving better higher education and Diversified Teaching Methodology for better graduate in Bangladesh.

It has also identified that eighteen other variables, as less significant on the same basis. These are Students engagement to achieve Global Diversity; Congenial Research & Laboratory facilities to elevate the university's academic standards; Politicization is a bar to maintain healthy academic environment; Faculty Recruitment as per internationally recognition; Faculty engagement & commitment to achieve Global Diversity ;Library facilities including E- Library facilities for better graduate in Bangladesh; Early Marriage of Female students; The use of digital technology of learning and research can facilitate to improve higher education; Number of graduate working abroad is an induction of the universities global acceptability; Financial Constraints do not permit creation of congenial academic environment; Global Diversity & Stake holders contribution is necessary to help achieve global diversity; Socio-cultural education input is given at the higher education level; Limited access in Higher Education; Gender Inequality should be avoided to improve higher education to the global standard, Extreme Stratification is not conducive in building social capital; Collaboration in Higher Education with overseas universities can help the student(Exchange) ;Eve teasing and sexual harassment are damnatory factor for women in higher education system and use of E-learning facilities can facilitate to improve higher education. These findings are manifestation of reflecting the scenarios of higher education for global diversity in Bangladesh. However, these variables are subject to varimax rotated factors analysis.

2.2 Identification the factors that associated with higher education for global diversity on Weighted Factor Scores Basis

In this case, the study has applied Varimax rotated factor analytical approach in order to find weighted factor score. This requires analysis of variables by applying zero-order correlation technique. Researcher has estimated 28 variables for the study. Then principal component analysis is done on basis of underlying relationship between factors for obtaining orthogonal factors of classified variable. Then, the study has calculated factor loadings and variance explained for.

2.2.1 Analysis of Zero-order Correlation Matrix

The table shown in Appendix- 2 detonated the zero order correlation matrix analysis of the variables of higher education for global diversity in Bangladesh. It has been found that a few variables are correlated with other matrix variables without significant correlation at 1% and 5% level of significance (2 –tailed). It has been found that most of the variables are independent in nature. From the Analysis of Zero-order Correlation Matrix it has been found that at 1% level of significance X_2 has been found positively correlated with X_{13} , X_{25} , X_{27} and at 5% level of significance positively correlated with X_{26} . At 5% level of significance X_3 has been found positively correlated with X_4 , X_5 , X_{20} and X_{16} has been found positively correlated at 5% level of significance .From the perusal of table, it is evident that variable X_4 has been found that at 1% level of significance positively correlated with X_5 , X_{15} , X_{16} and at 5% level of significance

correlated with X₉ and X₂₄. From the Analysis of Zero-order Correlation Matrix it has been found that it is observed that X₅ has been found positively correlated with X₁₆, X₁₈, X₂₂ and X₂₈ and negatively correlated with X₁₁. At 1% level of significance it is observed X₇ has been found positively correlated with X₁₁, X₂₈ and at 5% level of significance X₁₆, X₂₁. At 1% level of significance X₁₀ has been found positively correlated with X₁₂, X₂₁, X₂₂, X₂₃. And X₁₄ has been found positively correlated with X₁₉, X₂₅ and X₂₇. From the perusal of Table, it is evident that X₁₂ has been found positively correlated with X₂₁, X₂₃ and negatively correlated with X₁₈. From the perusal of Table, it is observed that X₁₄ has been found positively correlated with X₁₉, X₂₅ and X₂₇. It also observed that X₁₈ has been found positively correlated with X₁₉, X₂₂ and X₂₅. From the examination of table it is observed that X₂₁ has been found positively correlated with X₂₂, X₂₃ and X₂₄. The correlation matrix has shown that Variables under study have formed several groups on the basis of relationship underlying between variables. Variables within the group have been found to have significant relationship at different level of significance.

2.2.2 Principal Component Analysis

The correlation matrix of all 28 variables has been further subjected to principal component analysis. The Eigen values, the percentage of total variance, and rotated sum of squared loadings have been shown in Appendix-3. The factor matrix as obtained in the principal component analysis has also been further subjected to Varimax Rotation. An examination of eigen values has led to the retention of ten factors. These factors have accounted for 22.409%, 12.484%, 10.991%, 10.282%, 7.239%, 6.112%, 5.505%, 5.451%, 3.899% and 3.693% of variation. This implies that the total variance accounted for by all ten factors is 88.065% and the remaining variance is explained by other factors.

2.2.3 Factor Analysis

The rotated factor matrix has been shown in Appendix- 4. This shows that variables under study have constituted ten groups which have been discussed in the following paragraphs:

Factor I: Environmental Factor

Variable No.	Environmental Factor	Factor Loading
X21	The use of digital technology of learning and research can facilitate to improve higher education	.915
X23	Need based Curriculum in higher education	.865
X10	Politicization is a bar to maintain healthy academic environment.	.851
X12	Financial Constraints do not permit creation of congenial academic environment	.844
	Variance Explained	22.409%

Note: Data have been compiled by researcher

Factor I: Environmental Factor explains 22.409 % of the total variations existing in the variable set. This includes variables X₂₁, X₂₃, X₁₀ and X₁₂. This factor has significant factor loadings on these variables which have formed this major cluster. This factor belongs to Environmental

Factor. So, this factor provides a basis for conceptualization of a dimension, which may be identified as Environmental Factor.

Factor II: Global Collaboration Factor

Variable No.	Global Collaboration Factor	Factor Loading
X27	Global Diversity & Stake holders contribution is necessary to help achieve global diversity	.888
X2	Limited access to Higher Education	.836
X25	Collaboration in Higher Education with overseas universities can help the student(Exchange)	.825
	Variance Explained	12.484

Note: Data have been compiled by researcher

Factor II : Global Collaboration Factor explains 12.484 percent of the total variations existing in the variable set. This includes variables X₂₇, X₂, and X₂₅. This factor has significant factor loadings on these variables which have formed this major cluster.

Factor III: Factor of Standardized System and Quality of Education

Variable No.	Factor of Standardized System and Quality of Education	Factor Loading
X28	Academic and Administrative Governance are sine-qua-non for efficient handling for higher Educational institutions.	.907
X11	Present Higher Education plan aims at enhancing quality of education.	-.776
X7	Diversified Teaching Methodology for better graduate in Bangladesh	.617
X16	Extreme Stratification is not conducive in building social capital	.564
X8	Library facilities including E- Library facilities for better graduate in Bangladesh	.557
	Variance Explained	10.991

Note: Data have been compiled by researcher

Factor III: Factor of Standardized System and Quality of Education explains 10.991% of the total variations existing in the variable set. This includes variables X₂₈, X₁₁, X₇, X₁₆, and X₈. This factor has also significant factors loading on these variables which formed third important cluster with respect to the variation.

Factor IV: Factor of Integrity between Resources

Variable No	Factor of Integrity between Resources	Factor Loading
X18	Early Marriage of Female students	.863
X22	The use of E-learning facilities can facilitate to improve higher education.	.664
X5	Faculty engagement & commitment to achieve Global Diversity	.590
X9	Congenial Research & Laboratory facilities to elevate the university's academic standards	.582
	Variance Explained	10.282%

Note: Data have been compiled by researcher

Factor IV: Factor of Integrity between Resources explains 10.282% of the total variations existing in the variable set. This includes variables X₁₈, X₂₂, X₅, and X₉. This factor has also significant factors loading on these variables which formed fourth important cluster with respect to the variation. So, this factor provides a basis for conceptualization of a dimension.

Factor V: Factor of Consistency

Variable No	Factor of Consistency	Factor Loading
X19	Educational policy should conform to the national man power policy	.871
X14	Socio-cultural education input is given at the higher education level	.613
X20	Lack of unique regulatory policies for both public and private institutions for achieving better higher education.	.575
	Variance Explained	7.239

Note: Data have been compiled by researcher

Factor V: Factor of Consistency explains 7.239% of the total variations existing in the variable set. This includes variables X₁₉, X₁₄, and X₂₀. This factor has also significant factors loading on these variables which formed fifth important cluster with respect to the variation. So, this factor provides a basis for conceptualization of a dimension, which may be Factor of Consistency.

Factor VI: Academic Staffing Factor

Variable No.	Factor of Academic Staffing	Factor Loading
X3	Faculty Recruitment as per internationally recognition.	.880
	Variance Explained	6.112

Note: Data have been compiled by researcher

Factor VI : Factor of Academic Staffing explains 6.112% of the total variations existing in the variable set. This includes only one variable X₃. This factor has also significant factors loading on these variables which formed sixth important cluster with respect to the variation. So, this factor provides a basis for conceptualization of a dimension, which may be identified Academic Staffing Factor.

Factor VII: Administrative Factor

Variable No.	Administrative Factor	Factor Loading
X6	Supportive role of Non-Academic Staff to achieved Global Diversity	-.810
X24	National policy maker should have clear concept about Job Market.	.614
	Variance Explained	5.505%

Note: Data have been compiled by researcher

Factor VII: Administrative Factor explains 5.505% of the total variations existing in the variable set. This includes variables X₆, and X₂₄. This factor has also significant factors loading on these variables which formed sixth important cluster with respect to the variation

Factor VIII: Factor of Heterogeneity and Employment

Variable No.	Factor of Heterogeneity and Employment	Factor Loading
X17	Student with Diverse Perception make it difficult to harmonize.	.887
X26	Number of graduate working abroad is an induction of the universities global acceptability.	.798

	Variance Explained	5.451%
--	--------------------	--------

Note: Data have been compiled by researcher

Factor VIII : Factor of Heterogeneity and Employment explains 5.451% of the total variations existing in the variable set. This includes variables X₁₇ and X₂₆. This factor has also significant factors loading on these variables which formed eight important clusters with respect to the variation.

Factor IX: Factor of Gender Sensitivity

Variable No.	Factor of Gender Sensitivity	Factor Loading
X1	Quality of Students as intake is a bottleneck for Global diversity Bangladesh	-.888
X13	Gender Inequality should be avoided to improve higher education to the global standard.	.632
	Variance Explained	3.899%

Note: Data have been compiled by researcher

Factor IX: Factor of Gender Sensitivity explains 3.899% of the total variations existing in the variable set. This includes variables X₁, and X₁₃. This factor has also significant factors loading on these variables which formed ninth important cluster with respect to the variation. So, this factor provides a basis for conceptualization of a dimension, which may be identified Factor of Gender Sensitivity

Factor X: Socio-Cultural Factor

Variable No.	Socio-Cultural Factor	Factor Loading
X15	Eve teasing and sexual harassment are damnatory factor for women in higher education system.	.940
X4	Students engagement to achieve Global Diversity	.629
	Variance Explained	3.693%

Note: Data have been compiled by researcher

Factor X: Socio-Cultural Factor explains 3.693% of the total variations existing in the variable set. This includes variables X₁₅, and X₄. This factor has also significant factors loading on these variables which formed tenth cluster with respect to the variation. So, this factor provides a basis for conceptualization of a dimension, which may be identified Socio-Cultural Factor

2.2.4 Ranking of the Factor

Finally, the ranking obtained on the basis of factor wise scores has been shown in the following table.

Table 2 Ranking of the factor associated with higher education for global diversity

	Factor	Average	Rank
I	Environmental Factor	3.413754	1
II	Global Collaboration Factor	3.115449	3
III	Factor of Standardized System and Quality of Education	2.494891	10
IV	Factor of Integrity between Resources	2.559786	9
V	Factor of Consistency	2.759664	8
VI	Academic Staffing Factor	3.380785	2
VII	Administrative Factor	2.686679	7
VIII	Factor of Heterogeneity and Employment	2.884572	5
IX	Factor of Gender Sensitivity	2.695315	6
X	Socio-Cultural Factor	2.938918	4

Note: Data have been compiled by researcher

The factor ranking shows that Environmental Factor is the most important factor that involved higher education for global diversity in Bangladesh. This factor includes variables such as use of digital technology of learning and research can facilitate to improve higher education, Need based Curriculum in higher education, Politicization is a bar to maintain healthy academic environment and Financial Constraints creation of congenial academic environment. This has really reflected the actual scenario at being in effective use of Environmental Factor in higher education for global diversity in Bangladesh. The second most important is Academic Staffing Factor. This factor includes variable Faculty Recruitment as per internationally recognition. The third important factor is Global Collaboration Factor which includes variables such as Global Diversity & Stake holders contribution is necessary to help achieve global diversity, Limited access to Higher Education and Collaboration in Higher Education with overseas universities can help the student. The fourth important factor is Socio-Cultural Factor, which includes Eve teasing and sexual harassment are damnatory factor for women in higher education system, Students engagement to achieve Global Diversity. The fifth important factor is Heterogeneity and Employment Factor, which includes only Student with Diverse Perception make it difficult to harmonize and Number of graduate working abroad is an induction of the universities global acceptability .The sixth important factor is Gender Sensitivity Factor, which includes only Quality of Students as intake is a bottleneck for Global diversity Bangladesh and Gender Inequality should be avoided to improve higher education to the global standard.

3.1 Summary of the Findings

This study has identified the factors that associated with higher education for global diversity in Bangladesh by applying sophisticated multivariate techniques- Varimax Rotated factor analysis. The summary of the findings are as follows:

The study has finally identified ten most important factors that influencing the higher education for global diversity in Bangladesh. These are Environmental Factor; Global Collaboration Factor; Factor of Standardized System and Quality of Education; Factor of Integrity between Resources; Factor of Consistency; Academic Staffing Factor; Administrative Factor; Factor of Heterogeneity and Employment and Factor of Gender Sensitivity and Socio-Cultural Factor.

3.2 Policy Implication

The study has suggested some pragmatic policy measures in order to enable the higher education for global diversity in Bangladesh. As per findings, there is an increasing demand for higher education. Asian countries should develop unique higher education policies aimed at global citizen, civic responsibility, strengthening quality and the qualifications of academics, should produce doctoral graduates and develop research capability and changing how Asian universities way of work. Without making significant changes, current higher education growth will be burden for the country. Otherwise will erode the future of higher education institutions in the region. Government need to invest more on higher education to meet educational achievement around Asia. Governance, leadership , management and introduce Management Information

Systems to improve the efficiency of higher education planning and strengthen interdisciplinary practice and collaboration for innovation. However, an analysis of government spending going to education, rather than education spending as a proportion of GDP in general, shows that most of the investment went towards primary education with less going to higher education. As a result, higher education outcomes reflect poorly on the education. Because increased demand for higher education has not been harmonized by increased levels of financial support, the quality of higher education in Bangladesh has deteriorated and the number of professional academic staff has declined.

3.3 Conclusions

The present study has found that higher education for global diversity in Bangladesh is not satisfactory because of many factors. The higher education has continued to expand and diversify, with increasing international collaboration for sustainability. Higher education's are the need for research into intractable global issues and teacher-students engagement. Support for better understanding of and acknowledgment for teaching in higher education. Teaching and learning would only be valued, if it is better rewarded and understood. Responsibilities that needed to be met by providing, efficient and effective way as possible, teaching, learning, research and innovation that Asian countries need. We must certainly maintain investment in human capital, innovation, research by collaboration.

References:

- Adelman, I. & Morris, C.T., 1967 'Society, Politics and Economic Development: A Quantitative Approach,' The John Hopkins, Baltimore,
- Frucher, B.1967, 'Introduction to Factor,' London:VonNorthhand.
- Hooper, D., "Exploratory Factor Analysis" Dublin Institute of Technology, College of Business, Aungier Street, Dublin 2 e. daire.hooper@dit.ie t. +3531 402 3212
- Jahur , M .S. and Quadir , S.M., (2001) Determinants of Financial Performance of Textile and Clothing Industry : An Application of Multiple Discriminate Analysis. **Journal of Business Administration**, 27(1 & 2)
- MeDonagh , E.C. & Rosenblum , A.L. , (1965) A comparison of mailed questionnaires and subsequent structured interviews . **Public Opinion Quarterly** , 29: 131-136
- Meier, K. S., 2012 Factors Influencing the Institutionalization of Diversity in Higher Education: *Minnesota State University – Mankato*;
- NAFSA, 2010, Association of International Educators: The Changing Landscape of Global Higher Education
- Park, H. D., R. Dailey, et al., 2002 The Use of Exploratory Factor Analysis and Principal Components Analysis in Communication Research. **Human Communication Research** 28(4): 562-577.
- Velicer, W. F. & Jackson, D. N., 1990 Component Analysis versus Common Factor Analysis: Some Issues in Selecting an Appropriate Procedure. **Multivariate Behavioral Research**, 25(1): 97-114.

Appendix

<i>Appendix 1 : Descriptive Statistics</i>			
	Mean	Std. Deviation	Analysis N
X1	3.4800	1.00499	25
X2	3.6400	1.07548	25
X3	3.8400	.98658	25
X4	3.9600	.78951	25
X5	3.8400	.98658	25
X6	3.3600	.95219	25
X7	4.0000	1.04083	25
X8	3.8000	.81650	25
X9	3.9600	.93452	25
X10	3.8800	1.12990	25
X11	2.5200	1.08474	25
X12	3.7200	.97980	25
X13	3.6400	1.11355	25
X14	3.6800	.98826	25
X15	3.6000	1.08012	25
X16	3.6400	.86023	25
X17	3.1200	.92736	25
X18	3.8000	.76376	25
X19	4.2000	.70711	25
X20	4.1200	.83267	25
X21	3.8000	1.04083	25
X22	3.6000	1.19024	25
X23	4.3200	.90000	25
X24	4.3200	.69041	25
X25	3.6400	1.11355	25
X26	3.7600	.72342	25
X27	3.7200	.93630	25
X28	4.2800	.73711	25

Appendix 2: Zero order Correlation Matrix

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28
X1	1																											
X2	-0.026	1																										
X3	-0.045	-0.17	1																									
X4	.130	.228	.419	1																								
X5	.081	.258	.443	.528	1																							
X6	-.014	.091	-.025	-.035	-.202	1																						
X7	-.159	.261	.325	.203	.203	-.294	1																					
X8	.020	.009	-.041	.052	.321	-.118	-.049	1																				
X9	.154	.234	.309	.450	.354	-.358	0.000	-.011	1																			
X10	-.057	.306	.318	.275	.281	.235	.248	-.163	.193	1																		
X11	-.315	-.333	-.308	-.315	-.598	.094	-.517	-.207	-.184	-.253	1																	
X12	-.281	.019	.124	.093	.081	.247	.327	-.177	.033	.608	-.093	1																
X13	-.323	.548	.097	.125	.249	.285	.359	-.037	.066	.295	-.218	.324	1															
X14	.119	-.348	-.012	-.177	-.311	-.094	-.041	-.031	-.014	-.222	.239	-.312	-.071	1														
X15	-.046	.014	.055	.518	.172	-.097	.334	-.047	.107	-.007	-.171	.047	.014	.383	1													
X16	-.081	.395	.518	.591	.588	-.039	.405	.368	.344	.211	-.500	.024	.381	-.239	.197	1												
X17	.114	.003	-.024	.348	-.024	-.098	-.216	-.132	.102	.213	.391	-.007	.044	.226	.092	-.100	1											
X18	.293	.061	.011	.055	.509	-.413	-.314	.334	.455	.019	-.221	-.412	-.188	.132	.000	.013	.153	1										
X19	.211	.318	-.012	-.284	.048	-.173	-.057	.072	.265	.292	-.033	-.217	.148	.453	-.109	-.151	.152	.540	1									
X20	.028	.283	.430	.134	.227	-.320	.385	-.147	.167	.326	-.255	-.008	.138	.201	.241	.179	-.018	.105	.453	1								
X21	-.064	.156	.373	.345	.292	.034	.423	-.245	.248	.794	-.236	.760	.223	-.146	.148	.195	.242	-.157	.113	.269	1							
X22	-.181	.078	.121	.115	.405	-.309	-.034	-.129	.472	.551	-.090	.329	-.019	-.043	.097	-.106	.159	.458	.446	.303	.572	1						
X23	.063	.253	.389	.195	.107	.298	.356	-.363	.264	.777	-.220	.625	.369	.120	.180	.155	.102	-.206	.354	.391	.827	.436	1					
X24	-.110	.330	.201	.407	.282	-.246	.232	-.177	.214	.318	-.120	.200	-.061	-.393	.179	.272	.133	-.032	-.137	.438	.441	.264	.164	1				
X25	.235	.548	.021	.315	.363	.009	-.144	.192	.306	.163	-.218	-.096	-.042	-.563	-.194	.207	.084	.402	.042	-.066	.043	.075	-.130	.427	1			
X26	-.179	.420	.177	.347	.294	-.111	.166	-.155	.170	.218	-.047	.195	.457	-.228	-.075	.324	.542	-.015	-.065	.050	.376	.077	.123	.494	.302	1		
X27	.237	.682	.040	.210	.130	.118	.214	.033	.130	.203	-.302	.047	.059	-.461	-.115	.232	-.056	-.023	.025	-.009	.154	-.142	.111	.338	.739	.266	1	
X28	.148	-.025	.351	.163	.495	-.209	.543	.305	.017	.092	-.659	.228	.179	.014	.251	.494	-.173	.104	-.112	.215	.185	-.104	.111	-.020	-.126	.131	-.002	1

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Appendix 3 : Total Variance Explained

Component	Initial Eigen values			Rotation Sums of Squared Loadings				
	Total	% of Variance	Cumulative %	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.275	22.409	22.409	22.409	22.409	4.087	14.595	14.595
2	3.495	12.484	34.893	12.484	34.893	3.359	11.998	26.593
3	3.077	10.991	45.884	10.991	45.884	3.111	11.111	37.704
4	2.879	10.282	56.166	10.282	56.166	2.760	9.858	47.562
5	2.027	7.239	63.405	7.239	63.405	2.270	8.109	55.671
6	1.711	6.112	69.517	6.112	69.517	1.945	6.947	62.618
7	1.541	5.505	75.022	5.505	75.022	1.842	6.578	69.196
8	1.526	5.451	80.473	5.451	80.473	1.827	6.523	75.719
9	1.092	3.899	84.372	3.899	84.372	1.758	6.277	81.996
10	1.034	3.693	88.065	3.693	88.065	1.699	6.069	88.065

Extraction Method: Principal Component Analysis.

Appendix 4: Rotated Component Matrix										
	Component									
	1	2	3	4	5	6	7	8	9	10
X21	.915									
X23	.865									
X10	.851									
X12	.844									
X27		.888								
X2		.836								
X25		.825								
X28			.907							
X11			-.776							
X7			.617							
X16			.564							
X8			.557							
X18				.863						
X22				.664						
X5				.590						
X9				.582						
X19					.871					
X14					.613					
X20					.575					
X3						.880				
X6							-.810			
X24							.614			
X17								.887		
X26								.798		
X1									-.888	
X13									.632	
X15										.940
X4										.629
Extraction Method: Principal Component Analysis.										
Rotation Method: Varimax with Kaiser Normalization.										

The Importance of “Being” in Career Development Education -From the Japan- China “Being” Career Workshop

Takashi Kumon
Asia University

Datar, Garvin, and Cullen explained the three elements in developing leadership and entrepreneurship, which are “Knowing”, “Doing”, and “Being”. They also stated the necessity of examining what to teach in each element and rebalance the whole curriculum. The following is the summary of each component¹.

“Knowing” is composed of the facts, frameworks, and theories.

“Doing” is the skills, capabilities, and techniques.

“Being” is the values, attitudes, and beliefs.

Datar, Garvin, and Cullen (2010, pp328) state that “Without a commensurate set of ‘doing’ skills, ‘knowing’ is of little value. And these ‘doing’ skills are likely to be ineffective and directionless without the self-awareness and reflection on values and beliefs that come from developing ‘being’”. In reference to the previous study, in this paper, “Being” is defined as to know one’s self, through the deepening of one’s self-awareness, values and beliefs.

In the current situation, however, the importance of “Being” is still not well recognized in higher education within Asia. The following is the introduction of the “Being” workshop for career development I have been working on in China for Japanese and Chinese students since 2013. It is designed to fit for the “ASIA YUME COLLEGE”—Career Development China Program, which is a career development program based in China that started in 2004. It is a shared program for the four Faculties (the Department of Business Administration in the Faculty of Business Administration, the Faculty of Economics, the Faculty of Law, and the Faculty of International Relations). Its academic program is based on a Double Major Education, with an Industry-Academia Collaborative Education, Study-Abroad or an Internship Program in China for 5 Months (Asia University China Program (AUCP), an Intensive Chinese

¹ Srikant M. Datar, David A. Garvin. “The Changing MBA Marketplace and Approaches to MBA Curriculum Redesign” Presentation at AACSB International.

Course, and small-class-sized instruction².

The “Being” workshop for career development is held during the AUCP with the Chinese students from the affiliated school, Dalian University of Foreign Language (DUFL) (Chart 1).

Chart1: Timetable for “Being Workshop” during AUCP



Source: Created by the author

Chart 1 shows the timetable for the AUCP and the workshop. The first workshop is held in early September before students start studying in China. The second one is in November before Japanese students start the internship at companies or organizations in Dalian, China. The third workshop is set in mid-January when students finish studying and the internship in China.

It is held with the mixed group of Japanese and Chinese students. The purpose of the workshop is to develop the students’ self-awareness, self-motivation towards careers, and mutual understanding of others from different cultures and backgrounds. The overview of each workshop is as follows;

The first workshop is constituted by two main contents. The early part is to draw one’s “Life Curve” to reflect important events that has happened in one’s past, how he or she has felt at that time, and how they can learn from these and apply them to the future career. Students will present them and get the feedback from a facilitator and

² Asia University website (<http://www.asia-u.ac.jp/english/academics/faculty/abroad/>)

students in a class. The latter part is to plan and organize a group project with the purpose of holding a cross-cultural event with Japanese and Chinese students to facilitate the mutual understanding and learn one's "Being" from the experience. They will actually execute the event between the first workshop and the second one.

The second workshop is aimed to understand the meaning of work before they start the internship or looking for a job. After brief reflection and the feedback for the group work they have done, we will proceed to a dialogue session with the theme of the meaning of work and the most important factors in choosing a job.

The third workshop is the overall reflection on what they have learned from the internship and from each other throughout 5 months stay, internships and workshops.

There are five key design disciplines for the workshop: 1. Mixing Japanese and Chinese students in a same group, 2. Assisting them to learn by facilitation, not by giving a lecture through the method of actively listening to students' ideas and using "Why" questions, 3. Providing feedback from a facilitator and students in a class to have objective and diversified perspectives, 4. Giving adequate learning environment such as allocation of desks and chairs suitable for group work and dialogue, 5. Action learning through group project to learn from the experience.

In examining the effectiveness of the workshop, the following are some of the comments of Japanese and Chinese students after taking the workshop.

E. T. (Japanese, sophomore year)

"Reflecting my life in this class gave me important realization. My "Life Curve" showed that whenever I went through difficult times, it was the time for growth for me. Now, I feel more comfortable to set a higher goal for my future career because I know that it will give me another opportunity for growth. Also, I was so moved to see the comment from a Chinese student, saying 'Your story gave me a courage to move forward.'"

E.A (Japanese, sophomore year)

"Before taking this workshop, I had a stereotyped image that Chinese didn't like to do overtime. One Chinese student said in the group discussion, however, 'I don't mind doing overtime if the boss is a person I can respect.' Then, I have realized that not every Chinese has the same way of thinking."

Y. C. (Chinese, senior year)

“Before the workshop, I had a tendency to listen to my mother, who wanted me to get the PhD and become a professor. But after experiencing the workshop, I remembered I wanted to work as an interpreter at a trading company. I will try to balance my dream and her will.

Y. F. (Chinese, senior year)

“This is the first time I thought about the relationship between what I value in my life and my future dream. Until I enter the university, I was too busy studying for the “Gao Kao”, a very competitive college entrance exam. After starting to study in university, it is still keeping me busy and there are not many interactive classes and team building activities where I can reflect myself and learn from the experience. I enjoyed a lot to discuss with a teacher and students and do the group work with Japanese students. Very creative atmosphere.”

There are two main challenges for the workshop. First, there is need for more consistent career development program before and after the study and the internship in China. We need stronger linkage between “Being” and “Doing” in the program. Before Japanese students went China to study in the freshman year, they have taken the class, “Career development in Asia” to develop the awareness toward their careers. After they came back from China, however, there is not enough opportunities to provide the feedback to them and maintain their motivation for career development.

Secondly, it is essential to provide the diversified environment in a home country after the overseas program. As seen from the students’ comments above, they learn from each other in diversity environment. Japanese students will be able to keep learning if there are classes or projects in which they exchange ideas or cooperate with students from overseas even after coming back to their campus in Japan.

The future prospects of the workshop are to have programs and joint researches in collaboration with universities in different countries with more diversified environments. There is a possibility for more collaboration with other universities in China and roll out to other Asian countries. Also, the application of the workshop to leadership development, social entrepreneurship development, and global education is possible.

It can be concluded that through “Being” workshops for careers, students had three elements of learning. First one is that they are able to deepen their understanding

of what they value in their life and the meaning of careers and how they can relate these to their own future career. Secondly, they became aware of both the differences and what they have in common between Japanese and Chinese. One Japanese student said that by discussing with Chinese, he was shocked with the level of effort Chinese students have done and aggressiveness in stating opinions and presentations, which are good points to follow. One Chinese student said that Japanese students' ability to work as a team was something that she wanted to learn. They stimulate with each other and discovered what is lacking in themselves. Lastly, it became easier for them to connect with others without stereotyping nationalities. It is mainly because they have shared the important moments and what they value in their lives, and had continuous dialogue between themselves.

References

Book:

Srikant M. Datar, David A. Garvin, Patrick G. Cullen (2010), *Rethinking The MBA: Business Education at a Crossroads*, Harvard Business Press.

Material:

Srikant M. Datar, David A. Garvin. "The Changing MBA Marketplace and Approaches to MBA Curriculum Redesign" Presentation at AACSB International.

Website:

Asia University website (<http://www.asia-u.ac.jp/english/academics/faculty/abroad/>)