INTERNATIONAL CONFERENCE

TOWARDS EXCELLENCE IN LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION

SEAMEO RETRAC, JULY 28-29, 2016

SEAMEO

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Table of Contents

Welcome Message
by Dr. Ho Thanh My Phuong, Director, SEAMEO Regional Training Center (SEAMEO RETRAC)

Distinguished Guests,

Ladies and Gentlemen,

I am very honoured and delighted to welcome you to the Annual International Conference on Towards Excellence in Leadership and Management in Higher Education, which is jointly organized by the SEAMEO Regional Training Centre in Vietnam (SEAMEO RETRAC) and the British Columbia Council for International Education, on July 28-29, 2016, at SEAMEO RETRAC's premises in Ho Chi Minh City, Vietnam.

Building on the success of previous conferences in higher education leadership and management, the theme of the 2016 international conference will underpin the needs for strengthening and enhancing quality in leadership and management in higher education, focusing on providing the participants who are educators, leaders, administrators, researchers and professionals of universities and colleges with opportunities for sharing information, expertise and experiences in such sub-areas as redefining the roles of higher education leaders in the 21st century, teacher education, integration of 21st century skills in curriculum (and curriculum innovation), ICT integration to achieve effectiveness in teaching and management and quality assurance and accreditation in higher education.

In addition, with six plenary sessions and one parallel session organized during the Conference, I sincerely hope that new collaborations, networks and linkages will be developed among participants and institutions.

I look forward to your participation and contribution to the Conference and hope you have a great time in this beautiful city in Vietnam.

I hope you find the Conference, especially the keynote speakers and presenters, interesting. I would like to extend my sincere thanks to the Conference's co-organizer – British Columbia Council for International Education, the keynote speakers, moderators, presenters and all the participants who will definitely contribute to the success of the Conference. Final thanks go to the organizing committee members who have taken time out for this special event.

Warm regards,

Ho Thanh My Phuong, Ph.D.
SEAMEO RETRAC Director
Conference Organizing Committee Chair

Introduction of SEAMEO and SEAMEO RETRAC

Southeast Asian Ministers of Education Organization (SEAMEO)

SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC)

BACKGROUND

On 30 November 1965, the Ministers of Education of Southeast Asian countries established the Southeast Asian Ministers of Education Organization (SEAMEO) for the development of the region through regional co-operation in education, science and culture.

SEAMEO consists of:

Eleven Member Countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam

Eight Associate Member Countries: Australia, Canada, France, Germany, New Zealand, the Netherlands, Spain and United Kingdom.

Four Affiliate Members: the International Council for Open and Distance Education (ICDE) and University of Tsukuba (Japan); and the British Council, China Education Association for International Exchange (CEAIE).

One Partner Country: Japan

Vietnam, readmitted as a SEAMEO Member State on February 10, 1992 by the SEAMEO Council, hosts the SEAMEO Regional Training Centre (SEAMEO RETRAC) in Ho Chi Minh City, as one of the 15 SEAMEO Centers in the Region.

VISION

Through the pursuit of excellence and the development of expertise, SEAMEO RETRAC aims to become a leading regional centre in the field of educational management, serving all SEAMEO Member Countries.

MISSION

To assist SEAMEO Member Countries to identify and address issues of educational management and other educational fields, particularly in teaching and learning, through research, training, consultancy, information dissemination, community service, networking and partnership.

ORGANIZATIONAL PROFILE

The SEAMEO RETRAC Governing Board is the main policy making body of the Centre. The Governing Board comprises one representative from each of the 11 SEAMEO Member Countries. The Centre is headed by a Vietnamese Director who is nominated by the Ministry of Education and Training of Vietnam, approved by the Governing Board, and officially appointed by the SEAMEO Council President.

The Centre is staffed by qualified professional, administrative and service personnel working in the following divisions and departments:

- Division of Education;
- Division of Foreign Studies;
- Department of International Development;
- Department of Research and Project Development;
- Department of Personnel and Legal Affairs;
- Department of Planning and Finance;
- Department of Administration;
- Annex 2;
- Library and Information Center; and,
- Department of Quality Assurance and Branding.

In addition, experts from donors, governments, international organizations and exchange programs from affiliated countries complement the permanent staff under partnership agreements.

OPERATIONS

SEAMEO RETRAC assists SEAMEO Member Countries, especially Cambodia, Lao PDR and Vietnam, to identify and tackle problems of leadership and management in education at all levels. SEAMEO RETRAC directs its efforts on educational issues by undertaking innovative, relevant programs through research, training, consultancy, staff exchange and fostering of regional and international partnership, and engaging in other related activities within and outside the region. In addition, SEAMEO RETRAC offers language training, teacher training and other training programs in education.

FUNCTIONS

In cooperation with local, foreign and international organizations, SEAMEO RETRAC conducts:

- Training courses, workshops and conferences;

- Research, consultancy, project development and information dissemination; and,
- Study tours, personnel and student recruitment & exchange for educational, scientific and cultural purposes.

TRAINING APPROACHES

- Critical thinking and creative problem solving;
- Interactive, informal and based on experience sharing and practical learning;
- Innovative learner-centered; and,
- Flexible and cost effective.

Introduction of British Columbia Council for International Education (BCCIE)

ABOUT BCCIE

BCCIE is a provincial Crown Corporation committed to supporting the internationalization efforts of the Province of British Columbia's public and independent K-12, public and private post-secondary and language schools.

MANDATE

BCCIE's purpose is to promote International Education in and for the Province of British Columbia, to promote and enhance BC's international reputation for education, and to support the International Education activities of the Government of British Columbia.

In support of this mandate, BCCIE serves the needs of all International Education sectors of British Columbia – public and independent K-12, public and private post-secondary, and language schools – in three core service areas:

- Internationalization – Working with the Province and BC's public and private post-secondary and K-12 sectors and language schools to internationalize the BC education system. This is accomplished by the provision of a leadership role and includes sharing best practices, fostering positive relationships for the benefit of BC's diverse International Education sectors, and by promoting a culture of quality and excellence in internationalization.
- Market Support – Supporting BC's International Education sector in positioning BC as the leading quality destination for international learners from around the globe. This is accomplished by creating and maintaining international networks and providing a coordinating function for a variety of activities that support the sector and Province.
- Communication and Professional Development – Enhancing expertise in the International Education sector by providing services including effective professional development offerings and communications to and for BC's international education stakeholders.

VISION

To profile British Columbia as the education destination of choice for learners from around the globe and to promote global citizenry and internationalization at all levels in BC's education system.

ORGANIZATIONAL STRUCTURE

Board of Directors

BCCIE is overseen by a 10-member Board of Directors who ensure our operations reflect our mandate, direction and the interests of all stakeholders.

Our Board is a reflection of BC's diverse International Education sector, with representatives from public and private post-secondary universities and colleges, public and private K-12 schools, private English language and career training institutions, and the Ministries of Education, Advanced Education and International Trade.

BCCIE Staff

BCCIE is staffed by a small team of subject matter experts in fields related to International Education, government relations, programs and events, marketing and communications, finance, administration and human resources.

For more information on BCCIE and its activities, visit bccie.bc.ca.

CONFERENCE PROGRAM

THURSDAY – JULY 28, 2016	
08:00 – 08:30	**Registration**
08:30 – 09:15	**OPENING CEREMONY** ❖ **Welcome Remarks** Dr. Ho Thanh My Phuong, Director, SEAMEO RETRAC, Vietnam ❖ **Remarks** Dr. Randall Martin, Executive Director, British Columbia Council for International Education (BCCIE), Canada ❖ **Remarks** Representative from Ministry of Education and Training, Vietnam
09:15 – 09:45	❖ **Keynote Speech** ***Changes, Challenges and Leadership in Higher Education*** Professor Jamie Cassels, President, University of Victoria, Canada ❖ **Gift Presentation** ❖ **Group Photo**
09:45 – 10:00	**Tea Break**

10:00 – 11:00	**Plenary Session I: Redefining the Roles of Higher Education Leaders in the 21st Century** **Session A** **Moderator: Prof. Dr. Dennis F. Berg, Emeritus Professor, California State University, Fullerton, the USA** ***1. Interdisciplinary College Programming in the Trades for the 21st Century: The Role of Leaders in Higher Education*** Ms. Cheryl O'Connell, Dean, School of Trades and Technical Programs, North Island College, Canada ***2. Needs, Difficulties and Coping Mechanisms of Women as Professionals and Family Managers*** Dr. Perlita C. Custodio, Assistant Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), University of Perpetual Help System DALTA, the Philippines **Q&A**
11:00 – 12:00	**Plenary Session I: Redefining the Roles of Higher Education Leaders in the 21st Century (cont'd)** **Session B** **Moderator: Dr. Keith Thomas, Discipline Leader (Management), College of Business, Victoria University, Australia** ***1. Economic Challenges in Higher Education and The Public good-Private good Debate*** Ms. Linh Tran, University of Alberta, Canada ***2. Funding Higher Education Research: Moving Beyond 'Low-risk' Project Finance*** Mr. Peter McDowell, Lecturer, School of Education, Charles Darwin University, Australia **Q&A**

12:00 – 13:30	**Lunch**
13:30 – 15:00	**Plenary Session II: Curriculum Innovation** **Moderator: Dr. Michael Burgess, (Atg) Academic Dean, Academies Australasia Polytechnic, Australia** ***1. How Transformative Education Can Enrich Lives – Cross-cultural Learning in Northern Vietnam*** Dr. Chris Bottrill, Dean, Faculty of Global and Community Studies, Capilano University, Canada ***2. Internationalizing the Curriculum: Strategies and Trends in the United States and in Vietnam*** Ms. Mary Beth Marklein, George Mason University, Fairfax, Virginia, USA & Ms. Nguyen Lan Huong, Vietnam Association of Universities and Colleges, Vietnam ***3. Towards Excellence in Leadership and Management in Higher Education: Innovative Engagement Strategies for Competency Based Education*** Ms. Patricia Bowron, Executive Director, International & Regional Development, College of the Rockies, Canada **Q&A**
15:00 – 15:30	**Tea break**
15:30 – 17:00	**Plenary Session III: Integration of 21st Century Skills in Curriculum** **Moderator: Dr. Chris Bottrill, Dean, Faculty of Global and Community Studies, Capilano University, Canada** ***1. 21st Century Life and Career Skills: Building an Employability Pathway in an International University in Vietnam*** Ms. Frederique Bouilheres, Senior Academic Developer, Learning and Teaching, Office of the Vice President Academic, RMIT University, Vietnam

	2. The Role of Service Learning in Higher Education Dr. Li-Jiuan Lilie Tsay, Chair, Associate Professor, Department of Applied English, Ming-Chuan University, Tao-Yuan Campus, Taiwan ***3. The Role of Academic Libraries in Transitioning to Digital Content - The Case of the RMIT Vietnam Library*** Ms. Nguyen Thi Minh Tu & Mr. Nguyen Trong Thi, Learning and Teaching Librarians, RMIT University, Vietnam **Q&A**

FRIDAY - JULY 29, 2016	
08:30 – 09:30	❖ **Keynote Speech** ***Internationalization at a Canadian University - An Unconventional Approach*** Dr. Alan Shaver, President, Thompson Rivers University, Canada
09:30 – 10:00	**Tea break**
10:00 – 11:00	**Parallel Session IV: Quality Assurance and Accreditation in Higher Education** **Session A (International Hall)** **Moderator: Dr. Randall Martin, Executive Director, British Columbia Council for International Education (BCCIE), Canada** ***1. Accreditation, Change, and Quality in Japanese Higher Education*** Dr. Sarah Louisa Birchley, Associate Professor, Faculty of Business Administration, Toyo Gakuen University, Tokyo, Japan ***2. Valuing Learning and Quality in Higher Education: Considerations of an Appropriate Assurance Model*** Dr. Michael Burgess, Head of Higher Education (Partner Programs), Academies Australasia Polytechnic, Australia ***3. A Decade of Higher Education Quality Assurance and Accreditation in Vietnam: What have We Earned and What have We Learned?*** Dr. Nguyen Thi Thu Huong, Institute for Education Quality Assurance, Vietnam National University, Hanoi, Vietnam & Dr. Ta Thi Thu Hien, Center for Education Accreditation, Vietnam National University, Hanoi, Vietnam

	Q&A
	Session B (Room A101) **Moderator: Prof. Ajay Patel, Associate Vice President International & External Development, Langara College, Canada** 1. ***Towards Effective Internal Quality Management in Vietnamese Higher Education Institutions*** Ms. Loan T.K. Phan, the University of Melbourne, Victoria, Australia 2. ***An Institutional Road Map to Cross-border Education Pinned on the Accreditation Performance and Outcomes of the University of Perpetual Help System DALTA- Las Piñas Campus*** Dr. Josefina G. San Miguel, Dean of the College of Arts and Sciences, University of Perpetual Help System DALTA, Philippines **Q&A**
11:00 – 12:00	**Plenary Session V: Teacher Education** **Moderator: Prof. Dr. James Paulson, Adjunct Professor, Royal Roads University, Victoria BC, Canada** 1. ***Improving Leadership and Management Competence for Faculty Deans and Department Heads in the Vietnamese Higher Education Institutions in the 21st Century*** Ms. Nguyen Duy Mong Ha, Head, Office of Educational Testing and Quality Assurance, University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, Vietnam 2. ***The Functional Competencies of the College of Arts and Sciences Faculty of the University of Perpetual Help System DALTA Las Piñas Campus: Relevant Policy Implications for Selection, Training, Development and Retention***

	Dr. Loureli C. Siy, Executive Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), University of Perpetual Help System DALTA, the Philippines ***3. Transcultural Humanist Management Education for Future Responsible Leaders: A Postcolonial Perspective*** Dr. Carlos A. Rabassó, Associated Professor, NEOMA Business School, Rouen, France & Dr. Fco. Javier Rabassó, HDR, Associated Professor, Université de Rouen, France **Q&A**
12:00 – 13:30	**Lunch**
13:30 – 15:00	**Plenary Session VI: ICT Integration to Achieve Effectiveness in Teaching and Management** **Moderator: Ms. Cheryl O'Connell, Dean, School of Trades and Technical Programs, North Island College, Canada** ***1. Do Class Size Matter in Online Learning Settings?*** Dr. Hanas A. Cader, Associate Professor, College of Business and Economics, American University of Kuwait, Kuwait ***2. Evaluation of Pre-service Teachers of Google for Education Online Training Modules*** Mr. Jasper Vincent Q. Alontaga, Assistant Professor , Br. Andrew Gonzalez FSC College of Education, De La Salle University, the Philippines ***3. An Institution-wide Collaboration to Harness ICT for Accessible Learning*** Ms. Carol Witney & Ms. Melanie Brown, RMIT University, Vietnam **Q&A**

15:00 – 15:15	**Tea break**
15:15 – 16:15	**Networking Session**
16:15 – 16:45	**Conference Closing Remarks** Dr. Ho Thanh My Phuong, Director, SEAMEO RETRAC

Keynote Speeches

Professor Jamie Cassels

President, University of Victoria, Canada

Jamie Cassels, Queen's Counsel, is the President of the University of Victoria (UVic). His five-year term began July 1, 2013. Prior to being named President, Cassels served as UVic's Vice-President Academic and Provost (VPAC) from 2001-10. Prof. Cassels joined the University of Victoria Faculty of Law in 1981 and served as a Professor and Associate Dean and Dean of the law school.

President Cassels is a recipient of the 3M National Teaching Fellowship—Canada's highest award for university teaching as well as numerous other awards for his exceptional contributions and law teaching.

Prof. Cassels' areas of research expertise include remedies, legal theory, contracts, and torts. Other interests include environmental issues, law and society in India, and race and gender issues in the law of tort. He is a member of the Bar of British Columbia and has practised law and acted as a consultant to governments.

He holds a BA in law and philosophy from Carleton University, an LL.B (bachelor of law) from the University of Western Ontario and an LL.M (master of law) from Columbia University.

CHANGES, CHALLENGES AND LEADERSHIP IN HIGHER EDUCATION

Keynote Speaker:
Professor Jamie Cassels

Drawing upon the research in the field, and 35 years of experience as a professor and university leader, Professor Cassels will provide a wide ranging overview of the changes and forces that have shaped higher education in the present day.

Drawing primarily upon the Canadian experience, but especially where that experience reflects global shifts, Professor Cassels will discuss the role of technology, globalization, economic factors, government policy and changing stakeholder expectations. He will outline the consequences and challenges presented by factors such as the massification of higher education, widened mandates for universities, rising expectations and multi-stakeholder accountability, and a resulting increase in organizational complexity.

The challenges faced by our global society and by the higher education sector offer opportunities for renewal and transformation, and for universities to contribute to the lives of people and their communities. Those opportunities include: leveraging the greater demand for universities; supplying the talent and ideas to deal with our world's most pressing problems; and rising to the challenge through excellence in both research and education.

Finally, Professor Cassels will reflect on the implications for higher education leadership and how leaders can help their institutions continue to thrive through understanding and shaping the campus culture, building and supporting leadership teams, and focusing on quality and impact.

Professor Alan Shaver, Ph.D.

President and Vice-Chancellor, Thompson Rivers University, Canada

Alan Shaver was appointed President of Thompson Rivers University in 2010. Previously, he served as Vice-President Academic and Provost at Dalhousie University in Nova Scotia from 2006 to 2010 and as the Dean of Science at McGill University from 1995 to 2005.

Throughout his academic career he has combined teaching, research and academic leadership. He is very experienced in strategic academic planning, university governance and budget management, and in the development and implementation of university strategy and policy. He is also recognized for innovations in interdisciplinary and international academic programming and for his dedication to the advancement of the quality of education through research informed learning.

Dr. Shaver has published on a variety of research topics on the subject of chemistry.

He earned a B.Sc. (Hon) in chemistry from Carleton University and a Ph.D. from the Massachusetts Institute of Technology.

INTERNATIONALIZATION AT A CANADIAN UNIVERSITY - AN UNCONVENTIONAL APPROACH

Keynote Speaker:
Professor Alan Shaver, Ph.D.

Thompson Rivers University started internationalizing over 25 years ago when it was still a College. Over the subsequent years, it has developed an unconventional approach by establishing a standalone centralized division TRU World, to coordinate and facilitate international initiatives & activities for the university. TRU World has a dual reporting function though the Provost and Vice President Academic and the Vice President Administration and Finance. It concentrates expertise in internationalization which provides for sound planning, strategy development, and consistency in the management of:

1. International student recruitment
2. Enhanced international student services ("Gold Standard of Service")
3. Evolving transnational education delivery:
    a. Offshore Delivery: TRU programs at partner institutions.
    b. Articulation: Transfer credits towards a TRU degree.
    c. Pathway: Pathway towards a TRU degree.
    d. Visiting Students: study abroad experience at TRU.
4. International mobility for domestic students (study abroad)
5. International training programs (International Training Centre)
6. Increasing Intercultural Understanding

The presentation will elaborate on 1-6 giving explanations, statistics and examples. The alignment of TRU's internationalization with the university's five strategic priorities will be described. The relationship of internationalization with the city of Kamloops and its economic impact on the city will be presented.

Biographies, Abstracts and Full Papers

Cheryl L. O'Connell
Dean, School of Trades and Technical Programs,
North Island College, Vancouver Island British Columbia, Canada

Cheryl O'Connell – born and raised in rural Canada has a vested interest in social and economic development, while supporting the advancement of post-secondary education in the interest of rural communities. Cheryl's career has provided her with the opportunity to work with communities spanning Yukon Territory, the Northern, Central and Southern regions of British Columbia. With over 20 years in post-secondary education and community development, she proactively supports community organizations vested in diversifying regional economies, fostering entrepreneurship, advancing new and emerging technologies, while contributing to social and cultural considerations of the rural communities. Her career spans across the following positions: Dean, School of Trades and Technical Programs and Dean, School of Continuing Education and Contract Training at North Island College; Administrative Manager with Continuing Studies at Vancouver Island University; Executive Director Upper Skeena Development Centre; Program Manager and Employment Counsellor at Northwest Community College; Coordinator Training and Development Canada (Federal Government); Administrator with Yukon College; in addition to numerous directorships with Municipal Governments, community service organizations, economic development, cultural and technology based Societies, Chambers of Commerce and Community Employment agencies. Cheryl is currently pursuing her doctorate in Rural Studies which has her engaged with research in the field or interdisciplinary trades education.

INTERDISCIPLINARY COLLEGE PROGRAMMING IN THE TRADES FOR THE 21ST CENTURY: THE ROLE OF LEADERS IN HIGHER EDUCATION

Author:
Cheryl L. O'Connell

ABSTRACT

Pan-Canadian public post-secondary trades programming has traditionally encompassed foundation and apprenticeship training. Canadian based trades programming encompasses training designed to meet the needs of industry while achieving the technical competencies required to realize the esteemed Red Seal credential as articulated by industry and government. As industries continue to diversify and small business continues to expand globally, an opportunity exists to enhance traditional College based trades programs, to prepare graduates for opportunities within the small business sector. The enhancement of traditional programming in the form of diversification through an interdisciplinarity trades training model is under consideration. Interdisciplinary programming which moves beyond the trades and encompasses relevant business and entrepreneurship skills.

Over the years the correlation between educational achievements, income levels, and regional economic well-being has been a common topic. The acknowledgement that education, workforce development and related policy should ideally work in sync has prompted discussion and contemplation as to how best to advance with innovative educational programming, while strengthening engagement with industry and commerce. The increasing need for education to align with workforce considerations is the genesis behind the research study. An opportunity exists to inform the evolution of an educational framework which will formalize a state-of-the-art interdisciplinary trades training model aligned with small business development and entrepreneurship.

From a systems perspective the researcher is identifying internal and external variables and necessary mechanisms to support interdisciplinary trades programming within a public post-secondary college setting. Given the changing landscape in academia, the researcher is exploring the practicality of an interdisciplinary programming framework, while promoting the role of leaders in higher education in the advancement of programming to meet the labour market needs of the 21st Century. Although the research is in progress, the framework will prompt thoughtful and provoking discussion, while informing and challenging the opportunities and preconceptions.

INTRODUCTION

Across Canada, trades programming encompasses training designed to meet the needs of industry while providing learners with the opportunity to gain the technical competencies required to achieve the Red Seal credential. Across the spectrum of diversified global economies, small business and entrepreneurship ventures are becoming highly valued economic drivers (Acs & Audretsch, 2010; BDBC, 2016; Kelley, Singer, & Herrington, 2016). This presents an opportunity for educational leadership to enhance traditional post-secondary trades programs by preparing graduates for careers within and across the small business sector.

The enhancement of traditional programming through an interdisciplinary trades training model is under consideration. Interdisciplinary programming which moves beyond the specific trades and incorporates business and entrepreneurship skill, which affords graduates the opportunity to become active contributors to the global entrepreneurship ecosystem as a trade's specialist. An interdisciplinary educational framework which honours the needs and realities of rural communities while recognizing the importance and significant of rural social capital (Lyons, 2002).

From a systems perspective the researcher is identifying internal and external variables and necessary mechanisms to support interdisciplinary trades programming within a public post-secondary college setting. Given the rapidly advancing landscape in academia, the researcher is exploring the formalization of an interdisciplinary college programming framework, while articulating the role of leaders in higher education towards the advancement of training directly aligned with the labour market needs of the 21st Century.

CONTEXT

Globally and at a pan-Canadian level, the post-secondary system has been criticized for ultimately failing to prepare graduates for the workforce, failing to ensure applicability and transferability of credentials (Coates, 2015; Coates & Morrison, 2013; Kolm, 2013; Millar, 2014). As the Canadian Chamber of Commerce reports, the nation is on the verge of a grave skills labour shortage with this shortfall being estimated at 1.5 million employees between 2015-2020 (Morgan, 2014). The shifts in the Canadian economy presents an opportunity to strategically enhance the alignment of educational programming with the labour market needs of the 21st Century. Education which provides students with the opportunity to expand their technical core competencies whilst leveraging transferable skills as they pursue small business/entrepreneurship ventures.

There is a degree of urgency and consequently the responsibility for the public post-secondary system to review and assess the needs and viability of program diversity, as institutions increasingly becoming vital pillars for

social and economic development (Council of Ministers of Education, 1999; Dabson, 2001; Singmaster, 2016).

The model of Canada's community colleges stems back to the 1960's during a time when there was pressing public demand for ease of access to rural-based post-secondary education. This need declared by rural citizens was the beginning of a notable transition for post-secondary rural education and training aligned with regional workforce requirements (Casner-Lotto & Barrington, 2006; Gallagher & Dennison, 1995; Schuetze & Dennison, 2005).

Community colleges like all institutions of higher learning are ideally embedded within each of their regions. Thus have the responsibility to engage with neighbouring industries and organizations as an active contributor to collaborative and cooperative networks aimed at community and economic development (Boyer, 1996; Maurrasse, 2001). As noted by Ostrander (2004), institutions are poised to benefit from active community engagement. The related processes and actions can ultimately inform program advancement, educational pedagogy and student-based civic outreach, fostering and enabling the meaningful application of skills and knowledge across all sectors. Jacoby (2009) encourages the importance of post-secondary institutions embracing and creating models of civic engagement across all levels of the organization, from its fundamental mission statement throughout all levels of program development, curriculum delivery, and day-to-day organizational operations.

The increasing need for education to align with workforce considerations is the genesis behind the research study. There is an opportunity to inform the evolution of an educational framework to advance innovative interdisciplinary trades programming, aligned with small business development and entrepreneurship specific to rural British Columbia. Moreover, the advanced model can potentially be applicable to all nations through collaborative networking.

INTERDISCIPLINARY PROGRAMMING

Although academia has defined interdisciplinary as involving two or more disciplines or specializations, Davis (1995) notes that the term "involving" does not address the degree to which disciplines come together. Kockelmans (1979) presents a more descriptive relationship and outlines that interdisciplinarity involves the coming together of specializations to inform a new discipline. What transpires or evolves from this transdisciplinary connection is obviously influenced by the core subject matter, however it is expected that the process and outcomes are directly influenced by the perspective of those involved and the context of the discussions and development (White, 1981).

De Condillac and Aarsleff (2001) state that the evolution of knowledge is the process of human experiences which are ultimately assessed, applied,

adapted, adopted and informed over time. The relationship of all elements and their relative considerations essentially informs varied combinations of outcomes resulting in expanded or new knowledge.

The researcher intends to pursue this interdisciplinary framework for trades programming as a vehicle for transformation. Through the inclusion of multiple stakeholders and the vision of informing practice to achieve new goals, it is envisioned that an enhanced training framework will evolve preparing graduates for a rewarding career as business owners and/or entrepreneurs within the trades sector.

EDUCATION, ECONOMIC AND SOCIAL DEVELOPMENT

Administrators of higher institutes of learning should be committed to the notion of finding balance between institutional and community needs. Institutions are often criticized for being organizationally centric, primarily focusing on the needs of the university or college, with community considerations lacking precedence in planning or development (Cruz & Giles, 2000). Institutions have the potential, and often the fortitude, to hold a regional leadership role in providing unique and valued contributions to the community in support of advancement and required or related change processes (Hudson, 2013).

You will observe that the mission and vision of most educational institutions embraces the priority of quality education, engagement, and consideration to the social and economic well-being of the region being served. A constant diligence in higher education requires post-secondary institutions to not merely support skills development, but also contribute to progressive community transformation (Hudson, 2013). The role of post-secondary institutions is multifaceted and is best achieved when guided by engaged and progressive leaders who recognize post-secondary education as vital to regional economies fostering capacity building through a holistic formation of networks supporting collaborative and cooperative knowledge dissemination.

Over the years consideration has been made to the correlation between educational achievements, income levels, and regional economic well-being (Aghion, Boustan, Hoxby, & Vandenbussche, 2009; Holland, Liadze, Rienzo & Wilkinson, 2013). The acknowledgement that education, workforce development and related policy should ideally work in sync has prompted discussion and contemplation as to how best to advance with innovative educational programming while strengthening engagement with industry and commerce (Carree & Thurik, 2010; Goetz, Fleming & Rupasingha, 2012; Vandal, 2009). The increasing demand for progressive education to align with workforce considerations provides a key opportunity for institutions to enhance current educational frameworks in order to formalize innovative interdisciplinary trades programming.

Weerts (2011) articulates that higher education can see advancement by engaging with community while ensuring that the institutional mission and goals are aligned with regional social and economic priorities. The alignment of post-secondary education and labour force considerations is strategic and prudent and quite candidly bodes well for all levels of institutional development and potentially the acquisition of required resources. The institution evolves as a central organization which fosters capacity building and as noted by Cantor (2009, p.9), becomes an anchor institution fostering collaboration in a democratic manner whilst creating a "pipeline of inclusive human capital for the future". Axelroth and Dubb (2010, p.3) note that anchor institutions can "consciously apply their long-term, place-based economic power in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they reside". They present that institutions hold a multifaceted role and can benefit from the sharing of their expertise and capacity in support of community social and economic development (Axelroth & Dubb, 2010).

ROLE OF ADMINISTRATORS

The role of administrators in higher education with consideration to interdisciplinary College based trades programming in the 21st Century is quite complex and thus multidimensional. As community leaders, College administrators within Canada, hold portfolios which are typically expansive and dynamic. This submission places emphasis on the role of the Dean as a vital administrator who supports the Vice President and thus ultimately the Office of the President. The office of College Deans especially in rural community colleges, involves a vital leadership role in motivating, influencing, collaborating, negotiating and ultimately forward planning. Working with faculty, college staff, students, community, funders, industry and government, to advance meaningful education to meet the needs of the current and future workforce.

The typical trades' training portfolio within the context of a community college is required to be responsive, while being influenced by many variables such as labour market, industry, community, and government. When considering the role of College Administrators in the advancement of interdisciplinary trades programming, the Dean responsible for programming is essentially the nucleus for development, and guides what direction and priorities are set and supported through institutional mechanisms and processes which inform and support the overall academy in a systematic manner.

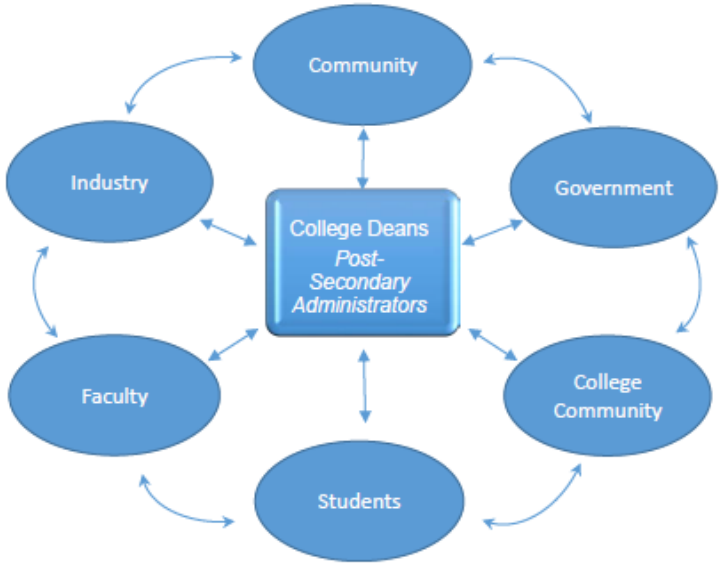
The Dean capitalizes on the opportunity to initiate, advance and facilitate engagement with multiple stakeholders in a leadership role which is especially critical during program planning and development. Through formal and informal networks of consultation, the Dean has the ability to inspire associations between faculty, industry, business, employers, funders, government and students, with the common goal of supporting a

community of stakeholders to advance programming aligned with regional economies. The administrator's role in the advancement and sustained delivery of post-secondary programming encompasses consideration to multidimensional and multifaceted stakeholder engagements. These are both internal and external stakeholder engagements with the administrator being the catalyst in fostering cooperation, mentoring and advancing discussions which generates linkages and synergies of collaboration, efficiency, innovation and excellence.

McKersie (2012) notes that the Dean of any higher learning institution is a negotiator holding ultimate responsibility of supporting, advancing and achieving educational excellence. Lax and Sebenius (1986, p.263) express a similar perspective in that "the very definitions we use of managerial functions should admit and not hide the fact that much organizational life involves negotiations". This is an important consideration in higher education, as the Dean is a lead administrator and not only a facilitator, who holds a significant responsibility of ensuring educational relevancy and the ethical and sustained operations of the organization, through negotiation and definitive decision making. Of course every organization varies; however, typically the Executive Administrative Office relies on the Dean specific to any discipline area, to have the skills and abilities to work across all arenas with all stakeholder groups, whilst having the capacity to balance the reality of achieving the educational mandate, being fiscally responsible, supporting and informing policy, while ensuring engagement, institutional and student advancement. This process involves stakeholder engagement and thus an innate ability to work with diverse interest groups.

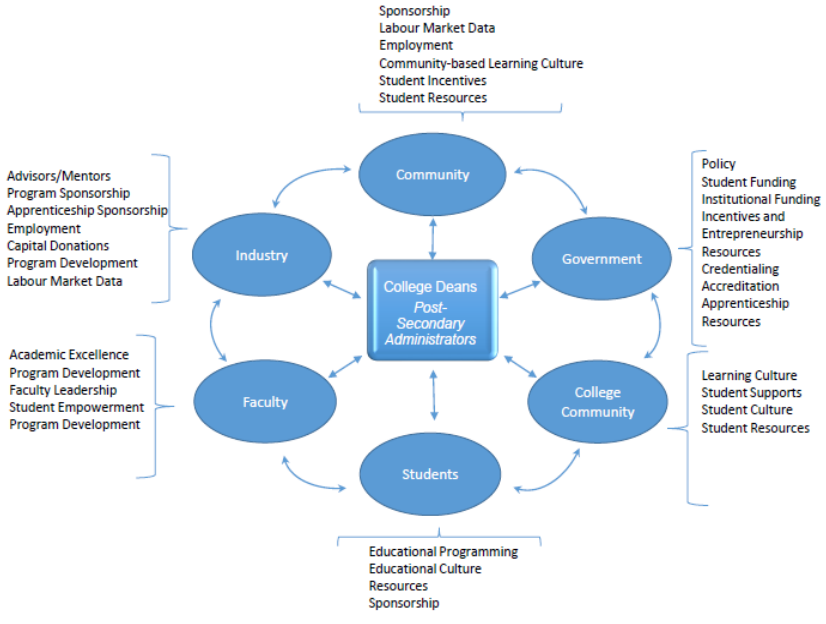
As a Dean, a holistic model for engagement involves encouraging increased awareness of the value and opportunity for collaboration and cooperation lying in the best interest of students and community. The Dean has the opportunity to support and advance programming through stakeholder engagement with the process being complex, including no less than six primary stakeholder groups. For the purpose of advancing an interdisciplinary trades entrepreneurship training framework, the following schematic (A.8) is an outline of the involved key stakeholder groups.

Figure A.8: Interdisciplinary Trades Entrepreneurship Stakeholder Engagement Model



The stakeholder engagement process remains fluid and requires time and commitment to develop and sustain. Within each of these stakeholders groups, there are a multitude of considerations and variables which will inform, potentially hinder, and quite conceivably define all aspects of program advancement. Without a holistic stakeholder engagement process, administrators need to be cautious of advancing with programming that may recruit siloed and counter-intuitive perspectives, which can compromise the institution and region in which it serves. As an administrator in the 21st Century, having the ability to engage innovative collaboration and cooperation among all stakeholders is essential to the advancement of post-secondary education. The progressive development of interdisciplinary programming in the trades requires consideration to a multitude of variables which directly or indirectly aligns with each stakeholder group as demonstrated in Figure B.8.

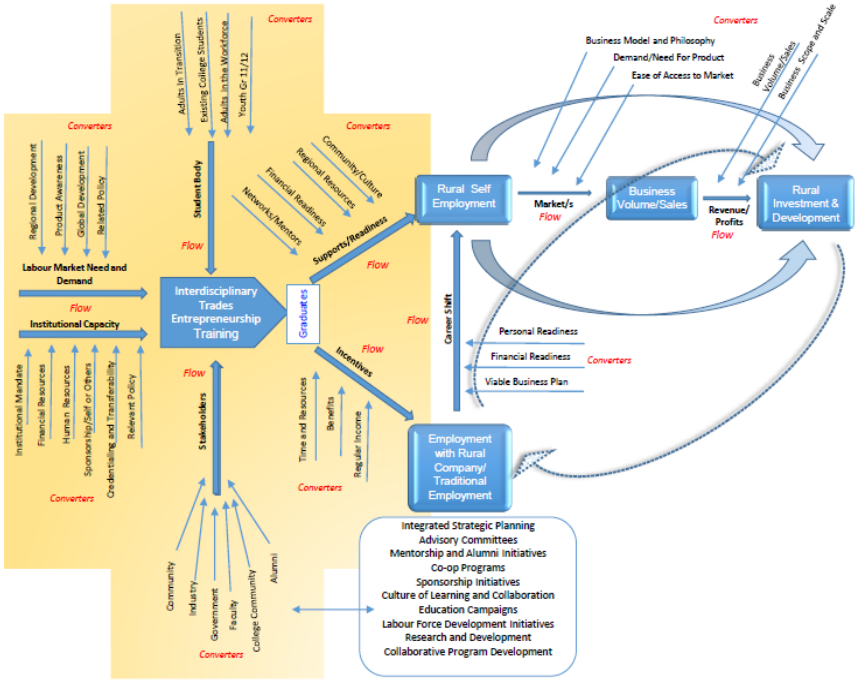
Figure B.8: Interdisciplinary Trades Entrepreneurship Stakeholder Engagement Model: Sample of Influencing Variables



When contemplating the role of administration in higher education, the consideration of academic programming within the overall organizational philosophy and structure is always a primary factor for development. Gibbs' (1993, p.2) notes that entrepreneurship education as it relates to organizational culture should be contemplated as he encourages a drastic shift in post-secondary education while promoting the need and opportunity for entrepreneurial universities where "entrepreneurship becomes part of the fabric". Edelman, Manolova and Brush (2008); Solomon, Duffy, and Tarabishy (2002) also present reviews of entrepreneurship programming and the need for education to align with the real-world context of business start-up, product development, innovation, right through to succession planning. Edelman, Manolova and Brush (2008), observe that limited research has been completed to ascertain whether what is being taught in business and entrepreneurship programs directly transfers to vital operational considerations of business start-up, maintenance and growth. The relevancy of programming is a key consideration when advancing with interdisciplinary programming in the best interest of learners and rural economies. The misnomer that formal training in business administration is ideally suited for any budding entrepreneur will be reviewed and informed by stakeholders, as the core competencies required for venture start-up fundamentally differ from those required to manage daily business operations (Gartner & Vesper, 1994).

This written submission will be supplemented by a presentation delivered at the Conference "Towards excellence in leadership and management in higher education" , whereby the Interdisciplinary Trades Entrepreneurship Training System Map will be presented and contemplated in relation to the role of the College Administrator in advancing interdisciplinary programming.

Figure C.8: Interdisciplinary Trades Entrepreneurship Training System Map



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Loureli C. Siy, Ph.D.
Executive Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), University of Perpetual Help System DALTA , Las Piñas City, Philippines

A two time recipient of the GINTONG ILAWAN, TEODORO ALONZO EDUCATORS AWARD as Most Outstanding Private Secondary School Principal of the National Capital Region (NCR) in School Year 2000-2001 and in 2004-2005, Dr. Loureli Carreon Siy holds a Doctoral Degree in Education major in Educational Administration from the Philippine Normal University and a Doctoral Degree in Philosophy Major in Educational Management from the University of Perpetual Help System DALTA, Summa Cum Laude.

She was the High School Principal and Basic Education Director of the University of Perpetual Help System DALTA for 23 years. She was President of the Las Piñas Private Schools Association (LAPPRISA) for three consecutive terms, from 1996 to 2002, President of the Private School Administrators Association of the Philippines (PRISSAAP) for five consecutive terms from 2000-2010 and the Charter President of the Las Piñas DALTA Lions Club. She was just reelected as President of the Philippine Association of University Women (PAUW) last May 19, 2016 during the Biennial Convention of the Association. She is also the President of the Pi Lambda Theta, Rainbow Node chapter, an honors society for distinguished women, a chapter member of the National Organization and is the President of the newly formed Association of Philippine Private School Administrators and Mentors (APPSAM).

She also serves in the College of Education and the Graduate School of the University as faculty member and is actively engaged in Research having also been the Research Director of the University for a time.

She is currently the Executive Director of the DEAC Office, the office in charge of Quality Assurance including Accreditation of all collegiate programs, faculty training and development, the ISO Certification and Academic Internal Audit of the three DALTA University Campuses in Las Piñas City, Calamba City, and Molino, Bacoor City, Cavite.

Perlita C. Custodio, Ph.D.
Assistant Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), Coordinator for Faculty Development
University of Perpetual Help System DALTA, Las Piñas City, Philippines

Dr. Perlita C. Custodio is an educator, speaker and researcher. She has worked with diverse learners in the classroom, has facilitated various seminars on teaching and learning and has written, published and presented a number of research papers on education and faculty development.

She holds a Bachelor's degree in Science, major in Chemistry, a Master's degree in Education major in Science Education and a Doctorate degree in Philosophy major in Educational Management. She has served in the academe in various capacities as a secondary teacher in the High School Department of St. Louise de Marillac, Pili Camarines Sur and in the Business High School of the University of Perpetual Help System DALTA Las Piñas City, Philippines teaching Chemistry from 1991 to 2005. Afterwards, she participated in a Faculty Exchange program sponsored by Amity Institute and served for 3 years as Chemistry teacher and Instructional Support Teacher of the Science Department at Dr. Samuel L. Banks High School in Baltimore City, Maryland, United States of America from 2005 to 2008.

In 2008, she returned to the High School Department of the University of Perpetual Help System DALTA as Records Officer until her voluntary transfer to the Quality Assurance Office – the office responsible for accreditation, academic internal audit, ISO certification and faculty development of the University System.

She is currently the Assistant Director of the Quality Assurance Office called the DALTA Executive Academic, Accreditation and Audit Center (DEAC) and the Coordinator for Faculty Development of the University. She also shares her expertise with the students of the College of Education as Professor 1 teaching Assessment of Student Learning, Principles of Teaching, Facilitating Learning and Field Study courses.

NEEDS, DIFFICULTIES AND COPING MECHANISMS OF WOMEN AS PROFESSIONALS AND FAMILY MANAGERS

Authors:
Loureli C. Siy, Ph.D. and Perlita C. Custodio, Ph.D.

ABSTRACT

The study examined the needs, difficulties and coping mechanisms of women professionals. A researcher-made questionnaire was utilized and administered to women professionals in selected private schools in the Philippines. Five hundred thirty-four usable questionnaires were retrieved and analyzed using frequency, percentage, mean, simple ranking and analysis of variance (ANOVA). Findings indicate that respondents consider spiritual and aesthetic needs, intellectual or cognitive needs and social needs to be their primary concerns. Difficulties that they encounter as they juggle the demands of career and home responsibilities included managing relationships, time and personal rest and recreation. Coping mechanisms most often employed by women to mitigate the impact of pressures of maintaining work-life balance included praying, eating and watching movies which are adaptive, emotion-focused coping behaviours. Recommendations are put forward to help women cope with expectations required of their dual role of career and motherhood.

Key words: *needs, difficulties, coping mechanisms, women*

INTRODUCTION

In the past, the sole responsibility of women focused on childrearing and on attending to the needs of the spouse and children. Women stay at home to wholeheartedly assume the roles of partner, mother, counsellor, cook, cleaning lady, fiscal manager, disburser of funds and peacekeeper. As partners and spouses, women ensured the wellbeing of the other members of the family and maintained a lively, safe and healthy home environment.

As the pressure of making ends meet intensified and made an impact on families, women felt the need to contribute to the family's finances. They began to explore opportunities outside the home that would bring in additional income and help augment the husband's capacity to provide for the family. They began to engage in occupations and roles previously regarded as the sole prerogative of men.

Roles are expectations inherent in a position or status. For example, in most cultures, mothers are expected to regard the care of children as their foremost concern. When women assume multiple roles of mother, wife and professional, among others, role overload and role conflict may ensue. Role overload refers to the experience of having inadequate resource, such as time and energy, to meet the demands of being spouse, mother and career

woman. Role conflict describes the inconsistencies between the expectations of one role – such as that of a spouse – and those of another – such as a woman professional. Hence, the conflict between work and family may produce negative effects on women such as psychological distress and emotional strain. Role accumulation theory, on the other hand, emphasizes the positive effects of performing multiple roles and engaging in a variety of activities that are, in fact, beneficial to a person's well-being. Four types of reward are derived from role accumulations which are role privileges, overall status security, resources for status enhancement and role performance, and enrichment of the personality and ego gratification.

The duality of home and career and its concomitant challenges for working mothers striving to maintain a work-life balance engender feelings of anxiety. As women encountered difficulties in the workplace such as finding access to good quality and affordable child care and faced issues of changing family relationship patterns, these feelings of anxiety resulting from unmet needs exacerbated. Barnes call these working mothers "the tired class," since they constantly battle with issues of balancing family and work responsibilities. Hence, women who experience conflicting agendas of home and the workplace sought and developed coping mechanisms that enabled them to deal with challenges and difficulties and find inspiration as they perform their roles as professionals and as family managers.

Abraham Maslow theorized that individuals seek the satisfaction of five basic needs that could be ranked in hierarchical order. These human needs are physiological, safety, love/belonging, esteem and self-actualization. Over the years, this five stage model evolved into seven- and eight-stage models which now include cognitive needs, aesthetic needs and transcendence needs in addition to the five basic human needs as depicted in the earlier model. According to Maslow as cited by Sadri and Bowen (2011), "each need has to be satisfied substantially in order for an individual to progress to the next level."

As one of the fundamental theories of motivation, Maslow's hierarchy of needs provides a framework for understanding an individual's level of motivation and felt need. For women professionals who are expected to respond positively and satisfactorily to the demands of family responsibilities as well as meet their need for self-actualization which is the highest in Maslow's five-stage model of the hierarchy of needs, these women are ridden with feelings of anxiety, stress and in the extreme, overload and burnout. The study of Higgins, Duxbury and Lyons (2010) points to the difference in the coping mechanisms adopted by men and women in dual-earner families. The study confirmed that "men are more likely than women to respond to overload by scaling back and less likely to respond by work-role restructuring."

Previous studies likewise examined the influence of age on an individual's level of self-actualization. The study of Ivtzan, Gardner, Bernard, Sekhon

and Hart validated the results of previous work which revealed that "people over the age of 36 have a tendency to be concerned with higher motives and people under this age with lower motives" and thus confirmed that participants over the age of 36 showed higher levels of self-actualization than participants under the age of 36.

Difficulties are associated with the inability of women to satisfy their needs. Because women play the dual role of career and motherhood, they experience various stressors. This dual role was not found to be a predictor of sexual health difficulties in women, but for older women, difficulties and concerns tend to be physical such as mobility decline, the coexistence of sensory difficulties and fear of falling. For women suffering from eating difficulties (ED), the study of Rortveit, Astrom and Severinsson (2009) suggests that these women experience problems in both the physical and emotional areas. Overeating and alcohol drinking have been resorted to by women under difficult and challenging situations.

Coping mechanisms are "survival skills" that people utilize in order to handle stress, pain and natural changes they experience in their lives. These may be positive or negative coping mechanisms. Negative coping mechanisms may include, among others, violence and abuse, denial, self-harm and addiction while positive coping mechanisms entail an individuals' ability to maintain a positive disposition and a healthy lifestyle, establishing supportive structures and creating effective and creative avenues for "letting go" of all negativity.

The different types of coping mechanisms include adaptive mechanisms that offer positive help, attack mechanisms that push discomfort unto others, avoidance mechanisms where individuals avoid the issue, behaviour mechanisms where individuals change what they do, cognitive mechanisms where individuals change what they think, conversion mechanisms where one thing is changed to another, defense mechanisms and self-harm mechanisms where individuals hurt themselves. Coping may likewise be emotion-focused which involve changing one's attitude towards a problematic situation or problem-focused which aimed at resolving issues at hand by finding solutions or making compromises.

Individuals differ in the way they use these coping mechanisms. Avoidant coping responses are more often employed by women with alcoholic parents, black women, women with negative childhood family environments and those who lack adolescent social support. The use of prayer was reported in women aged 50-64, unmarried and with a high school education. Religiosity as a coping mechanism has helped women deal with conflicts generated between the demands of work and responsibilities in the home. While women workers develop "self-help" strategies to alleviate their work and health burdens, senior women use self-distraction as a coping strategy which is an adaptive coping that allows them to adjust and adapt to critical life-events such as loneliness, illness,

widowhood, parental death or oncoming personal death and maintain an active lifestyle as well as improve their quality of life. Moreover, women are more likely than men to respond constructively to stress by seeking social support or translating stressful events into meaningful experiences.

With these considerations, the researchers sought to examine the needs and difficulties encountered by women and the coping mechanisms they use to deal with difficult situations as they play multi-roles in the family and at work. The study is deemed to be important to women professionals who endeavour to meet the demands of the home and the profession. Findings of the study can shed light on issues facing women professionals and propose measures that will help mitigate the strain resulting from work-life conflict, thus enabling women to live a healthier and a more satisfactory lifestyle.

OBJECTIVES OF THE STUDY

The study aimed to examine the needs and difficulties of women as professionals and as family managers and identify the most common coping mechanisms which they utilize to deal with life events and associated issues.

Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of:

    1.1 age;

    1.2 civil status;

    1.3 educational attainment;

    1.4 position in the company/institution; and

    1.5 number of children?

2. What are the needs identified by the respondents?

3. What are the difficulties encountered by women as professionals and as family members in finding a balance between occupation and managing the household?

4. Are there significant differences in the needs, difficulties and coping mechanisms identified by the respondents when grouped according to profile?

5. What coping mechanisms could help women maintain work-life balance based on insights drawn from the study?

Hypothesis: There are no significant differences in the needs, difficulties and coping mechanisms identified by women respondents when grouped by profile.

MATERIALS AND METHODS

Participants

The study was conducted on a convenient sampling of women in selected private schools in the Philippines. Of the 1,000 women professionals solicited, 534 returned a completed questionnaire, for a response rate of 53.4%.

Table 1 presents the distribution of respondents across regions.

Table 1. Number and Percentage of Respondents

Age Range (years)	f	%
NCR	264	49.44
Region 1	10	1.87
Region 2	12	2.25
Region 3	40	7.49
Region 4A	60	11.24
Region 4B	2	0.37
Region 5	14	2.62
Region 6	22	4.12
Region 7	30	5.62
Region 8	9	1.69
Region 9	15	2.81
Region 10	8	1.50
Region 11	10	1.87
Region 12	6	1.12
CAR	18	3.37
CARAGA	12	2.25
ARMM	2	0.37
TOTAL	534	100.0

Instruments

A survey questionnaire containing a covering letter, questions asking demographic characteristic such as age, civil status, position in the company/ institution, educational attainment and number of children and several Likert scales on needs, difficulties and coping mechanisms was developed, validated and administered to 1,000 participants country wide via courier and e-mail through the University President/ Vice President for Academic Affairs/ Deans or Principals for distribution to the administrators, faculty and non-teaching staff. Questionnaires were retrieved and data were collected and organized for analysis and interpretation.

Data Analysis

Data generated on demographic profile and self-report on needs, difficulties and coping mechanisms were analyzed using SPSS 14.0 for Windows. Frequency and percentage were used to describe the profile of the respondents. Mean differences, rank and ANOVA were used to analyze the

data and ascertain if significant differences exist among the variables as a function of the demographic profile.

RESULTS AND DISCUSSION

Profile of the Respondents

The demographic characteristics of the participants (N=534) of the study are shown in Table 2.

Table 2. Participants when grouped according to Profile

	f	%
Age Range (years)		
21 to 29	69	12.9
30 to 39	168	31.5
40 to 49	165	30.9
50 to 59	96	18.0
60 and above	36	6.7
Civil Status		
Single	72	13.5
Married	420	78.7
Separated	30	5.6
Widow	12	2.2
Highest Educational Attainment		
High School Graduate	18	3.4
Bachelor's Degree	321	60.1
Master's Degree	144	27.0
Doctorate Degree	51	9.6
Position		
Administrator/ Department Head	183	34.3
Faculty Member	132	24.7
Supervisor	198	37.1
Rank and File	21	3.9
Number of Children		
None	45	8.4
One Child	132	24.7
Two Children	156	29.2
Three Children	144	27.0
Four Children	33	6.2
Five Children	15	2.8
Six or More Children	9	1.7

An almost equal number of respondents are within 30 to 39 years (f=168, 31.5%) and 40 to 49 years age (f=165, 30.9%) range. A small number (f=36, 6.7%) are 60 years old and above.

Majority of the participants are married (78.7%) and more than half (60.1%) have earned a Bachelor's degree, followed by a little over one-

fourth (27.0%) with a Master's degree. Almost of equal numbers of the respondents occupy administrative (34.3%) and supervisory (37.1%) positions.

More than 25% of the respondents have two children (29.2%), three children (27.0%) and one child (24.7%). Only 1.7% of the respondents have six or more children.

Needs

Respondents identified needs that are paramount to their wellbeing. These include emotional/social, intellectual and spiritual needs as reflected in Table 3.

Table 3. Identified Needs of the Respondents based on Self-Assessment

Indicators	Mean	VD
Physiological Needs	**3.45**	
I never starve through lack of food, nor lack of money to buy food.	3.42	Agree
I have no worry at all about having somewhere to live.	3.47	Agree
I generally feel safe and secure and protected from harm.	3.44	Agree
Emotional Needs	**3.45**	
My life has routine and structure.	3.16	Agree
I am part of, and loved by, my family.	3.84	Strongly Agree
I am successful in life and/or work, and I am recognized by my peers for being so.	3.37	Agree
I am satisfied with the responsibility and role that I have in life and/or work, my status and reputation, and my level of self-esteem.	3.43	Agree
Intellectual Needs	**3.47**	
Improving my self-awareness is one of my top priorities.	3.53	Strongly Agree
The pursuit of knowledge and meaning, other than is necessary for my work, is extremely important to me.	3.55	Strongly Agree
I receive recognition for my work.	3.33	Agree
Social Needs	**3.46**	
My friends accept me for who I am.	3.62	Strongly Agree
The most important thing to me is helping others to reach their ultimate potential, whatever they may be, even at my own expense.	3.30	Agree
To experience a sense of belonging is essential to me.	3.46	Agree
Spiritual Needs	**3.57**	
I actively seek beauty, form, balance and meaning in things around me.	3.51	Strongly Agree

My faith is central to my life.	3.75	Strongly Agree
The most important thing to me is realizing my ultimate personal potential.	3.44	Agree
Financial Needs	**3.04**	
My income provides for my needs.	3.04	Agree
What I earn is sufficient for myself and my family.	2.78	Agree
I have to earn more to provide for myself and my family.	3.29	Agree

Emotional and social needs can be ascribed to the individual's need to belong and to be loved by another person which is a fundamental human need. Respondents place great importance on this need (I am part of, and loved by my family, 3.84 and my friends accept me for who I am, 3.62) as essential to their happiness. Feelings of inadequacy in the performance of their multiple roles may render women lacking, unhappy and unfulfilled; hence, social support and peer acceptance contribute positively to the emotional and health outcomes of women professionals in dual-earner families. Maintaining work-life balance is ensured when women are appreciated, respected and cared for. This finding is supported by empirical studies that highlight the importance of social support for women with multiple role responsibilities (Black, Murry, Cutrona, Chen, 2009; Achour, Grine & Roslan, Mohd. 2014).

Intellectual needs are otherwise referred to as cognitive needs in Maslow's hierarchy. Respondents likewise underscored this need (Improving my self-awareness is one of my top priorities, 3.53 and the pursuit of knowledge and meaning is extremely important to me, 3.55) as extremely important to their personal motivation and well-being. Mental stagnation and apathy can have a negative impact on the individual's work competence. As educators, life-long learning is part of the job description. The privilege of teaching requires proficiency and skills that are consistently updated, enhanced and made relevant to the dynamic landscape of Philippine education and the changing attributes of learners.

In this study, spiritual needs are taken to be synonymous with aesthetic needs since beauty, nature and the search for meaning are reflective of the essence of the Divine. Data on participant responses (I actively seek beauty, form, balance and meaning in things around me, 3.51 and my faith is central to my life, 3.75) reflect the importance of spirituality in the lives of the respondents. Being a predominantly Christian country, it can be expected that respondents view the value of sustaining one's spiritual growth to be a crucial step towards fulfillment and self-actualization. Once this need is satisfied, they can advance towards satisfying still higher motives of self-actualization and transcendence.

Table 4. Summary of Identified Needs of Respondents

Need	Mean	Rank
Physiological	3.45	4.5
Emotional	3.45	4.5
Intellectual	3.47	2
Social	3.46	3
Spiritual	3.57	1
Financial	3.04	6

In the order of priority, it can be gleaned from Table 4 that spiritual/aesthetic needs ranked the highest among the identified needs of the respondents, followed by intellectual/ cognitive needs and social needs/ need for love and belonging. This implies that respondents are advancing towards the need to satisfy higher motives of self-actualization and transcendence. This finding is consistent with the study of Ivtzan, Gardner, Bernard, Sekhon and Hart (2013), the results of which indicated the relevance of age to the individuals' level of self-actualization by revealing that individuals 36 years old and above have higher levels of self-actualization than those under 36 years of age. Since respondents in this study are mature professionals, it can be expected that they have met their physiological/financial and emotional needs and will tend to satisfy higher motives.

Difficulties

Difficulties arise from an individual's inability to meet a need or cope with a difficult situation. The self-report of the respondents on difficulties encountered while performing multi-roles in the family and at work are summarized in Table 5.

Table 5. Difficulties of the Respondents based on Self-Assessment

Difficulties	Mean	VD
Managing Time	**2.68**	
Not enough time for work and household chores and other family needs	2.75	Agree
Not enough time for self and "personal space"	2.61	Agree
Managing Resources	**2.58**	
Not enough money for the needs of the family	2.60	Agree
Not enough money for my own needs	2.55	Agree
Managing Rest and Recreation	**2.59**	
Not enough time for rest and sleep	2.58	Agree
No time for recreational activities or vacations	2.60	Agree
Managing Family Needs	**2.52**	
Difficulty to meet demands on time to address family needs	2.71	Agree
Stress from spouse and family members	2.33	Disagree

Difficulty to attend to household chores	2.69	Agree
Managing Relationships	**2.93**	
Not enough time to do fun activities with family	3.19	Agree
Not able to attend to the sexual needs of spouse/partner	2.65	Agree
Not able to gain help and support from spouse	2.96	Agree

Of the individual indicators for failing to address the expectations of roles assumed by working mothers, managing relationships with family members (not enough time to do fun activities with family, 3.19 and not able to gain help and support from spouse, 2.96) as well as time management (not enough time for work and household chores and other family needs, 2.75) were found to be the leading concerns of the respondents.

Table 6. Summary of Difficulties as Identified by the Respondents

Difficulties	Mean	Rank
Managing Time	2.68	2
Managing Resources	2.58	4
Managing Rest and Recreation	2.59	3
Managing Family Needs	2.52	5
Managing Relationships	2.93	1

Highest among the difficulties encountered by respondents involve managing relationships with spouse and children (2.93). This is followed by difficulty in managing time (2.58) and rest and recreation (2.59). Work-life imbalance resulting from conflicts between employment and raising children is apparent in this regard which can result to women experiencing feelings of anxiety and regret for not being able to spend quality time with and attention to their families and ensuring personal space and time for themselves. Findings of the study undertaken by Achour, Grine and Roslan (2014) underscored that housework and childcare are major constrains to the performance of women professionals which hinder them from sustaining meaningful relationships with their partners and their children and curtail activities that contribute to their personal well-being.

Coping Mechanisms

Coping is a natural tendency for individuals to solve personal and interpersonal problems and to reduce stress or conflict. Coping strategies adopted by respondents are summarized in Table 7.

Table 7. Coping Mechanisms Used by Respondents

	Mean	Rank

Eating	3.04	2
Shopping	2.67	10
Praying	3.79	1
Window-Shopping	2.65	11.5
Malling	2.70	7
Watching TV	3.01	3
Watching Movies	2.59	16
Traveling	2.65	11.5
Chatting with friends through social media	2.68	8.5
Texting friends	2.74	6
Seeking help from professionals/ friends or support groups	2.68	8.5
Indulging in alcoholic drinks in the company of friends	1.49	18
Playing bingo/mah-jong/cards	1.32	19
Becoming involved in church organizations and activities	2.80	5
Reading novels/ books	2.59	16
Studying	2.61	14
Surfing the internet	2.97	4
Being active in social or professional organizations	2.59	16
Engaging in charity work	2.64	13
Others		

Praying (3.79), eating (3.04) and watching TV (3.01) ranked as top three coping strategies employed by the respondents. These findings are supported by literature which indicate the value of prayer as a coping strategy (Wachholtz & Sambamthoori, 2013), eating as a coping mechanism for women suffering from eating difficulties who are experiencing problems in the physical and emotional areas (Rortveit, Astrom & Severinsson, 2009) and self-distraction for senior women who anticipate or experience critical life-events such as loneliness, illness or death (Krzemien, Monchietti & Urquijo, 2005). These are emotional and adaptive coping mechanisms that help women overcome work demands and family responsibilities. Results of the study likewise revealed that playing bingo/mahjong/ cards (1.32) and indulging in alcoholic drinks in the company of friends (1.49) were seldom used by the respondents as coping mechanisms. While these activities can provide temporary distraction, respondents recognize that they can lead to addiction and self-harm when uncontrolled and abused.

Needs, Difficulties and Coping Mechanisms by Profile

The null hypothesis of no significant differences in the needs, difficulties and coping mechanisms of women respondents was tested in this study. Results of the Analysis of Variance (ANOVA) are presented in the following matrices.

Grouped by Age

Variable	f-value	sig. value	Decision on H_o	Interpretation
Needs	19.489	.000	Reject H_o	Significant
Difficulties	9.221	.000	Reject H_o	Significant
Coping Mechanism	1.938	.103	Accept H_o	Not Significant

Significant at below 0.05

Findings of the ANOVA indicate the mean differences for both needs (sig. value = 0.000) and difficulties (sig. value = .000) to be statistically significant while the mean difference for coping mechanism (sig. value = 0.103) is not significant when respondents are grouped by age. This implies that women of various ages view their needs and difficulties differently. Analysis of the mean differences for the identified needs indicate that older women tend to satisfy higher motives as compared to younger women (Ivztan, Gardner, Bernard, Sekhon, & Hart, 2013). Mean differences of the identified difficulties across ages indicate that perception of difficulties become more pronounced as women grow older. This can be attributed to the growing responsibilities that women assume as they advance in years and as they assume roles that demand more of their time, energy and competence. The coping mechanisms that women adopt as they struggle with meeting their needs and overcoming their difficulties are not associated with age.

Grouped by Civil Status

Variable	f-value	sig. value	Decision on H_o	Interpretation
Needs	5.225	.001	Reject H_o	Significant
Difficulties	34.137	.025	Reject H_o	Significant
Coping Mechanism	6.585	.000	Reject H_o	Significant

Significant at below 0.05

When grouped by civil status, the mean differences for all variables of needs (sig. value = 0.001), difficulties (sig. value = 0.025) and coping mechanisms (sig. value = 0.000) were found to be statistically significant. Analysis of the mean differences indicate that women who are separated or widowed have more unmet needs, encounter more difficulties and thus employ varying ways of coping. For married women, dissatisfaction with unmet needs and coping with difficulties in the course of their personal and professional lives may be mitigated by the presence of a spouse or a "significant other" and even children who can provide support during difficult times, support structures that may not be available to women who are separated from or have lost their spouses. Interestingly, single women do not place much weight on unmet needs and difficulties, thus their responses reflect the lowest composite mean among the clusters. Findings

also suggest that civil status is associated with women's use of coping mechanisms.

Grouped by Educational Attainment

Variable	f-value	sig. value	Decision on H_o	Interpretation
Needs	17.024	.000	Reject H_o	Significant
Difficulties	13.857	.000	Reject H_o	Significant
Coping Mechanism	4.608	.003	Reject H_o	Significant

Significant at below 0.05

The mean differences for needs (sig. value = 0.000), difficulties (sig. value = 0.000) and coping mechanisms (sig. value = 0.003) were likewise found to be statistically significant based on the analysis of variance (ANOVA) when respondents are grouped according to educational attainment. Analysis of the mean differences revealed that as women earn more degrees -advancing from a Bachelor's degree to a Doctorate degree- their perceptions of their needs is magnified. Women with doctorate degrees perceive greater needs and seek to satisfy higher motives as compared to those with master's and bachelor's degrees and those with a high school diploma. This can be associated with the tendency of women with higher educational attainment to exhibit higher aspirations and greater compulsion for achievement and excellence. On the other hand, analysis of the mean differences for difficulties encountered indicate that women with Bachelor's degrees perceived difficulties more strongly as compared to those with Master's and Doctorate degrees and those with a high school diploma. An explanation for this perceived difficulty may be their difficulty in juggling their various activities in the home and at work in their desire to promote their own personal and professional development.

Grouped by Position in the Company/ Institution

Variable	f-value	sig. value	Decision on H_o	Interpretation
Needs	31.739	.000	Reject H_o	Significant
Difficulties	10.023	.000	Reject H_o	Significant
Coping Mechanism	.880	.451	Accept H_o	Not Significant

Significant at below 0.05

Results of the analysis of variance revealed that the mean differences for needs (sig. value = 0.000) and difficulties (sig. value = 0.000) are statistically significant while the mean differences for coping mechanisms (sig. value = 0.451) are not statistically significant when respondents are grouped by position in the company or institution. Analysis of the mean differences implies that women who hold administrative and supervisory positions have greater needs and experience more difficulties compared to women in the teaching and non-teaching positions. This can be ascribed to the greater work demand expected of women in leadership positions.

Hence, work-life conflict may stem from the desire of these women to fulfil the expectations of the work demand and the family role.

Grouped by Number of Children

Variable	f-value	sig. value	Decision on H_o	Interpretation
Needs	8.806	.000	Reject H_o	Significant
Difficulties	3.433	.002	Reject H_o	Significant
Coping Mechanism	1.859	.086	Accept H_o	Not Significant

Significant at below 0.05

When grouped according to the number of children, the mean differences for the variables of needs (sig. value = 0.000) and difficulties (sig. value = 0.002) were found to be statistically significant whereas the mean difference for coping mechanisms (sig. value = 0.086) was not statistically significant. Analysis of the mean differences reflects that working mothers have greater unsatisfied needs and experience more difficulties as the number of children increases. This finding is supported by the study of Achour, Grine and Roslan (20150 which revealed that mothers with children, particularly when these children are young, are more susceptible to feelings of distress over marital issues and family matters. The use of coping mechanisms does not vary significantly with the number of children.

CONCLUSION AND RECOMMENDATION

This study had four major findings. First, women professionals recognize their need for spirituality, greater self-awareness, knowledge and love/belonging. Second, difficulties in managing relationships, time and rest and recreation are the primary concerns of for women with multi-roles in the family and at work. Third, women employ emotion-focused and adaptive coping strategies to deal with difficult and challenging situations in their lives as professionals and as managers of their households. Finally, significant differences are noted in the respondents' perceptions and self-report of their needs and difficulties when they are grouped according to profile. However, coping mechanisms generated statistically significant values only when associated with civil status and educational attainment.

Implications of these findings emphasize the need to promote gender-sensitive policies in the workplace that will enable women to maintain work-life balance. The availability and access to child care, flexible work arrangements, maternity and parental leaves, allowing faculty to avail of parental and health leaves with no effect on their tenure, manageable work or teaching schedules, scaling back by voluntarily reducing one's demand from oneself, and soliciting spousal support are measures that can be put in place to permit women to satisfactorily perform their roles in the family and at work and at the same time, achieve self-fulfilment and self-actualization.

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Linh Tran
University of Alberta, Edmonton, Canada

Linh Tran is currently enrolling in the Master of Business Administration Program at University of Alberta, Edmonton, Canada. Linh has over 15 years of experience in public practice working for Big Four accounting firms (Ernst and Young LLP and Grant Thornton LLP in Vietnam and Canada). She has developed an expertise in IFRS, ASPE, ASNPO and other public and private company auditing, disclosure and reporting issues. She is also a member of Vietnam Association of Certified Public Accountants.

ECONOMIC CHALLENGES IN HIGHER EDUCATION AND THE PUBLIC GOOD-PRIVATE GOOD DEBATE

Author:
Linh Tran

ABSTRACT

Higher education is increasingly viewed as a major engine of economic development. Finding ways to sustain quality provision of higher education, with appropriate access for qualified students, will require careful planning that attends to both short and long-term needs. Government tax revenues are not keeping pace with rapidly rising costs of higher education. The expansion of student numbers has presented a major challenge for systems where the tradition has been to provide access to free or highly subsidized tertiary education. In financial terms, this has become an unsustainable model, placing pressure on systems to fundamentally restructure the "social contract" between higher education and society at large. The study was carried out with the aim of examining the problems of public goods in higher education. The paper will explore possible approach to the problem, which uses a comparative method, and consider global public goods.

Key words: *higher education, private good, public good*

INTRODUCTION

Many countries based in liberal and neoliberal theories have started to see the higher education as private good. They see the higher education as market of a capitalist kind when demand and supply arrange each other. The supply is the high education, offered from universities and the demand has to do with people that want to take this education. This relation is treated as business where the consumer pays for the product. The education has a price that is paid by the people that buy it (Kocaqi, 2015). This view is criticized by other, which think higher education is a public good because all society benefits from it.

There are various valuations of public and common goods in higher education, governed by differing disciplinary frameworks and policy assumptions. None produce wholly satisfactory results. Economics focuses on "public goods", "club goods", or "toll goods", and recognizes "common-pool-resources". But economists vary according to where they position education on private-to-public goods continuum. Notions of public goods also vary between national systems on a worldwide scale, being shaped by different notions of society and the mission of higher education. Knowledge of public goods in higher education normally images institutions as operating solely as part of a national system. The public goods are understood solely at the national political level. (Marginson, 2012).

The lack of definition, the gaps and the conflicting ideas about public goods are not just issues for scholars. The conceptual weaknesses feed into conflicting and unstable policies on managing and funding public and private objectives in higher education (Marginson, 2012). Questions that arise are: "How can higher education be opened up so as to generate more and better public goods?" This invokes a prior conceptual problem. Does the public benefits from higher education? What are the public and common goods produced in higher education? Is the higher education a profitable business as other business or not? We need new answers to that question. The study was carried out with the aim of reviewing existing approaches to public goods in higher education. The paper also examines the problems of public goods in higher education and will explore possible approach to the problem, which uses a comparative method, and consider global public goods.

FRAMEWORKS FOR IDENTIFYING PUBLIC GOODS

In economics, a public good is a good that is both non-excludable and non-rivalrous in that individuals cannot be effectively excluded from use; and where use by one individual does not reduce availability to others. Gravelle and Rees: "The defining characteristic of a public good is that consumption of it by one individual does not actually or potentially reduce the amount available to be consumed by another individual". It also can be described as something that is useful for the entire population as is education and infrastructure. This is in contrast to a common good which is non-excludable but is rivalrous to a certain degree.

Public goods include fresh air, knowledge, public infrastructure, national security, education, common language(s), high public literacy levels, flood control systems, lighthouses, and street lighting. Public goods that are available everywhere are sometimes referred to as global public goods. (Cowen, Tyler (December 2007). David R. Henderson, ed. The Concise Encyclopedia of Economics. Public Goods (The Library of Economics and Liberty). Many public goods may at times be subject to excessive use resulting in negative externalities affecting all users; for example air pollution and traffic congestion. Public goods problems are often closely related to the "free-rider" problem, in which people not paying for the good may continue to access it. Thus, the good may be under-produced, overused or degraded (Rittenberg & Tregarthen, 2012). Public goods may also become subject to restrictions on access and may then be considered to be club goods or private goods; exclusion mechanisms include copyright, patents, congestion pricing, and pay television.

Paul A. Samuelson is usually credited as the first economist to develop the theory of public goods. In his classic 1954 paper The Pure Theory of Public Expenditure, he defined a public good, or as he called it in the paper a "collective consumption good", as follows:

> [goods] which all enjoy in common in the sense that each individual's consumption of such a good leads to no subtractions from any other individual's consumption of that good...

This is the property that has become known as non-rivalry. In addition a pure public good exhibits a second property called non-excludability: that is, it is impossible to exclude any individuals from consuming the good.

The opposite of a public good is a private good. A loaf of bread, for example, is a private good; its owner can exclude others from using it, and once it has been consumed, it cannot be used again.

A good that is rivalrous but non-excludable is sometimes called a common-pool resource. Such goods raise similar issues to public goods: the mirror to the public goods problem for this case is sometimes called the "tragedy of the commons". For example, it is so difficult to enforce restrictions on deep sea fishing that the world's fish stocks can be seen as a non-excludable resource, but one which is finite and diminishing.

Figure1. Definition matrix

		LOW	HIGH
Difficulty of excluding beneficiaries	LOW	*Common-pool resources*: groundwater, lakes, irrigation systems, fisheries, forest, etc.	Private goods: peace and security, national defense, fire protection, weather forecast, etc.
	HIGH	Private goods: food, clothing, automobiles etc.	Toll goods: theaters, private clubs, daycare centers.

Source: (Ostrom, 2010. p.645)

THE BUSINESS VIEW FOR HIGHER EDUCATION

When considering the outputs of higher education institutions, private goods might seem more straightforward than public goods. In popular discussion the private goods are often equated simply with graduate earnings. More sophisticated approaches focus on income differential between graduates from higher education and from secondary school; and distinguish between the effects on income due to higher education, and effects due to other factors such as ability or social origin (e.g. Chapman & Lounkaew, 2011). There are also non-market benefits such as health outcomes and better personal financial management, and on pecuniary private benefits like enhanced aesthetic sensibility (McMahon, 2009).

The business view see higher education as a private business linked with the personal benefits of people that want to be educated. As long as the benefit is personal the subsidy of this personal education must be made by private money not by public money.

Although the element of competition is strong in higher education, this industry differs from a typical private marketplace. (Jane. S. Shaw, Education a Bad Public Good, In the Independent Review, vole 15, Fall 2010, p.249). Tilak thinks that the "Commoditization of higher education for trade is considered as a very lucrative avenue of making huge monetary gains in national and international markets in the shortest possible time. Higher education is seen by these groups primarily as a private good, as a tradable commodity that can be subjected to the vagaries of national and international markets. Treating higher education as a commodity is much more complex and dangerous than it appears on the face of it. It might affect higher education in a variety of ways". According to him, "instead of serving public interests, higher education become an instrument of serving individual interests" and "the whole higher education scene would be eclipsed by private sector". He thinks that "even if there are some gains in commoditization of higher education for trade, the gains will be few and short-lived, and the losses would be immense and may produce very serious irreversible long term dangers. (Janidhyala & Tilak, 2005, p. 2-3.).

THE HIGHER EDUCATION AS PUBLIC GOOD

The concept of public goods is central to economic analysis of the role of government in the allocation of resources. Public goods are defined by two characteristics:

1) Non-excludability: It is not possible to exclude non-payers from consuming the good.

2) Non-rivalry in consumption: Additional people consuming the good do not diminish the benefit to others.

The public is able to consume the higher education based on merit and capacity. Nobody is excluded from this good. As long as this good is linked with merit that give the opportunity to all people to show merit but in the end the people that have capacity for it will be financed by public money. The people are not excluded from it with a negative discrimination but are excluded from it because they do not deserve it. Business view excludes merit and capacity in education. The people can take education if they have money not if they deserve it according to merit and capacity. So from a business view it is anti-merit. It gives education to people that do not deserve it but have money to pay for it. This is also a monopoly in the market of education, monopoly that is driven by money, which does not guarantee a good product for the market of goods.

The benefit in the investment that they have made in human capital that will generate a great return for the society. Paying for the people that deserve the higher education is a big investment with maximum efficiency. As indicated only people that fulfill the criteria of merit should have the right for higher education. People pay for health but not all of them take medical treatment, in this case this medical treatment is taken by people

that need it and deserve it. That does not mean that as long as we do not need it or deserve it, we do not have obligation to pay for it. We have the right to use it in any time and for this we must contribute to it. The same is for higher education that is very important because from it is dependent on the human resources of public and private sector.

THE DEBATE

The traditional societal mission of higher education has been under pressure for the last half century. Universities, traditionally seen as key cultural institutions responsible for public enlightenment, are increasingly obliged to respond to the many new pressures described in this report. The "commercialization" of higher education has placed considerable strain on its social mission. The debate concerning the primary mission and priorities of higher education will continue in many parts of the world, with a possible hindering of protecting activities that serve the public good in the face of growing financial constraints and market influence. Individual countries will be challenged to balance local needs and priorities with standards, practices, and expectations articulated at the international level. Will research focus on local needs or be more inclined to pursue issues more attractive to international journals and funders? How will countries ensure that foreign providers and partners will address local educational needs and priorities?. (UNESCO 2009 World Conference on Higher Education Philip G. Altbach Liz Reisberg Laura E. Rumbley).

Post-secondary education has been seen as a public good, contributing to society through educating citizens, improving human capital, encouraging civil involvement and boosting economic development. In the past several decades, higher education has increasingly been seen as private good, largely benefiting individuals, with the implication that academic institutions, and their students, should pay a significant part of the cost of postsecondary education. Funding shortages due to funding cuts have also meant that higher education systems and institutions are increasingly responsible for generating larger percentages of their own revenue. This debate has intensified due not only to the financial challenges of funding cuts but also to a more widespread political inclination toward greater privatization of services once provided by the state. The growing emphasis on cost recovery, higher tuition and university-industry links distracts from the traditional social role and service function of higher education that are central to contemporary society. Some universities sponsor publishing houses, journals, house theater groups, non-commercial radio and television stations, and serve as key intellectual centers. These roles are particularly important in countries with weak social and cultural outlets and few institutions fostering free debate and dialogue. (UNESCO 2009 World Conference on Higher Education Philip G. Altbach Liz Reisberg Laura E. Rumbley).

The terms "public" and "good," as they relate to the purposes of higher education systems or institutions, represent important constructs that institutional leaders and supporters, as well as critics and opponents, use to frame the discourse about the role of higher education in a democratic society. Knowing the possible meanings of these powerful constructs should assist institutional leaders, supporters, and public decision makers in setting an informed course of action for institutions and the broader system of higher education, as they relate to social improvement, or the public good. In this article, the voices of higher education leaders, scholars, and supporters provided a framework through which we can begin to make sense of this multi-dimensional concept. Others have attempted to express their sense of the notion of higher education for the public good; however, again, there has been no systematic examination of what is meant by "public good" as it refers to higher education. Longanecker (2005) presented the public good as a dialectical tension between the "betterment" of individuals and of society.

Shifts in the debate about whether post-secondary education is more a public good or a private good have altered some stakeholder relationships with higher education around the world. In recent years the responsibility for financing higher education has, in many places, shifted largely to individual students and their families. This trend reflects a growing sense that the personal benefits of obtaining a degree may be as important as (or even more so than) the societal benefits of an educated population. With increasing number of students paying more money for their education (in both cash-strapped public institutions and in the growing private higher education sector), students have higher expectations of the education supplier and the "product" they receive (Campbell, 2008). The complex side effects for education include the fact that universities, if they are to survive in an increasingly competitive "knowledge market," must look at the quality and relevance of their teaching activities in ways they never have before.

GLOBALIZATION AND INTERNATIONALIZATION

While private/public are treated as zero-sum and public goods are largely marginalized or diffused; thought can be given to renovating the mission of higher education in terms of more understanding of public goods, and creating a more potent relationship between public goods and funding that delivers enhanced benefits. In this setting present public funding is under-utilized and little effect is made to concentrate the energies of university personnel in public goods production, except in the few areas where active policy goals are pursued: equity, engagement and internalization (Marginson, 2012).

When national-level conversation is frozen, one way to generate new thinking and change the agenda is to move the comparative and global dimension. Global university ranking since 2003 has created distortions, but it has demonstrated the growing weight of global perspectives and

activities in higher education (Hazelkorn, 2011). Comparative and global analysis can be used to identify and classify the different definitions and practices of national public goods in higher education, as used in a range of national systems, distinguish the common approaches to public goods from the nation-context bound approaches, and also inquire into the global public goods constituted in cross-border flows and systems. (Marginson, 2012).

The historically international nature of universities is playing out in new and dynamic ways, while the trend is extending broadly and rapidly across the higher education sector. Pushed and pulled along by the forces of globalization, internationalization presents many exciting opportunities to higher education institutions and systems. At the same time, real risks and challenges are inherent in this complex and fluid environment. At stake are issues of competitiveness and relevance, requiring new kinds of strategic thinking and providers with regard to the international dimension by all types of higher education providers.

Although closely related and frequently used interchangeably, the terms globalization and internationalization in higher education refer to two distinct phenomena. Globalization typically makes reference to "the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world." Internationalization, on the other hand, has more to do with the "specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to deal with globalization" (Altbach, 2006, p. 123).

Global public good raise new questions about regulation and financing. What governance mechanisms should be created to identify, regulate and finance global public goods in higher education and knowledge? (Kaul, et al. 2003). When researches in one country generate benefits elsewhere, should the cost of that research be shared? Negative global externalities ("global public bads") such as brain drain suggest cross-border compensation. However, in the absence of a global state or regulatory framework, global public goods are little acknowledged. The outcome is less than the optimal configurations of those goods, including their underproduction. As with national public goods, if we are to lift the common contributions of higher education and research at the global level, we must make the necessary conceptual advances, and on the basis of new concepts, develop the metrics that will enable us to advance empirically as well.

The forces of globalization have exerted an enormous influence over higher education in the last decade, and internationalization has emerged as the primary response to this phenomenon. Barring major unforeseen developments that would derail current trends, the international dimension in higher education appears to be here to stay and will likely continue to

rise in prominence on the agendas of individual institutions and national and regional systems of tertiary education around the world. Internationalization presents many new and exciting opportunities for cooperation within the academic enterprise and can be a powerful tool for the enhancement of quality and the insertion of innovation across many dimensions. At the same time, many significant risks and challenges must be faced in a costly, fast-paced, competitive global higher education environment. As with many other aspects of higher education, the phenomenon is playing out against a backdrop of inherent inequity around the world. The need to understand and harness the benefits of internationalization, while minimizing the risks and costs, is of central importance moving forward (UNESCO 2009 World Conference on Higher Education Philip G. Altbach Liz Reisberg Laura E. Rumbley).

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Peter McDowell
Lecturer, School of Education, Charles Darwin University, Australia

Peter McDowell is Lecturer in Education at Charles Darwin University, Darwin, Australia. His educational research concentrates on foundations, especially in theorising the social construction of academic disciplines and their associated pedagogies. He also teaches across the curriculum within his University's pre-service teacher education programmes.

FUNDING HIGHER EDUCATION RESEARCH: MOVING BEYOND 'LOW-RISK' PROJECT FINANCE

Author:
Peter McDowell

ABSTRACT

The paper outlines a critique (both ethical and conceptual) of global trends in the funding of higher education research. The argument proceeds in six main stages.

- First, an analogy is drawn between typical research funding policies and commonly-encountered rationale for establishing and regulating financial markets.

- Second, by invoking fundamental categories in the theory of markets, a substantive correspondence is established between formal criteria for the award of competitive research grants and the regularised objectives of institutional arbitrageurs: i.e., entities transacting for near 'riskless' returns.

- Third, the author appraises the findings of several empirical studies which indicate that adequately fulfilling the principal objectives of financial markets depends upon a degree of market segmentation: i.e., the accommodation of distinct groups of market participants, differentiated by their divergent strategies and dissimilar collective functions.

- Fourth, in acknowledging that there is a valid role for arbitrage activity, several other, much more critical functions are identified, without which market effectiveness is significantly compromised: namely, investment (ensuring the circulation of capital), hedging (managing risk exposure through orthogonal positioning), and speculation (deliberately seeking risk exposure to particular assets).

- Fifth, in analysing analogous situations within higher education, while there often exists a partial enactment of functions comparable to 'investment' (through, for example, the pre-allocation of teacher-researchers' base salaries), the necessary 'hedging' and 'speculative' functions are generally not well-represented.

- Sixth, several ethical implications are derived from the prioritisation of 'arbitrage' in research: i.e., the elevation of 'riskless' projects over hedged or speculative activity—the latter possessing, perhaps, ill-defined goals, fluid schedules, uncertain rewards, and unpredictable teaching impacts.

The paper concludes by advocating a reformulation of the usual roles of grantors and policy makers, to increase functional diversity during the equitable disbursement of research budgets—thus moving beyond 'low-risk' project finance.

Chris Bottrill, Ph.D.
Dean, Faculty of Global and Community Studies,
Capilano University, Canada

Chris Bottrill is the Dean of the Faculty of Global and Community Studies at Capilano University in North Vancouver, Canada. He holds a PhD in tourism network and destination development and he has a strong record of academic and industry achievement. He has developed a wide array of educational programming in business, tourism, and adventure management fields and has taught at universities in Canada, New Zealand, the USA, and is a sessional instructor at the Management Centre of Innsbruck, Austria. Chris has completed over 50 tourism management and development projects around the globe and he has presented on tourism related topics at conferences and forums in China, Canada, Russia, Finland, New Zealand, Vietnam, Malaysia, India, and Cambodia. Current and recent activities include directing the acclaimed PATA (Pacific Asia Travel Association) supported Vietnam Community Tourism project aimed at protecting ethnic hill tribe culture through tourism, directing a five year Aboriginal Education program featuring programming and support for access and retention of aboriginal learners, leading a Pacific Asia study on Indigenous Tourism and Human Rights, overseeing a four–year community tourism project in Paraguay, and facilitating a multiple stakeholder engagement project for tourism development in Dar es Salaam, Tanzania. Chris a PATA Board member, a PATA Foundation Trustee, and is currently Chair of the PATA Human Capital Development Committee.

HOW TRANSFORMATIVE EDUCATION CAN ENRICH LIVES – CROSS-CULTURAL LEARNING IN NORTHERN VIETNAM

Author:
Chris Bottrill, Ph.D.

ABSTRACT

Transformative education can be a lofty goal. It implies that the individual is transformed in their thinking and actions to be able to generate positive outcomes for themselves and others. Such transformations may involve shifts in consciousness, changes in relationships, and envisioning alternative approaches and possibilities for social justice. Some of this can be achieved through knowledge building, however the real change occurs through application in the real world. Capilano University places emphasis on experiential learning so that graduates can apply competencies to make positive change in the communities locally and around the globe. On occasion, these changes are transformational – both for the learners involved and the communities that they serve. This paper addresses ingredients of transformative education with specific attention toward the work that Capilano University and Hanoi Open University have been conducting with the villages of Lao Chai and Taphin in the Sapa region of Vietnam. This work has changed virtually every individual that has participated and has helped the villages in their quest to grow from poverty to prosperity in the new tourism economy of the region.

INTRODUCTION

The mission of many post-secondary institutions is to serve communities and engage learners. Most strive to stand out and provide learning experiences that are inspiring, innovative and life changing. One approach is to provide experiential learning that leads to transformational experiences and generates agents of change amongst graduates. This is a challenging and ambitious goal, but certainly worthwhile. This paper explores how Capilano University and Hanoi Open University have sought to achieve this goal through a project in Northern Vietnam.

The paper discusses the concepts of experiential and transformative education, introduces the Vietnam Community Based Tourism project, and then reviews the input of several students that have participated. The impact of the project on the students is discussed through their voice in the context of expectations, cultural awareness, understanding of the discipline, role as an agent of change, and worldview and life trajectory.

WHAT IS EXPERIENTIAL EDUCATION

Increased emphasis is being placed on experiential education to build competencies and enhance learning outcomes. It is a highly effective way

of engaging learners and developing skills and knowledge for application in real world settings. In some cases, experiential education can challenge individuals and broaden perspectives in contexts that are unfamiliar, and with others it can hone skills in areas of specialization.

The American Association of Colleges and Universities (AAC&U) identifies experiential education in the context of service and community based learning as one of ten high impact educational practices (https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf). With increased attention on experiential education, many learning institutions are enhancing content and applying resources to engage learners in various practical activities that improve their learning outcomes.

According to the Association of Experiential Education (AEE), Colorado, USA, experiential education is "challenge and experience followed by reflection leading to learning and growth." They claim that such applications can transform learning and lives. Embedded within experiential education lie principles of the learner taking initiative, investigating, being curious, making decisions, solving problems, being accountable, assuming responsibility, constructing meaning, and building relationships. Through such authentic experiences, the learner will become engaged intellectually, emotionally, socially, soulfully and/or physically. The outcomes are personal and form the basis for future experience and learning (http://www.aee.org).

Within the experiential learning process, the educator plays an important role of creating the environment where there are problems to be solved, relationships to be developed, and where learning results from degrees of risk, adventure, uncertainty, mistakes and successes (http://www.aee.org).

Several organizations align experiential education with community involvement. This may, for example, involve applied research activities with a local organization, co-operative education, practicums, or internships with companies or NGO's, or service learning activities with a village, municipality, or regional district. Natural spaces and wilderness locations are another place for learners to apply knowledge and connect with environmental values and natural networks and ecosystems. Oftentimes this involves challenging comfort zones and building interconnectedness with human physical capacities and problem solving, and in some cases, strengthening mental health and wellbeing. Exotic locations (for the learner) broaden an individual's understanding of cultures and lifestyle and can sometimes challenge preconceptions and alter worldviews.

Universities, colleges, and schools are highlighting experiential learning as important learning activities to attract students and enhance learning outcomes. Several universities have established Centers for Experiential Learning such as Colorado University, Boulder, University of Rochester Medical Centre, New York, Loyola University, Chicago, Vancouver Island

University, BC, and Ryerson University, Toronto, Canada. As noted on the Ryerson website, 'Experiential learning is an important part of Ryerson University's model of education, emphasizing relevance and the integration of theory and practice'.

At Capilano University, North Vancouver, BC, experiential education is highlighted as a key practice in academic programming in the 2014-18 Academic Plan:

> Experiential learning takes many forms, is found in virtually all of our programs, and represents a cornerstone of our pedagogy and our planning for the future.

Experiential education is embedded notably in professional programming for tourism, outdoor recreation, motion picture arts, performing arts, and early childhood education. Many of these programs feature practicums that engage the learner with local business, arts, and service communities. A cooperative education program in the School of Tourism has engaged learners with tourism businesses across Canada and abroad for over 20 years. In this program, students are trained and evaluated by both faculty and business owners. The outcome is highly productive for all involved with students building networks for employment and honing skills to be job ready upon graduation. On campus, Capilano has film production and screening facilities that are used for high quality film production and presentations. Performing arts students deliver high quality show performances for the local community at a 370 seat theatre and also travel to Europe annually delivering performances at various universities, cathedrals, and performance halls. Early Childhood and Care Education students work with infants at the on-campus provincially registered Children's Centre. The Centre is open to community members and within the curriculum features advanced practices in various activities including routines, creative arts, exercise, and study of nature. Within Liberal Arts programming, students conduct community-based research as part of tutorials and graduating research courses on issues such as indigenization of curriculum and policy for community based organizations. Each of these activities feature formal and informal reflection activities for students to self-evaluate and determine future approaches and actions in their respective areas of interest.

WHAT IS TRANSFORMATIVE EDUCATION

Like experiential education, considerable discourse on the topic occurred in the 1990's and early 2000's. Many principles of experiential education apply to transformative education however a key differentiator is the extent to which the learner is changed. Such changes may involve shifts in consciousness, changes in relationships, and envisioning alternative approaches and possibilities for social justice. Mezirow explored the concept for over two decades suggesting that transformative education

should include a "disorienting dilemma" that amongst other elements led to self examination, building confidence in new ways, and planning a new course of action (Mezirow, 1995). O'Sullivan (2003) conveyed transformative education from the perspective of the learner as … a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world.

Central to these notions is the shift in consciousness about one's place in the world and the place and perspectives of others. It results in a refreshed outlook on the directions one will take and the ways they will contribute.

HOW CAN TRANSFORMATIVE LEARNING BE ACHIEVED

Achieving transformational learning requires creation of an experiential learning opportunity in a setting or situation that the individual will be challenged emotionally and intellectually and probably, physically. A variety of factors will likely affect the degree of transformation that takes place. These include the previous life experience of the learner, their cultural environment and the relative diversity that exists within it, the preparedness of the individual for the situation they will be learning in, the support and or coaching and mentoring they receive, and the opportunity for reflection both during and after the experience.

The goal of transformational education is to enrich. The important thing is to facilitate the environment to learn and to help reduce prejudice, expose passion, make positive change, and help facilitate futures of individuals on self-identified productive pathways.

A PARTNERSHIP OF TRANSFORMATIVE EDUCATION: THE NORTHERN VIETNAM COMMUNITY BASED TOURISM PROJECT

The goal of the Vietnam Community Based Tourism project has been from its very inception to generate a leading example of sustainable tourism development and provide quality experiential and potentially transformational leaning experiences.

The project has been a partnership between Capilano University, Vancouver, Canada, and Hanoi Open University, Vietnam. Since 2002 we have had the privilege of working with the remote Northern Vietnam villages of Taphin, Ta Van, and Lao Chai transition their traditional subsistence economies to tourism. This transition was inevitable as visitors began arriving in the region in ever increasing numbers back in the 1990's and sought to explore the unique ethnic hill tribe cultures of communities in the area. It has been our principle goal to help the communities retain their culture and determine their own futures as much as possible by generating product for quality tourist experiences and investing in the futures of their communities through education.

The project featured two major phases. The first was with the support of the Canadian International Development Agency (CIDA) and featured four years of capacity building with Hanoi Open University through curriculum and professional development and tourism training in the villages. This helped build the foundation for the villages to transition to tourism and was successful in Ta Van however problems emerged in Taphin after funding ended. These included inequitable benefits for villagers, propagation of street selling, and deterioration of visitor experiences. In 2010, the Pacific Asia Travel Association (PATA) Foundation - a responsible tourism funding division of a major international tourism organization - provided support to the project. The mutually identified goal was to try to make this an exemplary case of sustainable tourism. In this second phase of the project, the team returned to Taphin, plus another village, Lao Chai, was added and objectives were set to enhance visitor experiences, build build business to business relationships, distribute benefits widely, and establish a sustainable tourism economy that would thrive well beyond completion of the work.

Over 200 workshops have been conducted in the villages involving over 450 participants. These have featured: general tourism knowledge, food safety and preparation, visitor experience, visitor management, entrepreneurship and planning, business networking and partnerships, homestay development, community tourism planning for local authorities and community stakeholders. All workshops were designed and delivered by students and faculty of Capilano University and Hanoi Open University in cooperation with local stakeholders.

The workshops featured a high degree of experiential learning through such activities as scenarios, role-playing, case studies, and practically getting involved. Whenever possible actual stakeholders were invited and engaged in the project's programs. For example, the entire community designed and delivered familiarization (FAM) trips (a key marketing strategy directed at tour operators) inviting nearly 20 tourism organizations to the village to experience the cultural-trekking product they had created. Another noteworthy example was a 'business trip' to Hanoi where village business owners visited tour operators in Hanoi and conducted meetings and presentations on their villages and the experiences they could offer to tourists. For many, this was the first time they had left the village and Sapa region. An intriguing observation was that many villagers that had designed, developed and operated tourist products had never been tourists themselves. This was a profound opportunity to actually learn what it was like to be a tourist and where the tourists were coming from before arriving in their community. For students and faculty involved in this particular experience, it was immensely gratifying to witness value of the work that they had been conducting in the villages over many years.

The project has produced many tangible benefits for the communities and all participants. It has helped distribute benefits, engage youth in community care and education, enhance cooperation between local residents and local authorities, retain the extraordinary and unique ethnic hill tribe cultures, and diversify and strengthen household incomes through tourism. Over 60 local guides have been trained and are gainfully employed by several local tour operators, and over 40 homestays owned and operated by local individuals are supplying accommodation and offering visitors a cultural experience. In Taphin and Lao Chai, the communities have designed and began to offer tourists unique cultural experiences in the form of herbal baths and handicraft workshops.

For the universities, over 100 students and 40 faculty members have been involved over the full course of the project. Since 2010, and on a relatively limited budget, 30 students (22 from Canada and 10 from Vietnam) have participated in the project along with 10 faculty members. While the overall participation numbers are higher from Canada, the same Vietnamese students and faculty returned to the village many times and developed high levels of expertise in community based tourism development. Four students from Canada returned multiple times to the village and in many cases at their own expense just to continue contributing to the communities they had grown to love.

LEARNING OUTCOMES OF THE PROJECT

Ten participants were asked to share their experiences of participating in the project. They were asked about their expectations upon arrival in the village, impactful memories, the way they behaved and/or changed their behaviours in the villages, the impact of the experience on their own cross cultural understanding, and the impact on their knowledge and perception of tourism as a form of community development. Additionally, they were asked how the experience has changed their worldview and their trajectory in life. Their experiences provided insight on how to manage the experience again and the extent to which this unique experiential learning activity transformed individual's lives.

EXPECTATIONS AND PREPAREDNESS

For some students participating in the project, simply arriving in Vietnam, the village was highly impactful and changed pre-conceived notions. As one commented, "Before I arrived I expected to come to a village full of hungry unhappy people, I was pleasantly surprised that in fact the people I met in Lao Chai were happier than most communities in Vancouver!" Many students had previous travel experience but the opportunity to meet and work with locals versus view them through the lens of a tourist changed their appreciation of the people and the community. For example, "In some ways the villages were exactly as I expected them, they looked and felt the way I remembered such places looking. However, the people were different

than I had imagined, far more, well, similar to us than I could have guessed. Spending time around the villagers made me more able to see their character, even associate some of their personalities with friends I knew from home."

As the project has progressed, films have been produced and teachers and past participants have shared their experiences. This has perhaps changed the level of impact and surprise when students reach the village. Many had, in fact, conducted a great deal of research on the communities that altered the immediate impact on them. They were nevertheless affected by the engagement of locals and their keenness to interact. As one student noted, "due to the amount for research that I had done on the hill tribe people surrounding Sapa, I had a strong sense of how the people were, what they would do in their daily practices and how they would act with tourists. What I had no idea about is how they would act with our volunteers. They were so keen to learn … you could really feel their hunger for knowledge. They were so personable and relatable and we ended up making great friends. Working with them was an absolute pleasure."

PERSPECTIVE ON CULTURE AND LIFESTYLE

One of the greatest impacts participation in this type of experiential learning can have is to broaden cross-cultural learning and appreciation. Most participants in the project have experienced relatively privileged lifestyles and standards of living compared with the subsistence lifestyle of the villagers. They were provided the opportunity to witness other kinds of values and hard work that takes place. For many, their small glimpse into this life brings into focus important things in life. As one student who visited the village four years ago commented, "The villagers surprised me. The words that come to mind are beautiful, determined, awe-inspiring, hopeful, united. It was a very humbling experience."

A student from a more recent project team was struck by the challenges faced by community members and their resilience. "I stayed with one homestay owner who was 20 years old. She was married with two children (and living with her husbands parents). Not only did this young couple have to take care of all of their traditional responsibilities (farming their rice field, growing other food, taking care of their livestock, providing and taking care of their family), but they were also just beginning to take guests into their homestay. I was truly impressed by how hard the couple was willing to work to break into the world of tourism. It was a huge undertaking on top of their already heavy load of responsibilities."

The experience noted above demonstrates that the students recognized change was afoot in the villages and they were able to recognize that culture is complex. As one mentioned, "I think it's important to understand that 'foreign' cultures are dynamic, just like ours. I think tourists sometimes project a simplistic (sometimes essentialist) understanding of other cultures

onto them. This trip re-enforced to me the idea that cultures are unique, different and can have an 'essence' but they are not static." Another student noted, "This trip has only strengthened my interest to learn about other cultures. It has made me really think about all of the little things that build up a culture and how any particular culture is like an iceberg-with a lot under the surface." These comments are indicative of the outcome on most, that the experience made them think and that they should approach the experience with an open-mind. As one commented, "Patience, respect and a nonjudgmental attitude is what's needed to communicate and learn."

What is perhaps most gratifying is the way that students are willing to try new experiences. Some may not however repeat all of them. As noted by a student on the most recent visit to the village, "The project first hand showed me what it is like to live in another culture. My eyes were opened to different drinking, eating, and spiritual ways. As an example, instead of taking medicine for my sore throat, I let Pen pinch my throat (until it bruised) and gave me lemongrass, ginger and honey tea. Now that I'm back home I probably won't do the bruising, however the tea will accompany my medicine well!"

ROLE AS AN AGENT OF CHANGE

The students on this trip became acutely aware of how they were changing the village and the lives of individuals by their presence and their efforts. They were placed in the role not just as learner but also educator and agent of change. For some this was a journey of discovery with significant reward. As one student commented, "We were just beginning the community based tourism process in Lao Chai so building relationships with the residents was really our main goal. I went to Lao Chai with an HOU student, Trung, and although we tried, nothing went right. We seemed to find a roadblock with everything we did. But it didn't matter. We kept trying and got creative because we really wanted to make a difference. We walked through the village and we began to meet people, we met with the local authority, we had lunch with the school staff, and we provided a food safety workshop. Two days later we were invited back to the schools to teach the children, we held stakeholder meetings, we made friends with the villagers. We did it!"

Some students were gratified by the significance of their modest input. As one student explained, "The most impactful experience was teaching the finance lesson. I made monopoly styled VND and broke the group into 4 groups. Each group was then assigned a translator, and given a water bottle that said 'Bank.' We then told them two people are hypothetically coming to your homestay. How much will you charge them? We then gave them that amount in our VND we created. The groups were then told to go through every expense and put the corresponding money in the bank. I was humbled to see the puzzled look on their faces as they realized all the

hidden costs (toilet paper, cooking oil, gas to go shopping). What seriously impacted me was when Mr. Chu came up to me, tears in his eyes, and thanked me with a two handed shake and expressed how I would never know how much this would help their livelihood. That moment made me realize that I had made a difference."

In some cases, trying to make a difference in communities such as this is humbling as it reveals what the students and teachers in many cases do not know as much as what locals do. As one student noted, "I struggled with my role of 'facilitator' when it was clear that the women/homestay owners often knew more about a topic than I did. As we went through our lessons we changed from delivery to discussions (and it became clear to me that sometimes the benefit was for me and my learning rather than for the homestay owners)." She explained what she learned in a quite self-critical way, "I only realized now, however, that my lesson plans were based on western assumptions and I didn't cross-reference against Vietnamese norms. Perhaps there are some significant differences. This is an ignorant decision that I would change if I had the opportunity to go again."

UNDERSTANDING OF THE DISCIPLINE

Each of the students involved in this project are completing Bachelor of Tourism Management degrees. The experience of teaching about tourism management and development in an environment where the outcomes are so critically felt is highly impactful. These experiences can change the ways that participants in the program view the costs and benefits of tourism and helps them decide how they will contribute in this field in the future.

Some students realized the complexity of the challenge that they were now a part of in the village. As one student mentioned, "I think that developing tourism in a way that is socially, economically and environmentally sustainable is more complicated than I originally thought. There are so many different factors at hand... a lot of different parties to deal with, a lot of different interests... I now see how difficult it is to manage all of this so the result is positive and sustainable."

For others, the trip provided an opportunity to critically assess the value of tourism and the implications of their actions. For example, "This trip has impacted my thoughts on how tourism can be the main industry in an area and how that can make or break a culture or society. A major thought that has emerged is how cultural community-based tourism may in fact act as a barrier for 'natural' community development. The local people are encouraged to keep things as they always were so tourists can see an 'authentic' or 'traditional' home, we discussed how this could, in turn actually restrict the normal progression of development in their society."

The experience also enabled participants to recognize some of the gross

inequities that exist in the ability of individuals to travel and how this translates to an issue of social justice. As one student observed, "I think it's a great injustice that some people can travel freely and others can't even dream of international travel. This is a complex issue but some reasons include developing nations do not have the affluence of developed nations and passport privilege. This issue has been weighing heavily on my mind. I think we (in wealthy, developed nations) need to address how we 'do' tourism and to acknowledge our privileged access to other places. I think a truly 'responsible' (or perhaps the better word is 'just') tourism is one that is open to everyone. Spending time with the people of Lao Chai who I had previously only 'theorized' about has brought this issue into stark focus for me."

CHANGING WORLDVIEW AND LIFE TRAJECTORY

A key feature of transformative education is the impact that the learning experience has had on the worldview of an individual and how this has impacted the way that they think and act. Life in the village is so profoundly different to life in Vancouver or even in Hanoi. Although modern amenities are creeping in, people still live a daily lifestyle that is centuries old. As one teacher mentioned while sitting on the floor of a villagers hut about to tuck into a meal of fried chicken intestines, "I think I am in a National Geographic moment!" Being in such an environment provides individuals the opportunity to reflect on their life, and about what is of value and what should be prioritized. As one student mentioned, "The connection I felt with the people in Lao Chai was unique, and unlike what I had experienced before. The Lao Chai people are the most kind-hearted people I have had the pleasure of meeting. Coming from one of the wealthiest countries, where what I am going to eat has never been on my mind, I feel humbled to have seen this way of life. If anything, it has made me stress less. I now feel relaxed knowing that life can be so much simpler than we grow up to believe, and happiness can still be achieved."

For some, it made them reflect on the ways that their so-called modern societies behave. As one student mentioned, "their community and way of life was so different than my own that it did encourage comparisons in the way our societies work. For example, the way that the children are raised in Lao Chai is clearly with an 'it takes a village to raise a child' attitude, with the children running around having fun and helping out with daily life without supervision. This, compared to the cotton wool like child rearing practices of western society was so refreshing to see. It did, however, take some time to get used to."

From the experience of working in the village, many students have altered their life trajectories. A very common response is to become more involved in community based tourism studies and work. For example, "In terms of my future career and volunteer work, I would love to begin on a pathway where I can be involved with tourism (and community development) in a

way that supports sustainable development and some positive differences for the world". In some cases it has altered outlooks quite significantly, "Before CBT Vietnam I was set on being a General Manager for an upscale hotel. I now feel there is more to life than money. The gratification I got from helping people was more than I had gotten from any school or work accomplishment in my life. I now question how I can make the biggest difference opposed to the biggest paycheck."

For students of Hanoi Open University that have participated in the project, seven have continued on to Masters level studies. Most attribute the experience of working on the Community Based Tourism project as key to their desire and ability to continue onto higher levels of education. Three Canadian students have continued onto higher education and one in particular is now on a fully funded masters program in Europe. He attributes the success he has had on his learning pathway to his undergraduate experiences in the project. As he noted, "There is absolutely no way I would be where I am today (or following the path I am today) had I not had the opportunity to participate in CBT Vietnam. CBT was one of the most rewarding opportunities that I have ever been a part of, and I can sincerely say it has shaped a direction for me which I am still following today, almost 4 years after the last time I worked on the project."

CONCLUSION

The opportunity for Capilano University and Hanoi Open University to work with the people of Ta Van, Taphin, Lao Chai has been a true privilege and a significant responsibility. As the universities became more deeply entrenched in the project, the stakes for success increased. This made the efforts of all involved all the more important and meaningful. The project has made us, as educators, think more carefully and critically about our approaches and our impact, and at the same time has enhanced our ability to take on challenges and find productive solutions.

The participation has, without doubt, been a rare and special experiential learning opportunity. It has provided challenge and experience and been followed with reflection, learning and growth. In virtually every way, it has fulfilled principles as articulated by the AEE and related AAC&U high impact learning practices.

The greater question is whether or not it has been a transformational learning experience. Those involved in running the project are confident in saying that it has changed the lives of virtually all involved for the better. The villagers have taken more control of tourism as a result of building capacity and knowledge within the community and the relationship of villagers, local authorities, and the tourism industry has been built on respect, consultation, and partnership. For the learners, they have been provided an opportunity to become entrenched in the culture of others they have never experienced before, and in a way that was greatly more

intimate than normal. They learned more about their subject of study, the impact it has on people, and they learned much more about themselves. To use Mezirow's notion of a 'disorienting dilemma', some students experienced this more than others and, perhaps, the change felt by some students was more profound than others. On a spectrum, all have to some extent been transformed and lives have been improved. Over time we will find out just how much.

POSTSCRIPT

The Vietnam Community Based Tourism project has been acknowledged by several organizations. In 2014 it received the PATA Grand Award for Education and Training in their Gold Awards competition. In 2015 the project was acknowledged as a finalist in Wild Asia's Most Inspiring Responsible Tourism Initiative competition and it is currently being featured as one of Wild Asia's 10 most inspiring projects of the past 10 years. The project was also recognized with an honorable mention in the United Nations Environment Program 'InSpire' Sustainability awards in 2015. The story of this project has been told through film and been honored with 11 official screenings and several individual awards including grand prizes in film festivals around the globe. For more information or to view the films please visit: http://www.cbtvietnam.com

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Mary Beth Marklein
George Mason University, Fairfax, Virginia, USA

Mary Beth Marklein is a Ph.D. student at George Mason University in Fairfax, VA., where her interests center on issues related to international higher education, and particularly U.S. higher education's role in an increasingly global context. She has written about U.S. higher education for more than 15 years as a journalist with USA TODAY. In 2015, she became U.S. correspondent for University World News.

Nguyen Lan Huong
Vietnam Association of Universities and Colleges, Vietnam

Nguyen Lan Huong is pursuing US educational leadership program with research interests related to internationalization of higher education based on more than 7 years of experiences of international education in Vietnam and Asia. She obtained master of international laws at Vietnam National University - Hanoi in 1998.

INTERNATIONALIZING THE CURRICULUM: STRATEGIES AND TRENDS IN THE UNITED STATES AND VIETNAM

Authors:
Mary Beth Marklein and Nguyen Lan Huong

ABSTRACT

As part of Vietnam's Strategy for Education Development 2011-2020, the Ministry of Education and Training promotes the development of curricula for advanced programs that meet world-class standards for universities. Moreover, under the Law of Higher Education (2012), universities in Vietnam are encouraged to internationalize their programs, which have led to a profusion of joint projects and partnerships with foreign institutions. This presentation aims to provide practical information for all SEAMEO countries that are interested in internationalizing their curriculum by cultivating relationships with partners in the U.S. and Europe.

First, it explores the current internationalization strategy of Vietnam, including an analysis of existing partnerships involving U.S. universities and other foreign universities and student perceptions about the value of such programs. Then, using a case study, it examines why U.S. institutions have sought to internationalize their curricula, how partnerships with universities in developing countries help them address global awareness in the curriculum, and what faculty and administrators in SEAMEO countries might realistically expect to gain from such international initiatives. Finally, the speakers seek to facilitate a discussion on how SEAMEO members can develop and strengthen internationalization curricula by working with U.S. and European partners.

INTRODUCTION

Internationalization of higher education is a top priority for governments around the world, but the concept can carry different meanings in different countries, particularly in curricular matters. For developing countries, internationalization tends to focus on creating a curriculum that meets world-class standards. In industrialized countries such as the United States, it tends to focus on developing intercultural competence of students. This paper aims to explore those differences in an attempt to facilitate discussion on how both goals might be achieved through innovative cross-border partnerships. First, it explores the current internationalization strategy of Vietnam. Then, using a case study, it examines why U.S. institutions have sought to internationalize their curricula, how partnerships with universities in developing countries help them address global awareness in the curriculum, and what faculty and administrators in SEAMEO countries might realistically expect to gain from such international initiatives. Finally, it provides practical information for all SEAMEO countries

that seek to cultivate relationships with international partners as they internationalizing their curriculum.

DEFINITIONS

Today, the concept of internationalization generally refers to how institutions -- in this case, institutions of higher education -- respond to globalization. Altbach, Reisberg and Rumbley (2010) define globalization as "the reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, [and] the role of the English language" (p. 7). The effects of globalization have had and continue to have a profound impact on higher education, chiefly because education's role in the production and dissemination of knowledge is taking on heightened importance in what is often referred to as a knowledge economy.

The response to globalization - that is, the internationalization agenda -- typically includes some sort of relationship between and among people, institutions and governments in other countries. Knight (2013) defines internationalization, whether at the national, sector, and institutional levels, as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2013, p.2). More than 20 years ago, Knight and de Wit (1995) offer several rationales for countries and institutions to internationalize their campuses and their curricula. Those rationales fall into four general categories:

- political, such as to improve or maintain public diplomacy and/or national security
- economic, such as to compete in a global workforce, to increase capacity and/or to generate new revenue streams;
- cultural goals, such as to improve cultural awareness and understanding and/or to export national, cultural and moral values
- educational, such as to expand access to libraries and improve quality of education and research.

While the rationales offered by Knight and de Wit need not be in conflict, efforts to draw such distinctions do suggest potential tensions around motivations for internationalization, as well as potential consequences, intended or unintended. Moreover, the rationales may differ for each institutional partner (or government) engaged in international collaborations.

A comparative analysis by the U.S.-based American Council on Education (2015) identifies five categories of focus for policies and programs devoted to higher education internationalization: student mobility, scholar mobility

and research collaboration, cross-border education, internationalization at home, and comprehensive internationalization strategies.

INTERNATIONALIZATION STRATEGY IN VIETNAM

The Vietnam government has sought to internationalize its higher education system through a variety of strategies, including sending students to study overseas and borrowing more than $1 billion USD loans to establish world-class universities. (It has set a goal to crack the top 200 world-class universities by 2020.) Under Project 322, for example, 4,600 students and faculty had been studied in 34 developed countries from 2000-2012. More recently, the Government promulgated Project 911 for period of 2010 -2020, with a goal to produce 20,000 Vietnamese PhDs overseas who will teach in Vietnam universities. Between 2002 and 2012, Project TRIG (Training and Research Improvement Grant), with a World Bank loan, was implemented to improve the teaching and research capability in some specific universities in Vietnam through short-term training courses for current faculty and researchers (Pham, 2016). In contrast to Project 322 and 911, TRIG focuses on improvement of teaching and doing research of current instructors in Vietnam universities.

The first major cross-border partnership was established in 2001, when Royal Melbourne Institute of Technology University Vietnam opened its doors in Ho Chi Minh City. Today, the Australia-owned university enrolls more than 6,000 students on campuses in Ho Chi Minh City and Hanoi. In November 2015, RMIT Vietnam signed a Memorandum of Understanding with FPT University on developing framework for cooperation in the area of English language training and higher education programs (FPT University, 2015). In addition, Vietnam has developed five world-class modeling universities in partnership with governments of other countries. Vietnamese-German University (a member of VNU – Ho Chi Minh) was established in 2008; the curricula focus on technical and engineer areas, and courses are delivered in English. The University of Sciences and Technology in Hanoi (USTH) is a similar venture with France. Vietnam-Japan University (VJU); Vietnam – British Institution of Training and Research – Danang; and, most recently, Fulbright University Vietnam (FUV), are other examples. In most cases, the curricula in these programs have been developed by foreign partnering universities to ensure they meet international standards.

Finally, Vietnam has increased the number of joint (and/or dual) programs between Vietnam institutions and foreign universities, from 27 in 2001 to 174 in 2015, according to a report issued Dec. 31, 2015, by the Vietnam International Education Department (2015). Dao (2015), in a study of such programs, found that "…100% textbooks and learning materials are in foreign language and there must have the participation of foreign students in the program in Vietnam; the curriculum imported 100% from overseas is less appealing to students" (Dao, 2015, p. n.a). In 2013, Government

Inspection reported that there were only seven (7) foreign partnering schools are in the high regional and global ranking system (Pham, 2014). Pham (2014) found that most foreign schools participating in joint programs were low-scoring schools in world rankings (less than 1000 in Webometrics), and focused primarily on business management (47,8%), and finance and banking (17,6%). The science and technology field comprised 11% of international joint programs, followed by 10,8% on technology science, 5,1% on foreign languages, 3,1% on public policy, 2,7% on law, and 1,7% on the social sciences and humanities.

WHAT'S NEXT FOR VIETNAM?

To date Vietnam has invested more than US$1 billion USD in loans toward the development of three world-class universities in partnership with other governments. Moreover, more than 110,000 students are studying in 47 countries around the world, spending an estimated US $3 billion a year, and a recent survey found that three in five parents in Asia would take on debt to fund their children's university education (HSBC, 2016, pp. 1-2). It is fair to ask what benefits Vietnam as a nation and Vietnamese families are getting in return from our investments. It is fair to question whether there are alternatives.

Curaj, Matei and others have examined the concept of Internationalization at Home, defining it as " the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments" (Curaj, et all, 2015). In other words, internationalization at home focuses on integrating international dimensions into curriculum and teaching and learning process within the existing domestic environment. To that end, 30 programs in nine Vietnamese universities invited faculty from overseas partner universities from 2007 to 2015 to participate in exchanges to improve and internationalize the curriculum. In June 2016 VNU-Hanoi' report, "a lot of advanced courses have been updated with the international trends, based on the "chuan" [good] curriculum, advancing the teaching and evaluating methodologies" (Sinh Vu – VNU Media, 2016). The concept of the internationalization of higher education was developed more than 25 years ago in Europe; today, it "has become as relevant as the traditional focus on mobility (both degree mobility and mobility as part of your home degree" (de Wit, 2010, p 5).

THE U.S. PERSPECTIVE

Many U.S. universities are eager to engage their students in international and intercultural experiences. The primary vehicle for doing so is via the curriculum. Kreber (2009) defines curriculum as "all the activities, experiences, and learning opportunities (that is, the entire teaching and learning environment) that students, academics, administrators, and support staff are part of" (p. 9). Leask (2009) homes in on the

internationalization component of the curriculum, calling it "the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study" (p. 209). Finally, the term intercultural competence denotes the measure by which institutions might assess the effectiveness of their internationalization efforts. The Association of American Colleges and Universities (2010) has developed one rubric for this assessment.

GEORGE MASON UNIVERSITY

George Mason University (Mason) is the largest public university in the Commonwealth of Virginia, with its main campus located in Fairfax, Va., just outside a major world capital, Washington, DC. About 2,500 of its 34,000 students are classified as international students based on their visa status; however, the large immigrant population in Northern Virginia also contributes significantly to campus diversity. In all, Mason's students represent 130 countries of origin. In 2014, it opened a branch campus in South Korea. The university also enrolls a large number of non-traditional students, including working adults who may be juggling careers and children on top of their coursework. About one-third of Mason students attend part time.

In 2013, Mason launched a strategic plan that emphasized innovative learning practices that would promote student engagement with the world. "We Are in Virginia. But We Serve the World," it announces on its web site. In its Vision Statement, Mason is described as a "university for the world" (George Mason University, 2016a).

While curricular matters are handled by faculty, the goal to internationalize requires a systemic commitment (Latz, 2016). Here, we describe Mason's approach across various domains.

While internationalizing the curriculum is the responsibility of faculty, administrative efforts to meet global goals are housed primarily in Mason's Office of Global Strategy, which "assists units, programs, faculty, and students in pursuit of international initiatives and coordinates efforts across traditional organizational boundaries" George Mason University, 2013, p. 6). The Office lists 187 formal partnerships and memoranda of understanding (MOU) with foreign institutions, the content and structure of which vary widely.

A top priority for the office is on boosting student participation in international experiences. "Getting to 100" is how the Office's executive director, Gbemi Disu, describes the internal campaign (G. Disu, personal communication, May 17, 2016). One goal is to triple the number of students who study abroad, from 1,000 to 3,000, but the vast majority of Mason's domestic students are more likely to be exposed to other cultures through their international classmates.

In 2001, Mason introduced a general education requirement, called "Global Understanding," as a first step toward systemic integration of global concepts into the undergraduate curriculum. In some cases, this strategy has paid off. A world history class that once focused exclusively on Western civilization is now expanding its breadth (Stearns, 2009, p. 44). Nevertheless, these courses are only as internationally focused as the faculty members who offer them, and it can be difficult to monitor how deeply they delve into issues of global understanding. The Provost's office acknowledges room to improve (J. Muir, personal communication, May 26, 2016).

The Provost's office also has added a Global Affairs major and interdisciplinary options to its academic offerings. While successful, these strategies largely attract students who already have an interest in international affairs. The campus continues to struggle with how to reach students who are not so predisposed to international-minded coursework, and to make sure they have a valuable experience (Stearns, 2015). Mason is considering the possibility of creating a program through which undergraduates who enroll in a series of globally focused courses receive a certificate designating a certain commitment to global understanding.

Mason's Office of Institutional Assessment, along with a key curriculum committee, tapped a team of graduate students to explore how Mason might update its core requirements in order to better address global learning (Dooris, Ford, Klein, Lebron & Shaw, 2015). That report, as well as a separate report by a graduate student (Yamanaka, 2015) noted the role of the co-curriculum in supporting intercultural competence goals. For example, two student-life offices at Mason bring together groups of international and domestic students to talk over dinner about topics that touch on ethics, values and cultural difference. A faculty member typically facilitates.

While Mason's general education requirement serves as leverage to encourage faculty to integrate international dimensions into their courses, faculty receive few benefits, in terms of a salary or career advancement, for doing so. The Provost's office is looking to address how it might create a promotion structure that rewards faculty, in time or money, who engage students in international-minded coursework (J. Muir, personal communication, May 26, 2016).

GLOBAL COLLABORATIVE CLASSROOM: A PROMISING MODEL

One of Mason's most promising innovations is its Global Collaborative Classroom, which involves the use of interactive technologies to connect Mason classrooms with classrooms in other countries. This model leverages outside resources so costs are minimal; students in both countries earn grades awarded by their home institutions, thereby avoiding bureaucratic challenges; and it embeds a strong global component into an existing

course, as opposed to creating a new course. Moreover, it offers a domestic option for students who cannot, for whatever reason, go abroad as part of their college experience.

In spring 2015, a pilot course was developed by social work faculty at Mason and Jamia Millia Islamia University in New Delhi, India. The collaboration grew out of the Fulbright program through which an Indian professor spent a semester teaching at Mason. The local hosts, Drs. Emily Ihara and Cathy Tompkins, wanted to continue the relationship. Together, the instructors embedded a joint course assignment into two classes, one a senior capstone class at Mason, and the other a research methods course for Master's students at Jamia Millia Islamia. Working in small groups and with help from a $1,000 grant used to purchase digital cameras, students documented and compared homelessness in Fairfax, Va., and New Delhi. In addition to the academic insights, the collaboration offered other cultural insights. For example, the Indian students were primarily male while Mason's students were primarily female. Scheduling issues posed the main challenges because of time zone differences. (C. Tompkins, personal communication, May 24, 2016).

CONCLUSIONS AND RECOMMENDATIONS

The following insights may prove useful for SEAMEO members who are looking for ways to work with U.S. colleagues.

- Leverage your faculty participation in the U.S. Fulbright exchange programs and other initiatives of the U.S. State Department.
- Tap into undergraduate and graduate students from your countries who are enrolled in U.S. universities; they often have good relationships with their faculty advisers and are likely to have a natural interest in some sort of exchange.
- Participate in and build off of U.S. study abroad programs that come to your country or community.
- Co-curricular options, internships, service-oriented spring break trips at U.S. universities are typically facilitated by administrative staff, who may be more open than a faculty member to collaborating.
- International education fairs (such as those sponsored by the U.S. State Department) sometimes have opportunities for local universities to network.
- The Center for Collaborative and Online Learning (COIL) at the State University of New York, for example, offers case studies of programs that are similar to Mason's Global Collaborative Classroom initiative. (http://coil.suny.edu/)

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Patricia Bowron, MBA, BPE
Executive Director, International and Regional Development,
College of the Rockies, Cranbrook, British Columbia, Canada

College of the Rockies is a globally-engaged public college located in the Rocky Mountains of British Columbia in Western Canada. The College serves over 11,000 students annually (approximately 2500 full time) in seven campuses, and offers certificates, diplomas, bachelor's degrees, graduate certificates and diplomas, and technical trades training.

The College is noted for its commitment to students and the quality of local, national and international partnerships. The College currently welcomes 11.5 % of its students from outside Canada. Their commitment to students was recognized in both 2013 and 2014 when COTR was ranked the #1 college in the world for international student satisfaction by the i-graduate International Student Barometer. In addition, a growing number of the College's faculty and students are involved in international project work. The College's excellence in international projects was recognised in 2014 when they received Colleges and Institutes Canada's Gold Internationalization Excellence Award for their innovative international programs and partnerships. In 2014, COTR was also awarded the World Federation of Colleges and Polytechnics' silver award for social development for their health work in Kenya.

Having over 30 years of management and leadership experience, Patricia Bowron's diverse roles have included academic, international and community development leadership, and she has worked in a variety of sectors including extractives, health, tourism and finance. As a member of the senior leadership team at College of the Rockies, Patricia is responsible for strategic business and partnership development initiatives at home and abroad.

TOWARDS EXCELLENCE IN LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: INNOVATIVE ENGAGEMENT STRATEGIES FOR COMPETENCY BASED EDUCATION

Authors:
Patricia Bowron, BPE, MBA, Kerry Brinkert, BA, MA
and Tracey Brenton, BA

ABSTRACT

Canadian Colleges have been at the forefront of competency based education and training (CBET) in the technical and vocational education and training sector for over 30 years. College of the Rockies has a record of success in partnerships at home and abroad that support workforce development for industry and community partners. The foundation of this success is its strength in competency based education. CBET measures student learning rather than time, and links learning directly to industry needs. College of the Rockies employs a competency-based approach that includes advising on industry engagement, curriculum development, pedagogy and andragogy, leadership and governance, results-based management, corporate social responsibility, and distance education. In addition to its traditional vocational and career training, the College's experience includes its extensive involvement in government funded projects, projects funded by private foundations, and industry-funded training and consultancies.

Ms. Patricia Bowron of College of the Rockies will provide a practical approach on how to engage industry and the broader community into applied competency-based learning. She will explore the approaches used by the College to support industry with job-ready graduates, and will provide an overview of best practices employed by the institution to continue to enhance its responsiveness. Innovative engagement strategies for leading and managing this CBE approach will be outlined including:

1. Training and support for corporate social responsibility efforts that include a holistic multi-stakeholder, multi-sector approach that leads to the creation of jobs and a vibrant economy;
2. Broadly based partnerships with institutions and non-governmental organizations to support non-traditional learners in various sectors;
3. Innovative practices and applied research supporting community and industry;
4. Advisory processes and initiatives to leverage industry and community relationships and resources;
5. Training of trainers, and

6. Specialized instructional delivery and simulation.

INTRODUCTION

Between now and 2024, of the occupations in Canada that are expected to face labour shortage, "almost all are high-skilled occupations" (Government of Canada, 2016). During this period in the Province of British Columbia, 935,000 job openings are expected and more than three-quarters of these openings "will require some post-secondary education and training" (Province of British Columbia, 2014). The Province of British Columbia (2014) has indicated that taking advantage of economic growth in the province means "taking steps now to re-engineer education and training in B.C." This has involved increasingly targeting British Columbia's investment in education and training in areas that are going to meet labour market priorities. Moreover, as B.C.'s Minister responsible for skills training has stated, "we have a responsibility to make sure we get results" (Province of British Columbia, 2014).

The primary desired result from the sizeable investment made in post-secondary education can be expressed as follows: "We need to make sure we are matching the skills we are graduating with the skills we need" (Province of British Columbia, 2014). To College of the Rockies, contributing to this result means being at the forefront of competency based education. According to Gourley (2014), competency based education is "an approach to instruction that focuses on a learner's knowledge, skills, and abilities that they are required to perform at a level where they can demonstrate they have mastery." College of the Rockies is a comprehensive, globally-engaged public post-secondary institution located in Canada's Rocky Mountains and it is a leading example of how post-secondary education in Canada has embraced competency based education.

However, simply embracing competency based education is not enough to ensure that graduates have the skills that are required by a growing economy. Rather, success is achieved when one recalls that the competencies in the delivery of competency based education must be "defined by the tasks needed in the workplace" (Gourley, 2014). Moreover, as Gourley has noted, engagement is required "to define the knowledge, skills, and attitude and create the common language the groups are better able to work together on performance and training objectives to create a more competitive industry."

This point about engagement is well understood by College of the Rockies in annually serving approximately 12,000 learners in a region of Canada that is rich in world-class all-season resorts and natural resources. The College supports a region that contains major examples of the economic changes facing Canada – and the world. The College's success in matching skills with those required as a result of change rests not only with its

commitment to being at the forefront of competency based education, but also through its use of innovative engagement strategies. These include the following:

- training and support for corporate social responsibility efforts that lead to the creation of jobs and a vibrant economy,
- partnerships with governments, foundations and non-governmental organizations to support non-traditional learners,
- engagement on applied research to support strong and healthy communities,
- advisory processes that create mutually beneficial relationships with industry, and
- responsiveness to specific community needs and opportunities.

College of the Rockies' commitment to engagement to produce results expected from the delivery of competency based education does not end in the Rocky Mountains. Rather, as a globally minded institution, the College has applied these engagement strategies both at home and abroad. College of the Rockies is both committed to the communities that it is mandated to serve and has a deep sense of responsibility to share its expertise with an interconnected world. The College is proud to have produced results both at home and abroad.

TRAINING AND SUPPORT FOR CORPORATE SOCIAL RESPONSIBILITY EFFORTS THAT LEAD TO THE CREATION OF JOBS AND A VIBRANT ECONOMY

Both in its home region and around the world, College of the Rockies has engaged industry to support the fulfilment of corporate social responsibility (CSR) mandates. According to the International Institute for Sustainable Development (IISD) (2013), "CSR is underpinned by the idea that corporations can no longer act as isolated economic entities operating in detachment from broader society" with key areas of concern being "environmental protection and the wellbeing of employees, the community and civil society in general, both now and in the future." The IISD has noted that for CSR "to move from theory to concrete action, many obstacles need to be overcome" and a way to overcome these is the "increasing recognition of the importance of public-private partnerships in CSR."

Partnering with industry is exactly the role that College of the Rockies has played at home, where the forest industry is a key contributor to the economy and is "important to the social fabric and economic well-being of many communities" (MNP LLP, 2015). In 2015, Canfor, one of the world's largest producers of lumber, pulp and paper, announced the permanent closure of its sawmill in Canal Flats, a small village that is served by College of the Rockies. This followed an announcement earlier in the year that had already cut the workforce in half (Grant, 2015). The loss of 160 jobs along

with the largest employer in a community of only 700 residents was a huge shock (Macdonald-Meisner, 2015). This point was recognized by Canfor's President, who stated that "this decision will be difficult for our employees and the community of Canal Flats, and we are committed to doing what we can to ease that transition" (Canfor, 2015).

In an effort to support both the community and affected individuals, College of the Rockies teamed up with Canfor, the Village of Canal Flats, B.C.'s Ministry of Advanced Education and WorkBC to create a Canal Flats Worker Transition Team. The College surveyed and assessed the interests of the workers and found a sizeable appetite for individuals to obtain industry demanded skills that are provided by the College's Haul Truck Operator/Heavy Equipment Hybrid Program. In response, the College delivered two six-week programs for the former Canfor workers. This effort was widely appreciated, including by the Government Minister and Member of the Legislative Assembly representing the region where the College headquarters are located, who stated that "training provided through College of the Rockies will provide a strong foundation to build new careers" and will enable those concerned to "find their fit in our diverse, strong and growing economy" (The Honourable Bill Bennett, as cited in College of the Rockies, 2015, 25 May).

Applying College of the Rockies' expertise to provide the skills required by industry in support of the fulfilment of a CSR mandate is also what the College has delivered on in places thousands of kilometres away from the Rocky Mountains. Throughout the world, "the marked growth of the resource extraction industry poses new opportunities and challenges for development. Private companies engaged in resource extraction face increasing pressures to devise policies for community engagement that more effectively promote local development" (Institute for the Study of International Development, 2012). This point was recognized both by the mining company IAMGOLD and the Government of Canada when they joined forces in 2011 to jointly fund a project in Burkina Faso.

According to IAMGOLD, "through proactive communication, we engage directly with our host communities to help them maximize the benefits of mining at the local level." IAMGOLD has sought to fulfil this CSR mandate in Burkina Faso, where it operates the Essakane Gold Mine, through a project aimed at improving educational outcomes for youth. The project, which was implemented by Plan Canada, featured College of the Rockies engaged as a technical assistance partner responsible for providing support to improve the Burkinabé Technical and Vocational Education and Training (TVET) system. The College did so through building the Burkina Faso's capacity in competency based education by delivering training in curriculum development and pedagogical methods. Partnership building between ministries and transitions into employment for students were also key areas of focus.

PARTNERSHIPS WITH GOVERNMENTS, FOUNDATIONS AND NON-GOVERNMENTAL ORGANIZATIONS TO SUPPORT NON-TRADITIONAL LEARNERS

The theme of partnerships has also been central to College of the Rockies' approach to non-traditional learners. Fewer of today's students fit the traditional mold of the full-time, 18-22 year old, and non-traditional older students are becoming "the new norm" (McNulty, 2014). Quite simply, the demographics of those demanding job-ready skills are different and this point is well understood by College of the Rockies. The College serves a region that has "a slightly higher population aged 24 to 54 years without high school completion than the rest of the province," a percentage of its population aged 35 or older that is higher than the provincial average, and a population "with low essential skills" (Kootenay Regional Workforce Table, 2013).

To address the need for skills at home, College of the Rockies has partnered with the Province of BC and the Government of Canada to develop and deliver a Targeted Initiative for Older Workers Program. This program provides training for individuals between the ages of 55 and 64 who are currently unemployed and looking to return to the workforce. The 14-week program, delivered at three college campuses includes 10 weeks of instruction in areas like computers, soft-skills, workplace skills and job-search strategies. This is followed by a four-week job placement with local businesses who play a key role in advising and shaping the course content.

At the other end of the age spectrum the College has partnered with the Columbia Basin Alliance for Literacy (CBAL), local school districts and other community organizations to deliver the Young Parents Education Program. This program offers parents, who have not completed high school, a supportive learning environment in which to achieve their high school diploma. The program provides academic support, life, parenting and work skills – and daycare for the children of these adult learners.

Internationally, College of the Rockies has also engaged with a variety of actors to support non-traditional learners. For instance, the College's Youth Skills Development Pre-Technology Training Program in the Caribbean reflects the College's commitment to support non-traditional learners at the international level. In Dominica, College of the Rockies has partnered with Dominica State College (DSC), government agencies, non-governmental organizations and businesses to develop and deliver 12 week training programs to at-risk, unemployed and uneducated youth. The program uses applied learning strategies to develop essential employability skills, vocational skills, entrepreneurship skills and academic skills. College of the Rockies faculty members have worked with local employers and DSC instructors to design curriculum for the program that meets the current needs of industry. At the end of the training program, the graduates have gone on to complete internships with the same employers that assisted in

curriculum development. In a testimonial provided to the College by one student, the value of the College's engagement in this program was affirmed when the student said that "this program is helping me to improve my marketability skills to find a job in today's job market, to stand on my own two feet, to help myself so I wouldn't have to depend on anyone to make things happen in my life, to support myself and my family, and to learn skills that will allow me to provide for them."

ENGAGEMENT ON APPLIED RESEARCH TO SUPPORT STRONG AND HEALTHY COMMUNITIES

College of the Rockies' is increasingly engaging a variety of actors in the area of applied research. In 2014, the College created the Inspire Center to act as a catalyst for linking College expertise and capacity with community partners to support and inspire innovation and research. One of the first projects involved a partnership with ViaSport and the Royal Bank of Canada aimed at assessing and improving the physical literacy of elementary school children. Physical literacy refers to "the mastering of fundamental movement skills (FMS) including running, skipping, hopping, and galloping" and it is important for children "as those who have the necessary skills are generally more active, are more likely to feel prepared to participate in sports or other physical activities and will be more capable of learning more complex skills later in life" (College of the Rockies, 2015, 10 April). The physical literacy applied research project featured the College's kinesiology and teacher education faculty and students assessing the physical literacy of students at two local elementary schools, with the results showing that students scored lower in their fundamental movement skills development than would be expected for their ages in almost all grade levels. This resulted in the development of a "Physical Literacy Kit that can be used to implement fun physical literacy intervention programs." This applied research engagement is working, with one school principal observing that since the project began, "we have noticed improved fundamental movement skills from our students" and "students appear to be more coordinated, better able to participate in physically demanding activities and are experiencing greater success when being physically active" (College of the Rockies, 2015, 10 April).

College of the Rockies' engagement on applied research is also contributing to strong and healthy communities a world away – in Migori and Nyeri Counties, Kenya. By partnering with Dedan Kimathi University of Technology (DeKUT), the College has sought innovative, evidence-based solutions to the challenges of high maternal and infant mortality rates in Kenya. This five-year Maternal Access and Infant Survival for Health Advancement (MAISHA) project leverages the training expertise of College of the Rockies and DeKUT to produce positive outcomes related to maternal, newborn and child health. The MAISHA project is saving lives in Migori and Nyeri, Kenya by improving knowledge and increasing skills. The

project empowers women and men with knowledge such that traditional, life-threatening practices will change resulting in women seeking qualified care throughout pregnancy and childbirth. In addition, this project trains community health officers in emergency obstetric care to provide the services that are needed by community members (http://dkut.ac.ke/maisha/objectives/). In contrast to other development interventions that focus on the provision of equipment or the construction of facilities, this applied research initiative is demonstrating that building human capacity is in fact the context-specific solution that is required.

ADVISORY PROCESSES THAT CREATE MUTUALLY BENEFICIAL RELATIONSHIPS WITH INDUSTRY

Canada is a top destination in the world for mining and mineral exploration with billions of dollars invested in the Province of British Columbia alone, creating an enormous need for skilled workers. As a result, mining is a core focus for College of the Rockies' programming and advisory processes have been established with mining companies such as Teck - the world's second largest supplier of seaborne metallurgical coal. Through an in-depth advisory process established with Teck, the College has developed a Mining Apprenticeship Program (MAP), which is a flexible training program designed to provide access to the Heavy Duty Mechanics and Electrical Trades through an innovative training and work placement model. Apprentices work at several industry partner work locations, which provides a wide range of practical hands-on learning experiences on a variety of equipment while working with different MAP partners and under varying workplace policies and procedures. MAP apprentices are also provided access to the College of the Rockies Learning Support Centre to assist them in the development of their computer, math, writing and communication skills. The College sponsors and supervises the apprentices, monitors and evaluates the program, and provides the technical training.

Developed and constantly refined by a College-industry advisory process, the Mining Apprenticeship Program is an example of a mutually beneficial relationship. The apprenticeship program is important to industry as Canada's mining industry modernizes and its workforce grows older. In 2013, the Mining Association of Canada estimated that "the industry will need upwards of 145,000 new workers over the next decade to replace retirees and fill new positions." At the end of the Mining Apprenticeship Program, graduates leave the College with the skills that industry needs. In turn, graduates find themselves able to fill employment gaps that pay approximately 24 percent more than the Province of British Columbia's average hourly wage (Statistics Canada, 2016; Province of British Columbia, 2014, British Columbia 2024 Labour Market Outlook).

College of the Rockies has taken its innovative approach to industry engagement to the shores of Lake Victoria in Tanzania where it is seeking to build the heavy duty mechanics training capacity of the Mwanza

Vocational Educational Training Authority (VETA). As in Canada, economic change is occurring in Tanzania and increasingly skilled women and men are needed to fill jobs in extractive industries. While College of the Rockies is aiming to help colleagues in Mwanza enhance their system of competency based education, the College is well aware that industry engagement is paramount to ensure that the skills acquired by Mwanza's graduates are those required in the working world.

By working closely with another Canadian institution, Camosun College, College of the Rockies is supporting the Mwanza VETA in establishing an advisory process that will ensure that a revamped heavy duty mechanics program delivers on the competencies required by industry. College of the Rockies first hosted Tanzanian colleagues to expose them to how the College's advisory process with Teck works in practice. Then, experts from the College visited Tanzania to launch a program advisory committee involving the participation of key extractive industry partners. The results have been well appreciated, with Heavy Duty Mechanics Instructor Julian Sowani, expressing that "through this project, we have been able to establish industry relationships with Panafrican Group, Gold Geita Mine, and the North Mara Gold Mine, which will help increase student attachment figures in the future and align our curriculum with employer expectations." An additional benefit of engaging industry partners was also noted by Sowani: "A recent visit to Panafrican's Buzwagi Gold Mine site also provided the opportunity to acquire newly donated training equipment in the near future."

BEING RESPONSIVE TO SPECIFIC COMMUNITY NEEDS AND OPPORTUNITIES

In addition to being engaged with industry, the College appreciates the importance of being responsive to the communities it serves. With seven campuses located in diverse communities across the region, the College strives to be responsive to the unique training needs of each one. Working closely with local businesses, community groups, and governmental organizations, the College has built programs that produce graduates with the skills that match up with community priorities and attributes. In the City of Kimberley, for example, the College has worked hand-in-hand with community leaders in the delivery of an internationally accredited fire training program. The program offers a certificate in firefighting as well as customized firefighting training, with graduates receiving ProBoard recognized credentials. This program is successful because the College is responsive to the regional sectors' priorities and leverages community resources to deliver training on site at local fire department and industrial facilities.

Internationally, College of the Rockies' ongoing commitment to community responsiveness was evident in the College's five-year sustainable eco-tourism project in Ecuador. Working with the Universidad Espiritu Santo

(UEES) in Guayaquil, College of the Rockies engaged community partners to develop "learning by doing" opportunities for community members to develop small innovative eco-tourism based initiatives, building experience and momentum for larger projects in the region. Sustainability was created through the development and support of eco-tourism and entrepreneurial training programs, and through the establishment of revenue generating enterprises that could reinvest profits to support future initiatives. Sustainability would not have been possible without sound engagement of the communities involved and a variety of partners from the outset.

SUSTAINING THE COMMITMENT TO ENGAGEMENT

Sustainability is an important theme when it comes to College of the Rockies' engagement strategies. Both at home and abroad, College of the Rockies ensures that the impact of its interventions is felt long after projects have run their course. An important way of doing so is by focusing on a train-the-trainer model. For instance, by working with the Panafrican Group, which is one of the largest providers of heavy duty equipment and equipment servicing in Africa, the College has helped enhance training capacity that will support regional development for years to come. Rather than train Panafrican's students, College of the Rockies worked with Panafrican's training manager to develop and accredit a training program that is consistent in content and rigour to the Canadian context. Employees are now graduating with the competencies required for high-wage heavy duty mechanics employment, thereby filling jobs that previously would often be occupied by expatriate labour.

Sustainability is also evident in College of the Rockies' use of specialized instructional delivery, including through the use of simulators, particularly in instances when this is simply more practical and extends the geographic reach of competency based learning opportunities. An example is the College's Haul Truck Operator Program, which was developed as a result of industry engagement. This program, which is unique in the Province of British Columbia, involves the use of five Pro 3 Haul Truck and Heavy Equipment simulators from Immersive Technologies. With motion bases, full head tracking capabilities and 180-degree screens, students get completely involved in realistic mining scenarios, interacting with hydraulic shovels, electric shovels, excavators and wheel loaders. They also learn how to negotiate hills and ramps in different weather and road conditions and how to recognize and respond to all kinds of mechanical failures and emergency situations. Since its inception in September 2013, the Haul Truck Operator Program has been successful in preparing more than 150 prospective employees for jobs in Canada's mining sector (Smith, 2015, March).

Finally, College of the Rockies is able to sustain a focus on innovative engagement strategies in support of excellence in competency based technical and vocational education and training because it places what is

most important for a higher learning institution at the top of a coherent institutional strategy – student success. As is noted the College's Strategic Plan 2015-2020, "students are the reason that we're here, and improving student outcomes is paramount to everything we do." This translates into ensuring that graduates are better prepared for the job market, by tirelessly continuing to engage wide range of actors in innovative ways to ensure graduates have the competencies they need in a changing world.

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Frederique Bouilheres
Senior Academic Developer, Learning and Teaching,
Office of the Vice President Academic, RMIT University, Vietnam

Frederique Bouilheres is a Senior Academic Developer in Learning and Teaching at RMIT University Vietnam. Previously, she was a lecturer within the same university and has taught various courses in the Bachelor of Accounting (Performance Analysis and Simulation, Auditing, Accounting theory, Introductory Accounting,) as well as the MBA Program (Accounting course). Frederique holds a Masters Degree in Accounting and Finance, a Graduate Certificate in Tertiary Teaching and Learning, a MBA and is currently completing her PhD in Accounting. Before venturing into academia, Frederique was a a manager in a French accounting firm, Mazars where she spent more than 7 years (5 in France and 2 in Vietnam) practicing accounting, auditing and tax. Her research interests are accounting education and students employability.

21ST CENTURY LIFE AND CAREER SKILLS: BUILDING AN EMPLOYABILITY PATHWAY IN AN INTERNATIONAL UNIVERSITY IN VIETNAM

Author:
Frederique Bouilheres

ABSTRACT

The P21's Framework for 21st Century Learning was developed to illustrate the skills that 21st Century students need to thrive in a changing world including life and career skills. Employability is 'a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' (Yorke, 2004). Employability in the 21st century means being employable, regardless of the prevailing economic climate.

A 2015 group report, Improving RMIT's graduate employability and outcomes, presented the outcomes of a benchmarking analysis of employability strategies across 18 comparable and best practice universities, and identified that a clear employability strategy aligned to the university's overarching strategy was a distinguishing feature of universities with high graduate employment outcomes. While acknowledging RMIT Vietnam's current success in graduate employability rates, it was proposed that a coherent institutional strategy transparent to all stakeholders was needed.

RMIT Vietnam employability framework seeks to reimagine the student experience by constructing a coherent narrative for students around the development of their employability skills that begins the day they commence their studies and to integrate an emphasis on employability skills into the culture of the institution at every level.

This paper will present how RMIT Vietnam's employability pathway integrates existing programs such as personal edge, existing employment preparation and career support and sees these leveraged within the internal program curricula. A pathway is mapped and evidenced throughout programs across soft skills development and project-based WIL experiences, with a high impact internship experience being an important milestone in the journey.

INTRODUCTION

The P21's Framework for 21st Century Learning was developed to illustrate the skills that 21st Century students need to thrive in a changing world including life and career skills. Employability is 'a set of achievements – skills, understandings and personal attributes – that make graduates more

likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' (Mantz Yorke 2004).

Employability in the 21st century means being employable, regardless of the prevailing economic climate. This concept is very pertinent in this era of economic and technical disruption where labour market needs are in constant and rapid flux. An industry sector which may have high labour market demand when a student enrols in a degree may be in decline by the time the student graduates. Similarly new jobs and career opportunities will be available to our graduates, that had not even been imagined when they enrolled.

To meet the needs of all stakeholders (students, parents, employers, government, RMIT) students need to be agile, resilient and have the ability to future-proof their career in a rapidly changing labour market environment, globally and locally in Vietnam.

A 2015 group report, *Improving RMIT's graduate employability and outcome*s, presented the outcomes of a benchmarking analysis of employability strategies across 18 comparable and best practice universities, and identified that a clear employability strategy aligned to the university's overarching strategy was a distinguishing feature of universities with high graduate employment outcomes. While acknowledging RMIT Vietnam's current success in graduate employability rates, it was proposed that a coherent institutional strategy transparent to all stakeholders was needed.

RMIT Vietnam employability framework seeks to reimagine the student experience by constructing a coherent narrative for students around the development of their employability skills that begins the day they commence their studies and to integrate an emphasis on employability skills into the culture of the institution at every level.

The proposed *RMIT Vietnam Employability Pathway* provides a scaffolded, end to end student experience that nurtures, develops, and offers concrete and practical support to ensuring the employability and work readiness of all RMIT students and alumni.

BACKGROUND

Graduate employability at RMIT Vietnam is a consistent area of strength that has yet to be capitalised upon as a differentiator in the market, or as a well-defined and salient feature of the student experience within and in complement to formal program curricula. Innovative and quality practices are well established in some areas. However, consultations between the various stakeholders indicated that the overall picture was of a range of services, including both intra and extracurricular experiences for students, being delivered independently and lacking overall coherence.

Disjointedness was particularly evident between the services and programs provided by careers centre and the emphasis on employability within some areas of academic programs.

RMIT Melbourne is currently responding to a relatively poor performance on graduate destination surveys in recent years with the launch of the Graduate Futures and Careers Project. As a result, the articulation of an employment pathway can leverage substantially off existing products, services and projects. This exercise did not require starting from scratch, but rather connecting the existing dots to construct one overarching narrative surrounding an employability strategy.

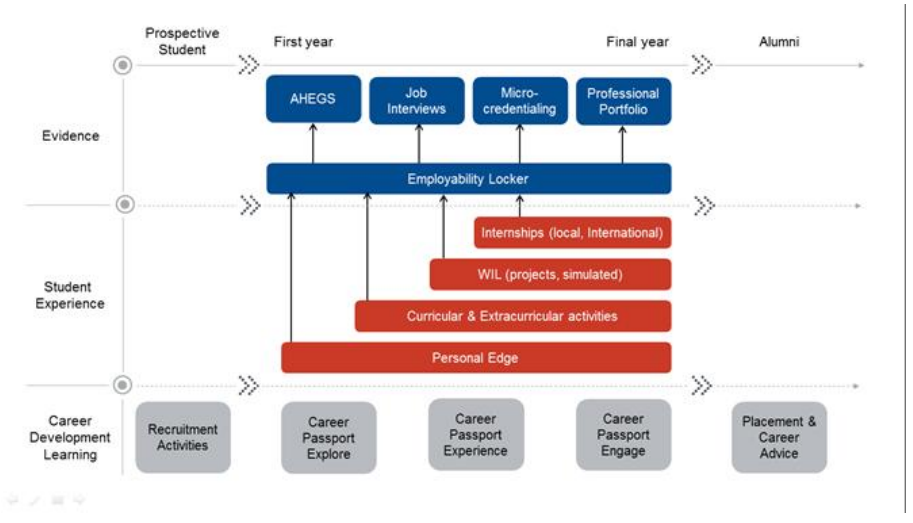
CREATING AN EMPLOYABILITY PATHWAY

As an institutional strategy, the coherence of an employability pathway depends on collaboration across departments and an integrated perspective across initiatives and programs that have complementary objectives, but sit within different areas. A fully realized implementation of the pathway as a seamless and prominent aspect of the student experience at RMIT Vietnam requires the following to be successful:

- Refinement of pathway design and communications; consultation with marketing and other key stakeholder groups (academic staff, careers centre staff, alumni, industry engagement, recruitment);
- Feedback on the proposed design from students, parents and industry regarding the clarity of the pathway and the appeal of its component parts;
- A clear mandate from the president's executive to implement the strategy;
- A supporting program of internal and cross unit activities (seminars, showcases, learning communities, curriculum and program mapping) to embed the principles of employability in the cognitions and practices of all staff.

ELEMENTS OF THE PATHWAY

An initial attempt to represent the interrelationship of employability activities diagrammatically is represented below. This diagram captures the end to end nature of the proposed pathway, commencing with a career focused recruitment strategy prior to enrolment and moving beyond the student experience to ongoing support in the alumni space.



The first two layers of this map are explained in more detail in the following sections.

CAREER DEVELOPMENT LEARNING

RMIT Vietnam provides students with many opportunities to develop employability skills, both within the curriculum and extracurricular. But simply having these skills is not enough. Career development learning 'empowers students to identify, develop and articulate the skills, qualifications, experiences, attributes and knowledge that will enable them to make an effective transition into their chosen futures, and manage their careers as lifelong learners, with a realistic and positive attitude' (Stanbury, 2005). It teaches students how to make sense of their experiences in a way that is meaningful and appropriate for them, make the link between the experiences and employability skills, then present evidence of these skills in a way that is attractive to an employer.

Providing effective career development learning is much more than simply helping a student get their first job. It teaches students how to

- adapt and change to repeatedly change work roles;
- actively engage in learning throughout life;
- develop the employability and life/career management skills necessary to thrive in the 21st century; and
- proactively design and manage their life/career progression.

To be effective career development learning should not occur in a vacuum or in isolation from the curriculum. It should be embedded within the curriculum to ensure graduates become successful alumni who are able to continue to navigate the world of work in an ongoing and sustainable way.

The Careers and Employability Service at RMIT Vietnam offers different types of services and courses for current and past students throughout their university and post-university journey. Besides coordinating internships, offering job placements, providing career consulting and counselling and preparing students for employment, the unit also runs networking events and career weeks tailored to specific disciplines. Additionally, it also offers a free non-credit bearing program called Career Passport. Career Passport is a co-curricular career development learning program delivered at RMIT Vietnam every semester and has been designed to benefit all students, regardless of the degree program or stage of their degree. It is divided into 3 stages: Explore, Experience and Engage. Explore is aimed at students who are in the early stages of career development; Experience is for students in the mid stage; and Engage is for students who are ready to graduate or apply for internships.

	Explore *New students*	**Experience** *Mid-course students*	**Engage** *Exiting students*
1	Who am I? Developing self awareness	What are the essential employability skills?	Strategic job search
2	What would my ideal career look like?	Building a personal brand	Winning resumes and cover letters
3	What possible jobs can I do?	How to use LinkedIn	Ace the face-to-face: How to do well in job interviews
4	What should I do next? Taking action	How to Network	Network your way into and succeed in your first job

Alumni Relations regularly receives enquiries from employers keen to hire RMIT alumni. Once vetted, these positions are advertised on social and professional media channels and the RMIT website if requested. A resume databank proposal is under development to address expectations of employers that the university maintains resumes of all alumni who are looking for jobs or internships. In addition, a number of alumni networking events are organised in both SGS and Hanoi campuses. These activities enable alumni to support alumni and current students in identifying employment opportunities.

STUDENT EXPERIENCE

Effective learning for employability can occur across a variety of student experiences including within the general curriculum, extracurricular activities, non-placement WIL (Work Integrated Learning) activities and placement WIL activities (internships).

A broad range of activities within the general curriculum contributes to development of employability skills. As well as technical, discipline specific activities; these also include delivering presentations, group work, writing reports etc.

RMIT Vietnam students have the opportunity to undertake many extracurricular activities. While they are participating in these activities, they are (often unwittingly) acquiring many employability skills. Extracurricular activities at RMIT VN include Personal Edge, Mentoring Program, Volunteering, LEAD program and Business Plan Competition.

The Personal Edge program was developed in response to feedback from key local employers who felt RMIT Vietnam graduates lacked the 'personal skills' required in multinational organisations. Personal Edge is designed to help students develop 3 'Personal' employability skills: self-awareness, personal/career Management and personal Development

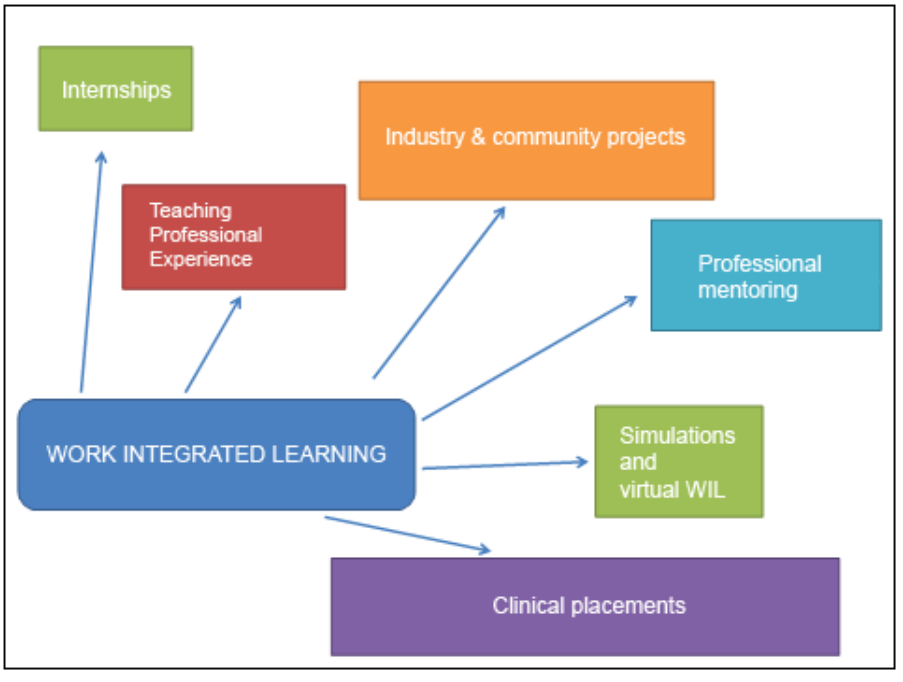
The program consists of a menu of modules delivered in an interactive workshop format. The aim is that, over the duration of the student's time at RMIT, they undertake numerous modules which will result in the award of 'Personal Edge' certifications.

To integrate the program into student life, all new RMIT Vietnam students undertake 3 foundation modules during their orientation. In Week 7 of every semester, a selection of 'elective' modules is available for all students at any stage of their degree. These modules also map to the 3 Personal Skills themes and include SMART Goal Setting and Developing Emotional Intelligence to name a few.

a. WIL (Projects, Simulated)

The 2014 Statement of Intent (ACEN, 2014) defines Work Integrated Learning (WIL) as 'an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum.' It is the aspect of integrating theory with practice, usually within an assessment, that differentiates WIL experiences from 'work experiences'.

WIL programs, are described as 'student learning for credit designed to occur either in the workplace or within a campus setting that emulates key aspects of the workplace (Beard and Wilson, 2006).



The RMIT global WIL procedure requires that all programs entail at least two WIL experiences for students, and requires that those WIL experiences be assessed. Apart from the internship experience (known as a placement in Melbourne), WIL may take the form of an authentic project (e.g. students producing work in response to a brief from an industry or community based partner) or may entail working in a simulated virtual or built environment (e.g. In Vietnam the Capsim software or finance trading lab provide WIL opportunities).

Program mapping currently underway in the academic centres has the potential to provide clarity around current WIL focused offerings, and to identify areas for refinement. It is anticipated that review of the current WIL activities will point to areas for potential enhancement, and desirable that in all programs WIL opportunities be offered considerably more frequently than is necessary for minimum compliance.

A series of professional development opportunities for academic staff have been scheduled since the beginning of 2016 to support their work in the WIL and internship space, and this included a visit from the WIL expert, ODLT, RMIT Melbourne to provide training on designing and assessing WIL activities. Showcase, exchanging practice and learning community sessions around WIL are also planned for semesters 2, 2016 to foster more transparency around the formal WIL experiences.

b. Internships (Local, International)

The RMIT Vietnam Flagship Internship project is developing principles and frameworks to guide high impact pedagogy around internship experiences for domestic students, and preparing to accommodate international students wishing to uptake a placement in Asia.

From Semester 1, 2016, the internship experience involved completion of targeted interdisciplinary workshops around generic skills development (teamwork, resilience, conflict resolution), a placement with clearly defined goals and expectations framing the experience as well as the possibility for students to set their own Personalised Learning Outcomes, guidance throughout from an academic supervisor, the Careers center staff members and nominated industry mentor, and negotiated assessment structures. Outcomes and learning from the experience will be captured in the employability locker.

As a corollary of the internship experience, an initiative aimed at international students is the new Culture and Context in Vietnam course which is currently being developed within Learning and Teaching. This credit-bearing multidisciplinary course aimed for initial delivery in semester 3, 2016 will be compulsory for international students taking an internship in Vietnam and optional for international students undertaking part or all of their undergraduate studies at the university. Students may take the course on arrival, prior to commencement of their program specific studies at the university. For some students this may be the only course they take on campus if they are enrolled to undertake a supervised international internship opportunity in Vietnamese industry rather than on-campus study. The course will be delivered in blended intensive mode, facilitated in the first iteration by staff from Learning and Teaching, spanning no more than 2 - 3 weeks.

The course is intended to help students acculturate to the Vietnamese environment, and to equip them with knowledge and skills that will help them navigate cultural differences and challenges encountered during their time in the country. Students will complete topic focused tutorials in a media rich online learning environment including Representations of Vietnam (pre-departure module), Economy & Entrepreneurship in Vietnam, Work, Family & Social Cultures in Vietnam, Creative Practice in Vietnam, Popular Culture in Vietnam. In the face to face environment, students will participate in experiential, inquiry based activities and analysis/reflection. Within the assessment structure, emphasis is placed on the process of developing Intercultural Competence (ICC), and the analytical and reflective capabilities that are considered to be enablers of ICC. Students are largely assessed on their capacity to apply critical reflection and analysis to their experience (the process of learning). Assessment does not entail attempts to measure levels of intercultural competence through any psychometric testing.

CONCLUSION

RMIT's Vice Chancellor has positioned ensuring an exceptional Student Experience as the first and foremost priority of RMIT Global in the coming years. This theme truly resonates at RMIT Vietnam due to the strongly student focused approach common among academic and professional staff. The quality of the student experience is the central principle that guide not only innovation and change, but the ways in which success is defined and measured in all areas, including those that are not directly student facing. This statement places the exploration, nurturing, development and practical support of student futures firmly in the foreground. In practical terms, these dimensions are achieved within the institution through services and programs such as career counselling, employability skills development, work integrated learning experiences within the curriculum, job placements, alumni support and industry liaison.

RMIT Vietnam is committed to ensuring students develop the self-knowledge, resilience and skillsets needed to negotiate changing labor market conditions with agility, imagination and confidence. The prevalence of economic uncertainty and technological change in recent years has prompted a renewal of this commitment and a rethink of how an institution strives to deliver the best experience and guarantee outcomes for students. This commitment entails continual improvement, innovation and change *across the entire institution*. In some areas this will entail disruption, a substantial refocusing of priorities, and the development of new ways of working.

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Li-Jiuan Lilie Tsay, Ph.D.
Chair, Associate Professor, Department of Applied English,
Ming-Chuan University, Tao-Yuan Campus, Taiwan

Dr. Li-Jiuan Lilie Tsay is currently an associate professor of English teaching and works as the chair at the Department of Applied English, Ming Chuan University in Taiwan. Dr. Tsay's academic career has both embraced teaching postgraduate students and research. Dr. Tsay's research has been focused on the study of experiential learning and overseas studies in higher education.

THE ROLES OF SERVICE-LEARNING IN HIGHER EDUCATION

Author:
Li-Jiuan Lilie Tsay, Ph.D.

ABSTRACT

Implementing service-learning into curriculum has been given a strong emphasis and attention in higher education worldwide as research found that many university students, the so-called "Generation Me", have overlooked their social responsibilities (Shia, 2010). However, research on how to improve this phenomenon in education is absent from literature. According to Lewis (2009), higher education should highlight the value on the cultivation of citizenship. To help connect university students and the society and make them care more about the society they have lives in has become an important issue in higher education.

According to Tsay (2016), service learning helps enhance students' well-beings both psychologically and physically. Through discussing the effects of implementing service-learning into curriculum from previous literature, the goal of this research aims to find out the roles of service-learning in higher education. Seventeen participants from an Applied English Department of a private university in Taiwan formed a story-telling team in a two-credit hour TESOL (Teaching English as a Second Language) practicum course. Students were required to come up with an English storyline to perform at some remote elementary schools to help promote young learners' English learning motivation, in particular for those underprivileged ones. Under the facilitation of the teacher, the team worked on the storyline, the props, and the worksheets and the activities. In order to create a dynamic learning environment for the young learners, theatre arts, English teaching and administration were taken into account as well while preparing for the performances. "The Gingerbread Man" was the first story chosen and then "Goldilocks and Three Bears" came as the second. During the process of preparation, students experienced a great deal of frustration and stress. However, they had great sense of achievement after completing the whole tasks and receiving positive feedbacks both from the children and the schools. From the data collected from the questionnaire, it was found that students gained not only teaching experience but also the abilities to conduct a whole project. Most importantly, their social responsibilities and self-confidence are enhanced through providing the social services. The roles of service-learning in higher education have turned over a new leaf.

Key words: *service learning, social responsibility, higher education, practicum*

INTRODUCTION

In the twenty-first century, service-learning has become a new notion of teaching and learning worldwide. In the US, the traditional community service has been transformed into a kind of "service learning" which is for students to enhance their learning and has become a new teaching approach in all levels of education (Tsay, 2016). In Taiwan, since 2007, the Ministry of Education (MOE) has encouraged the higher education to promote service-learning, from doing basic community service to integrating social service into some professional courses (Tsay, 2016).

Through discussing the effects of implementing service-learning into curriculum from previous literature, the goal of this research aims to find out the roles of service-learning in higher education. Firstly, the definitions of service-learning are discussed. Secondly, the benefits of service-learning are explored. Lastly, the statistical result from a case study which integrates multi-disciplinary fields illustrating the theoretical foundation of service-learning is offered.

LITERATURE REVIEW

Regarding service-learning, some researchers prefer to us "service-learning" instead of "service learning" in order to emphasize the equal importance of both "service" and "learning" while some are relaxed about it. In this section, definitions of service-learning are explored and then followed by the effects of service-learning.

Definitions of Service-Learning

According to Waterman (1997), service-learning is the integration of "service" and "learning" which can be achieved through systematic design, planning, guidance, reflection and evaluation and is aimed at cultivating the young generation's loving and caring for others.

> "Although most service-learning researchers, evaluators, and practitioners would agree that service-learning involves both service to the community and learning tied to academic curriculum all vary widely. Although most agree that the process of service-learning involves planning, action, reflection, and celebration, the content and relative stress placed on each of these components is greatly divergent (Billig & Waterman, 2003, p.8)."

In 2003, Billig and Waterman further state that service-learning combines both community service and academic curriculum, which involves planning, action, reflection and celebration. From the planning of the syllabus, if curriculum is taken into account seriously here, to the final reflection, the content and stress level of service learning can vary greatly from one to another (Billing & Waterman, 2003). Fertman, White and White (1996) suggest that the philosophical grounds of service-learning is based on Dewey and Kolb's (1984) theory of experiential learning and civil education.

Connecting meaningful community service experiences with academic learning, personal growth, and civic responsibility, service-learning is regarded as a teaching and learning method (Shumer & Duckenfield, 2004). A successful program for service-learning involves reciprocal benefits for both students and the community, experiential learning, reflection in a real world context and engaging in a community-based learning project (Shumer & Duckenfield, 2004).

In 1990, the *National and Community Service Act* defined service learning as a teaching method which have students to provide community services through the planning of school and community. In addition to satisfying the need of the community, one of the educational objectives is that the students can reflect what they have learned and experienced from the services they provided to the refinement of their professions (Tsay, 2016). As Cairn and Kielsmeier (1991) and Chen (2000) echoed, service-learning can be regarded as a teaching method, which makes students realize their civil or social responsibility through the services involved. Hence, the definition of "service-learning" in this empirical study can be referred to as learning from providing social services to others.

The Roles of Service-Learning

Sigmon (1994) proposes four modes of service-learning which clarify the different emphases between service and learning. The four modes are discussed as below in Table 1.

Table 1.

Four Modes of Service-Learning

SERVICE-learning	Service task is the priority and learning is secondary.
service-LEARNING	Learning is the priority and service task is secondary.
service-learning	Both are important but not relevant.
SERVICE-LEARNING	Both are important, school and institutes benefit mutually.

In 2007, MOE started to encourage universities to promote service-learning which students can get to understand this world and have real interactions with it through service learning (Hsu, Yang, & Yeh, 2009). Enos and Troppe (1996) suggested that service-learning can be integrated into professional courses, such as practicum, general education etc..

In Taiwan, there are three common modes for service-learning being integrated into curriculum: university common courses, general education courses and professional courses (MOE, 2007). University common courses here mean required courses by university in which students are required to do basic community service for sixteen hours. General education courses mean integrating the idea of service learning into the teaching contents. Professional courses mean students learn from providing services to others.

According to Celio, Durlak and Dymnicki (2011), despite of the increasing number of service-learning, the learning outcomes are still not clear.

Hence, in their research, Celio et al. (2011) have suggested that more studies should be conducted to unfold how students benefit from it and which conditions actually foster students' growth and development. Previous studies suggest that the positive outcomes of service-learning can cover five areas: attitude towards self, attitude towards school and learning, civil engagement, social skills and academic achievement (Billig, 2009; Simonet, 2008; White 2001). Questions therefore arise: what roles do service-learning play in higher education?

RESULTS AND DATA ANALYSES FROM A CASE STUDY THAT INTEGRATED SERVICE LEARNING INTO A PROFESSIONAL COURSE

Many universities, which offer TESOL or teacher education program, require their students to participate or take part in some forms of teaching practice (Tsay, 2016). The primary purpose of setting up an English teaching practicum course in the curriculum is to provide students opportunities to apply the methodological theories learned in class onto the development of their teaching competence through offering services to the communities. Many educators will agree that the first-hand experience is one of the most important aspects in a student teacher education (Clarke & Collins, 2007). Hence, the case study below explores the potentials of how service-learning can be integrated into the curriculum through careful planning of syllabus to enhance and to maximize students' learning outcomes.

The design of the course was to form a story-telling team from an Applied English department. Eight students were selected from a two-credit hour TESOL practicum course. In order to apply students' profession and enhancing their social responsibilities, they were required to come up with an English story to perform at local elementary schools to help promote young learners' English learning motivation. The team started to work on the storyline, the props, the worksheets, and the activities from scratch. In order to create a dynamic learning environment for elementary school students, theatre arts, English teaching and administration were taken into account while preparing for the performances. The English-major students worked with a group of design students from a different university. They took initiatives in creating a seasonal story with stage arts for their audience. "*The Gingerbread Man*" was the first story chosen and "*Goldilocks and Three Bears*" was the second. Although students felt a lot of frustration and stress during the process, they had great sense of achievement. Students not only gained teaching experience but also the abilities to conduct a multi-task project. At the same time, young learners benefitted from the English story told and their learning interest was enhanced. Most importantly, their professional self-efficacy was enhanced through the social services they provided.

Questionnaire survey was conducted in order to get an overview of the learning outcomes from doing the service learning. Five-point Likert scale

was used: one point means "strongly disagree" and five points mean "strongly agree". The results were computed by SPSS. Table 2 offers the mean score of each question.

Table 2. *Means and Standard Deviations of the Variables in the Learning Outcomes of Service-Learning* (N=17)

Variables	Mean	Standard Deviation
Q1. Increase of confidence and sense of achievement	4.71	.470
Q2. Learning of other cultures and respecting the differences	4.76	.437
Q3. Enhancing self-reflection and critical thinking	4.76	.437
Q4. Enhancing social responsibility	4.65	.493
Q5. Increase of abilities in googling and using available resources	4.59	.795
Q6. Accepting different opinions	4.76	.562
Q7. Realizing the importance of being responsible	4.65	.493
Q8. Increase of problem-solving ability	4.47	.514
Q9. Willingness to engage in future social services	4.76	.437
Q10. Career exploration and enhancement	4.71	.588
Q11. Personal growth	4.53	.874
Q12. Becoming mature	4.71	.772

From Table 3, the results reveal that the learning outcomes of service-learning have correlated to one another significantly.

Table 3. *Correlations Matrix between Latent Variables*

Variables	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Q1	--	.859**	.555*	.874**	.827**	.432	.874**	.609**	.859**	.573*	.555*	.609**
Q2	.859**	--	.346	.751**	.782**	.523*	.751**	.523*	1.000**	.687**	.673**	.708**
Q3	.555*	.346	--	.461	.243	.015	.461	.245	.346	-.043	-.144	-.033
Q4	.874**	.751**	.461	--	.723**	.358	.742**	.696**	.751**	.482*	.606**	.532*
Q5	.827**	.782**	.243	.723**	--	.748**	.723**	.503*	.782**	.527*	.782**	.911**
Q6	.432	.523*	.015	.358	.748**	--	.358	.407	.523*	.345	.650**	.839**
Q7	.874**	.751**	.461	.742**	.723**	.358	--	.450	.751**	.482*	.606**	.532*
Q8	.609**	.523*	.245	.696**	.503*	.407	.450	--	.523*	.280	.384	.370
Q9	.859**	1.000**	.346	.751**	.782**	.523*	.751**	.523*	--	.687**	.673**	.708**
Q10	.573*	.687**	-.043	.482*	.527*	.345	.482*	.280	.687**	--	.687**	.624**
Q11	.555*	.673**	-.144	.606**	.782**	.650**	.606**	.384	.673**	.687**	--	.893**
Q12	.609**	.708**	-.033	.532*	.911**	.839**	.532*	.370	.708**	.624**	.893**	--

** Note: ** p value is < 0.01; * p value is < 0.05

CONCLUSION

Hefferman (2001) regards service-learning as a kind of "capstone course" which students get to offer what they have learned in their profession and apply that onto the services they have provided to the community. Through doing that, students can obtain first-hand experience and reflect on their professional practice through the social services involved. The ultimate benefits are therefore achieved mutually both for the students and the community. Students' self-reflection and first-hand experience, and interest in community and other cultures, have formed a strong impact on them. Nevertheless, a larger sample size of participants is encouraged in future research.

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Nguyen Thi Minh Tu
Learning and Teaching Librarian, RMIT Vietnam Library (Hanoi Campus), RMIT University Vietnam, Vietnam

Tu Nguyen earned a Bachelors and Masters in Library Science from Hanoi University of Culture, is now the Learning & Teaching Librarian at RMIT Vietnam. Her specific interest is in the developing of student's information and digital literacy skills; studying teaching and learning methodologies so as enhance student learning ability skills. Drawing on the deep experience including working in different Academic libraries counting from Vietnamese to International Universities, teaching in Vietnamese higher education environment, she also involves into the activities to develop curriculums.

Nguyen Trong Thi
Learning and Teaching Librarian, RMIT Vietnam Library (Saigon South Campus), RMIT University Vietnam, Vietnam

Thi Nguyen holds a BA in Library and Information Science at University of Social Sciences and Humanities – HCM City in 2007 and a MA in Library Science at University of Social Sciences and Humanities – Hanoi city in 2015.

He is currently Learning and Teaching Librarian at RMIT University Vietnam, an Asian campus of Melbourne-based University RMIT - Australia's biggest tertiary institution. He obtained lots of library experiences when providing library services in different academic libraries during 9 years. He has been providing enormous information literacy trainings to numbers of users including students, staff and Academics.

In the 21st century, the role of Librarians is becoming more and more important in helping users navigate information using different type of Information and Communications Technology (ICT). At a university, Library is the heart and Librarians are the most important access of the Library. He is proud of his librarianship career and has his commitment in following the pathway.

THE ROLE OF ACADEMIC LIBRARIES IN TRANSITIONING TO DIGITAL CONTENT - THE CASE OF THE RMIT VIETNAM LIBRARY

Authors:
Nguyen Thi Minh Tu and Nguyen Trong Thi

ABSTRACT

The 21st century requires educational institutions to equip learners with the skills needed for their work and life. These skills include the ability to navigate to quality and reliable resources in an increasingly digital world. With these aims in mind, a group of researchers started the Assessment and Teaching of 21st Century Skills (ATC21S), a collaborative international project sponsored by Cisco, Intel and Microsoft and led by the University of Melbourne, to build "the foundation for assessing and teaching 21st century skills to students worldwide" (ATC21S, 2009).

McFadden (2012) has predicted the near and long-term future of digital materials along with technologies. Print learning materials will still "dominate the market for the next 2-3 years with a growing use of digital resources in problem based learning." (McFadden, 2012, p. 96). Along with the prediction of the increment of digital resources, the tablet market is also forecasted to develop with vast memory, connectivity, and convenient applications for educational purposes. This can be seen in the recent development of digital resources and mobile. So what do educational institutions need to do to prepare for this rapidly emerging and ubiquitous trend?

This paper presents the best practice demonstrated by RMIT Vietnam Library in supporting the university to transform to digital content in learning and teaching. Collaboration among different units at RMIT University Vietnam has brought to both Academics and students a digitally enabled learning experience.

INTRODUCTION

Digital content nowadays plays an important role in learning and teaching especially in the higher education settings. This is due to the convenience in transportation, engaging in interaction and enjoyment in customization, digital content is really enhancing learning opportunity (Goolding, 2016) According to SETDA (The State Educational Technology Directors Association), there is a number of advantages of digital content in the learning and teaching context. "Digital materials provide many teaching and learning benefits to educators and students"; "they can be updated more quickly than traditional print materials, may be adapted to address students' learning differences and styles (with an appropriate license), and can offer interactive functions that pique student interests" (SETDA, 2015).

There is no doubt that the use of digital educational content is expanding worldwide. McFadden (2012) anticipates print learning materials continuing to dominate for the next 2-3 years, but that there is "a growing use of digital resources in problem based learning." (McFadden, 2012, p. 96). So what can university libraries do in response to this new challenge? Lea and Jones (2011) note: "universities need to respond immediately to this new generation of students, in aligning their teaching and learning activities with students' digital worlds"(p.378). RMIT University Vietnam is in the process of transitioning to digital content to adapt to the current trends.

RMIT VIETNAM UNIVERSITY CONTEXT

RMIT University Vietnam is an Asian campus of Melbourne-based University RMIT-Australia's biggest tertiary institution. What makes RMIT different from others has been demonstrated in our RMIT Vice-Chancellor and President's declaration:

> "RMIT exists to create transformative experiences for our students, getting them ready for life and work, and to help shape the world with research, innovation, teaching and engagement" (Switkowski & Bean, 2015).

This statement has been formalized by RMIT in their strategy to 2020. In the strategy, the Life changing experience is prioritized as the foremost direction. A key action in this strategy is to provide students with a transformative, digital enabled learning experience. In doing so, RMIT aims to make students ready for work and life and become active lifelong learners. In other words, after graduation, students will be able to "acquire and assess information and its relevance to particular tasks and projects" (RMIT University, 2016) which shows the importance of student's abilities in navigating information during their life- long learning in a digital world.

In regards to the University's strategic plan, the library in Vietnam has been restructured with new roles to better align with digital learning trends. To facilitate support for digital learning, the librarian roles have been redesigned to provide one dedicated Research Librarian, two Learning and Teaching Librarians, and five Liaison Librarians. In addition, to align with the University strategic plan, the 2016 library business plan has been created, which draws on the objective of digital content orientation. In the plan, the RMIT Vietnam Library leads the embedding of digital subject guides into Blackboard, and linking all course reading materials to the RMIT digital collection, increasing the number of library digital literacy workshops and the number of attendees.

Financially, the Library budget has been allocated to meet the requirement of expenditure in promoting electronic resource usage. For instance, increasing subscriptions to electronic resources and to digitalise Vietnamese collection needed. The budget also extends to library events promoting

digital content usage including organising meetings between publishers and academics to update publication trends, such as e-book replacements..

For expertise support, Melbourne Library plays a vital role in the transitioning process of RMIT Vietnam with sharing the extensive electronic collection of 300 subscribed databases including thousands of electronic books, journals, videos, and images. Further, Melbourne counterparts are supporting the digitisation activities, namely scanning book chapter to post it on our repository collections and seeking copyright permission to upload films online...

Moreover, the working style of library has been changed accordingly. The library media tools strategy states, "to improve access to information for RMIT students and staff, the Library has progressively been switching to an e-preferred buying strategy. This means that whenever an online version is available for new Library purchases or subscriptions - the online version will be preferred. This has been made easier as publishers have developed more effective models for electronic publishing" (RMIT Library, 2016)

TRANSITIONING TO DIGITAL CONTENT IN RMIT VIETNAM

The three core benefits of moving to digital content have been stated clearly by RMIT library. First, the library provides "24/7 instant access, which means students and staff can access online Library resources whenever and wherever they need it". Second, "Simultaneous user access to the same resource" and "increased search relevancy: Ability to search at the journal article, and eBook chapter level in LibrarySearch". Third, through "Better Integration: Academic staff can permalink to online books/journals/streaming videos in LibrarySearch within Blackboard for immediate student access" (RMIT Library, 2016)

Six months since the implementation, there are a significant increase in the number of digital resource viewings. The change is brought about by a variety of RMIT communities, including RMIT students, Academics, researchers and professionals. Of the past five months from January 2016, the number of pages views by visitors increased to more than 160 percent, accounted for over 50 percent of 2015's

The RMIT library has been supported by a very clear and effective strategic plan. This involves working actively with both the Learning and Teaching and Research communities, as well as working on many projects targeting to the entire university such as issuing Library weekly updates, organising book review contests...

Learning and Teaching approach

Thinking about learning and teaching, the traditional delivery mode tends to be mono-directional lectures while students sit passively receiving the information, sometimes responding to the lecturer's questions (Biggs &

Tang, 2011). At RMIT University, our learning and teaching strategy is to encourage learner-centred orientation. The student learning experience is facilitated through problem and discovery based learning of new concept/ideas with minimum guidance from lecturers and tutors. This style has been proved far more effective than the traditional teaching methodology (Jansson et al., 2015).

Students are now required to read relevant readings materials prior to the class since it has been proven that learners proactively contribute more to in-class discussions and achieve experience deeper learning outcomes (Biggs & Tang,0 2011). To make this easier and accessible, students are encouraged to utilize digital rather than physical resources for pre-class preparation. The importance of moving to digital content has been understood by Academic Managers as it clearly supports the University teaching and learning strategy. To facilitate implementation, all Academics have a key performance indicator to demonstrate evidence of using digital course content. The library's responsibility is to support academics to move away from hardcopy textbook and to include digital content into their Blackboard course shells.

There is a number of reasons why we chose to transition from printed textbook format to electronic textbook format. One of the core ideas is that the e-textbook enables users to expand the use of interactive functions such as two-way sharing of notes between lecturers and students during their interacting with the e-book. Also, it reduces the transportation time and costs which can be reinvested in the digital strategy.

A range of library activities has been implemented to further support the digital strategy. There is an ongoing process of expanding and updating the e-book collection; organising meetings between academics, administration and key publishers to update electronic alternatives; the design and delivery of student focused training sessions for the use of digital resources to provide the smoothest transition within the community; supporting course leader with the transition from physical to digital course books; and coordinating the process to embed the library digital subject guides into all courses and to link all course reading materials to the library e-collection.

Regular face-to-face meetings and conference calls as well as informal chats, are used to ensure regular communication in support of the digital transition strategy. Our Manager has met all program leaders to discuss the importance of digital transition; learning and teaching librarians regularly communicate with all course coordinators; Liaison Librarians aim to reach all the academics in person to promote this new library project. In addition, many other give-away items have been published such as flyer, brochure and book-mark. What are the results for all of these activities: around 20 out of 200 course coordinators contact the library for help to embed the library digital subject guide into course BlackBoard sites. During follow-up

communication, all the librarians would promote the library linking service to Academics.

While the awareness of digital content option within Academic community is improving, it appears a bit in slow progress. This is due to Academics are being occupied by many different time-consuming activities during class, marking, researching… Obviously, they need the support from the Library in fulfilling the task that is showing the evidence of using digital resources.

In response to the circumstance, the Library manager made a strategic decision on the process. Librarians are no longer going around advertising about its importance of having digital content to be embedded to the course shells. Instead, with the agreement between Academics and Library, the Librarians directly embed the subject guide to all courses offering by RMIT Vietnam. After 5 weeks, all the courses are embedded with the library subject guide. The statistics on accessing to e-resources are expecting to increase in this coming semester.

In the next phase, RMIT librarians will support lecturers to link all the reading materials with digital resources, and this process has begun with some course leaders. What happens is that the lecturer sends the reading list to the Liaison or Learning and Teaching Librarian requesting the e-resources collection. A google shared file will be created then by the Library. The process is very simple if all the titles are readily available online, although some titles are not yet accessible. In this case, if the source is available elsewhere in Melbourne, we will seek support from Melbourne library Digitisation Services Unit, which helps to scan and put it in our reserve collections. There are some copyright rules that we need account for. For example, we cannot scan the whole book but only apart. According to the Commonwealth of Australia- Copyright Regulation 1969, Part VB Statutory Licence (CAL) Scheme for the Copying and Communication of Print and Graphical Works, for the purpose of non-commercial, it is not permitted to scan the whole book and publish it publicly but only 1 chapter or 10% of the book (RMIT University). If there is a course that requires students to read more than one chapter, then the previous uploaded chapter should be removed before the uploading of the next chapter. Also, the scanned copy is usable in a certain time until the next order is placed.

The sources are varied, it can be an image, a film, an article, a book chapter, a piece of music, a recorded lecture, a blogging, or a podcast. After having it accessible in RMIT collection, Vietnam librarians will insert these links into the appropriate reading titles.

Resources which are available in Vietnam will also been scanned, and are stored in the Library management tool called Digital Assets. The Copyright issues in Vietnam are covered by the Law on Intellectual Property of 2005. Guidance on the Law on Intellectual Property is provided by the

government Decree issued in September of 2006 (cited in RMIT University, 2009) Students and academics can access to that collection via the permanent links provided.

Research Support

Research at RMIT should be "a source of inspiration for our students, a catalyst for innovative solutions and a driver of impact" (Switkowski & Bean, 2015). This is one of RMIT goals setting to 2020 and the library is actively getting involved in supporting the research activities in the whole community. We provide rich resources for researchers including a tool to keep track on citation impact, journal impact or researcher impact. RMIT University is subscribing to many research databases including Scopus and Web of Science and researchers use those online resources to enhance their research capability.

RMIT library is also aiding researchers with the searching tasks as an initial research support. The research librarian will assist researchers searching on particular subjects. The first priority of the resource option is the online resources which are then shared with researchers.

Disability support and inclusion

Digital inclusion plays an important role for every community, and therefore has to account for disabilities. Both Castells and Warschauer (1997, 2003) anticipated that "Digital Inclusion is an increasingly important social issue, reflecting imperatives, opportunities, and considerations about human rights, equity, issues of identity, language, social participation, community and civic engagement, and opportunity pertaining to the digital world (cited in Chadwick & Wesson, 2016)

There is an obviously close connection between the digital inclusion and disability in the learning and teaching context. As a consequence, an important target of the strategic plan is to make the information accessible to everyone in RMIT, the Library is involved in this process.

To support disability, RMIT Library is actively involved in the process to ensure information resource accessibility for all. In particular, to overcome visual impairments we contact publishers to obtain resources in PDF format. This PDF file will be shared with particular disabled student prior to the start of new semester. For those textbooks published in electronic formats, a purchasing priority will be placed on these titles in order to make it accessible for students with disability.

Events

Every semester, RMIT Vietnam Library organizes a range of events, with the desire is to expand the use of Library resources in general and electronic resources in particular. The library launched an event called "Book review contest" across both campuses. The purpose of the event is

to encourage students to read, and also to extend their use of e-resources. It is acceptable if students review a paper-book but they are particularly encouraged to write e-book reviews. Last semester, there are around one hundred participants joining this contest. Three winners were each given a Kindle fire. This prize was chosen particularly as we target to inspire students to employ electronic resources for their personal and professional life. In addition, the Library is collecting feedback from the winners on the benefit of using Kindle in daily life. This feedback once gathered will be published on RMIT library media with the purpose to encourage the broader community use of digital resources. Students would find the winner as a role model and mimic their activities in reading and learning.

In addition to the book review contest, a weekly Library update was designed to promote electronic resources. There are around 5 resources being introduced in the update. The resources are varied in format counting video, report, e-book, e-journal article,...All the recommended reading must be relevant to all programs offering by RMIT Vietnam including Centre of Commerce, Centre of Design, Centre of Technology, Centre of English and Professional Communication program.

We are proposing a plan to design small electronic collection for every particular programs which are compatible with Vietnamese resources. With the approval from the RMIT Library manager, it is believed as another effective tool to promote our electronic resources

Other approaches

RMIT Vietnam library also organises varied events to specifically promote the library products and services.

Firstly, with the guidance from Library management teams, library staff are running dozens of workshops each semester which can be open to all or tailored to specific course or program needs. Open to all workshops consist of How to use Library resources, Citing and referencing, Internet searching and Endnote workshops targeted to newbie and English students who have no experience in searching both Academic and open access resources or citing and referencing skills. After attending the workshop, students are able to search for academic and non- academic resources by using basic searching skills provided. They also understand the reasons for and the importance of citing and referencing in the academic environment.

To further support this the library encourages students to use the Endnote reference management software. Endnote is not only an effective tool to support users with citing and referencing automatically, it is understood as a powerful tool that can increase the use/view of digital resources. It is simple for users to capture references from RMIT library online databases which means a lot in the duty of changing searching habit in RMIT student community. There are more and more students who have the habit of

using Ebsco, Proquest in searching and locating information and to capture references from online resource records because of the ease of use compared to manual input.

The tailored workshops are those requested by lecturers of a particular course since they find that it is necessary for their students to be equipped with advanced searching techniques with a just-in-time focus. The workshops are therefore designed specifically for a particular course specifically based on the student's course information needs. Students are equipped with the advanced level of searching, evaluating and managing skills which is necessary for them to survive in the digital academic world. During Library workshops, students are introduced key e-books, e-journal that are likely to meet their assignment needs.

Besides offering face to face workshops, we are designing many online tutorials which are tailored for different courses. These online tutorials can be embedded to a course shells that allow student to go through at their own pace and can also be used as part of a flipped classroom.

Last but not least, a range of online tools are being used that help students get familiar with the nature of working and learning in the digital world. For example, we use some online game tools like Kahoot or Socrative in supporting trainers to encourage interactive learning activities and to encourage students to give feedback on library workshops via Google forms. The point here is, the more they become an expert in the digital world, the more likely that they will get familiar with digital content in replacement with the print format.

CONCLUSION

Transitioning to digital content is a contemporary trend in the publishing and library worlds. There are a number of reasons for this trend. One of them is to prepare students with the 21st century skills built into curriculum.

As part of the RMIT Strategy to 2020, the library is successfully contributing to the trend of moving away from printed resources. We are replacing printed materials with electronic materials which is supporting the current University teaching and learning approach as well as preparing the students with set of skills needed for their current and future life.

On reflection, there remain a number of tasks that should be implemented to enhance the project outcomes. The promotional tools for the project should not be limited to email, printed flyer/bookmark/leaflet,...but should expand to different media promotional tools like facebook or twitter; a deeper cooperation between Academics' plan and the library strategy also should be taken into consideration. This would improve the awareness among the many university units and especially the student community. Also, when there are course assignments requiring demonstration of e-

resource use, students would be more adept in choosing and using online academic resources that the University subscribes to.

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Sarah Louisa Birchley, Ph.D.
Associate Professor, Faculty of Business Administration,
Toyo Gakuen University, Bunkyo-ku, Tokyo, Japan

Sarah Louisa has a doctorate from the University of Bath and is an Associate Professor in the Faculty of Business Administration, Toyo Gakuen University, where she teaches courses in Organizational Behavior, Professional Skills, and Management. Sarah is also Deputy Director of the International Exchange Center, responsible for managing inbound and outbound programs. Her research focus is Educational Management, specifically the marketing of higher education, human resource management and organizational behaviour in higher education.

ACCREDITATION, CHANGE AND QUALITY IN JAPANESE HIGHER EDUCATION

Author:
Sarah Louisa Birchley, Ph.D.

ABSTRACT

This paper explores and seeks to make sense of the concept of accreditation and quality in higher education institutions in Japan. What quality means, how it is measured, how it is interpreted by those involved, and whether it is a habit or an act will be discussed. As Japanese institutions of higher education are seeking to advance in the world rankings, global standards need to be established and ways of implementing them and accrediting institutions that achieve them, need to be explored. The paper provides a brief overview of the concept of quality in higher education in Japan and how it aligns with global standards. Based on longitudinal research of a Japanese university undergoing change associated with an accreditation procedure implemented by the *Japan University Accreditation Association*, the research will share findings of how individuals made sense of quality and accreditation. The paper concludes with observations on how managers can ensure quality and accreditation is successfully managed within their institution.

Key words: *accreditation, quality assurance, higher education management, Japan*

1. INTRODUCTION

This study sets out to develop further understanding of accreditation as it relates to higher education in Japan. There is an increased focus on issues of quality, national and international benchmarking and standards (Yonezawa, 2003, 2008; Eades in Goodman, 2005; Arimoto, 1997; Goodman, 2005) throughout the world. Many of the changes associated with accreditation are resulting in public universities behaving like private institutions. Japan already has a dual-structure higher education system (Yonezawa, 2003, 2007) where there are both private and public institutions operating in a situation where structures and processes, planning, leadership and implementation are all under new types of pressure to perform.

1.1. Context of Japan

A major societal effect on the changing face of higher education (HE) in Japan is the declining birthrate and aging population. A recent OECD report stated that by 2050 the population would have decreased by 25%. Traditionally, Japanese HE has been known for its large university participation rate; and this has led to a reassessment of the accreditation

and evaluation trends and reforms necessary. The biggest educational reform imposed by the government in HE in Japan was in 2004 when each of Japan's 87 national universities was given an independent corporation status. Although they are still part of the public sector, after 2004, they are expected to be independently managed. An extensive explanation of these reforms can be found in the reports compiled by the National Institute for Educational Policy Research (NIER).

A substantial amount of literature has focused on the decline in applicants to Japanese universities. Some universities have seen the number of their applicants declining by as much as 90% (Goodman, 2005). This is crucial for private universities because their income is heavily dependent on the student numbers with some facing financial collapse. Many administrators are attempting to move with this shift and find that when they start to implement accreditation or quality management procedures they are facing increasing pressure from educators within in their institution, whose mission is vocational not administrative. Despite the different views of utilizing private management practices in HE institutions in other parts of the world (Deem, 2001; Goldspink, 2007; Teichler, 2003), Japanese private universities are undoubtedly following 'managerial values' in the pursuit of success and accredited status (Teichler, 2003).

A discussion of Japan and improvement cannot ignore the concept of *Kaizen*. *Kaizen* is part of a change scenario of continuous change. It seeks continuous ongoing improvements and alignments in order to achieve success. Imai (1986) introduced the *Kaizen* approach to western managers and researchers, which was translated as 'continuous improvement' (Lillrank & Kanno, 1989). This resulted in a swell of research on the topic especially when it was connected to Total Quality Management (TQM) (Imai, 1986). The word derives from the two compounds *Kai*, which means 'to change', and *Zen*, which means to 'do good'. Thus, literally translated it means to continually change and make good. It is often used in Japanese in connection with the word *Kairyo,* which means 'process improvement.' As such, *Kaizen* is process orientated and if done correctly, it will improve standards. Imai argues that standards must be part of the process, as benchmarks and that there must be constant small changes. The PDCA cycle, which stands for *Plan, Do, Check and Act*, is a key part of the process. He also argues that in order for true *Kaizen* to be achieved, it must involve everyone in the organization. This whole approach to change will be seen in the next section, when the JUAA accreditation procedure is explained and an understanding of it here within the literature will help to contextualize the JUAA accreditation procedures.

2. QUALITY ASSURANCE

Quality is particularly problematic to conceptualize and define, in both English and Japanese. Quality can be 'multi-faceted' as Frazer (1992)

defines, and 'slippery and value-laden' (Harvey & Green, 1993). Scott (1994) goes as far as to suggest that there is no authoritative definition of quality in higher education. Further review of literature (Harvey & Green, 1993; Harvey, 2006) shows that we can view quality from a variety of perspectives; as a mechanism, as a form of excellence, as perfection, as a decision as to whether or not something is fit for purpose, as value for money, or as transformation. Initially, quality as a mechanism (Harvey & Newton, 2005) makes reference to the process of the assessment. There are three main mechanisms for measuring quality in HE institutions; assessment, audit and accreditation. Assessment is seen as a quantitative evaluation (Woodhouse, 1999). Audits focus on the processes that are implemented by HE institutions to improve the quality of teaching and learning (Dill, 2000). Accreditation is the method most utilized around the world. With many country models based on the United States accreditation models (Eaton, 2004). Essentially, the process of accreditation is a yes/no decision (Woodhouse, 1999).

Quality as a form of excellence is associated with standards, it has various connotations and can be related to such ideas as benchmarking, league tables, etc (Harvey & Green, 1993; Harvey, 2006). The assurance is done through an external evaluation, such as an accreditation. If we look at quality as a fitness for purpose, we are asking if the university is fulfilling its mission. The accreditation association is defining standards. Finally, quality as transformation (Harvey & Knight, 1995) is when quality can develop or empower students through the learning process and when institutions can change to do better research or have wider access. The accreditation procedure is concerned with accountability and procedure. Thune (1996) states that accountability and improvement are mutually exclusive, but it is difficult to ascertain whether improvements can be gained through the process of accreditation. How can we measure improvements? Stensaker (2003) argues that, 'accountability v improvement' is a simplified view of change in higher education; that it is a cause and effect relationship and not on a continuum. One way of thinking about change in HE is by examining a particular context of HE (Baird, 1988; Fry, 1995; Nordvall & Braxton, 1996) and the quality of that context.

Both external and internal reviews of HE accreditation are covered. External reviews are those conducted by accreditation agents who write reports about what they have observed on visits to the university and the documents the university submitted. Internal reviews are reviews conducted by faculty members as they reflect on what they have been contributing to the institution and the institution as a whole. There are various arguments for and against such an approach. Harvey (2002) argues that reviews are a catalyst for improvement, as they can improve the relationship between the HE institution and the outside body. Thune (1996) argues that such an approach can increase internal and external credibility

and transparency. Yet the internal reviews can be susceptible to what DeVries (1997) terms as write-ups, when institutions write-up and embellish their review reports for the purpose of compliance. Having such internal reviews are also a great pressure on faculty members' time. Increased workload (Askling, 1997, Stephenson, 2004, Rasmussen, 1997) is a common complaint from faculty. Pressure to follow the rules can limit growth and innovation as institutions focus on meeting particular standards. The peer review strategy (Brennan, 1997) also utilized in Japan between different sections of the university can also lead to power imbalances between faculty and staff. Additional pressure can result in weakening relations between faculty and staff. The peer review strategy involves one group of the university (a faculty, department, research center or administrative section) observing another group and evaluating it. Institutions are judged via qualitative and quantitative methods. These equate to examining the difference between performance in numbers and performance on a more holistic basis. Additionally, faculty members also often express disillusionment over the way research and teaching is evaluated through the accreditation procedure and a feeling of 'distrust' and 'window dressing' can occur (Weijnen, 2007: p.132).

3. RESEARCH ON ACCREDITATION IN JAPAN

A great deal of literature has been produced about accreditation of HE institutions in Japan (Yonezawa, 2002; McVeigh 2001; Hood, 1983; Aoki, 2005; Clark, 2005), yet the majority of this work is in Japanese and inaccessible to a wider audience. Also, both Japanese and non-Japanese researchers have spent limited time examining the system. A number of researchers have looked at the problems in Japanese HE and attributed them to the lack of accountability and quality control present in the system as a whole (Cutts, 1997; Hall, 1995, 1998; McVeigh, 1997, 2001, 2002). Despite the fact that Japan has moved towards an audit-type culture in HE many researchers still disagree on the effectiveness of Japanese HE accreditation procedures (Goodman, 2001; Shore & Wright, 1999; Eades, 2000). The general discourse of research on accreditation in Japan can be confined to three points; descriptive accounts, research connected to internationalization and comparative studies. Japanese higher education systems have a 'dual sector structure' (Yonezawa, 2002). This refers to national and local, public and private institutions, which utilize two structures of evaluation and accreditation. Much research focuses on detailing these systems. For example, Yonezawa's (2002) research examines both systems; yet, his account is more descriptive and less of a critical approach. He ascertains that a structure similar to Europe is used in the public system, while the structure of the private system is more aligned to the American system of accreditation (Yonezawa, 2002). This duality therefore means that an analysis of these accreditation structures and wider societal issues associated with it, present particular problems. Not

only is there a clear division between private and public universities, but as Eades (2005) suggests, there are also two types of academic cultures that co-exist in Japanese HE. One culture can be likened to how academia is viewed in western counties, with 'world class' institutions engaging in internationally recognized research, while the second culture is a more localized culture that does not join the ranks of the 'world class' universities. These dualities lead to the second strand of research on accreditation in Japan, which focuses on internationalization. With the introduction of other evaluation mechanisms such as OEDC rankings and the Japanese University Center of Excellence Programs (see Eades, 2005 for more detailed information), the results of such accreditations can often be conflicting and confusing to both potential students and faculty. This research tends to focus on the outcomes and competition between universities needed for institutions to be classified as 'global' institutions. The final strand of research is comparative studies. These studies examine how the Japanese system is similar or different to another system, such as work by Mulvey, Winskowski and Comer (2013).

3.1. The JUAA Accreditation Procedure

The accreditation of universities through the Japan University Accreditation Association (JUAA) takes place every seven years. In Japanese, the word for accreditation – *ninsho* – is said to have two meanings: 1) to certify that something reaches a pre-defined standard, 2) to confirm that systems are run as they should be. This section will detail the accreditation procedure carried out by the JUAA. A board of trustees and a board of councilors run the JUAA, and there is a team of over 200 employees constantly engaged in accrediting universities. Directly under the command of the board are three committees: the university accreditation committee, the appeal committee and the accreditation planning committee. Each of these committees are directly involved with the university that is under the accreditation procedure. Directly under the control of the university accreditation committee are two university review sub-committees whose job it is to review all the documentation exchanges submitted between the university and the JUAA. There is also the financial affairs review sub-committee, which, due to the dual structure of higher education in Japan, is split into two panels, one for national/public universities and one for private universities. Also under the control of the accreditation committee is a progress report review sub-committee that is responsible for following up on the progress of the institutions after the accreditation procedure. There is a re-review sub-committee that is responsible for following up and reviewing universities that have failed some part of the accreditation, and who need to resubmit documentation for re-review and finally the supplementary review committee. The Self-study (self-evaluation) procedure of the process is deemed the most important. It follows a PDCA cycle; plan, do, check and act (Box. 1). During the planning stage, the

university is expected to establish their objectives and educational goals. They then formulate a medium-term plan. This includes the formulation of educational goals, diploma policy, organization and implementation policies for all educational goals. During the 'Do' process, the policies and practices are implemented. In the 'Check' process, the functioning of the educational system is verified, including students' progress and results. The evaluation by external people is also included at this stage. Finally, during the 'Act' stage, there is the formulation of improvement measures and the further implementation of these improvements. This process should continue to spiral throughout the life of the university, not just during the accreditation procedure itself. Through this process the university must satisfy ten standards set out by the JUAA (www.juaa.gov.jp) (Box. 2).

Box 1. PDCA Cycle

PLAN

- ❑ Are policies and goals appropriately specified?
- ❑ Is there a concrete action plan to realize such policies and goals?
- ❑ Is there a method to execute the action plan?
- ❑ Do the constituent members thoroughly share understanding of matters

DO

- ❑ Have concrete subordinate goals based on the plan been established?
- ❑ Has each of these subordinate goals been made clear at the organizational/individual level?
- ❑ Are steady activities being executed based on the subordinate goals?
- ❑ Are creative measures being implemented to motivate constituent members to achieve goals?

CHECK

- ❑ Are the checks and evaluations on the actual state of activities constantly being conducted?
- ❑ Are checks and evaluations being carried out based on objective data?
- ❑ Are creative measures being taken to increase the reliability and validity of reviews and assessments?

ACT

- ❑ Are policies and goals being reexamined based on the results of checks/evaluations, and are the improvement measures necessary for plans and methods being established?
- ❑ Are approximately organized analyses being conducted on whether the cause of problems lies in the plans/methods or in

the implementation of activities?

- Are problem areas and flaws that became clear based on reviews and assessments being dealt with appropriately?
- Have procedures and methods linked to reform and improvement of checks/evaluation results been specified?

Box 2: Ten Standards for Accreditation

[Mission and Goals] Universities must define appropriate goals based on their own mission for the objective of cultivation of human resources and other objectives in educational research, and must make them public.

[Educational and Research Structure] Universities must establish necessary structures to carry out educational and research activities based on their own missions and goals.

[Faculty Members and Faculty Structure] Universities must clarify the ideal image of faculty members and the policy for organizing faculty structures in order to realize their own missions and goals, and use these as a basis to develop their faculty structures.

[Educational Program, Instruction and Outcomes] Universities must specify educational objectives and use them as a basis to clarify their diploma policy and curriculum policy in order to realize their own missions and goals. Universities must also follow such policies to develop and enrich their educational programs and instructions to achieve sufficient educational outcomes, and confer degrees appropriately.

[Student Admissions] Universities must stipulate proper admission policies in order to admit students in a fair and correct manner in accordance with their own mission and goals.

[Student Services] Universities must provide satisfactory services for learning support, student support and career path support so that students can concentrate on their studies.

[Educational and Research Environment] Universities must develop and manage appropriately a learning environment and an educational and research environment that enables students to study and faculty members to carry out educational and research activities in a necessary and sufficient manner.

[Social Cooperation and Social Contribution] Universities must consider ways to cooperate with society, as well as openly contribute the results obtained from their educational and research activities.

[Administration and Financial Affairs] Universities must carry out appropriate administration and management in accordance with written rules and regulations in order to exhibit their functions smoothly and

sufficiently. Universities must also establish the appropriate organization for clerical work, as well as establish and manage a necessary and solid financial base in order to support, maintain and improve education and research.

[Internal Quality Assurance] Universities must develop a system for assuring the quality of their education, regularly conduct self-studies, and publish information about their current state in order to realize their own missions and goals.

These standards are given to all faculty members and administrators at the universities that are going through accreditation procedures and these ten standards must be met to achieve accreditation status. If any of the standards are not met, the university has a deadline by which they are allowed to make changes to hit the targets, after which, if they are still unmet, accreditation is denied.

4. HOW DO INSTITUTIONS AND THEIR MEMBERS VIEW THE JUAA ACCREDITATION?

Research conducted by the author on a private case institution going through an accreditation procedure explored how members of the organization made sense of the procedure (Birchley, 2013). Using research from change management as a theoretical framework and sensemaking as a lens, the pertinent findings are shared below.

4.1. Identity

By exploring how academic faculty made sense of the procedure, it was found that there were clear examples of friction between faculty members' roles as educators, academic researchers, and university administrators. Debates and discussions surrounding what a university actually is and faculty members' roles in the institution were central to respondents' discussions. Faculty were concerned about the teaching-research-administration balance they were expected to juggle, stating issues with responsibility and professionalism. It appeared that when the over-worked faculty began to and notice an incident related to the accreditation while wearing one 'hat' they quickly became conscious of how the associated change would impact them in their other 'hats'. Their identities were constructed around particular parts of their job; examining different circumstances through differing identities lead to a negation of their identity. The respondents showed that emotionally, they were often at odds with their sense of identity. This was not surprising as at times of instability, there can be a crisis of professional identity. Research shows that identity and loyalty of academics lies within their own departments and within their own field (Clegg, 2003; Coaldrake & Steadman, 1998) so when tasked with taking part in a university-wide accreditation, it is unsurprising that the faulty interviewed expressed conflicts with their identities.

4.2. Sense of Purpose

Based on the evidence from Birchley's (2013) research, it is clear to see that despite the best efforts of the JUAA to encourage reflection and growth within the institution, faculty are still far from convinced of the purpose and benefits of going through an accreditation procedure. Some faculty expressed disillusionment at the process and questioned the academic rigor of the procedure, with some respondents showing outright disrespect for the evaluators.

Despite the accreditation calling for a more cooperative model of self-study, the managerial approach to making decisions related to the accreditation was conducted by senior management without collaboration with faculty themselves. Although many faculty were responsible for contributing to the reports to be submitted, they stated they had little direct involvement (Middlehurst & Elton, 1992) and that in some cases, they didn't contribute as they felt it to be a waste of their time and energy. Ericson (2001) states that to be a strategist means being involved in all aspects of the organization in times of change. The JUAA examiners are attempting to encourage and implement change through the accreditation; yet, it is the senior management team within the university that need to be key strategists, involving the whole organization in the process.

4.3. Defining the University and the Procedure

The findings indicated that the whole accreditation procedure only outlines what the university *is*. It only gives the philosophy of how to do the work, it defines the outcomes but does not do enough to show the actual future of the institution (Levin, 2009:93) and does not show the true heart of the institution. Employees saw the procedure as a 'duty,' 'a myth,' 'a requirement' as they tried to make sense of it. The term '*duty*' is interesting from a Japanese cultural perspective as the term *gimu* and the synonym being responsibility (*sekinin*) are thought to be deeply embedded in Japanese culture. In Japanese, the cultural concept of gift giving or *Giri* helps to explain the significance of the idea of '*duty*'. Carrier (1990) explored the concept of gift giving in Japanese culture and believed that the exchange of gifts is 'socially regulated' (p.19) he continued the work of Benedict (1989) who explored the use of the words '*giri*' and '*on*' - debt and obligation. *Gimu* according to Benedict (1989) is something that a person must do, no matter how troublesome or difficult it is, as he owes doing it to his/her family or superiors. Even if those complying with the act feel unwilling, it is never defined outwardly as unwilling. In this instance, many respondents stated they had an obligation to follow the accreditation procedures and thus, they did it. Therefore, if people make sense of the procedure as merely a '*duty,*' something they must comply with, is the procedure really worthwhile? Will the procedure be a catalyst for positive reflection and change if people are not invested in the process? I argue

that the accreditation procedure in Japan, despite its claims to encourage autonomous improvement through engaged peer-review and internal quality assurance, is a box ticking exercise that is completed with little enthusiasm by a limited number of faculty. It could be argued that the true purpose of quality assurance in this case institution was lost.

5. CONCLUDING COMMENTS

The JUAA accreditation procedure model can be likened to the process of sensemaking; it is calling on the institution and individuals to understand their identity, understand and react to their environment, socially interact with each other, note cues around them, look retrospectively and is ongoing. It is argued that accreditation of HE institutions in Japan is a process that is intended to improve the quality of the institution to better establish the institution within the domestic and global HE market. Since the JUAA places so much emphasis on peer-review and faculty involvement, the institution needs a clear culture of collaboration, trust and support already established to benefit from the JUAA model.

As can be seen from the documents produced by the JUAA, the whole accreditation process is dependent on all people within the institution making collective sense of the procedure:

> When constructing an internal quality assurance system, it is important to clarify goals and plans, share these with constituent members, make diligent efforts to realize these goals and plans, and steadily improve quality based on appropriate feedback from checks/evaluations and reform. (JUAA Handbook p.4)

They continually ask in documentation, 'do the constituent members thoroughly share understanding?' Yet, as can be seen through the interviews, there is a limited shared understanding and collective sensemaking. The way that members understand the organization could be thought of as an outcome of the sensemaking process, and thus, in terms of the JUAA expectations, the results are disappointing. There were not enough creative measures taken to raise awareness and share views; nor were there enough incentives to enhance individual efforts that provided opportunities to develop a true learning organization, in the style the JUAA advocates in its self-study review approach. McGill, Slocum, and Lei (1993:16) observed that building a learning organization requires leaders to 'develop employees who see their organization as a system,' and in this instance, they did not. If the mission of the JUAA is to foster a continuing culture of change and improvement in the institution, there is a need for increased opportunities for the faculty and administration to engage in more group activities where they work solving problems and discussing more openly and frankly their thoughts and opinions. This process should not continue indefinitely and should be well managed in order for action to

take place. If there is a better understanding of the sensemaking that is going on among faculty, receptivity to change could be better harnessed.

After observing the procedure it is argued that a quality assurance system, like the JUAA accreditation procedure, should have the following characteristics:

- ✓ QA systems should assign roles to *all* faculty during the procedure and should make everyone's responsibilities explicit;
- ✓ QA systems should take more precautions against write-ups;
- ✓ QA systems should focus on *Kaizen*; the concept of continuous improvement;
- ✓ QA systems should be transparent and free from bias, ensuring that those responsible for completing internal tasks relating to the accreditation are not overly influenced by politics and hierarchal relationships within the institution;
- ✓ QA systems should ensure that communication channels should be clear and this will assist in encouraging all faculty members to willingly participate;
- ✓ QA systems should clearly communicate the philosophy of the approach to quality;
- ✓ QA systems should examine levels of trust within the organization.

It is hoped that this research will be beneficial to academics and researchers within institutions experiencing an accreditation procedure in Japan to help them better understand the challenges associated with accreditation and quality assurance as those involved in such procedures must learn how to create and sustain an organizational context and culture for successful and effective change.

The next challenge for Japanese higher education institutions, thanks to the government rhetoric of globalization, is to ensure organizations reach global standards. How '*quality*' is defined on a global scale is the new focus of Japanese academia and will no doubt continue to be as Japanese higher education institutions seek to move further and further up the world university rankings.

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Michael Burgess, Ph.D.
Head of Higher Education (Partner Programs),
Academies Australasia Polytechnic, Australia

Michael is the Head of Higher Education (Partner Programs) at Academies Australasia Polytechnic, and a Consultant Lecturer to Federation, La Trobe University and Victoria Universities in Melbourne, Australia. He is also a regular visiting lecturer at Hanoi University, Foreign Trade University in Vietnam. Michael has a wide range of experience in business, education and government sectors. Michael's research area is in change management and organisational behaviour and competencies, especially in cross-cultural settings.

VALUING LEARNING AND QUALITY IN HIGHER EDUCATION: CONSIDERATIONS OF AN APPROPRIATE ASSURANCE MODEL

Authors:
Michael Burgess, Ph.D., Deidre Giblin, Ph.D. and
Giang Hoang, MBA

ABSTRACT

The Higher Education sector currently faces a need, in some sectors/disciplines, to direct its actions toward a Quality Assurance (QA) Model that might be better informed and understood in industrial terms. However, there needs to be recognition that Higher Education is a specific environment that has its own competition, influences and trends.

Educational organisations, such as universities and other education providers, are having to adopt generally accepted QA criteria to improve their operations to ensure they are better understood when subject to external scrutiny and validation. However, in a complex environment such as Higher Education, can QA be ultimately reduced to a formula, statistical interpretation and imposed agendas to achieve necessary outcomes? The effectiveness of organisational controls will be dependent on the ability of management to balance the available mechanics (e.g. competencies by way of behaviour and control mechanisms) while allowing for flexibility in areas where discretion is needed to achieve a quality outcome.

The key question to be asked is … Can traditional QA Models (generally having an industrial origin) be applied in an educational setting? As a complex and continually evolving network of interaction between stakeholders, consumers and industry, the education environment holistically relies on an inter-disciplined skilled workforce. It seeks to guide cohorts towards academic excellence, relying on traditions and values, while developing a skilled workforce for the future. Consideration of an appropriate model of QA in an educational setting may require a re-think. Perhaps an industry model that incorporates the relationship between organisational culture, structure and systems and management practices (behavioural determinants) coupled with obligation Vs. voluntary initiative might a better formula. Seeking to create quality improvement as an outcome, an appropriate model will need to find traction between both academic and business practice, while ensuring an appropriate balance.

Key words: *education objectives; accreditation; leadership; quality; communication; practice; strategy*

INTRODUCTION

The past 25 years has seen a drive to establish a way to ensure the consistency of the quality of Higher Education. In Australia, the Bradley Review (2008) might be regarded as the first to establish a system of Quality Assurance (QA) based on standards and outcomes. Previously, such reviews had generally been based using key universities as a comparison point, and had been carried out by academic peers.

An important starting point to such a discussion is to be able to define the teaching and educating activity process of higher education. Is it an activity that can be seen as a holistic cycle system from which we extract data so we can audit the quality of the activity? Every measure of quality to be applied needs to provide both organisational and individual accountability so that progress can be tracked. There appears to be two broad choices of direction in seeking to provide a quality measure. These can be either compliance driven, that is to say, the measurement criteria are fulfilled - focusing on internal organisational elements that measure organisational performance, or outcome driven - seeking to show that the student has achieved beyond the norms that are laid down in educational terms.

Regardless, in attempting to measure 'quality' in Higher Education should it just be seen as one of a series of accountability measures, relegated to an element as part of a model that lends itself towards statistical analysis? This drive to broader accountability reflects the change in the context in which the Higher Education system finds its place. Where once education may have been seen as a closed community of practice (in some ways perhaps similar to the religious communities of olden times) there now are other stakeholders, especially the communities we seek to serve. So, do we seek for a QA regime that can be monitored and regulated, or for a QA community of functionality? Might there be a QA framework that sufficiently recognises and reflects the academic process?

WHICH INTERESTS DOES QUALITY ASSURANCE SEEK TO SERVE?

While it seems that there is a general level of acceptance regarding the need for QA in the Higher Education sector, perhaps we also need to pose the question regarding whose interests QA seeks to address. Using an industry metaphor, the Management Canon tells that Henri Fayol saw things in a top-down way (work-strategy related), whereas Fredrick W Taylor saw things in a bottom-up way (work-functionality related). Teaching and Learning (and Research) activities are at the core of the HE discipline. It follows then, that QA might be interpreted as a bottom-up activity, rather than an organisational (i.e. top-down) strategic response.

Part of the difficulty arises from clearly identifying which section of the Higher Education system we may actually be referring to. That part of the

system which is focused on skills and task development (that is, the analysis can be focused on how the task is to be accomplished), or a knowledge domain specific approach where there can be many independent specialised knowledge structures rather than one cohesive knowledge structure. Thus, movement in one domain may not necessarily impact on another independent domain.

This means the application of Industrial QA Models in this environment should be approached with caution. For example, in considering the Six Sigma DMAIC Method, that method presumes that problems can be parameterised and quantified and that improvement actions will emerge from discovered relationships amongst the identified variables (De Koning *et al.*, 2008). However, it has certain limitations - the least of which is its generality (De Mast & Lokkerbol: 2012); it fails to consider task-domain specific knowledge. In recognition of this, if we are to seek to consider how QA might be applied to academic processes, then what is needed is to develop a methodology that also evaluates task-domain knowledge.

As just one example, in Higher Education, unlike in industry, students are both the raw material input into the process, the processor of the material and also one of the consumers of the process outcome (which can also include industry, professional and accrediting bodies, and society in general). The transference of industrial management concepts to an educational landscape needs to be expanded to include consideration of the fluidity of the setting. The traditional notion of supply chain relationships only provides, at best, a simplistic understanding in a Higher Education setting. The internal student relationship in a Higher Education setting is more complex - moving beyond understanding the student as being the raw material and the consumer. Students might be seen as neophytes – apprentices absorbing knowledge to learn their craft from staff who already have a recognised mastery of it (Williams, 1993). And lecturers might be seen as being both a supplier of knowledge and a customer of other organisations (e.g. industry) as they strive to validate and improve the subjects they are teaching. The individuals involved (such as the lecturers) need to be also able to make a contribution to the process, thereby also improving it.

This changes the nature and understanding of organisational sustainability. Its purpose moves from a striving for a continuation of the *status quo* to the development of a sustainable continuous dynamic process of co-evolution within a changing environment (Mitleton-Kelly, 2011). Leadership and the creation of a QA enabling environment are necessary but not sufficient, if the changes have not been embedded within the organisational culture through, for example, a different way of working, relating and thinking.

CONSIDERING SITUATIONAL DYNAMICS

At an even broader level of understanding, the Higher Education setting belongs to a system that goes beyond the educational system into which it is situated and brings its own set of dynamics. Goldratt and Fox (1986), in their consideration of system constraints, see systems as being composed of a series of dependent activities. These dependent activities are individually subject to natural variation over time. Because variation occurs within a series of dependent events, when there is inadequate capacity or this capacity is improperly managed, variation stack-up results. When there is one entity that limits the throughput in the system, it is critical to identify this entity or, in Goldratt's terms, the *'constraint,'* in order to effectively manage the system.

Developing this further, and according to Desai (2010), within value networks the emergent and informal constraints imposed by interdependent relationships co-exist with imposed administrative controls. Perhaps, despite being valuable for planning and co-ordination, these administrative controls may not foster learning co-creation, while, within the value networks, the informal emergent dynamics imposed by interdependent relationships, (that is, adaptive leadership and participation), may be crucial for co-creation of organisational emergent learning towards an appropriate QA Model.

Thus, any QA Model to be adopted in a Higher Education setting needs to be dynamic and deep and recognise interrelationships and interdependencies at the broadest level of its operation.

According to Sha *et al.* (2011), the quality movement seems to have matured beyond manufacturing into healthcare, government, service. If so, then the next step in our analysis is to more closely consider Educational and Business Organisations. Such analysis will be undertaken recognising two primary headings. First, to compare the premise by which a business organisation is organisation as predicated and second, to contextualise governance criteria of the business organisation and the educational organisation.

COMPARING THE EDUCATIONAL ORGANISATION WITH THE BUSINESS ORGANISATION

If education is to be seen in the same way as business, it is reasonable to assume that both must therefore be seen in terms of interaction resolution remaining compatible with organisational governance structures leading to positive economic outcomes. It is a matter of organisational economics. All organisation theories have a commonality - they seek to examine the resistance or constraints that may have directly led to negative organisational outcomes.

Traditional *'supply and demand'* labour economics assumes that labour effort is constant - but is this an adequate interpretation of work in an educational organisational setting? Gollan *et al*. (2006), identifies that employers pay for *labour time*, but care about *labour effort*. As a consequence, the understanding of QA models to date may require an approach that more emphasises incentives and motivation, rather than a pure economical-behavioural exchange as a means of determining the involvement of an employee.

Organisational Economics can be said to belong to the larger body of the New Institutional Economics (e.g. Williamso, 1975, 1985). Organisational Economics analyses organisational behaviour as a contribution-distribution interactional exchange that can be governed by various inducements (e.g. employment structures), such as systems of remuneration. The key purpose of incentive structures is to realign self-interests among organisational members in such a way that mutual gains emerge as an interaction outcome.

Key concepts (Williamso, 1985) include:

- Interest equilibration;
- Interest compatibility; and
- Interest congruency

of interacting agents.

There are echoes of Chester Barnard (Barnard, 1938) in this *viz*. his ideas of organisation and co-operation. Gehani (2002), identifies the key constructs and the underlying principles for Barnard's functions of the *'executive'* and organisation as a co-operative open-system. Gehani goes on to say that an organisation learns by accessing the knowledge embedded in its expert human members, or by acquiring new expert members who specialise in the knowledge that the firm did not possess earlier. And as identified by Pasternak and Viscio (1998), the principal challenge facing the *'executive'* wishing to leverage knowledge is to simultaneously facilitate learning, bring about organisational change, and create business value to sustain organisational competitive advantage.

CONTEXTUALISING ORGANISATIONAL GOVERNANCE

Incentive compatibility of governance structures implies that through incentives, management interaction conflict can be resolved even among potentially self-interested agents in a mutually beneficial way. Thus, Organisational Economics approaches interaction conflict strictly as a situational condition that is caused by problematic - 'defective' - incentive structures. But this is also akin to a form of organisational reductionism and presents a problem if looking at an organisation through the more usual or prescriptive approaches and understandings at it seemingly ignores the

many interdependencies that can exist within and external to a workplace. The balance is, as Nemeth (1997) has identified, between creating:

> '*… unity in the organisation without uniformity.'*

Creativity in an organisation is, to a large extent, a product of the necessities facing the individual and the ways in which they cope with these necessities (Markowitz, 1972). Some traditional form must be retained in order to permit creative expression. Only that degree of organisation should be retained that is essential to the creative operation. All that is encumbering should be dispensed with.

The Paradigm of Order (Geyer, 2003) creates a linear pathway that may be considered as an examination of the underlying progression of the management control process, based on influences.

To simplify, the Paradigm of Order can be contained within four understandings:

- Determinism
  - Processes flow along orderly and predictable paths that have clear beginnings and rational ends.
- Order
  - Given causes lead to known effects at all times and places.
- Predictability
  - Once global behaviour is defined, the future course of events could be predicted by application of the appropriate inputs to the model.
- Reductionism
  - The behaviour of a system could be understood, clockwork fashion, by observing the behaviour of its parts. There are no hidden surprises; the whole is the sum of the parts, no more and no less.

Of course, not all phenomena are orderly, predictable, determined and reducible. And phenomena are not finite. Models of Control are not Models of Participation. Participation will lead to accumulation. So, it is at this point that the DMAIC type of model finds its limitations. However, it may also be possible to quantify and develop formulae for the types of event the DMAIC is primarily used for.

In the educational environment, there are multiple accountabilities to a wide range of stakeholders that need to be acquitted, especially where there can also be the issue of government and other (e.g. corporate) funding attached. The practices adopted (especially by regulatory

authorities) tend to extend the concept of accountability, as we are also dealing with the future – we enrol students today for outcomes (for themselves and industry) years hence. Brown and Moore (2001), in viewing accountability in the charitable sector, consider the role of the actor in the equation (the actor being the organisation).

> *'An actor (whether an individual or an organisation) is "accountable" when that actor recognises that it has made a promise to do something and accepted a moral and legal responsibility to do its best to fulfil that promise.'*

This is not too dissimilar to actors in an educational setting. The 'promise' can, of course, be made explicitly to:

- External parties
  - Such as the communities the organisation seeks to serve, future students, future business, or current regulators
- Internal parties
  - Such as organisational management, staff and students.

However, accountability does not necessarily require a counter-party.

According to Haidt (2012), human beings are the world champions of co-operation beyond kinship. This comes about, in the main, through the creation of systems of formal and informal accountability. Humans appear to be adept at holding others accountable for their actions, and they seem skilled at navigating through such a world where people hold others accountable for their actions. So the concept of accountability can range from the abstract (e.g. promoting academic culture in teaching and learning) to the absolute (e.g. fulfilling the students' learnings towards graduate outcomes).

To take this further, to apply an industrial model of QA in an educational setting might see for a conceptual disconnect to arise. Working in an educational environment focuses beyond the simple utilisation of human resource capital utilisation. The behaviour of the human resource in an organisational setting might be considered as a variable factor and therefore not necessarily open to exact modelling.

Organisational culture is often at the core of how employees think and respond to doing their jobs and how effective they are. Once an organisation begins to change its values, goals, focus and direction, it is embarking on culture change, which often brings challenges with regard to employee morale, commitment, and general wellbeing (Coomer, 2007). Hence, employee behaviour (competence) is a core reference variable. This concurs with the work of Ghoshal and Bartlett (1997) who observe that:

> *'In the end therefore, the power of the behavioural context lies in its impact on the behaviour of individual organisation members.'*

CRITIQUING EXISTING UNDERSTANDINGS

Existing QA Models consider control within an organisation as a form of closed linear functionality - a series of interventions that can be interpreted as discrete projects in themselves concerned with job design, productivity management, work flow analysis and design, work measurement etc., and for which some might shirk responsibility towards their 'parts', or alternatively not engage in other 'parts' towards a holistic outcome. Such an approach does not necessarily create an understating of the 'problem' towards possible constraints that may stop one of the human pieces in the 'Model Puzzle' from achieving required results, all things being equal. Further, as a closed system such Models (while seeking to highlight variance between the planned and the actual) do not necessarily allow for variance between organisational performance and relevant external standards (e.g. forms of benchmarking evaluation).

QA Models should align with governance structures and be cognisant of the organisational setting – this to include a forward looking approach that accepts planning as a state of Bounded Rationality. Thus, an appropriate QA Model might also need to consider a range of choices that may be necessary as the organisation tracks towards its future (and this may also include necessary financial strictures imposed from time to time) an approach towards focussed alignment. The Management Canon highlights the existence of legitimate and shadow structures in an organisational setting, yet QA Models to date seem to just rely on quantifiable data (in whatever form) towards determining performance. Surely a better way would be to seek to create an alignment of the formal environment and controls system with the culture and behavioural norms operating? Towards creating an interlinked and integrated reporting Model that is mutually reinforcing and forward looking.

The functionality of Organisational Economics appears to rely as an interlinking between inventive structures Vs. incentive capability - the level of interaction between organisation and agent becomes a situational condition to test out these structures and then to DMAIC it – a situation that would appear not too dissimilar to creating an artificial measuring landscape for the use of a crash test dummy and then to measure the impact response (Wagner-Tsukamoto, 2003). We need to move beyond a limiting and constraining framework which just essentially gives us what we were expecting to find towards an appropriate forwards-improvement mechanism.

Certo and Peter (1991), suggest that effective strategic control depends on the interplay of four variables:

- Organisational Culture;
- Organisational Structure;
- Organisational Incentives; and
- Organisational Information Systems

Such a control structure might provide for both formal control signals, and provide an organisational understanding towards levels of toleration towards incentive on the one hand and risk on the other – level of flexibility toward future change.

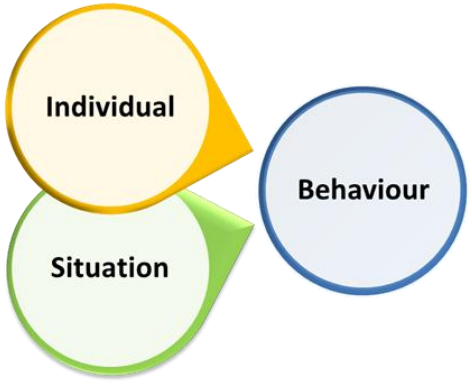
So from the above short consideration, to suggest that there is a direct comparison between the education and business industries would only be applicable if the situational complexities of both were finite – and this is not the case. Thus, the application of QA Models that have applicability in an industrial setting may be practically ineffective in an educational organisation setting as the organisational heuristic underpinnings are otherwise separate and distinct. In an educational setting, to presume that there is a direct cause and effect series of linkages between variables is crude.

COMPETENCE IN THE DOMAIN

So, we move to the question as to whether a relevant QA Model of structure and control can be developed for an educational organisational setting. Shein (1999) sees culture in an organisation as being the structure and control system that might be utilised to generate behavioural standards in employees. Naturally, if it works one way, then it's also going to work the other.

Interactionalism, first understood in terms of interactional psychology, assumes that a person's behaviour will result from a continuous and multidirectional interaction between their characteristics and the characteristics of the situation they confront. More specifically, interactionalism attempts to explain how people select, interpret, and change various situations. Pech (2001) theorises that employee behaviour might be seen through the prism of *Normative Influence*, or the overwhelming need to conform within an organisation for basic survival, creating an organisational culture of conformity, not necessarily leading to any degree of creativity and thus, organisational advancement. Simple cause and effect descriptions of observed or analysed phenomena in an organisational setting is a superficial approach to a complex situation.

Figure 1 An Interactionist Perspective regarding Behaviour in Organisations



Hamel and Prahalad (1990), in their consideration of organisational competence, touch on the subject of organisational culture and persons within it indirectly when they discuss the process of *'unlearning'* as a way of also developing new competencies within an organisation.

Extrapolating Hamel and Prahalad's considerations further and as also identified by Fleury (2009), there are negative connotations with organisational culture that thus might also tie an organisation to a different time, requiring organisational transformation to occur first to then enable development of appropriate competences for the future.

QUALITY ASSURANCE PORTABILITY AND RECOGNITION

International student mobility in Higher Education shows an ongoing increasing trend; it has been growing rapidly and is encouraged by various governments. Portability and recognition within national boundaries already provides a range of difficulties when considering how to recognise educational qualifications from other universities in different jurisdictions. However, once we cross national boundaries with national sensitivities we are confronted with a far greater challenge. In a small way this is addressed by universities establishing campuses in different locations and by sending their own staff to present the courses or training staff in those international locations to present material to the however that does not address the core question associated with portability.

The real risk (Massaro, 2013) is that because it is easier to focus and measure compliance, the effort will be centred around compliance and so the educational outcomes of universities will be left by the wayside and put in the 'too hard basket'. This will be especially true when dealing with international institutions whose focus may be on profitability rather than educational improvement and innovation. Already, such a direction is seen when government regulations cause students to take steps to achieve non-

educational personal goals which relate to their desire further their personal security over their educational achievements. Therefore, and highlighting this context as just one example, any consideration of QA might also need to consider organisational recognition of standards beyond just the academic qualification level that the student is seeking to obtain.

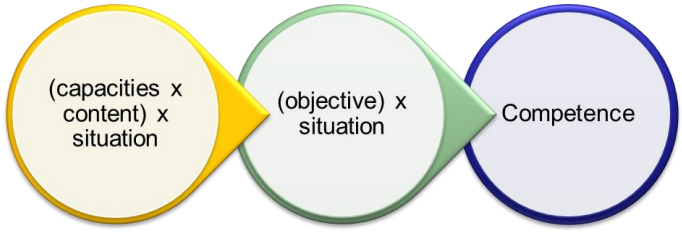
TOWARDS A MODEL OF COMPETENCE IN HIGHER EDUCATION

When focusing on QA in Higher Education, perhaps a more appropriate Model might be to consider the individual (e.g. lecturer, administrator) within the overall organisational performance towards ascertaining levels of competency – creating a link between QA and competency by which QA might be appropriately viewed.

Halliday (2004) examines the extent to which competence in the workplace might actually be tacit. Halliday argues, for example, that the current designers of vocational qualifications frameworks in the UK, the US and Australasia attempt to specify competence in purportedly precise and objectivistic ways. This also has various pedagogical implications. Competence in the Higher Education workplace might also involve tacit knowledge and wide-ranging understandings that may not be amenable to precise specification.

To demonstrate competence therefore, it is not enough that the objectives are juxtaposed, it is necessary that they interact to form a unified whole. The following Figure well-illustrates the point. It is not only the organisational agent wishing to examine QA, but others, who may interpret whether two instances are related, whether they are related appropriately.

Figure 2 A Model of Competence (Drawn from Payser *et al.*,).[1]



[1] Peyser, A., Marie-Gerard, F., and Roegiers, X. (2006) 'Implementing a Pedagogy of Integration: Some Thoughts Based on a Textbook Elaboration Experience in Vietnam', *Planning and Changing*, 37, 1&2, 37-55.

Hamel and Prahalad (1990) define the term *'competence'* as being the collective learning in the organisation; the co-ordination of diverse production skills and integration of multiple streams of technologies. Competency in the work domain therefore, must necessarily have a variety of underpinnings:

- Training by competencies;
- Selection by competencies;
- Evaluation by competencies; and
- Remuneration by competencies.

Considering this further, Mills *et al*. (2002) define competence as the manner of how well an organisation demonstrates the performance of its required activities.

Le Boterf (1998) acknowledges that competencies are not themselves resources in the sense of knowing how to act, knowing how to do, or attitudes, but they do lead to mobilisation, integration and orchestration of such resources – and isn't this what QA might be said to be trying to achieve? Competence is only competence when it makes sense within a particular professional context; in other words, something that has specific meaning for that culture.

SOME FURTHER CONSIDERATIONS

Organisational change involves, by definition, a transformation of an organisation between two points in time. On the basis of content, major changes consist of transformation that involves many elements of structure or those that entail radical shifts in a single element of structure (Barnett & Carroll, 1995). The idea of organisation, however, refers not only to how the elements of a whole are arranged, but also to how such constituents are characterised by the quality of being systematic and/or efficient (Roberts & Armitage, 2006). There is also the landscape to consider. The realisation that organisations are involved in and surrounded by constant change may not necessarily be fully appreciated as a determining factor in traditional industrial QA Models.

Barnett and Carroll (1995) also see a further dimension of organisational change as being concerns in the way the transformation occurs in terms of the speed, the sequence of activities, the decision-making and communication system and the resistance encountered, etc. Researching these factors will involve a focus on the process of change *per se*. Process considerations may be independent of content, or they may be interactive.

It appears that in general, businesses have come to realise the importance of innovation as a key element of survival in a global competitive environment (Hage, 1999). Thus, change for the wrong reasons or change

for change's sake may be a waste of energy, effort, resources and time. This may be true even though the organisation or its leadership may appear to be progressive. But, at what speed should change be undertaken?

To develop strategies for its survival, Greiner and Cummings (2004), suggest that the evolution of organisational development needs to be understood in the context of the major trends that shape them (or it). Such change involves new and increased demands from the economy, workforce, and technology. All of these factors may affect how organisations are managed.

Hannan and Freeman's (1984) *'Structural Inertia Theory,'* takes a slightly differently perspective. The authors suggest that, over time, organisations become increasingly inert as procedures, roles, and structures become well-established. This then may imply that the likelihood of organisational change decreases with an organisation's age and thus QA in such an environment may need a harder edge. However, Structural Inertia Theory also suggests that the likelihood of change increases once a change occurs. This may be due to the inertia *'clock'* being restarted when structures, roles, and procedures are regenerated in the process of change (Amburgey *et al.*, 1993).

CONCLUSION

This paper has moved from considering various QA measurement strategies derived from industrial situations, towards finding them lacking in the degree to which they can be used to evaluate a Higher Educational system whose parameters are far more nebulous and open ended. They are not able to capture the dynamic nature of a Higher Education learning culture.

The basic issue revolves around understanding that the Higher Education system is one that does not strive for the *status quo*, rather it seeks to establish a model of performance that is dynamic, innovative and responsive. So, the concept of accountability might extend from the abstract (e.g. promoting academic culture in teaching and learning) to the absolute (e.g. fulfilling students' learnings towards graduate outcomes).

What has been shown is that there is no easily definable way to create a QA methodology in Higher Education that is totally amenable to measurement for a number of reasons. There appears much scope for further research in this area.

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Nguyen Thi Thu Huong, Ph.D.
Head of Division of Training and Research Management
VNU Institute for Education Quality Assurance, Vietnam

Mrs. Nguyen Thi Thu Huong is the head of division of training and research management in the Institute of Education Quality Assurance - Vietnam National University, Hanoi. She is PhD in Linguistics and in Educational Assessment and Evaluation. She completed her PhD in Linguistics in Russia in 2011, took the courses of Quality Assurance and Curriculum Design in Higher Education in Australia in 2014. Her research focus on university governance, stratification and ranking in higher education, quality assurance and accreditation systems, educational assessment and evaluation in Vietnam and other countries in Asia-Pacific Region. She had participated in national research projects on the innovation for university administration, stratification for Vietnam universities, educational assessment and evaluation; published 22 papers in the local magazine and presented papers at international conferences and was advisors for 20 masters and 2 PhD students.

Ta Thi Thu Hien, Ph.D.
Vice Director, VNU Center for Education Accreditation, Vietnam

Mrs. Ta Thi Thu Hien is the vice-director of Center of Educational Accreditation - Vietnam National University, Hanoi. She has graduated her MA and PhD in Educational Assessment and Measurement at VNU Institute for Education Quality Assurance in 2016. She took the five courses for knowledge and skills in conducting national surveys for monitoring student achievement by Melbourne University, IIEP, Unesco, Acer and Word Bank processing about six weeks in 2007, 2008. She took the courses of Quality Assurance and Curriculum Design in Higher Education in Australia in 2014. Her research focuses on quality assurance and accreditation systems and policy, educational assessment and mesurement in Vietnam and other countries in Asia-Pacific Region. She had participated in national research projects of HEP 2 and on the innovation for higher education administration and published 12 papers in the local magazine.

A DECADE OF HIGHER EDUCATION QUALITY ASSURANCE AND ACCREDITATION IN VIETNAM: WHAT HAVE WE EARNED AND WHAT HAVE WE LEARNED?

Authors:
Nguyen Huu Cuong, Ta Thi Thu Hien, Ph.D., and
Nguyen Thi Thu Huong, Ph.D.

ABSTRACT

Higher education quality assurance and accreditation was officially implemented in Vietnam over twelve years ago. From a totally centralized model, Vietnam's accreditation system has been becoming more independent, especially with the establishment of accrediting agencies. The first accreditation certificates were also awarded to universities that met quality standards and criteria. This paper investigates the development of Vietnam's higher education quality assurance and accreditation for the last decade since the national quality assurance organization was established. The study first synthesizes the results achieved within this system, both in policy and practice, leadership and management. It also discusses human resources development for quality assurance and accreditation in the national context. Next, the paper highlights the self-evaluation and external evaluation activities, two most important steps of the accreditation process. In addition, building quality culture within higher education institutions is also paid attention to. Finally, lessons from the establishment and development of Vietnam's accreditation are drawn. This study looks at an overall picture of Vietnam's higher education quality assurance system since its establishment with a focus on policy, practice, leadership and management. It also hopes to contribute to the literature related to accreditation of Vietnam's higher education.

Key words: *quality assurance, accreditation, higher education, policy, leadership, Vietnam*

INTRODUCTION

Quality assurance and accreditation in higher education has received great concern from different stakeholders during the last few decades. The beginning of the 21st century has witnessed the establishment of a number of quality assurance mechanisms all over the world, particularly in Asia-Pacific Region (Hou et al., 2015). Different higher education systems follow different approaches for quality assurance. However, they normally implement one or more of the basic approaches including accreditation, assessment and audit (DEEWR, 2008; SEAMEO RIHED, 2012). The main purpose of these mechanisms is for control, accountability or enhancement of higher education institutions or programs (Beerkens, 2016).

With over four hundred higher education institutions and more than two million students, Vietnam has employed different ways to assure the education quality. Its higher education, therefore, is not an outsider in the global and regional trends regarding quality assurance. Accreditation has been compulsorily implemented for all higher education institutions and programs in Vietnam since 2005 under the Education Law (Nguyen, 2014; Nguyen, Oliver & Priddy, 2009). In spite of the fact that there have been several arguments about the independence and effectiveness of this approach in Vietnam's context (Dao, 2015; Madden, 2014), accreditation of tertiary education in this country has achieved certain results (Nguyen, 2014). This paper discusses the achievements of Vietnam's higher education quality assurance after over one decade of development. Lessons learned are for future policy-making, leadership and management.

DEVELOPMENT OF VIETNAM'S HIGHER EDUCATION QUALITY ASSURANCE AND ACCREDITATION SYSTEM

The model for Vietnam's higher education quality assurance and accreditation has taken advantage of those implemented in countries in Asia-Pacific Region (Asia-Pacific Quality Network - APQN Chiba Principles), Southeast Asia (ASEAN University Network – AUN), and Europe (through Bologna Process). Vietnam's quality assurance model consists of three components: internal quality assurance, external quality assurance and accrediting agencies (Kristoffersen, 2010). With future directions for the development of the quality assurance system including these components above, the Government has promulgated the core legal frameworks for the operation of this system. The regulations for accreditation and quality culture development have also been seen in legal documents.

Among the legal documents, the Education Law and Higher Education Law, the highest level of the legal framework, regulate the state management in quality assurance, including the promulgation of evaluation standards, procedures and cycles of accreditation, establishment and operation of accrediting agencies. At the same time, the Ministry of Education and Training (MOET) is assigned by the Government to be in charge of managing and supervising accreditation activities (National Assembly, 2005, 2012). Moreover, the General Department of Education Testing and Accreditation (GDETA), a unit of MOET, is responsible for guiding the individuals, institutions and organisations to implment quality assurance programs nationwide. During the last decade, GDETA as an external quality assurance agency, together with other organisations, has supported to develop internal quality assurance mechanism within higher education institutions, step-by-step creating institutional quality cultures to enhance the quality of education (Niedermeier & Pohlenz, 2016).

In terms of accrediting agencies, at present, Vietnam has four accrediting centers. They are Center for Education Accreditation - Vietnam National

University, Hanoi (VNU-CEA), Center for Education Accreditation - Vietnam National University, Ho Chi Minh City (VNU-HCM CEA), Center for Education Accreditation - Da Nang University (DNU-CEA), and Center for Education Accreditation of the Association of Vietnam Universities and Colleges (CEA-AVU&C). These accrediting agencies, which were established by the Minister of MOET, are authorised to conduct accreditation for higher education and professional secondary institutions and programs (Tuyen giao, 2015). In order to accredit over seven hundred institutions, colleges, technical and vocational schools and thousands of programs, these accrediting agencies need to be provided with adequate human and financial resources. Also, by law, more accrediting agencies will be established to undertake the external evaluation and accreditation exercise (MOET, 2012b).

Regarding the internal quality assurance, according to MOET, almost higher education institutions have established an internal quality assurance unit. Among them, serveral universities had their internal quality units at the quite early time. For example, the Institute for Education Quality Assurance was established in Vietnam National University, Hanoi in 1995; the Center for Educational Testing and Quality Assessment was established in Vietnam National University, Ho Chi Minh City in 1999; Da Nang University, Hue University, Thai Nguyen University, Can Tho University and Vinh University established their quality assurance unit in 2005. Besides, some ministries such as Ministry of Health, Ministry of National Defence, Ministry of Public Security also established a unit specialising in quality assurance (Ta, 2015).

These units have carried out a number of quality assurance activities within the institutions According to a survey conducted with 156 quality assurance units in 2012 by the Higher Education Project No.2 (HEP2), several activities undertaken by quality assurance units include: developing guidelines for internal quality assurance; building and managing the testing item bank center; collaborating to organise exams; conducting institution self-evaluation; conducting program self-evaluation; evaluating teaching activities; evaluating training support activities; collecting feedback from students and graduates; collecting feedback from employers (MOET, 2012a). Some units are also in charge of managing qualifications and certificates or evaluating research activities. Details are highlighted in Table 1.

Quality Assurance Activities	**Involved (%)**	**Not Involved (%)**
1. Developing guidelines for internal quality assurance	90.3	9.7
2. Building and managing the item bank center	67.5	32.5

Quality Assurance Activities	Involved (%)	Not Involved (%)
3. Collaborating to organize exams	78.2	20.6
4. Conducting institution self-evaluation	89.3	10.7
5. Conducting program self-evaluation	67.6	32.4
6. Evaluating teaching activities	86.4	13.6
7. Evaluating training support activities	62.9	37.1
8. Evaluating research activities	32.1	54.7
9. Evaluating institutional leaders and managerial staff	34.1	65.9
10. Collecting feedback from students	91.9	9.1
11. Collecting feedback from graduates	71.7	28.3
12. Collecting feedback from employers	61.4	38.6
13. Managing qualifications and certificates	25.1	74.6
14. Conducting inspection, monitoring	63.6	36.4
15. Conducting international cooperation activities in quality assurance	26.1	58.2

Table 1. Activities Conducted by Quality Assurance Units (MOET, 2012a)

Through Table 1, it can be seen that universities have been involved in activities to develop internal quality assurance systems, particularly the evaluation of teaching performance and getting feedback from students, graduates, employers. These are the requirements of the university accreditation criteria. Many institutions have been concerned about the self-evaluation, assessment, monitoring activities for quality assurance. However, the results from the survey also point out that the missions, purposes and visions of several units are not clear. Some units are only in charge of institution self-evaluation, some focus on testing and self-evaluation, and some are involved in inspection, testing and quality assurance.

Apart from being involved in developing the national quality assurance system, organizations and institutions in Vietnam have actively participated in regional and international quality assurance networks. Specifically, five organizations are members (2 full members and 3 associate members) of the International Network for Quality Assurance

Agencies in Higher Education (INQAAHE) (INQAAHE, 2016); six organizations/ institutions are members (1 full member, 1 intermediate member and 4 institutional members) of APQN (APQN, 2016); two organizations are members (1 full member and 1 associate member) of ASEAN Quality Assurance Network (AQAN) (AQAN, 2016); three universities are full members of AUN (AUN, 2016). With the support of these networks and through participating in their projects and activities, Vietnam's higher education quality assurance has been integrated with international trend as well as gaining invaluable experience.

HUMAN RESOURCES FOR VIETNAM'S HIGHER EDUCATION QUALITY ASSURANCE AND ACCREDITATION

Quality Assurance Staff

In order to implement quality assurance and accreditation policies, human resources development for this system has been dramatically paid attention to. At the national level, GDETA, the policy-making organization for quality assurance has encouraged and supported their staff to take part in local and overseas short courses and/or postgraduate programs related to educational administration, management, evaluation, quality assurance and accreditation. Among five officials working directly in higher education quality assurance, all of them were trained in short courses overseas and can communicate in English, three were awarded Masters degrees in educational administration, management or evaluation overseas (one of whom is undertaking PhD in quality assurance in Australia). GDETA's officials have played an important part in making policy in quality assurance as well as supporting institutions to implement quality assurance and accreditation activities (Nguyen, 2016).

At institutional level, almost higher education institutions established a unit specializing in quality assurance as regulation from MOET's legal documents (Nguyen, 2014). Moreover, human resources have also been allocated for these units, particularly the training and capacity building for the staff to be able to implement quality assurance programs and activities. According to GDETA, each unit has from three to seven full-time staff, and the number of quality assurance specialists at higher education institution in 2011 was 875 (Ta, 2012).

In 2012, HEP2 also conducted a national survey with 353 quality assurance specialists. The result revealed that the average age of these staff was 39. The gender in this regard was comparatively balanced with male account for 50.7% and female account for 49.3%. In terms of qualifications, those having bachelor degree gained 12.6%, Masters degree with 48.8% and doctoral degree with 38.6% (MOET, 2012a).

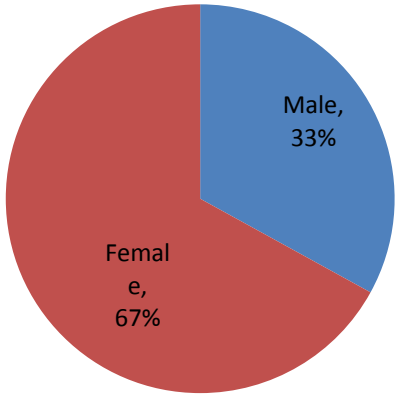
During the last few years, the majority of the institutional quality assurance staff have taken part in training workshops in quality assurance

and accreditation organized by MOET and GDETA. According to GDETA, up until 2012, over one thousand staff have been trained in self-evaluation, and nearly seven hundred staff have been trained in external evaluation. These training workshops have provided these staff with knowledge and skills related to quality assurance and accreditation (techniques for collecting information and evidence, preparing self-evaluation reports, conducting external evaluation for institutions or programs, etc.) (Ta, 2015). However, the capacity of these staff is still inadequate. This is mainly due to the fact that accreditation is still new in Vietnam. Another point is that almost those involved in quality assurance have not been professionally trained in this field. Additionally, there are often changes in personnel working in quality assurance units, which has caused ineffectiveness in institutional quality assurance activities.

Only a very small number of institutions employed Master/ Doctor of Assessment and Evaluation holders to work in quality assurance units. These people took part in local or overseas postgraduate courses. For foreign courses, almost are in Australia, several are in USA, and some are in the Netherlands. For local courses, Vietnam National University, Hanoi is the only institution offering master and doctor of educational assessment and evaluation courses. Up until present, there have been over 191 Masters graduates and 5 doctors. These persons are core staff to implement quality assurance and accreditation activities in Vietnamese higher education institutions (Ta, 2015).

Accreditors

Vietnamese accreditors are trained by accrediting agencies such as Vietnam National University, Hanoi and Vietnam National University, Ho Chi Minh City. Up until present, Vietnam has 485 accreditors, 136 of whom were issued accreditor's cards by MOET (VNU-CEA, 2016; VNU-HCM CEA, 2016). The average age of this group is 44. Their genders and qualifications are shown in Figure 1.



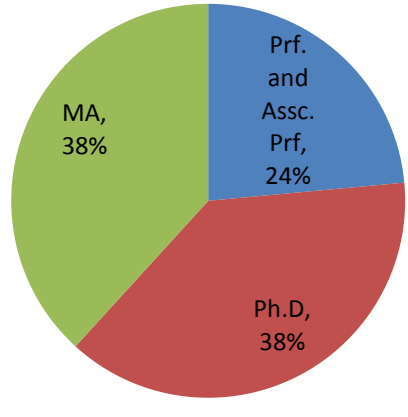


Figure 1. Genders and Qualifications of Accreditors in Vietnam (VNU-CEA, 2016; VNU-HCM CEA, 2016)

In the academic year 2014-2015, Vietnam has 219 universities, 217 colleges and 313 technical and vocational schools with over 5 thousand programs (MOET, 2015). It is estimated that an accreditor need 20 days to participate in an institutional external evaluation team and 15 days for a program external evaluation team. If an accrediting agency employs 50 full-time accreditor a year, it can accredit 50 institions or 60 programs. With a 5 year accreditation cycle, one accrediting agency can only accredit a maximum of 250 institutions or 300 programs.

According to MOET (2012b), each accrediting agency needs to employ at least 10 full-time accreditors. In addition, every accrediting agency should have an Accreditation Board consiting at least of 9 members and the Secretariat. Therefore, one accrediting agency needs to have around 50 full-time accreditors of different areas to perform its tasks effectively. In fact, accrediting agencies have difficulties in selecting accreditors as many of them are not much experienced in the field of quality assurance and accreditation. Hence, in order to carry out the external evaluation exercises precisely and professionally, accreditors need to participate in training courses. Furthermore, local accrediting agencies should have collaborative programs with other overseas and international ones.

SELF-EVALUATION AND EXTERNAL EVALUATION ACTIVITIES

Self-Evaluation

Universities and colleges have conducted the institutional and program self-evaluation since 2005. According to MOET (2016), up until the end of May 2016, 564 higher education institutions have completed the self-evaluation reports, which are shown in Table 2.

No.	Institution	Number (institution)	Completing Self-Evaluation Report	
			Number	Ratio (%)
1.	Universities	219	205	93.61
2.	Colleges	217	209	96.31
3.	Vocational schools	313	150	47.92
	Total	749	564	75.30

Table 2. Number of Higher Education Institutions Completing Self-Evaluation Reports (MOET, 2016)

Besides undertaking institution self-evaluation, universities and colleges have also conducted program self-evaluation based on the standards and

criteria promulgated by MOET. With the support of some educational projects, there have been 10 self-evaluation reports of primary school teacher training programs, 100 self-evaluation reports of high school teacher training programs and 7 self-evaluation reports of technical teacher training programs (Le & Nguyen, 2013).

With 90% of higher education institutions completing self-evaluation reports, it can be seen that the quality assurance policy has run in the right track. However, there is still a gap between two cycles of accreditation. After completing their self-evaluation report, many institutions have not carried out quality improvement plans. Table 3 shows that only a few institutions that completed the self-evaluation reports between 2005 and 2011 updated them. In fact, only 114 out of 335 institutions have updated their self-evaluation reports (MOET, 2016). It means that lots of institutions have not been active to conduct self-evaluation, have not taken advantage of self-evaluation activities for quality assurance.

Institution	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Updated reports
Universities	7	13	18	17	33	13	33	14	26	20	9	2	205	50
Colleges				12	46	40	22	8	54	8	12	7	209	54
Vocational schools				6	23	38	14	9	7	21	27	5	150	10
Total	**7**	**13**	**18**	**35**	**102**	**91**	**69**	**31**	**87**	**49**	**48**	**14**	**564**	**114**

Table 3. Self-Evaluation Reports Completed Yearly (MOET, 2016)

One reason for this is that many institutions have not been fully aware of the importance of self-evaluation. They considered self-evaluation exercise the procedure of writing report. Therefore, after submitting the report to MOET, they had nothing to do with quality assurance. Another reason is due to the discontinuation of the accreditation activities. No external evaluation activity for institutions was conducted by MOET from 2009 to 2013. It is only in 2014 when the two accrediting agencies receiving the official permit for operation that institutions were concerned about self-evaluation.

EXTERNAL EVALUATION

External Evaluation for Institutions

With the support of the Higher Education Project No.1 (HEP1), the first 20 universities received external evaluation before 2008, and had the National Accreditation Council appraise their outcomes. However, the outcomes were not publicly announced. Furthermore, with the funding of HEP2, MOET conducted external evaluation for other 20 universities in 2009. Although the outcomes were not publicly announced, institutions received recommendations from external evaluation teams to enhance the education quality (Niedermeier & Pohlenz, 2016).

Besides the external evaluation activities organized by MOET, two national universities and regional universities such as Can Tho University, Da Nang University and Thai Nguyen University carried out peer reviews. These activities also helped universities comprehend their strengths and weaknesses. Based on the recommendations of the peer review teams, institutions set up plans for quality improvement (Ta, 2015).

The actual external evaluation for accreditation has been undertaken since the operation of the accrediting agencies (VNU-CEA and VNU-HCM CEA) in 2014. Until present, 13 universities have undergone an external evaluation by accrediting agencies (2 universities were awarded accreditation certificate) (MOET, 2016). By law, accrediting agencies are responsible for conducting external evaluation and recognizing institutions or programs that meet quality standards.

External Evaluation for Programs

Program external evaluation can be defined as the evaluation activities conducted by an organization outside the institution offering the programs. Table 3 highlights the number of higher education programs undergone an external evaluation conducted by local and international agencies.

Agency	Programs Undergone an External Evaluation
MOET (through projects)	- 4 primary school teacher training programs - 12 high school teacher training programs - 2 technical teacher training programs
AUN-QA	- 15 programs of Vietnam National University, Hanoi - 21 programs of Vietnam National University, Ho Chi Minh City - 6 programs (ASEAN-QA Project: using AUN-QA criteria)
ABET[2]	2 programs of Ho Chi Minh City University of Technology
VEF[3]	7 programs

Table 4. Higher Education Programs Undergone an External Evaluation (Ta, 2015)

It can be seen that the number of programs receiving an external evaluation is relatively small. Moreover, these programs are considered the best ones of universities which have been funded by certain projects. Obviously, it takes time to accredit all higher education programs offered by Vietnamese universities. In addition, resources need to be allocated to the programs after being externally evaluated for the purpose of quality enhancement.

BUILDING AND DEVELOPING QUALITY CULTURE

There have been several definitions of quality culture. European University Association (EUA) (2006, p.10) states that:

> [Q]uality culture refers to an organizational culture that intends to enhance quality permanently and is characterized by two distinct elements: on one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts.

In the context of Vietnam's higher education, the term 'quality culture' has only been mentioned in recent years in workshops or conferences organized by MOET or some universities. The awareness of building and developing a quality culture within a tertiary education institution has not

[2] ABET: Accreditation Board for Engineering and Technology
[3] VEF: Vietnam Education Foundation

gained much concern from many institutional leaders. In fact, quality culture comes together with quality assurance. Therefore, implementing quality assurance programs effectively means developing institutional quality culture (GDETA, 2013). In fact, Vietnam National University, Hanoi already developed the first Vietnamese set of criteria concerning building institutional quality culture in 2011 (Nguyen, 2013).

Several universities are focusing on building quality culture. This helps the quality assurance activities be implemented appropriately (Nguyen, 2013). Moreover, MOET has organized many workshops and conferences on quality assurance and accreditation to help raise the awareness of quality assurance for institutional leaders, managerial staff and lecturers, step-by-step building quality culture inside the institution. Attempt and commitment of all institution's members to develop its internal quality assurance system will help contribute to build the institutional quality culture (Ta, 2015).

However, universities still meet difficulty in conducting quality assurance activities and building quality culture. The main reason for this is the awareness of institutional leaders and capacity of quality assurance specialists (Nguyen, 2013). Result from a survey with 353 institutional quality assurance staff shows that 30% of these staff said that they had no idea about quality culture and building quality culture (MOET, 2012). Obviously, these staff need professional development or capacity building programs in quality assurance to provide them with necessary knowledge and skills to perform their tasks effectively.

In summary, quality culture is step-by-step being created and developed in several Vietnamese universities. In order to make quality culture part of school's life, higher education institutions need more attempt and commitment for their internal quality assurance activities.

LESSONS LEARNED

A decade of implementing accreditation in Vietnam's higher education has witnessed achievements and challenges. The lessons below are also drawn for future policy-making and implementation of accreditation in Vietnam as well as other developing countries in the region.

Lesson 1: External quality assurance agencies should be independent from the Ministry of Education and Training.

The establishment of accrediting centers marked the significant change in Vietnam's higher education accreditation. Although they were established by MOET and their director were appointed by the Minister of MOET, their evaluation and accreditation decisions were not interfered by any party outside, inclusive MOET. It is expected that the national quality assurance agency should be independent from MOET. In addition, in order to be fully independent, accrediting agencies need to be autonomous to develop their own accreditation procedures and standards.

Lesson 2: International collaboration is necessary for every stage in the development of the quality assurance system.

At the initial stage, Vietnam received international consultancy for the legal framework development and external evaluation pilot of several institutions and programs. Being members of regional and international quality assurance networks such as AQAN, AUN, APQN and INQAAHE as well as taking advantage of projects with overseas partners, Vietnam had advantageous start for its quality assurance system. Moreover, these networks helped build capacity for hundreds of quality assurance staff. In addition, dozens of programs have been assessed or accredited by international accrediting agencies.

Lesson 3: Human resources development in quality assurance should always be in great concern.

Human resources development is always necessary for any newly-established system. At macro level, it is the officials working as policy-makers at the national quality assurance agency. At meso level, it is the staff working at accrediting agencies, accreditors and officials of other ministries in charge of quality assurance. At micro level, it is the staff working at institutional quality assurance units and lecturers implementing quality assurance activities in their departments.

Lesson 4: Professional development and capacity building for quality assurance staff play an important part for the sustainable development of higher education quality assurance.

As most of those working in quality assurance have not been academically trained in this field, professional development or capacity building programs are the most appropriate way to help them acquire knowledge and skills necessary for their career. External quality assurance agencies and higher education institutions need to have clear and detailed policies to develop profession for their staff. On the other hand, every quality assurance staff needs to select suitable programs and strategies to meet their demand.

Lesson 5: Building quality culture and developing internal quality assurance system are crucial for institution's quality enhancement.

Every member of a university is responsible for building and developing quality culture. Institutional leaders, managerial staff and quality assurance specialists should be those who thoroughly understand definitions, features and principles of quality culture. Institutional leaders need to have strategies, policies and plans to introduce a quality culture to their staff, lecturers and students to implement it effectively. Additionally, building a quality culture always goes with developing an internal quality assurance system within an institution. It is the involvement of every individual and

the commitment of the leaders that makes quality culture invaluable institution property.

CONCLUSION

Quality assurance and accreditation of Vietnam's higher education has developed for over ten years and it has earned certain results. Almost universities and colleges have completed their self-evaluation reports. Several institutions have undergone an external evaluation by independent accreting agencies and a few of them were awarded accreditation certificates. Internal quality assurance units have been established in nearly every institution with the increasing number of staff working in this field. Moreover, quality culture has step-by-step been created and developed in many universities. Institutional leaders, managerial staff and lecturers are becoming more and more aware of the importance of quality assurance for their institution's growth and survival.

As the insiders of this development, the researchers have drawn five lessons, which are expected to contribute to policy-making and implementation of quality assurance. Lessons learned are related to the independent mechanism of accreditation, international cooperation and collaboration in quality assurance, human resources development in quality assurance, professional development and capacity building for quality assurance staff, and quality culture building and internal quality assurance development. These lessons can be applied not only for Vietnam, but also for other developing countries in the region.

In this paper, the authors only look at the achievements of Vietnam's higher education quality assurance and accreditation after one decade of development. This can be seen as the limitation of the research. Consequently, further studies could focus on the challenges, advantages and disadvantages or future directions for this system.

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Loan T.K. Phan
The University of Melbourne, Victoria, Australia

Loan T.K. Phan has been a lecturer at the Faculty of English Linguistics and Literature, University of Social Sciences and Humanities, HCMC Vietnam National University for more than 20 years. She used to be vice dean in charge of Quality Assurance who successfully helped lead the Faculty of more than 50 years' tradition to go through the first quality assessment by ASEAN University Network at program level. Now she is a PhD candidate at Melbourne Centre for the Study of Higher Education, The University of Melbourne with an interest in quality in higher education including management, leadership, quality assurance and accreditation, assessment, evaluation, teaching methods and research in education.

TOWARDS EFFECTIVE INTERNAL QUALITY MANAGEMENT IN VIETNAMESE PUBLIC HIGHER EDUCATION INSTITUTIONS

Authors:
Loan T. K. Phan and Professor Hamish Coates, Ph.D.

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ABSTRACT

Over the past thirty years, political, economic and socio-cultural drivers have contributed to major changes in Vietnamese higher education, which in turn have spurred the need for more formalised approaches to quality. Many ideas, suggestions and policies have been issued and many measures have been implemented, all aimed at assuring and enhancing the quality and the higher education system. While some initial efforts and achievements have been recognised, university education outcomes are still low and do not meet the needs of the society let alone adequately address the challenges faced by a developing country. This paper advances research-based insights into effective internal quality management, arguing for the need to improve internal infrastructure and capability. The paper looks at the architecture of quality management frameworks, the role of leadership and institutional culture, and the design of reliable sets of indicators that put in place new foundations and prospects for quality improvement. The study's findings will facilitate ongoing dialogue aimed at comprehensively and effectively addressing the achievement of relevant and worthwhile tertiary education outcomes, and supporting current attempts to implement systematic reform in universities.

Key words: *quality in higher education, quality management framework, leadership, institutional culture, Vietnamese universities*

INTRODUCTION

In the field of higher education in Vietnam, major changes have occurred over the past few decades. The government has implemented several reforms in higher education, aimed at creating a higher education system that can effectively respond to new demands and challenges. While some initial efforts and achievements have been recognised, university education outcomes are still low and do not meet the needs of the society let alone adequately address the challenges faced by a developing country. This paper advances research-based insights into effective internal quality management (QM), arguing for the need to improve internal infrastructure and capability. The paper looks at the architecture of quality management frameworks, the role of leadership and institutional culture, and the design of reliable sets of indicators that put in place new foundations and prospects for quality improvement.

THIRTY YEARS OF CHANGE IN VIETNAMESE HIGHER EDUCATION

The first noticeable change is the exponential growth in the number of both students and higher education institutions (HEIs) in Vietnam as indicated by statistics published by the Ministry of Education and Training (MOET, 2009, 2013). As illustrated below, by the school year 2014-2015, the number of universities and colleges had skyrocketed to 436 from 101 in 1987. The number of students has escalated over 1,676% in 2014-2015 in comparison to that of 27 years before. While the number of students soared over 16 times, the number of lecturers just rose fourfold, which led to a student-teacher ratio of 26:1. This ratio slightly declined from 28:1 in 2009-2010 after a series of measures to increase the number and qualifications of lecturers from MOET. Nevertheless, it is significantly greater than that in countries such as Japan (7:1), the USA (13:1), Singapore (14:1), Thailand (16:1), Malaysia (16:1) (UNESCO, 2014). Viewed in this context, the low quality in higher education is unavoidable, causing widespread concern to the whole society.

Table 1: Vietnamese HEIs, students and lecturers 1987–2013

School year	HEIs	Private institutions	Public institutions	HE students	HE lecturers
2014-2015	436	89	347	2,363,900	91,410
2012-2013	421	83	338	2,177,229	87,682
2009-2010	376	81	295	1,719,499	61,190
1987-1988	101	0	101	133,136	20,212

Source: Adapted from MOET Annual Report (2009), MOET Statistics on Training and Education (2013) & Statistics Year Book of Vietnam (2014)

The second challenge is the increasing diversity of university programs. As a result of socialisation, public schools offer additional programmes, i.e. in-service, second degree, transfer programmes apart from regular programmes. However, due to the lack of qualified teachers and infrastructure as well as a suitable quality assurance system to evaluate the quality of these programmes, beginning December 3, 2010, seven large cities and provinces in Vietnam refused to recruit in-service graduates due to the bad reputation of these programmes in the whole country. This issue

has received widespread media coverage detailing the alarming problems of the teaching and learning in in-service programmes as well as other non-regular programmes at universities in Vietnam. The resulting conflict between the issues of quantity and quality of education underlines the urgent need to address these problems, particularly quality assurance (QA).

The third change is the participation of the non-public sector, which has also advanced sharply in number. Before 1987, there were not any private providers. In 1997, there were only 15 non-public colleges and universities; but by 2015 this number was 89, an increase of 6 times. Obviously, this creates an opportunity for private providers to operate alongside public HEIs, effectively establishing competition between these two types. Yet, the expansion did not fully anticipate the low quality of these private institutions' operations. Every year, non-public institutions' enrolment becomes lower as students' first choice is always the public institutions (Hayden & Dao, 2010). Thus, initiated in 1998, the first World Bank Higher Education Project supported the establishment of a QA system with an aim of boosting enrolment for private HEIs (World Bank, 1998). QA policies were designed to solve potential challenges private HEIs had to cope with such as weak methodology and poor academic quality. However, private HEIs are currently experiencing serious difficulties of students' shortage after two decades.

The fourth change in Vietnamese higher education is the establishment of provincial universities in every province of the country. Though these institutions offer favourable conditions for students living in rural, remote and mountainous areas to join in higher education and serve the particular needs in relation to the socio-economic, cultural and political development of a region, the capacity of the system is in question.

GOVERNMENT EXPENDITURE ON TERTIARY EDUCATION

Though (Lam & Vu, 2012) argued "[t]he development of Vietnam's higher education indicates a trend toward a massified, multi-layered, multi-functional and multi-ownered system, which well suits the country's needs in its transition from a centralised economy to the market economy", it is facing enormous challenges. To perform the job of an effective driver for the national, regional, and global knowledge-based economy, Vietnamese HEIs have to produce highly skilled workers, create new knowledge through teaching and research and transfer knowledge to the whole society. In addition, they now have to deal with wide diversity in higher education, an expanding number of students with resource constraints, a growing climate of increasing accountability and internationalisation of higher education. In response, the Vietnmese government has made a strong commitment through the budget allocated on education in Vietnam which is increasing year after year. The ratio between State Total

Expenditure and Expenditure on education and training increases from 12% in 2010 to 16.5 % in 2013 (General Statistics Office, 2015).

Table 2: Government expenditure in educational institutions as % of GDP

	2010	**2011**	**2012**	**2013**	**2014**
Australia			4.19		
Cambodia	2.6				
Indonesia			3.37		
Japan			3.59		
Laos					4.17
Malaysia				5.32	
Singapore			3.12		
Thailand			4.93		
UK				5.06	
USA		4.83			
Vietnam			6.3		

Source: UNESCO Institute of Statistics (2014)

Table 3: Expenditure on tertiary as % of government expenditure on education

	2008	2009	2010	2011	2012	2013
Australia	22.46	22.11	22.28	23.20	23.68	
Cambodia			14.54			
Indonesia	10.98	12.17	16.05	15.58	17.18	16.41
Japan	18.86		20.09	19.47	20.14	20.00
Malaysia		35.94	34.45	36.97		34.01
Singapore	32.59	34.42	35.06	35.63	38.04	35.28
Thailand	21.18	19.32	16.51	14.92	14.42	
UK	15.71	14.37	16.39	22.10		23.96
USA	23.33	22.61	25.65	26.11		
Vietnam	22.16		14.72		16.67	

Source: UNESCO Institute of Statistics (2014)

Though Vietnam GDP is low in comparison to that in developed countries like Australia or the USA but at least this can display the considerable effort from the Vietnamese government on education especially on higher education. This policy can also be expressed through the different periods of QA development in Vietnamese higher education.

QA DEVELOPMENT IN VIETNAMESE HIGHER EDUCATION

From a holistic historical review of QA in Vietnamese higher education, we can deduce that the development of QA can be classified into 3 phases: from 1945 to 1986, from 1987 to 2003 and from 2004 till present.

From 1945 to 1986, the method used for QA in Vietnamese higher education was quality control of the input, output and inspection of the key operations in the educational process. During this period, elite higher education prevailed in Vietnam with its common characteristics. The intake was carefully chosen through highly competitive university entrance examinations. The output was controlled by numerous examinations, certificates as well as approval of graduation status from a strict university committee through a stringent procedure. In addition, the inspection system with burdensome rules was a principal form of QM. It did not function effectively, however, as its focus was just detecting and punishing violations to the regulations. This compliance focus could not guarantee the quality of the product. Nevertheless, in the context of Vietnam in those years, a pro-active QM practice was not urgently felt until the late 1980s, especially in December 1986 when the whole country embarked on Doimoi, its comprehensive process of reform and liberalisation.

From 1987 to 2003 there was a stepping stone towards a standard QA system. The four premises from the conference of college and university leaders in the Ministry of Higher Education and Professional Secondary Education (now MOET) in the summer of 1987 (MOET, 1995), which aligns well with the Doimoi policy, marked a substantial reform of Vietnamese higher education, a stepping stone towards the building of a national QA system. However, the beginning of the new millennium saw a series of concerns about the corruption of higher education quality. These debates critically reflect a strong demand for a new method of QA in this new phase of development to ensure higher education quality.

In response, some of the QA centres were founded and the first step to implement quality assessment and evaluation of higher education in Vietnam was taken: the Centre for Educational Quality Assurance and Research Development (1995) of Vietnam National University-Hanoi (VNU-HN), the Centre for Testing and Educational Quality Evaluation (1998) of Vietnam National University-Ho Chi Minh City (VNU-HCM) and the General Department for Education Testing and Accreditation (GDETA) from MOET (2003). The establishment of QA centres at national level can be regarded as a revolutionary innovation in the organizational structure and management of the education sector in Vietnam. These establishments expressed the desire for a complete system of legal frameworks for higher education QA and accreditation in preparation for responding to worldwide requirements of QA, and an awareness of QA as a process in internationalisation and globalisation.

The period 2004 to the present saw the emergence of an efficient quality assurance system. Since 2004 Vietnamese higher education has witnessed several pieces of new legislation, necessary legal documents and guidelines to implement the activities of educational testing, accreditation, and recognition of overseas degrees issued for Vietnamese citizens. In its early stage of development, the higher education QA and evaluation system in Vietnam, both of institutions and of programmes, has been formally selected and stipulated in the Education Law of 2005, 2009 and 2012, the Higher Education Law 2012, Government decrees and Prime Minister's decisions. These documents outlined the tasks for the whole education system demanding the administration at all levels "to perfect and implement the structure and mechanism of the testing and accreditation system for the purpose of increasing the quality of education" (MOET, 2004b, p. 4); National Assembly (2004, p. 2) pointed out that "quality management should be the focus; accreditation activities are to be conducted yearly". In 2004, MOET (2004a) issued the Provisional Regulation for Accreditation of Universities' Quality. Three years later, MOET (2007b) required universities to establish QA Centres, perform self-assessment every five years and carry out improvement based on self-assessment results. These assessments are based on the 2007 set of 10

standards and 61 accompanying criteria, which cover almost all aspects relating to the governance and operations of a modern university, which closely keeps pace with regional or international QA standards (MOET, 2007a). The birth of an official set of Quality Standards to monitor the quality of a HEI constitutes a breakthrough in the educational administration, expressing an urgent desire to provide high quality HE.

Vietnamese higher education has also been conscious of promoting regional and international cooperation in higher education QA networks at national and institutional levels. GDETA has already joined the regional and international QA networks such as ASEAN University Network (AUN), Asia-Pacific Quality Network (APQN), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Besides, four QA centres of four universities are members of APQN, and two national universities are members of AUN (Pham, 2013). In addition, some leading universities with more ambitious goals of integrating into the Southeast Asian region and receiving international recognition are encouraged to apply for institution or programme accreditation or assessment by international accreditation agencies.

In short, with the consultation of GDETA, MOET has developed awareness and regulations concerning QA activities for Vietnam's HEIs. The leaders have managed to sustain all resources to build up a new QA system, especially with the two newly built QA agencies for external assessment in Hanoi and Ho Chi Minh City in 2014. Vietnam's completed national qualification framework is expected to be announced. The QA system of higher education in Vietnam is relatively complete with the Internal QA (IQA) units in institutions, External QA (EQA) and QA agencies. This young but rather complete QA system has initially facilitated favourable conditions for Vietnamese institutions to know where they are and what they are expected to achieve in the new era full of challenges and to be able to start to familiarise themselves with IQA and EQA. QA in Vietnamese higher education has taken a significant step towards the development and integration into international QA trends.

Despite great efforts by the government, MOET and HEIs, the media highly features intense debates on graduates' unemployment, growing doubt of PhD degrees, programs, evaluation and assessment and widespread concern about struggling universities for students. The sombre picture of employment somewhat reflects the low university education outcomes and the failure to meet the needs of the society.

Table 4: Unemployment in Vietnam in 2015

	3/2015	6/2015	12/2015
Number of unemployed graduates and postgraduates↑	176,900	198,900	225,000
Number of national unemployed people ↓	1,177,200	1,151,800	1,090,500
Percentage of unemployment by educational level 12/2015 (%)			
Unskilled labour			43.50
Short term vocational training			5.79
Long term vocational training			11.39
College and university education			39.32

Source: General Statistics Office of Vietnam (2015)

VIETNAMESE EXPERTS' PERCEPTION OF UNIVERSITY OUTCOMES AND PERFORMANCE

The study reported in this paper was not a study on experts' perceptions of university outcomes and performance per se. It was part of a larger investigation into the nature of QM at Vietnamese public HEIs. The study gathered 35 experts with an expertise in higher education, quality assurance and quality management in Vietnamese public universities across Vietnam.

Table 5: Demographics of survey participants

	Number	Per cent
Gender		
Female	10	28.6
Male	25	71.4
Highest degree earned		
Master	6	17.1
PhD	29	82.9
Title		
Lecturers and Senior Lecturers	15	42.9
Associate Professors and Professors	13	37.1
Officers and Senior Oficers	7	20.0
Years of experience in higher education		
3-9	3	8.6
10-19	13	37.1
21-9	12	34.3
>=30	7	20.0
Current position		
Quality Experts and Assessors	20	57.1
Higher Education Experts	3	8.6
Quality Management Leaders	12	34.3
Years of experience in current position		
1-3	16	45.7
4-9	13	37.2
>= 10	6	17.1
Years of experience in quality management		
1-3	9	25.7
4-9	14	40.0
>=10	12	34.3

From the demographic figures, the expert panel utilized in this research is a compilation of 42.9% from lecturers and senior lecturers, 37.1% from associate professors and professors, so almost all of them are keen on teaching, learning, doing research and other activitiess at their institutions. One more interesting point is that all of them have more than three years' experience in higher education, and seven even have worked in higher education for more than 30 years. Importantly, a majority (57.1%) was quality experts and assessors across the country, 34.3% are presidents and vice presidents in prestigious universities in Vietnam. In a nutshell, the data revealed the demographic information of the expert panel whose combined professional experience and background are closely related to the subject of study, which met the requirements of the research. These high profile cases would be definitely beneficial as a reliable feedback resource. Their needed background and experience were necessary for the consensus-building goal of the study.

For empirical work, a review based on iterative approach was administered to experts to reach consensus on a specific quality framework, specific achievements and shortcomings of QM in Vietnamese public HEIs. As a result, it was possible to obtain a detailed and complex data set and to ensure that the findings were triangulated.

A series of initial findings can be gleaned from the research. First, MOET issues a rigid set of ready-made quality standards evaluating the quality of all universities, which may not fit with all universities in the system, as these universities may operate for different purposes based on their own missions and visions, so this may disadvantage universities that want to make some innovations a little bit different from the common practice. In response, most of the procedures of self-assessment, quality improvement and accreditation are performed for the sake of merit. As a result, quality is not improved and stakeholders are not satisfied.

Second, quality culture is not strongly established. Quality improvement seems to be the job of the GDETA, VNU-HN and VNU HCM QA centres and IQA units at HEIs. To make it worse, at some HEIs, mainly student stakeholders are paid more attention in the IQA system. There is a lack of effective system of getting feedback from the staff, or the feedback may sometimes turn out to be difficult to solve due to the lack of finance and human resources or several of the staff may feel that feedback giving is not their duty at meetings that seek for opinions

Third, QM at each university is lacking in comprehensive and detailed guidelines and monitoring mechanism. According to an expert, "management in Vietnamese universities is notoriously weak and half-way done". Therefore, this will be a big challenge for QM because this is a continuous process.

Fourth, though HEIs are now enjoying a lot of autonomy in comparison to the past, most universities are operating in accordance to MOET and the government instead of the needs of the universities. From an expert, "as universities are often centralized in management practice (not in theory or legal document), the adopted quality concept may originate from top-level leaders, which may not match academics' perspective". This may result in teaching staff's disengagement with QM as universities are born not to comply but to liberate humans.

Fifth, at present many HEIs are very keen on accreditation with compliments on the number of programs accredited by GDETA and other international organizations. Yet, selection of appropriate approaches to EQA and establishment of IQA units do not guarantee quality improvement. As Sheridan (2010, p. 33) puts it, "An internal quality system is an essential component for any roadmap for institutional development that will bring responsiveness to economic and industry needs".

In general, the experts' feedback from the study indicated that QM in Vietnamese public HEI is not very strong even though the Vietnamese government has spent lots of money and effort on higher education. The findings of this study supported the conclusion drawn by earlier published studies and international ranking organizations that Vietnamese public HEIs needs more formalised approaches to quality. In the larger study of which this research formed a part, this feedback resource helped to explain why a framework for effective QM is needed and provided insights for improving quality in Vietnamese public HEIs.

SUGGESTIONS AND CONCLUSIONS

The paper has drawn a general picture of higher education in Vietnamese public HEIs. Even though measures have been taken, the quality of tertiary education is still alarming and from the above analysis, the root of all the reasons is ineffective QM.

The paper highlights general aspects of QM that will probably need to be adjusted to the specific Vietnamese context.

There is a need to go straight to people. Vietnamese higher education is building QA in accordance to the sequence of nation-institution-people but this aspect will probably need to be adjusted to the specific Vietnamese context - the other way round. That is involving and encouraging faculty, staff and students in QM, helping them to see how important their contribution is to overall institutional quality. Faculty engagement, staff engagement and student engagement are needed.

There is a need for a sound, valid and reliable information system, able to identify relevant data and translate them to information and then knowledge; the development of institutional research capacities, that is, the

ability to gather information about the institution and its context, process it and analyze it to support decision making.

There is a need to develop, at each managerial level, the capacity to provide sound management practices based on academic priorities, that is, to find the right balance between what is academically desirable and what is economically feasible.

There is a need for an institution to clearly develop its vision and mission statement by prioritizing the relative weights of teaching and learning, research, scholarship, innovation, creative work, community outreach... based on institutional principles, values, relevant environment and so on and then making sure that it has adequate mechanisms in place to carry out the selected functions with quality: policies in place for the design, implementation, review and adjustment of each of those functions.

There is a need for relevant experiences. Learning from others, either within the university or taking into account external experiences is always important. However, it is also important to focus on relevant experiences... what is good for Europe may not be good for Vietnam. What is good for the US may not be adequate in other parts of the world. There is a tendency to think that if it works in a world class university, then it should be brought to our institution, but this is usually not the case. HEIs should focus on peer institutions, mostly in the country or the region, and benchmark with them. Comparing a new, emerging university, operating in a context where access, professional training and community outreach is a priority, with Harvard or Cambridge is quite useless and may lead to the wrong decisions.

There is a need for internationalization of the curriculum, teaching and learning foreign languages for faculty and students, exposing students to different cultural or international experiences, including faculty and student mobility, etc.

In short, universities in Vietnam need an effective QM framework with an emphasis on the role of leadership and institutional culture, and reliable sets of indicators that put in place new foundations and prospects for quality improvement. However, due to the diversity of universities, it is impossible to have a prescriptive framework for QA in higher education. The framework should be non-prescriptive that allows universities of different orientations to apply QA to their own context. However, there should be agreement on common key criteria of QA in higher education for the purpose of harmonization to meet the ASEAN QA framework and ASEAN Qualification Reference Framework to facilitate student and labour mobilty within ASEAN.

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Josefina G. San Miguel, Ph.D.
Dean of the College of Arts and Sciences,
University of Perpetual Help System DALTA, Philippines

Dr. Josefina G. San Miguel is the Chief Author of the bestselling collegiate English Smart book series, Think Smart, Speak Smart, Smart Writing, and Smart English, used in many colleges and universities nationwide. She is also an international textbook author of Advanced Conversational English, which is currently being used in South Korean high schools. She also authored a newly released book on personality and soft skills development, entitled, People Smart.

Her passion for research is made evident by her many research papers and paper presentations abroad, one of which was funded by the World Bank and the Global Development Network. A proud alumna of St. Paul University Manila, she took her Masters in English at the Philippine Christian University and became a Rector's Scholar at Letran Calamba where she took her Ph.D. in Management and graduated Summa Cum Laude.

Formerly the Corporate Communications and Planning Director of Colegio de San Juan de Letran Calamba, she is currently the Dean of the College of Arts and Sciences of the University of Perpetual Help System DALTA Las Piñas Campus.

Perlita C. Custodio, Ph.D.
Assistant Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), Coordinator for Faculty Development,
University of Perpetual Help System DALTA, Philippines

Dr. Perlita C. Custodio is an educator, speaker and researcher. She has worked with diverse learners in the classroom, has facilitated various seminars on teaching and learning and has written, published and presented a number of research papers on education and faculty development.

She holds a Bachelor's degree in Science, major in Chemistry, a Master's degree in Education major in Science Education and a Doctorate degree in Philosophy major in Educational Management. She has served in the academe in various capacities as a secondary teacher in the High School Department of St. Louise de Marillac, Pili Camarines Sur and in the Business High School of the University of Perpetual Help System DALTA Las Piñas City, Philippines teaching Chemistry from 1991 to 2005. Afterwards, she participated in a Faculty Exchange program sponsored by Amity Institute

and served for 3 years as Chemistry teacher and Instructional Support Teacher of the Science Department at Dr. Samuel L. Banks High School in Baltimore City, Maryland, United States of America from 2005 to 2008.

In 2008, she returned to the High School Department of the University of Perpetual Help System DALTA as Records Officer until her voluntary transfer to the Quality Assurance Office – the office responsible for accreditation, academic internal audit, ISO certification and faculty development of the University System.

She is currently the Assistant Director of the Quality Assurance Office called the DALTA Executive Academic, Accreditation and Audit Center (DEAC) and the Coordinator for Faculty Development of the University. She also shares her expertise with the students of the College of Education as Professor 1 teaching Assessment of Student Learning, Principles of Teaching, Facilitating Learning and Field Study courses.

Loureli C. Siy, Ed.D., Ph.D.
Executive Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), University of Perpetual Help System DALTA, Philippines

A two time recipient of the GINTONG ILAWAN, TEODORO ALONZO EDUCATORS AWARD as Most Outstanding Private Secondary School Principal of the National Capital Region (NCR) in School Year 2000-2001 and in 2004-2005, Dr. Loureli Carreon Siy holds a Doctoral Degree in Education major in Educational Administration from the Philippine Normal University and a Doctoral Degree in Philosophy Major in Educational Management from the University of Perpetual Help System DALTA, Summa Cum Laude.

She was the High School Principal and Basic Education Director of the University of Perpetual Help System DALTA for 23 years. She was President of the Las Piñas Private Schools Association (LAPPRISA) for three consecutive terms, from 1996 to 2002, President of the Private School Administrators Association of the Philippines (PRISSAAP) for five consecutive terms from 2000-2010 and the Charter President of the Las Piñas DALTA Lions Club. She was just reelected as President of the Philippine Association of University Women (PAUW) last May 19, 2016 during the Biennial Convention of the Association. She is also the President of the Pi Lambda Theta, Rainbow Node chapter, an honors society for distinguished women, a chapter member of the National Organization and is the President of the newly formed Association of Philippine Private School Administrators and Mentors (APPSAM).

She also serves in the College of Education and the Graduate School of the University as faculty member and is actively engaged in Research having also been the Research Director of the University for a time.

She is currently the Executive Director of the DEAC Office, the office in charge of Quality Assurance including Accreditation of all collegiate programs, faculty training and development, the ISO Certification and Academic Internal Audit of the three DALTA University Campuses in Las Piñas City, Calamba City, and Molino, Bacoor City, Cavite.

AN INSTITUTIONAL ROAD MAP TO CROSS-BORDER EDUCATION PINNED ON THE ACCREDITATION PERFORMANCE AND OUTCOMES OF THE UNIVERSITY OF PERPETUAL HELP Help System DALTA – LAS PIÑAS CAMPUS

Authors:
Jay P. Cabrera, CPA, Ph.D., Josefina G. San Miguel, Ph.D.
Perlita C. Custodio, Ph.D. and Loureli C. Siy, Ed.D., Ph.D.

ABSTRACT

Using quantitative and qualitative research methods, the study determined the accreditation performance and outcomes of the University of Perpetual Help System DALTA Las Piñas Campus. The findings of the study served as basis for a crafting an institutional road map towards cross- border education. The study revealed that the University obtained a very good accreditation performance in its academic programs, supported by the laudable outcomes of accreditation culled from the accreditation reports. Themes developed based on the narrative reports include collaborative efforts of the stakeholders; highly-qualified faculty; Outcomes Based-Education (OBE) academic infrastructure; state-of-the-art, and well-maintained academic and computer laboratories; transformational education for in-mate students of the national penitentiary; and intensified programs and services aimed to develop social, cultural, religious and physical growth of the students.

It was concluded that the University is competitive with other Philippine universities and is capable of initiating cross-border education programs. The faculty members are highly-qualified professionals in their respective disciplines but remain amateurs in the art of teaching, the science of research, and the heart of volunteerism. The research culture of the University is still evolving. Given the road map, the University can overcome the challenges of cross-border education and seamlessly integrate itself with its ASEAN neighbor-universities.

Key words: *Accreditation performance, accreditation outcomes, and cross- border education*

INTRODUCTION

Ensuring and sustaining high quality academic programs that are responsive to the emerging expectations of industry in the 21st century and the global community is an ongoing challenge for Philippine higher education institutions (HEIs). With the recent developments in Philippine education, HEIs are bracing themselves to face and address effectively and efficiently the impact of the implementation of Commission of Higher Education (CHED) Memorandum Order 46, the K to 12 enhanced basic

education program, Association of Southeast Asian Nation (ASEAN) integration, the Philippine Qualifications Framework and the emergence of cross-border education, among others. The effects of these developments on education institutions are becoming apparent as evidenced by the increased urgency of these institutions to have their programs accredited and certified by local and international accrediting and certifying bodies. Quality is emphasized. Program and institutional accreditation become crucial.

CHED Memorandum Order No. 46 series 2012 highlights the enhancement of quality assurance systems in higher education institutions and promotes an outcomes-based approach and a quality assurance system that differ according to the HEI type. What this actually means for an HEI is that it must produce graduates that it envisioned as enshrined in its fundamental principles – its philosophy, vision and mission. Hence, the performance of a HEI as an educational institution shall be assessed and evaluated based on the degree of attainment of its institutional outcomes – what it promised to deliver and the degree to which it actually delivered what was promised. Outcomes-based accreditation "requires programs to achieve stated outcomes that are central to the practice and/or body of knowledge of particular disciplines." (Ramsay, Sorrel & Hartz, 2015).

Educational institutions which desire to improve must look within themselves through self-assessment and reflection to discover and identify gaps in their current practices. Accreditation becomes an essential system for self-assessment and peer review. Hence, an increasing number of Philippine higher educational institutions have pursued accreditation as an organizational system for improvement.

With the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) as its partner agency, the University of Perpetual Help System DALTA Las Piñas (UPHSD-LP) campus has begun its pursuit of quality and excellence with the accreditation of the Liberal Arts, Commerce and Education (LACOMED) programs in 1990. Since then, the institution has painstakingly sought the accreditation of its academic programs, thus ensuring quality in all its program offerings. Currently, the University has 28 accredited programs at various levels with PACUCOA with seven programs on candidate status.

Recognizing the transformative nature of internationalization on education, the University opened its doors to students of various nationalities. A number of colleges initiated programs that are designed to attract, welcome and admit students from foreign lands.

UPHSD-LP is one of the duly accredited universities by the Philippine Commission on Higher Education (CHED) and the Bureau of Immigration to accept foreign students in all its degree programs in the undergraduate and graduate levels. From a handful, the population has increased to more than

a thousand by academic year 2015-2016. Popular programs among the international students in are BS Maritime Transportation, BS Secondary Education, AB Psychology, and Doctor of Medicine.

By operation of law, under the provisions of Executive Order 285, accreditation of earned credits in Science, English and Mathematics in the 11th and 12th year levels of secondary education in foreign countries may be done. Hence, a foreign student may have a shorter program duration than a local, Filipino student. This, being the case, many foreign students seeking to enroll at the University's School of Medicine take AB Psychology as a degree preparatory to the latter.

The College of Maritime Education (CME), in its thrust to continue its pursuit of quality maritime education and training based on strict compliance to national and international standards like other Maritime institutions, is advocating the sustainability of the vision of the International Maritime Organization of "safe, secure and efficient shipping on clean oceans" (IMO). Since most of the world's trade and commerce is largely dependent on sea transport, the quality of maritime education and training is very essential. The College of Maritime Education has just entered into a partnership with Nigeria through the Nigerian Maritime Administration and Safety Agency's (NIMASA) Seafarers Development Program.

The UPHSD College of Radiologic Technologyp artnered with Shingu University of Seongnam, South Korea in 2011. The mutual agreement between the two institutions includes a two-week visit of South Korean Radiologic Technology students to the University to participate in a program which consists of classes in Anatomy and Physiology with laboratory and English Communication as well as hospital rotation at the Radiology Department of the University of Perpetual Help Dalta Medical Center for observation during the first year. From 2012-2015, the program for these foreign visiting students was focused on Hospital Communication and Hospital Rotation.

On the other hand, faculty and students of UPHSD College of Radiologic Technology were given an opportunity to visit Shingu University during its University Expo in October 2012 where they had a chance to examine the facilities in the Radiologic Technology department, the library museum, the famous botanical garden and the exhibits of the different colleges and departments as well as observe the research forum participated by graduating students of the University.

Autobacs, formerly known as the Perpetual Help DALTA Training Center, was established in 2005 in partnership with the Auto Service International Cooperative (ASIC) under the TESDA JIPCO program. The first phase of the program is the Quick Auto Service Training Program (QASTP) which qualifies students for No Training Regulation (NTR) and a prerequisite before they are sent to Japan. It has a nominal duration of 300 hours and

is composed of 8 modules which focus on Auto Service Orientation and Overview, Introduction to the Automotive System, Engine Maintenance and Servicing, The Under Chassis and Preventive Maintenance, Basic Wheel Alignment and Tire Services, Auto Electrical and Electronic Services, Testing and Servicing Automotive Battery and Paint Less Dent Repair. While students are enrolled in the program, they have the opportunity to undergo a selection by interview with the department's Japanese partner, ASIC which is connected with different stores in Japan. Another offshoot of this program is the Ryuugaku program, wherein Japanese students visit the University to experience the beauty of the country and the culture of the Filipinos.

UPHSD-LP is also proud of its many accomplishments as a result of its rigorous, sustained and laudable efforts to maintain the quality and excellence of its academic programs and services through accreditation and ISO certification. Since the accreditation of the LACOMED programs in 1990, enrolment has steadily increased and has reached over 14,000 this school year 2015-2016. A number of the University's academic programs have produced topnotchers in the various licensure examinations. The institution was granted its University status in 1997. In 2014, the institution became ISO 9001:2008 certified.

Over the years, the institution gained recognition during the PACUCOA General Assembly with the following awards: INQAAHE Top 10 institutions with the most number of accredited programs, Category B; institution with the highest number of Level II 3rd Reaccredited programs in 2008; 3rd Place in the Case Study Contest with the case study entitled "*A University's Journey towards Excellence through Accreditation: A Case Study,"* and Special Citation for having been granted Level III re-accredited status for Bachelor of Elementary Education, Bachelor of Secondary Education and Liberal Arts programs in 2011; 1st Place in the Case Study Contest with the case study entitled *"From Idiot Board to Teleprompter: A Case Study on the Transformation through Accreditation of the AB Communication Program of UPHSD"* in 2012; 2nd Place in the Case Study Contest with the case study entitled *"From Traditional Pedagogy to Interactive Teaching and e-Learning for the Global Educator: A Case Study of the Transformation through Accreditation of the Education Programs of UPHSD,"* institution with the 3rd highest number of accredited programs and with the highest number of programs on candidate status in 2013; and 2nd Place in the Case Study Contest with the case study entitled *"Level II 5th Re-Accredited Status: The Awakening of the Sleeping Dragon-A Case Study of the Accreditation Experience of the BS Business Administration Program of UPHSD Las Piñas Campus",* 2nd Place in the Poster Making Contest and the institution with the fifth highest number of accredited programs in the Philippinesin 2014*."*

Recently, UPHSD-LP has once again proved the degree and high quality of education it offers to its students as AB Communication aspiring filmmakers from the College of Arts and Sciences won 1st Place in South Korea's Remnant International Film Competition. The Perpetualite's production team LikhaNiJuan continued to shine globally with their 16-minute film Legalista, a screenplay inspired by the life of Biblical Character Joseph who was sold to slavery at a young age.

Taking all of these experiences collectively, this study was conceived to examine the performance and outcomes of the University's accreditation initiatives as it prepares itself to face and overcome the challenges brought about by the changing landscape in Philippine education. Findings of the study shall serve as a basis for crafting an institutional road map for cross-border education as it caters to international students.

STATEMENT OF THE PROBLEM

The study determined the accreditation performance and outcomes of the University of Perpetual Help System DALTA Las Piñas Campus. The findings of the study served as basis for a crafting an institutional road maptowards cross- border education.

Specifically, it sought to answer the following questions:

1. What is the performance rating of the accredited programs of UPHSD when grouped according to levels of accreditation in terms?
   - 1.1 Philosophy and Objectives;
   - 1.2 Faculty;
   - 1.3 Instruction;
   - 1.4 Laboratories;
   - 1.5 Research;
   - 1.6 Library;
   - 1.7 Student Services;
   - 1.8 Social Orientation and Community Involvement;
   - 1.9 Physical Plant and Facilities; and
   - 1.10 Organization and Administration?
2. What are the outcomes of PACUCOA accreditation based on the areas enumerated in number 1?
3. What road map can be crafted to be more responsive to cross border education?

CONCEPTUAL FRAMEWORK

Fig.1. Research Paradigm

Figure 1 shows that in fulfilling its vision as a catalyst for quality global human development, the University of Perpetual Help System DALTA needs to look into three interlinking factors: Accreditation, ASEAN Integration, and Cross Border Education.

PACUCOA accreditation gives a ready quality framework and is an essential metrics by which to measure continued institutional quality. Using the qualitative and quantitative PACUCOA reports, the University will be able to give itself an in-depth examination of its present capacity, identify actions necessary for improvement, and also begin to address cross-border challenges and opportunities. Consequently, in preparing itself to be a player in cross border education, the University will also be able put in order systems and procedures necessary for full, seamless integration with other universities within the ASEAN region.

METHODOLOGY

The researchers used quantitative and qualitative research methods to answer the research questions. Qualitative research was used through documentary analysis to answer the accreditation outcomes of the University. The researchers used color coding to determine the common themes of the strength and areas of improvements based on the PACUCOA Chairman's report. On the other hand, the researcher used quantitative research through descriptive method to determine the accreditation performance of the University. The data collected came from the results of accreditation based on the PACUCOA Chairman's report. The ratings were analyzed using mean and ranking. The data were based on the 28 accredited academic programs of the University under the Philippine Association of Colleges and Universities Commission on Accreditation.

RESULTS AND DISCUSSION

Based on the data gathered, the following are the results of the study. Part 1 presents the accreditation performance based on the PACUCOA Accreditation Ratings and Part 2discusses the outcomes of accreditation culled out from the PACUCOA Chairman's Report. Lastly, a roadmap crafted based on the merged findings of parts 1 and 2 is presented in part 3.

Part 1: Accreditation Performance of the University of Perpetual Help System DALTA- Las Piñas Campus

Presented in Tables 1 to 3 are the accreditation performance of the academic programs accredited as level 1, level 2 and level 3 of the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

Table 1 presents the accreditation performance of Level 1 Accredited programs of the University of Perpetual Help System DALTA which include Computer Engineering, Dentistry, Marine Transportation, Criminology, Physical Therapy, Mechanical Engineering, Pharmacy, Information Technology, Computer Science, Tourism and Radiologic Technology. The data revealed that accreditation evaluation obtained a composite mean or average of 3.93, interpreted as "very good." The area on "organization and administration" obtained the highest rating of 4.35, interpreted as "very good" while the area on "research" obtained the lowest rating of 3.52, interpreted as very good."

Table 1. Accreditation Performance of Level 1 Accredited Programs of UPHSD-LP

Accreditation Areas	***Rating***	***Interpretation***	***Rank***
Philosophy and Objectives	4.13	Very Good	4
Faculty	3.64	Very Good	8
Instruction	3.57	Very Good	9
Laboratories	3.66	Very Good	7
Research	3.52	Very Good	10
Library	3.98	Very Good	6
Student Personnel Services	4.16	Very Good	3
Social Orientation and Community Development	4.04	Very Good	5
Physical Plant & Facilities	4.27	Very Good	2
Organization and Administration	4.35	Very Good	1
Composite	3.93	Very Good	

Legend: 4.51- 5.00 Excellent3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor0.00- .99 Missing

Table 2 shows the accreditation of Level 2 Accredited programs of UPHSD-LPwhich include Business Administration, Industrial Engineering, Medical Technology and Civil Engineering. The data revealed that accreditation

evaluation obtained a average of 4.15, interpreted as "very good." The area on "organization and administration" obtained the highest rating of 4.30, interpreted as "very good" while the area on "social orientation and community involvement" obtained the lowest rating of 4.07, interpreted as very good."

Table 2. Accreditation Performance of Level 2 Accredited Programs of UPHSD-LP

Accreditation Areas	***Rating***	***Interpretation***	***Rank***
Philosophy and Objectives	4.19	Very Good	3
Faculty	4.15	Very Good	5
Instruction	4.13	Very Good	6
Laboratories	4.07	Very Good	9
Research	4.16	Very Good	4
Library	4.09	Very Good	8
Student Personnel Services	4.09	Very Good	7
Social Orientation and Community Development	4.07	Very Good	10
Physical Plant & Facilities	4.23	Very Good	2
Organization and Administration	4.30	Very Good	1
Composite	4.15	Very Good	

Legend: 4.51- 5.00 Excellent3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor0.00- .99 Missing

Table 3 shows the accreditation of Level 3 Re-Accredited programs of the University of Perpetual Help System DALTA which include Liberal Arts (with majors in Psychology, Mass Communication, and Political Science), Elementary Education, Secondary Education, Nursing, and Hotel Restaurant Management. The data revealed that accreditation evaluation obtained a composite mean or average of 4.33, interpreted as "very good." The area on "Extensive and Functional Library and Other Learning Resource Facilities" obtained the highest rating of 4.53, interpreted as "very good" while the area on "A Reasonable High Standard of Instruction" obtained the lowest rating of 4.16, interpreted as very good."

Table 3. Accreditation Performance of Level 3 Re-Accredited Programs of UPHSD-LP

Accreditation Areas	***Rating***	***Interpretation***	***Rank***
A Reasonable High Standard of Instruction	4.16	Very Good	4
A Highly Visible Community Outreach Program	4.19	Very Good	3
A Strong Faculty/Staff Development Program	4.42	Very Good	2
Extensive and Functional Library and Other Learning Resource Facilities	4.53	Excellent	1
Composite	4.33	Very Good	

Legend: 4.51- 5.00 Excellent3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor0.00- .99 Missing

Exhibited in Table 4 is the summary of the accreditation performance of the accredited programs of the University of Perpetual Help System DALTA based on their levels of accreditation. The accreditation performance of all the programs obtained an average rating of 4.14, interpreted as "very good." Level 3 programs obtained the highest average of 4.33 while the Level 1 programs obtained the lowest average of 3.93 in the accreditation performance.

Table 4. Summary of Accreditation Performance of the Accredited Programs of UPHSD-LP

Levels of Accreditation	***Rating***	***Interpretation***	***Rank***
Level 1	3.93	Very Good	3
Level 2	4.15	Very Good	2
Level 3	4.33	Very Good	1
Composite	4.14		

Legend: 4.51- 5.00 Excellent3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor0.00- .99 Missing

Part 2: Outcomes of Accreditation of the Academic Programs of the University of Perpetual Helps System DALTA- Las Piñas Campus

The outcomes of accreditation were culled from the PACUCOA Chairman's reports. The strengths and areas for improvements were content analyzed to determine common themes. The researchers used color coding to identify the common themes across the different accredited programs. Based on the content analysis, the following are the outcomes of accreditation of the University of Perpetual Help System DALTA.

Table 5 shows the themes of the outcomes of accreditation with regard to the strengths while Table 6 presents the themes of the outcomes of accreditation with regard to areas of accreditation.

Table 5. Themes of the Accreditation Outcomes of UPHSD-LP with Regard to the Strengths of the Programs

Themes	***Defining Elements***
Philosophy and Objectives There is a collaborative effort of the stakeholders to disseminate and live up to the philosophy, vision and mission of the University.	effective dissemination of its philosophy, mission and vision parents and industry partners/ viewpoint are identified through dialogues and focused-group discussions to keep the curriculum up-to-date and relevant

	actions to incorporate the philosophy, vision and mission in day-to-day classes and activities were noted in several of the reports provisions in the manuals include the institutional core values of honesty basic education celebrates "Philosophy and Objectives Week."
Faculty The faculty members are highly-qualified, competent, and professional that enjoys extensive value- added fringe benefits.	highly qualified in their educational attainment the alignment of their specialization to the courses that they taught highly competent teachers who are dedicated to deliver high quality instruction extensive provision of the university for value-added fringe benefit over and above the government required benefits
Instruction Offers an OBE- based academic infrastructure utilizing educational technology to deliver values-based instruction that resulted to high passing rate in the licensure examinations.	the use of OBE in majority of the courses program's course offerings exceed the minimum requirement of CHED majority of the board programs exceeded the national passing percentage of board passers the inclusion of values- formation in instruction, particularly in the university-mandated "Filipino Christian Living" courses the presence of e- rooms and the availability of multi- media projectors
Laboratories The university utilizes state-of-the-art, and well- maintained academic and computer laboratories to supplement the delivery of instruction.	the efforts of the university to acquire state-of-the-art academic and computer laboratory equipment laboratories are clean and well- maintained
Research The University has functional research infrastructure anchored on the trusts of the National Higher Education Research agenda governed by the institutional research manual that resulted to the publication of various research journals of the different academic programs.	existence of a comprehensive institutional research agenda grounded on the thrusts of the National Higher Education Research Agenda the presence of an institutional research manual the existence of research journals published by different academic programs

Library Offers on- line learning materials that supplement the instructional process and research needs of the students, faculty and staff.	the presence of OPAC as means of retrieving learning materials was commonly highlighted as strength across all programs. the availability of academic resources including on- line journals open access resources and the subscription to EBSCOHOST
Social Orientation and Community Involvement The University is an advocate of transformational education that provides free collegiate education to in-mate students of the national penitentiary.	the institutional community extension program of the University which is the offering of a degree program in Entrepreneurship at the Medium Security Compound of the New Bilibid Prisons, Muntinlupa City the extension activities at the SATIMA Village were various programs were implemented by the different programs
Student Services The University offers intensified programs and services aimed to develop social, cultural, religious and physical growth of the students.	various student support activities of the Guidance Services and the Student Affairs accreditors highlighted the intensified programs of the university that develop the students in terms of social, cultural, religious and physical developments appreciated the conduct of student satisfaction survey as a feedback mechanism for the students to improve the services of the school
Physical Plant and Facilities The University provides state-of-the-art facilities and environment-friendly campus conducive for student learning.	the environmental programs of the University in particular the Zero Waste Management Program the 6 hectares campus of the University highlighted were the chapel, twin- gym and the air-conditioned vehicles of the University
Organization and Administration The University has a management that is directed towards effective school administration that provides opportunities for growth and development by providing extensive benefits.	the scholarships granted to the students extensive additional benefits given to the teaching and non- teaching employees various operation manuals of the different academic and non- academic departments.

Sources of Data: PACUCOA Accreditation Reports

Table 6. Themes of the Accreditation Outcomes of UPHSD-LP with Regard to the Areas for Improvements of the Programs

Areas for Improvements	***Defining Elements***
Philosophy and Objectives There is a need to conduct an assessment and evaluation on the degree of attainment of the University philosophy, vision, and mission.	Assessment and evaluation of the philosophy, mission and vision's degree of attainment should be made evident.
Faculty There is a need to intensify faculty involvement in development activities, professional organizations, community extension, and research activities. There is a need to decrease the faculty load to improve quality of instruction.	Faculty load should not exceed the allowed number of units to be handled by the faculty Intensify the faculty development activities to include attendance to national and international conferences and industry immersions. Research outputs and publications of faculty should be enhanced involvement in their respective professional organizations to bring into the classroom the current trends in the profession involvement of the faculty in the community extension activities
Instruction There is a need to include research as part of the course, minimize class size and provide complete facilities based on CHED Memorandum Order (CMO).	incorporate research in the courses the need to include all stakeholders in curricula revisions the need to minimize the class sizes to have complete facilities that are mandated in the specific CMO's of each program
Laboratories There is a need to develop laboratory manuals and conduct a periodic training on health and safety practices.	laboratory manuals should be developed A periodic training on health and safety practices for laboratory support technicians, faculty and students should be conducted
Research There is a need for more research outputs, presentations and publications, and capability- building activities.	published mostly in university- published journals and not in refereed ones research presentations are done mostly limited to university- sponsored colloquia

	research capability- building activities were limited need for research papers with different methodologies book publications including textbooks, professional books, and/ or book chapters need to utilize research results the need to have more collaborative inter-departmental research
Library There is a need to improve collections of printed journals, increase the number of computers, enhance internet accessibility, and revitalize library committee involvement in library matters.	limited journal subscriptions the need for a more active library committee the lack of internet speed limited number of computer work stations
Social Orientation and Community Involvement There is a need to conduct assessment and impact study of the community extension projects of the University among its various stakeholders such as the beneficiaries, students, faculty, alumni and staff.	there is need to conduct impact studies on the programs non- teaching staff, alumni and students should be evaluated on how the community extension projects affect them
Student Services There is a need to evaluate student activities, utilize students' data for research and enhance alumni involvement.	to intensify the evaluation of student activities the utilization of the data from different areas of student personnel services as basis for researches alumni involvement to the various activities of the school should be enhanced
Physical Plant and Facilities There is a need to develop policies and guidelines for the implementation of maintenance program.	need to develop and implement a maintenance program for the University Policies and guidelines should support the maintenance program.
Organization and Administration There is a need to involve the faculty, students, alumni and	limited involvement of the faculty, students, alumni and industry partners in the strategic planning

industry partners in the strategic planning.	

Sources of Data: PACUCOA Accreditation Reports

Philosophy and Objectives

With regard to philosophy and objectives, the university has been lauded by accreditors in its effective dissemination of its philosophy, mission and vision. Reports indicate that orientation of all stakeholders including students, faculty, employees, parents and industry partners are knowledgeable of the school's ultimate aim of "character building is nation building."

Fifteen incidences were noted among the reports mentioning the dissemination of the philosophy, mission and vision through printed materials such as handbooks, flyers, posters, and even as a preface to the course syllabi.

What is noteworthy is that aside from internal stakeholders, parents and industry partner's viewpoints are identified through dialogues and focused-group discussions to keep the curriculum up-to-date and relevant.

In addition, actions to incorporate the philosophy, vision and mission in day-to-day classes and activities were noted in several of the reports (e.g. Filipino Christian Living courses reinforces values that the university espouses; provisions in the manuals include the institutional core values of honesty; basic education celebrates "Philosophy and Objectives Week." Nonetheless, majority of the reports recommend that assessment and evaluation of the philosophy, mission and vision's degree of attainment should be made evident.

Faculty

In the area of faculty, most of the reports mentioned that faculty members are highly qualified in their educational attainment and in the alignment of their specialization to the courses that they taught. Most of them are rated as highly competent teachers who are dedicated to deliver high quality instruction.

Another noted observation of the accreditors is the extensive provision of the university for value- added fringe benefit over and above the government required benefits such as educational benefit, hospitalization benefit and loan benefit.

However, the accreditors noted several areas for improvement. Faculty load should not exceed the allowed number of units to be handled by the faculty. There is a need to intensify the faculty development activities to include attendance to national and international conferences and industry

immersions. Research outputs and publications of faculty should be enhanced.

In addition, faculty members should intensify its involvement in their respective professional organizations to bring into the classroom the current trends in the profession. Likewise, there is a need to increase the involvement of the faculty in the community extension activities of the University as a way of giving back to the marginalized sector of the society.

Instruction

As to instruction, several mentions were made in the reports pertaining to the use of OBE in majority of the courses, where student- centered instruction was highlighted. Nonetheless, a few instances of teacher-centered instruction were also noted.

One laudable practice that the accreditors agreed on was how every program's course offerings exceeded the minimum requirement of CHED, thus assuring a more relevant and society- responsive curricula in all academic program offerings. Also highlighted in the reports was how majority of the board programs exceeded the national passing percentage of board passers. In addition, a number of accreditors mentioned the inclusion of values- formation in instruction, particularly in the university-mandated "Filipino Christian Living" courses, which are meant to inculcate institutionally espoused values.

Further, the use of educational technology, particularly the presence of e-rooms and the availability of multi- media projectors were also repeatedly mentioned.

Nonetheless, several areas of improvement which cut across majority of the programs include the following: the need to incorporate research in the courses; the need to include all stakeholders in curricula revisions; and the need to reduce the class sizes.

Also worthy of inclusion is the necessity to have complete facilities that are mandated in the specific CMO's of each program. Examples of which include a bigger Multiple Intelligence Resource Center for basic education, a simulation drug store and, a botanical garden for Pharmacy, and a separate student lounge for Dentistry, to name a few.

Laboratories

With regard to laboratories, the accreditors lauded the efforts of the university to acquire state-of-the-art academic and computer laboratory equipment to supplement the delivery of instruction. The accreditors also observed that these laboratories are clean and well- maintained.

However, the accreditors noted that laboratory manuals should be developed and provided for the use of the students and the faculty. A

periodic training on health and safety practices for laboratory support technicians, faculty and students should likewise be conducted.

Research

In the area of research, one laudable observation mentioned by accreditors that cut across majority of the reports was the existence of a comprehensive institutional research agenda grounded on the thrusts of the National Higher Education Research Agenda. Another is the presence of an institutional research manual. Also noted repeatedly was the existence of research journals published by different academic programs.

While the reports mentioned attempts made by the faculty and non-teaching staff at research, it also noted that these were published mostly in university- published journals and not in refereed ones. In addition, although research presentations are done, these are mostly limited to university- sponsored colloquia.

Similarly, while the presence of an institutional manual for faculty and non-teaching employees is in place, research capability- building activities were limited. Several reports mentioned the need for research papers with different methodologies and also book publications including textbooks, professional books, and/ or book chapters.

Also observed were the need to utilize research results and the need to have more collaborative inter- departmental research.

Library

On the library, the presence of OPAC as a means of retrieving learning materials was commonly highlighted as a strength across all programs. So too are the availability of academic resources including on- line journals and open access resources and the subscription to the EBSCOHOST, which provides the library client with wider journal access across the globe.

The accreditors also found it worth mentioning that CCTV cameras and electronic scanner which records statistical data of library clientele were on hand. These were mentioned in seven instances. Furthermore, accreditors took note of the extensive service time (68 hours per week) given by the library personnel.

However, the accreditors also noted similar weaknesses across all programs, such as limited journal subscriptions, and the need for a more active library committee, although the presence of the Internet services and even an Internet café were noted, some reports also mentioned the lack of internet speed and the limited number of computer work stations.

Social Orientation and Community Involvement

On the area of social orientation and community involvement, the accreditors lauded the institutional community extension program of the

University which is the offering of a degree program in Entrepreneurship at the Medium Security Compound of the New Bilibid Prisons, Muntinlupa City. The 30 year extension program is one of a kind in the world which grants free access of collegiate and vocational education to inmates.

The reports also mentioned as strengths the extension activities at the Satima Village, a depressed area adopted by the University, where various programs were implemented by the different programs. Activities provided to the beneficiaries include social activities, educational activities, and livelihood activities aimed to enhance the lives of the beneficiaries.

While the reports of the accreditors mentioned positive observations of the Bilibid and Satima Village projects, it was noted that there is need to conduct impact studies on the programs. In addition, faculty, non- teaching staff, alumni and students should be evaluated on how the community extension projects affect them.

Student Services

With regard to student services, the accreditors lauded the various student support activities of the Guidance Services and the Student Affairs. The accreditors highlighted the intensified programs of the university that develop the students in terms of social, cultural, religious and physical developments. In addition, they appreciated the conduct of the student satisfaction survey as a feedback mechanism for the students to improve the services of the school.

On the other hand, the accreditors recommended to intensify the evaluation of student activities and the utilization of the data from different areas of student personnel services as basis for researches. Lastly, alumni involvement to the various activities of the school should be enhanced.

Physical Plant and Facilities

In the area of physical plan and facilities, based on the accreditation reports, worthwhile mentioning was the environmental programs of the University in particular its Zero Waste Management Program. Part of the program is a waste recovery facility which ensures that the University is taking the lead in waste minimization. The accreditors also lauded the 6 hectares campus of the University. Likewise, highlighted were the chapel, the twin- gym and the air-conditioned vehicles of the University.

However, the accreditors stressed the need to develop and implement a maintenance program for the University. Policies and guidelines should support the maintenance program.

Organization and Administration

With regard to organization and administration, the accreditors highlighted as a strength is the scholarships granted to the students. It has been a practice of the University to grant educational scholarships to indigent but

deserving students to pursue a college education. These scholarships are available in all degree programs. Majority of these scholarships are sponsored by the University and some are sponsored by partner-institutions.

In addition, the accreditors also took note of the extensive additional benefits given to the teaching and non- teaching employees of the University. These benefits are over and above the mandated benefits required by the government. These benefits include educational benefits, hospitalization benefits and financial benefits.

The accreditors also lauded the University for coming up with various operation manuals of the different academic and non- academic departments. In effect, this enhances the productivity of the academic and non- academic operations. In addition, they also commended the strategic plan of the University which is anchored on the areas of accreditation.

However, the accreditors noticed that there is a limited involvement of the faculty, students, alumni and industry partners in the strategic planning. Likewise, they recommended for the enhancement of the monitoring of the strategic plan. Lastly, they suggested to improve the number of research outputs and publications of the University.

Part 3: Road Map towards Cross-Border Education Pinned on the Accreditation Performance and Outcomes of the University of Perpetual Help System DALTA

The performance and outcomes of the accreditation of the University of Perpetual Help System DALTA served as basis for crafting the road map towards cross- border education. The road map presented below was based on the common areas for improvement across the various accredited programs of the University. The roadmap presents the activities to be implemented for the University to be more relevant to cross- border education.

Road Map towards Cross- Border Education Pinned on the Accreditation Performance and Outcomes of the University of Perpetual Help System DALTA- Las Piñas Campus

Area for Improvements	***2015- 2016***	***2016- 2017***	***2017- 2018***	***2018- 2019***	***2019- 2020***
Purpose and Objectives There is a need to conduct an assessment and evaluation on the degree of attainment of the University philosophy, vision, and mission.	Assess and evaluate the degree of attainment of the University PVM. Study the applicability of the University PVM to cross- border education.	Revisit/ revise the University PVM to include focus on global trends such as internationalization, cross- border education, and transnational education. Include international/ foreign stakeholders in the revision of the University PVM.	Monitor and assess the degree of attainment of the University PVM.	Monitor and assess the degree of attainment of the University PVM.	Monitor and assess the degree of attainment of the University PVM.
Faculty There is a need to intensify faculty involvement in development activities, professional organizations, community	Send faculty members to local, regional and international seminars and conferences. Provide financial	Send faculty members to local, regional and international seminars and conferences. Provide financial	Send faculty members to foreign schools through an international faculty exchange program. Collaborate with foreign HEIs for	Send faculty members to foreign schools through an international faculty exchange program. Collaborate with foreign HEIs for	Send faculty members to foreign schools through an international faculty exchange program. Collaborate with foreign HEIs for

extension, and research activities. There is a need to decrease the faculty load to improve quality of instruction.	support for faculty members to become involve in local, regional and national professional organizations. Assign faculty members to lead in the community extension activities. Provide research activities to enhance research outputs, presentations and publications.	support for faculty members to be involved in local, regional, national and international professional organizations. Assign faculty members to lead in the community extension activities in collaboration with foreign faculty members. Provide research activities to enhance research outputs, presentations and publications in collaboration with foreign faculty members.	international faculty development activities. Organize an ASEAN organization of educators in specific professions.	international faculty development activities.	international faculty development activities.
Instruction There is a need to include research as part of the course, minimize class size and provide complete facilities based	Include research requirement in selected courses. Include the faculty, students, alumni and industry	Tailor fit/ retrofit curricula to suit the needs for transnational education. Prepare selected	Offer selected courses under transnational education program. Undergo international	Offer selected courses under transnational education program. Undergo international	Offer selected courses under transnational education program. Undergo international

on CHED Memorandum Order (CMO).	partners in curriculum revisions. Limit the class size to 45 students. Complete the facilities and equipment based on CMO and accreditation requirements. Prepare academic programs for the higher level of accreditations.	courses for international accreditation. Prepare academic programs for the highest level of accreditation.	accreditation of selected academic programs. Prepare academic programs for the highest level of accreditation.	accreditation of selected academic programs. Prepare academic programs for the highest level of accreditation.	accreditation of selected academic programs. Prepare academic programs for the highest level of accreditation.
Laboratories There is a need to develop laboratory manuals and conduct a periodic training on health and safety practices.	Develop laboratory manuals and practice sets to support instruction. Conduct periodic training on health and safety.	Conduct benchmarking of academic laboratories of selected foreign educational institutions. Forge functional linkages with foreign educational institutions for the use of academic laboratories.	Revise laboratory manuals and practice sets to support instruction.		

Research There is a need for more research outputs, presentations and publications, and capability- building activities.	Publish research outputs of faculty members, staff and students in local and national refereed journals. Send faculty, students and staff to national and international research presentations. Develop and publish textbooks and professional books. Forge collaborative research activities with local and national educational institutions.	Publish research outputs of faculty members, staff and students in local, national and international refereed journals. Forge collaborative research activities with local, national and international educational institutions. Present research papers in local and international research fora.	Sponsor an international research conference. Present research papers in local and international research fora.		
Library There is a need to improve collections of printed journals, increase the number of computers, enhance internet accessibility, and	Purchase and subscribe printed journals for various disciplines. Require faculty members to be actively involved in	Conduct benchmarking of the library/ learning resource center of foreign educational institutions. Forge functional	Forge functional access of learning materials of foreign educational institutions.		

revitalize library committee involvement in library matters.	the library committee. Increase the internet bandwidth. Purchase new computer units for the library.	access of learning materials of foreign educational institutions.			
Social Orientation and Community Development There is a need to conduct assessment and impact study of the community extension projects of the University among its various stakeholders such as the beneficiaries, students, faculty, alumni and staff.	Conduct impact studies on the adopted communities.	Forge a functional linkage with foreign educational institutions to create a sustainable community extension program that will focus on export business.			
Student Services There is a need to evaluate student activities, utilize students' data for research and enhance alumni involvement.	Conduct evaluation of students' activities. Conduct mid- year and year end evaluation of the performance of the	Conduct benchmarking of student affairs services of foreign educational institutions.	Spearhead the establishment of international organization of student leaders.	Host an international forum of students leaders.	

	students organizations. Implement programs to enhance the "Perpetualite Identity"	Forge functional linkages for student exchange programs. Spearhead the establishment of international organization of student leaders.			
Physical Plant and Facilities There is a need to develop policies and guidelines for the implementation of maintenance program.	Develop and implement a maintenance program. Draft and approve policies and guidelines to support the maintenance program.	Conduct benchmarking of the state-of-the-art facilities of foreign educational institutions.			
Organization and Administration There is a need to involve the faculty, students, alumni and industry partners in the strategic planning.	Involve the faculty, students, alumni and industry representatives in the strategic planning for the University. Intensify the monitoring of the	Forge functional linkages with various foreign educational institutions. Spearhead the preparation of the implementation of transnational			

	strategic and operational plans. Develop an implementation plan of the "Roadmap towards Cross-border education".	education program.			

CONCLUSIONS

Based on the findings, the researchers forward the following conclusions:

1. The University is competitive with other universities; hence, it can be used as a benchmark of other HEIs. It is capable of initiating cross-border education programs. The University goes beyond the standard set by its peers; however, there is still room for improvement in the different areas of accreditation.
2. The faculty members are highly-qualified professionals in their respective disciplines but remain amateurs in the art of teaching, the science of research, and the heart of volunteerism. The research culture of the University is still evolving. Values- based education and outcomes-based education are the core tenets of UPHSD's instruction. While University programs under proper planning and implementation, monitoring and evaluation are wanting.
3. Given the road map, the University can overcome the challenges of cross-border education and seamlessly integrate itself with its ASEAN neighbor-universities.

RECOMMENDATIONS

Based on the conclusions forwarded, the following are the recommendations:

1. Continuously prepare and undergo accreditation and re-accreditation process to achieve higher quality standards. Explore accreditation standards of other countries in particular in the ASEAN member-countries to develop cross-border education programs such as transnational education and tinning programs aside from the once already existing in the University.
2. Intensify faculty development trainings in the areas of the delivery of instruction, research and community extension. Deepen the roots of research by offering attractive research package and provide more research capability-building activities. Continue focusing on values-based and outcomes-based education in the delivery of instruction. Strengthen the institutional planning department.
3. Implement the crafted roadmap, continuously evaluating and re-evaluating its programs, projects and activities coupled with ample monitoring efforts.

On top of these, future research may use other sources of data to triangulate the results. This research may be replicated in the other campuses of the DALTA and JONELTA Systems which are also continuously undergoing accreditations so that more collaborative efforts may be done.

Future research may also focus on comparison and contrast of the accreditation standards across ASEAN countries in order to have a better view of cross-border education.

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Nguyen Duy Mong Ha
Head, Office of Educational Testing and Quality Assurance,
University of Social Sciences and Humanities,
Vietnam National University, Ho Chi Minh City, Vietnam

Ms. Ha Nguyen Duy Mong is the Head of the Office of Educational Testing and Quality Assurance, University of Social Sciences and Humanities, Vietnam National University of HCMC (USSH, VNU-HCM). She is also a lecturer and a researcher in Educational Management/Administration and Leadership, Culture Studies as well as in English Linguistics and Literature at USSH, VNU-HCM. She obtained her B.A. in English Linguistics and Literature from the University of HCM City in 1994, her M.A. in TESOL from USSH, VNU-HCM in 2000, her M.Sc. in Adult and Vocational Education from the Technical University of Dresden, Germany in 2002 and she has just finished her PhD in Culture Studies from USSH, VNU-HCM in 2016.

IMPROVING LEADERSHIP AND MANAGEMENT COMPETENCES FOR FACULTY DEANS AND DEPARTMENT HEADS IN THE VIETNAMESE HIGHER EDUCATION INSTITUTIONS IN THE 21ST CENTURY

Author:
Nguyen Duy Mong Ha

ABSTRACT

In order to deal with the competition and challenges in higher education in the globalization era, professional middle management staff in the Vietnamese HEIs (higher education institutions), i.e. faculty deans and department heads, are required to improve a wide variety of important leadership and management competences in addition to their specialized knowledge and skills, foreign languages and ICT competence, as follows: (1) Competence in building and implementing strategic plans as well as managing projects accordingly, (2) Competence in designing and developing study programs and curricula (main and extra-curricular activities), (3) Human and financial resource management competence, (4) Quality management competence and (5) External relations competence. The paper first analyzes the global and national contexts with the impact on the demand for improving these competences of the academic middle management staff, then describes clearly each type of the competences above and finally gives some implications for the comprehensive development of these competences in the Vietnamese HEIs.

Key words: *higher education, middle management staff, competences, globalization era*

INTRODUCTION

Since the open-door policy was issued in the renovation (Doi Moi) era in Vietnam, a wide variety of educational reforms has been made in higher education such as credit-based system, interdisciplinary courses, quality assessment, outcome-based education… However, there is still a lack of competent academic and management staff as well as the training courses for these staff in accordance with the requirements of the 21st century. Faculty deans and department heads in the Vietnamese higher education institutions are usually appointed or nominated based on their professional knowledge and experience or academic title rather than other competences. Very few effective training courses have been offered for them to improve leadership and management competences; and no clear criteria for assessing their competences have been officially set up so far. Their roles and functions, assignments are sometimes not clearly defined in the regulations for the faculty deans and department heads in many

universities in Vietnam. Therefore, these things need to be taken in serious consideration to create appropriate measures for improvement.

1. THE IMPACT OF GLOBAL AND NATIONAL CONTEXTS ON IMPROVING LEADERSHIP COMPETENCE FOR ACADEMIC MANAGEMENT STAFF IN THE VIETNAMESE HIGHER EDUCATION

The global contexts bring both challenges of competition and opportunities for cooperation. Therefore, academic management staff members of Vietnamese HEIs need to be qualified not only in professional knowledge, but also in leadership competence to deal with the competitive contexts and make use of chances for cooperation to improve the reputation/brand-name and prestige of the university.

The tendencies of massification, diversification and internationalization in higher education have become more important in the globalization era together with the mobility of both students and staff, which require the appropriate innovative strategies. As a result, on the one hand, program coordinators or department heads need to have good competence in developing flexible educational programs for diversified students in accordance with the demands of the globalized labor market. In addition, educational quality has become an issue of great concern for the sake of the students as accountability is required through accreditation by different stakeholders. The increasingly high requirements of the labor market force the faculty to pay adequate attention to the close connection between the HEIs and enterprises/industries for formulating the appropriate learning outcomes of the graduates. Above all, faculty deans must be able to have long-term visions in order to make predictions of the graduates' attributes and competences in the future so as to adjust the curricula accordingly and make good preparation for the future qualified global citizens. They are supposed to take necessary measures for the improvement of their academic and non-academic/support staff to realize the strategic plans of their faculties or departments.

Nowadays, Vietnamese HEIs get more autonomy but internal quality assurance (IQA) system and accountability are required by MOET (Ministry of Education and Training) at the same time. According to the Resolution of the Government No. 14/2005/NQ-CP on comprehensive fundamental innovation in the Vietnamese higher education in 2006-2020, there is a great need to "Develop quality assurance mechanism and to train sufficient numbers of qualified higher education institution staff and managers with management skills". The HEIs in Vietnam are striving to become high-quality, prestigious universities in the region with series of strategic plans and projects for development such as improving staff competence, internationalization, quality assurance, research and scientific publications, curriculum and facility development, academic advising and student support…

2. THE NEED FOR IMPROVING LEADERSHIP AND MANAGEMENT COMPETENCES AMONG THE FACULTY DEANS/DEPARTMENT HEADS IN THE VIETNAMESE HIGHER EDUCATION INSTITUTIONS

2.1. Competence in building, implementing strategic plans and project management

The most important job of the academic manager in any faculty, department or administrative unit is to build the strategic plans for a short-term or long-term period so as to begin the development of his/her unit as required by any universities in Vietnam today. Therefore, faculty deans or department heads must be able to set up the strategic plans with the clear Logframe and assessment criteria for the successful implementation of those strategic plans from the beginning for the educational programs and activities, research activities, student support activities as well as staff development and external (domestic and international) relations. In order to implement the strategic plans, the leader is supposed to transform the plans into concrete projects with clear outcomes, milestones, work breakdown structure in a specific period of time. In higher education context, the projects can be related to course development, curriculum development and revision, building tools and materials/manuals for teaching and learning assessment, academic advising, facility investment, exchange and internship programs, research projects, etc*,…"The most important task in project management is to achieve the objective by means of suitable procedures, methods and behaviour patterns within the framework of prescribed time, cost and quality requirements"* (Fischer 2012: 28)

A survey conducted at VNU-HCM in the first half of 2016 showed that 93% (28/30) faculty deans and department heads of some member universities of VNU-HCM agreed that these kinds of competence is of the utmost importance in the integration era. They are now responsible for formulating strategic plans and projects for the development of their faculties/department for the period 2016-2020 with the vision of the year 2030. They need to make effective use the tools such as SWOT-analysis, PDCA cycle, Logical Framework approach, stakeholders and risk analysis…and be aware of many changes in the complex environment for adaptation and breakthroughs.

2.2. Competence in designing and developing study programs and curricula (main and extra-curricular activities)

Study programs nowadays must be designed in accordance with the requirements of the globalized labor market and continuously reviewed on the basis of the various stakeholders' feedback to increase competitive advantage. In addition, the well-rounded education and learner-centered approach require both deep and broad knowledge of the leaners in the globalization era. As the faculty deans and department heads are usually in

charge of developing the academic programs in the Vietnamese HEIs and they are usually the heads or chairs of the academic council/scientific or program committee, they must have the good knowledge of the curriculum design and revision. They are also responsible for designing the co-curricular/extra-curricular activities for their students, which are of great importance in improving students' well-rounded competences and soft skills, especially with new modes of delivery and the application of ICT today. "*Those who take leadership in curriculum development are encouraged to become familiar with various models, to try them out, and to select or develop the model that is most understandable and feasible to them and to the persons with whom they are working*" (Oliva, 2001, p.153)

In reality, many of them are not familiar with any curriculum development models but just follow the general guidelines or curriculum framework of their HEIs or MOET. VNU-HCM has recently pioneered in adopting the CDIO model for curriculum development (initiated by MIT in 2000) with some significant achievements. The survey conducted at USSH, VNU-HCM showed that 95% of the deans/heads have a strong desire for improving their competence in curriculum design/development professionally.

2.3. Quality management competence

Quality has become a significant value in the integration era of competition. As mentioned above, setting up an internal quality assurance system (IQA) is required by MOET for all the HEIs in Vietnam. However, not only a single unit in charge of QA at a university must carry out all the QA activities alone but all the faculties and departments must be involved in these activities for the need of developing quality culture within the institution. In addition, the quality of the individual faculties and programs will make contribution to the quality of the institution as a whole. In the tendency of autonomy and decentralization, all the faculty deans and department heads must be responsible for the quality of their study programs/curricula and academic unit as autonomy must go together with accountability. Especially, accreditation at both program and institutional levels has become a must since MOET requires the accreditation results for all the study programs and HEIs in Vietnam in the period of 2016-2020. The post-accreditation period is of equal importance as the faculty deans or department heads must be able to carry out the improvement plans after the accreditation results or peer- review results have been given. The information system and application of ICT can help facilitate the accreditation and improvement process.

Some sets of quality assessment or accreditation criteria have been applied in Vietnam so far, including those set up by MOET and the international/regional accreditation criteria at program and institutional level such as AUN-QA, ABET, AACSB,…Therefore, the academic managers, especially the faculty deans and department heads must be equipped with

quality management competence. *"Quality management can be taken as an extensive concept of leadership- and organizational development, including a balanced analysis, planning, management, and controlling of all quality-related aspects within an organization"* (Ganseuer & Randhahn, 2016, p. 21).

More than 95% of the deans surveyed totally agreed or agreed with the need for further improvement of their quality management competence and they are eager to participate in the QA training courses and activities now. Leadership and management competence in QA in general would help strengthen the structural development of HEIs and support them in their endeavor to build up systematic QA structures.

2.4. Human and financial resource management competence

To implement the strategic plans and improve the quality of the academic programs and activities, the human factor is the key. As most academic staff prefer academic freedom and have few opportunities for teamwork and cooperation, the faculty deans/department heads must be able to get their academic staff involved in the activities of the whole faculty, encourage/motivate them, especially the young ones to improve their professional and other competences, including academic advising, research competence, teamwork and communication/cooperation competence...It is sometimes not easy to have common values shared by everyone and lead the staff to follow the vision and objectives already created. This requires good interpersonal skills, change management skills and decision-making competence. A new young dean at USSH, VNU-HCM in a short interview admitted that human resource management was more difficult for him than he had expected. The *"knowledge experts" such as the lecturers, need to learn about management; officials need to not simply administer, but need also to develop strategic decisions;… There is a new call for "social relevance" as regards knowledge production. Work in universities is mostly individual and subject or discipline-related rather than co-operative and issue-related.* … " (Pellert, Widmann & Cunningham, 2008, p. 6)

As human resource management (HRM) is also important to improve the quality of the whole institution, staff development must be taken into account "*If HRM is to make a contribution to improving quality and encouraging institutional self-reflection in educational organisations, all stakeholders need to agree that that optimal improvement is both possible and desirable. There has to be an organisational culture which takes responsibility for maintaining and improving quality…Organisational and staff development are extremely closely connected. Transformation in organisations must include change on three different levels – the individual, the group, and the organisation… Steps towards organisational development must be consistent with systems for selection, promotion,*

remuneration and assessment." (Pellert, Widmann & Cunningham, 2008, p.9).

It is also more difficult to work with academic staff since they have flexible hours and few office hours in Vietnam in addition to their teaching and research hours although it is sometimes required to coordinate the academic and non-academic staff in some assignments/activities. More than 90% of the deans surveyed at USSH, VNU-HCM totally agreed or agreed with the need for further improvement of their human resource management competence. The deans or heads of the small faculties/departments or seniors deans usually have fewer challenges compared with those in charge of big faculties or young deans. Some of them have to deal with budgeting sometimes when they are faced with some research projects, other external funding or service activities.

2.5. External relations competence

It is necessary not only to support students with the internship/practicing opportunities, career advising,… within the country but also to create favorable conditions for them to join the international exchanges and internship abroad in the globalization and integration era to meet the requirements of the global market. In addition, the international exchanges can sometimes bring benefits to both students and staff, such as chances to get scholarships for students, financial support for the (programs, facilities…) development projects, chances for staff to improve and update their (professional, management/leadership...) knowledge and skills… The faculty deans and department heads are usually the brokers/ mediators for developing and exploiting these opportunities, enlarging external relations, in cooperation with the Office for external or international relations. Therefore, the topic of external relation competence cannot be ignored in the development training programs for academic managers of the faculties. Domestic and international relations can bring advantage and reputation to the faculties.

The reality showed that, the deans who are able to make/maintain good relationships with industries, enterprises, external domestic partners, international partners, sponsors and actively involved in the external affairs have successfully developed their faculties in the academic training and research, creating lots of opportunities for their students and bringing prestige to their faculties/departments, increasing the employability of the graduates…..

3. IMPLICATIONS FOR THE COMPREHENSIVE DEVELOPMENT OF THE ACADEMIC MANAGERS' COMPETENCES IN THE VIETNAMESE HEIS

From the analysis above, some implications and recommendations can be given for the sustainable development of the Vietnamese HEIs as follows:

- The awareness of improving various competences for the top management staff as well as of the middle management staff needs to be raised in the globalization era through seminars, talks, conferences,…with higher education leadership experts (experienced domestic/foreign ones especially from the high-ranking universities);
- Diversified training courses and materials need to be offered regularly to the faculty deans and department heads by an excellent leadership center. A Dean Training Center or Higher Education Governance Center can be established to facilitate the training process; deans must be required to complete these further (practice-based) training courses with certificates of leadership & management, with follow-up coaching and mentoring phases if possible;
- Best practices in improving leadership skills and other management competences can be shared on some occasions like meetings of deans, academic councils at both faculty and institutional, national university or regional level…;
- Selection/appointment and assessment/evaluation criteria, promotion plans, role and functions must be clearly defined in the procedures of nominating deans in any new terms;
- Awarding system should be set up and incentive measures can be given for encouraging the contributions and eagerness to learn of the faculty deans and department heads, as lifelong learning is indispensable not only for the students but also for the academic staff and especially the leaders at all levels of the HEIs in the globalization and integration era.

CONCLUSION

Although it is still a long way to go but an appropriate roadmap with clear objectives for the sustainable development of the faculties/departments, the basic units of the Vietnamese HEIs, should be constructed right away. Top priority should be given to the investment plans for developing these important leadership and management competences of the faculty deans/department heads. In addition, context-based approach in the training courses for them should be noticed and appropriate internationalization and staff development policies should be made.

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Loureli C. Siy, Ph.D.
Executive Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), University of Perpetual Help System DALTA , Las Piñas City, Philippines

A two time recipient of the GINTONG ILAWAN, TEODORO ALONZO EDUCATORS AWARD as Most Outstanding Private Secondary School Principal of the National Capital Region (NCR) in School Year 2000-2001 and in 2004-2005, Dr. Loureli Carreon Siy holds a Doctoral Degree in Education major in Educational Administration from the Philippine Normal University and a Doctoral Degree in Philosophy Major in Educational Management from the University of Perpetual Help System DALTA, Summa Cum Laude.

She was the High School Principal and Basic Education Director of the University of Perpetual Help System DALTA for 23 years. She was President of the Las Piñas Private Schools Association (LAPPRISA) for three consecutive terms, from 1996 to 2002, President of the Private School Administrators Association of the Philippines (PRISSAAP) for five consecutive terms from 2000-2010 and the Charter President of the Las Piñas DALTA Lions Club. She was just reelected as President of the Philippine Association of University Women (PAUW) last May 19, 2016 during the Biennial Convention of the Association. She is also the President of the Pi Lambda Theta, Rainbow Node chapter, an honors society for distinguished women, a chapter member of the National Organization and is the President of the newly formed Association of Philippine Private School Administrators and Mentors (APPSAM).

She also serves in the College of Education and the Graduate School of the University as faculty member and is actively engaged in Research having also been the Research Director of the University for a time.

She is currently the Executive Director of the DEAC Office, the office in charge of Quality Assurance including Accreditation of all collegiate programs, faculty training and development, the ISO Certification and Academic Internal Audit of the three DALTA University Campuses in Las Piñas City, Calamba City, and Molino, Bacoor City, Cavite.

Perlita C. Custodio, Ph.D.
Assistant Director, DALTA Executive Academic, Accreditation and Audit Center (DEAC), Coordinator for Faculty Development, University of Perpetual Help System DALTA , Las Piñas City, Philippines

Dr. Perlita C. Custodio is an educator, speaker and researcher. She has worked with diverse learners in the classroom, has facilitated various seminars on teaching and learning and has written, published and presented a number of research papers on education and faculty development.

She holds a Bachelor's degree in Science, major in Chemistry, a Master's degree in Education major in Science Education and a Doctorate degree in Philosophy major in Educational Management. She has served in the academe in various capacities as a secondary teacher in the High School Department of St. Louise de Marillac, Pili Camarines Sur and in the Business High School of the University of Perpetual Help System DALTA Las Piñas City, Philippines teaching Chemistry from 1991 to 2005. Afterwards, she participated in a Faculty Exchange program sponsored by Amity Institute and served for 3 years as Chemistry teacher and Instructional Support Teacher of the Science Department at Dr. Samuel L. Banks High School in Baltimore City, Maryland, United States of America from 2005 to 2008.

In 2008, she returned to the High School Department of the University of Perpetual Help System DALTA as Records Officer until her voluntary transfer to the Quality Assurance Office – the office responsible for accreditation, academic internal audit, ISO certification and faculty development of the University System.

She is currently the Assistant Director of the Quality Assurance Office called the DALTA Executive Academic, Accreditation and Audit Center (DEAC) and the Coordinator for Faculty Development of the University. She also shares her expertise with the students of the College of Education as Professor 1 teaching Assessment of Student Learning, Principles of Teaching, Facilitating Learning and Field Study courses.

THE FUNCTIONAL COMPETENCIES OF THE COLLEGE OF ARTS AND SCIENCES FACULTY OF UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA – LAS PIÑAS CAMPUS: RELEVANT POLICY IMPLICATIONS FOR SELECTION, TRAINING, DEVELOPMENT AND RETENTION

Authors:
Loureli C. Siy, Ph.D. and Perlita C. Custodio, Ph.D.

ABSTRACT

The study attempted to find out the levels of functional competencies of the faculty of the College of Arts and Sciences of the University of Perpetual Help System DALTA as an indicator of quality and excellence in education and ascertain the relevant policy implications to the University System in the selection, training and development and retention of teachers.

The study made use of the descriptive exploratory research method with documentary analysis. It determined and described the demographic variables of the teacher respondents and ascertained their levels of functional competencies in 13 areas of Subject Matter Expertise, Syllabus Preparation, Instructional Materials Development, Effective Instructional Delivery, Classroom Management, Student Evaluation, Effective Presentation Skills, Facilitation Skills, Effective Writing, Research Skills, Technology Competency, Community Service Skills and Marketing Skills.

Descriptive and inferential measures were utilized in the statistical treatment of the data gathered using the numeric data processing qualities of Microsoft Excel and SPSS 15.0 for Windows.

Significant findings were drawn and the following functional competencies were identified as strengths of the faculty of the College of Arts and Sciences: 1) subject matter expertise, 2) syllabus preparation, 3) facilitation skills, 4) classroom management and 5) effective instructional delivery. However, the following functional competencies must be enhanced: 1) Research Skills, 2) Technology Competency, 3) Community Service Skills, 4) Marketing Skills and 5) Effective Writing. Hence, the Institutional Faculty Development and Training Program and the faculty development program of the College should focus on priority areas which are research skills, technology competency, community service skills, marketing skills and effective writing.

Implications were likewise discussed to support the proposition of adopting a standard-based reform policy relevant to the recruitment, selection, development and retention of the faculty.

Key words: *Functional competencies, teachers, selection, faculty development*

INTRODUCTION

Unprecedented changes have emerged in organizations and in the workplace with the advent of globalization. The 21st century is an era where professionals must possess and manifest a repertoire of competencies such as the ability to be "critical thinkers, problem solvers, innovators, effective communicators and self-directed learners who are information and media literate, globally aware, civically engaged and financially and economically literate" (http://www.davidson.edu/). For educators, content knowledge, pedagogical skills and professional dispositions are competencies necessary for personal and professional growth. These competencies are likewise necessary for developing the potentials of students in schools to prepare them for the world of work. Hence, schools must rise to the challenge of bringing forth authentic interactions between teachers and students that will facilitate the making of dynamic knowledge that is revealed through real world performance.

A "competency" is the ability of an individual to master a situation under the conditions of a changing environment, or to change it. Moreover, it can be described as

> *"...a unique system of the individual's profession and personal knowledge, abilities and qualities, all combined with a creative approach to work, a constant striving toward professional improvement, to be utilized in order to master new aims of activity, phenomena, and objects of culture that make it possible to achieve new quality in social relation."*

Thus, educators in the 21st century should be competent in the use of instructional practices "to create classrooms where students have the opportunity to work at a comfortable pace at an individually challenging degree of difficulty in a learning mode that is a good match for their learning profiles and with applications that are personally intriguing." They must be equipped with capabilities and competencies to teach the necessary tools of life which are knowledge, skills, values, attitudes and to develop students who can be equal to the high demands of the workplace today.

The focus on the "teacher" as a human resource developer for the 21st century is in itself a target on the quality of the educational process. The recent UNESCO World Survey of Education declares that:

> *"The quality of the educational process depends upon the level of education and professional sharing of teachers, the nature of their methods of teaching, the materials and equipment they and their pupils have at their disposal, the scope and balance of the curriculum*

of the school and the advisory services that can be drawn upon by teachers to help them in their classroom."

Recent trends in improving educational quality have emphasized the role of "schools, teachers, school leadership, community members, and students in defining and creating quality." Schools and teachers in the context of a strong and comprehensive system of support and supervision, flexible policies, efficient administration, and community involvement, should be emphasized in policies and programs intended to help improve educational quality. Improved teacher skills, improved relationships and emotional climate between teachers and students contribute to improved quality in schools. Thus, the knowledge and skills of teachers, and their competencies positively influence the quality of education in schools.

It is within this purview that the challenges of quality education and meeting the challenges of the dynamic global, political and economic security landscape in reshaping life must be fully met. These include redefining workplace competencies and moral values in organizations to cope with new concepts of the individual, family and country. The redefining of workplace competencies is highly related to the inevitable fact of global competition and rapid technological advancements and the focus on quality delivery systems in schools and organizations which cannot be overlooked today. According to Overtoon, global competition and rapid technological advancements are causing the redesigning of workplaces that require work environments with higher demands of knowledgeable and skilled workers.

Workplace competencies are viewed by the Organization of European Countries for Development (OECD, 2005) as a set of skills that are complementary to academic or more technical skills. They are required for workers to function within the organizational structures as part of the demands of the emerging context of a knowledge-based economy where higher generic skills and higher-level skills are in demand to meet the requirements for high performing organizations of the 21st century. This would likewise call for the upgrading of educational standards of institutions including raising the competency and capability of their faculty and the quality of instruction to achieve an improved and better quality in education which in turn can meet the demands of globalization. Thus, the competencies of teachers and their competency standards must be well defined and established so they can provide education to address workplace competencies today.

Competencies deemed most valuable in a teacher change from era to era. Before the 1950's, emphasis was placed on the teacher's knowledge of Math and Science and in the 1960's and 1970's, the "human potential" era, emphasis was placed on the effective skills of teachers. However, it was soon established that even the most caring teacher could not be successful

without knowledge of subject matter and a repertoire of teaching skills. The competencies that are required swing from the cognitive and the affective domains. These competencies include, among others, subject knowledge, pedagogy and curriculum, facilitating student learning and assessing student learning outcomes and forming partnerships with the school community and philosophical ideas as well as professional predispositions.

To lay down the framework for competencies demanded of the teaching profession, the Department of Education has defined the competency standards for teacher performance under its National Competency-Based Teacher Standards (NCBTS). These standards refer to a complex set of behaviours, attitudes and skills that each teacher must possess in order to carry out a satisfactory performance of their roles and responsibilities. Seven domains were included in the Teacher Performance and Development Framework, with each domain identifying a series of strands of desired teacher performance statements/competencies.

The standard competencies for the teaching performance set by the Department of Education and Teaching Professionals would complement with the necessary educational qualifications and professional license for one to practice the teaching profession.

Highlighting on this teacher performance and development framework of the Commission on Higher Education (CHED) and looking into the current universal and functional competencies defined by the University of Perpetual Help System, it can readily be seen that certain elements are articulated in both frameworks. For its parts, the University of Perpetual Help System has identified teaching competencies in accord with its Competency-Based Performance Appraisal System (CBPAS). This CBPAS stipulates two sets of competencies. The first set is the universal competencies, which are competencies required of all employees including the faculty and the second set is the functional competencies, which are required for the college faculty.

Apparently, however, gaps can be seen in the fact that the University is still uncertain as to what really are the current levels of competencies of its college faculty. The questions that need to be raised in order to determine the norm in teaching competency levels for the University still remain unanswered.

In light of the foregoing premises, there is a felt need for a study that would specifically examine the levels of competencies of the faculty of the College of Arts and Sciences of the University of Perpetual Help System DALTA (UPHSD), using its recently formulated Competency Based Performance Appraisal System (CBPAS).

OBJECTIVES OF THE STUDY

The study examined the functional competencies of the faculty members of the College of Arts and Sciences of the University of Perpetual Help System DALTA Las Piñas Campus. Results of the study were deemed significant in the policy review and revision relative to selection, training, development and retention of the members of the teaching force.

MATERIALS AND METHODS

Participants

The study was conducted on a convenient sampling of part-time and full-time faculty members of the College of Arts and Sciences teaching in the General Education courses as well as in the liberal arts programs which include the Bachelor of Arts in Communication program, the Bachelor of Arts in Political Science program and the Bachelor of Arts in Psychology program.

Instruments

A survey questionnaire with two parts was utilized for the study. The first part contained a covering letter and questions asking demographic characteristics such as gender, employment status, educational qualifications and years of teaching experience. The second part was the Competency-Based Performance Appraisal Form (CBPAS) which was developed and formulated by the selected Deans of the University System and the Corporate Human Resource Development (CHRD) Office. This was used to assess the functional competencies of the faculty of the College of Arts and Sciences.

The CBPAS focused on the minimum requirements for traits, knowledge, skills, values/beliefs, motives, physical ability and other characteristics expected of faculty members in order that they can contribute to the realization of the University goal of offering quality education. It assessed two sets of competencies – the universal competencies for all the employees and the functional competencies required of the college faculty.

The functional competencies that were assessed using the CBPAS form are subject matter expertise, syllabus preparation, instructional materials development, effective instructional delivery, classroom management, student evaluation, effective presentation skills, facilitation skills, effective writing, research skills, technology competency, community service skills and marketing skills.

DATA ANALYSIS

Data generated on demographic profile and functional competencies were analyzed using SPSS 15.0 for Windows. Frequency and percentage were used to describe the profile of the respondents. Mean, which is a measure of central tendency, was used in the study to determine the overall

functional competency of each of the faculty respondents based on their ratings in all the thirteen (13) areas of competency evaluated.

RESULTS AND DISCUSSION

Profile of the Respondents

The demographic characteristics of the participants (N=34) of the study are shown in Table 1.

Table 1. Participants when grouped according to Profile

	f	%
Gender		
Male	13	38.24
Female	21	61.76
Employment Status		
Full-Time	26	76.47
Part-Time	8	23.53
Highest Educational Attainment		
Bachelor's Degree	1	2.94
Master's Degree	27	79.41
Doctorate Degree	6	17.65
Years of Teaching Experience		
21 and above	12	35.29
16 years -20 years	7	20.59
11 years -15 years	7	20.59
6 years -10 years	5	14.17
1 year - 5 years	3	8.82

Majority of the participants are female (f=21, 61.76%), full-time teachers (f=26, 76.47%), and with a Master's degree (f=27, 79.41%). More than 25% have been in the teaching profession for more than 20 years while an equal number of participants have 11-15 years and 16-20 years of teaching experience (f=7, 20.59%).

Functional Competencies

Respondents identified the functional competencies that they currently possess and demonstrate, as reflected in Table 2.

Table 2. Levels of Functional Competency of the Faculty of the College of Arts and Sciences of UPHSD Las Piñas Campus as perceived by themselves

	Area of Competency	Mean	VD
I	Subject Matter Expertise	4.89	Excellent
II	Syllabus Preparation	4.76	Excellent
III	Instructional Materials Development	4.32	Very Good
IV	Effective Instructional Delivery	4.54	Excellent
V	Classroom Management	4.62	Excellent
VI	Student Evaluation	4.39	Very Good
VII	Effective Presentation Skills	4.24	Very Good
VIII	Facilitation Skills	4.67	Excellent
IX	Effective Writing	3.84	Very Good
X	Research Skills	3.37	Good
XI	Technology Competency	3.57	Very Good
XII	Community Service Skills	3.58	Very Good
XIII	Marketing Skills	3.68	Very Good
OVERALL		**4.19**	**Very Good**

As gleaned from Table 2, the competency which received the highest self-assessment rating is on subject matter expertise (x-4.89, Excellent) followed by syllabus preparation (x=4.76, Excellent) and facilitation skills (x=4.67, Excellent). The least rated area is on research skills (x=3.37, Good). Five areas were rated by the faculty respondents as excellent, seven areas as Very Good and only one area was rated Good. The average rating of the faculty of the College of Arts and Sciences as rated by themselves is 4.19 which is described as Very Good.

Literature supports the findings of this study which emphasize the need for teachers to demonstrate subject knowledge, utilize a repertoire of pedagogical methods and approaches and facilitate student learning. The effectiveness of instructional delivery and the attainment of the intended student outcomes require teachers to be knowledgeable about the subject matter they teach and teach it in the most effective and efficient way possible by employing appropriate methods of teaching, facilitating learning and sustaining a challenging academic environment for students.

Literature likewise highlights the importance of research in the professional practice of teachers. To become reflective practitioners of the craft of teaching, faculty members need to engage in research to find ways of improving instruction. Faculty research is paramount for teachers in universities, since Universities have the responsibility of seeking new knowledge and exploring ways of ensuring quality.

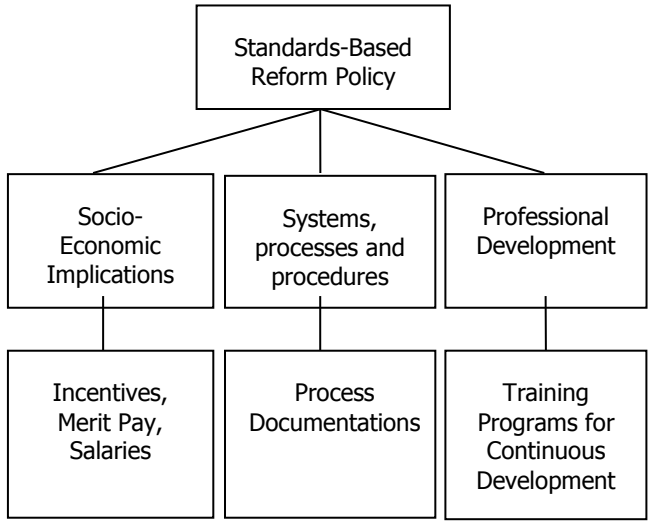
It is for this reason that higher education institutions must adopt and

implement a standards-based system in the selection, recruitment, retention and promotion of teachers in the University system. Its implementation, as a reform, would be considered a strategy devised to measure teaching performance, establish consequences of performance and raise the bar of performance across the spectrum, in order to continuously maintain, enhance and improve the quality of people and services within the University. These alone would point towards a review and change of certain existing socio-economic related policies, policies on quality and excellence, and in the professional development programs of the University.

Policy Implications

Policy implications can be drawn using a standards-based reform policy with particular targets on: 1) Socio-Economics; 2) Quality and Excellence; and 3) Professional Development.

The setting of competency standards would require a system-wide Standards-Based reform policy. The setting of standards as a bases for selection, recruitment, retention and promotion would imply the adoption of a standard-based reform policy for the whole University system. These standards can be effected through a reform policy emanating from the University Board and cascaded down to the grassroots of the University. This implementation, however, creates other implications that are consequential of the reform policy. The relationships of the different components are presented as follows:



The implementation of a system-wide standard-based reform policy would spawn consequential implications that would affect human resources development and its social-economic considerations. The theory of a standards-based system would likely

have effects on the performance incentives and economic outcomes of teachers as paid employees of the University. Standards have been seen as a good framework for the basis of incentives and pay which in turn could be considered as a prime consideration of a standard-based reform. The scoring effects and consequences would naturally place the performers in their "right places and positions" and correspondingly compensated according to their levels of competencies.

The implementation of a standard-based reform policy would affect systems, processes and procedures both in human resource development and in the material performance of the teaching job. A system-wide standard-based reform policy would likewise call for a standardization of other processes and procedures within the system. Processes and procedures for selection, recruitment, hiring, retention, training and development and eventually promotion will have to be revised and aligned to the implementation of the competency and performance standards, including instrumentation to be used and methods of assessing the teacher. Duties, tasks and responsibilities of teachers, impliedly, would be aligned to the performance standards, as well as methods of evaluating the teacher in order to meet the standards.

The implementation of a system-wide standard-based reform policy would call for a revision of the professional development program of the University System to conform with the standards. The school's professional development program would need to be re-evaluated to ensure the upgrading of competencies of teachers so that they can meet higher levels of standards. Teachers would now necessarily formulate their own individual professional development plans that are aligned to the University professional development policy plan, conforming with the standards and addressing training gaps. A yearly review of the plan can be undertaken by the Dean or Department Head to ensure that the individual plan of the teacher is consistent with the educational needs of the teacher and is designed to enhance the ability of the teacher to improve himself/herself and contribute to student success. For the College of Arts and Sciences, priority areas for faculty development include developing research competencies, community service skills, marketing skills, effective writing and technology competency.

CONCLUSION AND RECOMMENDATION

The study revealed the following major findings: The profile of the faculty of the College of Arts and Sciences indicate that majority are female, on full-time status, with a Master's degree in their field of specialization and with more than 11 years of teaching experience. Based on self-assessment, the faculty identified the following competencies as strengths and these are subject matter expertise, syllabus preparation, facilitation skills, classroom management and effective instructional delivery. However, the following

functional competencies must be enhanced and these are research skills, technology competency, community service skills, marketing skills and effective writing.

These findings underscore the need to ensure that the faculty development and training programs of the University and of the College of Arts and Sciences focus on the improvement of the functional competencies identified by the faculty as areas for improvement. Enhancement activities can be designed to strengthen and reinforce competencies in the areas of effective writing, presentation, use of technology in teaching, community service and marketing. Further, the Dean can strengthen the mentoring program of the college through close supervision of the mentor-mentee partnerships among the faculty members for sharing and learning about best practices in the teaching of their disciplines.

On a system-wide scale, there are relevant policy implications in the implementation of a standard-based reform policy in the University system.

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Carlos A. Rabassó, Ph.D.
Associated Professor, NEOMA Business School, Rouen, France

Carlos A. Rabassó has been an Associate Professor at the Neoma Business School in France for the last 24 years. He holds a PhD in Humanities from the University of Paris VIII. He has published 4 books, more than 40 papers and given around 100 lectures in international conferences. His area of expertise is Diversity Management, Cross Cultural Management, Critical Thinking and Management Education.

Fco. Javier Rabassó, Ph.D.
HDR, Associated Professor, Université de Rouen, France

Francisco Javier Rabassó is an Associate Professor at the University of Rouen, France. He holds a PhD in Humanities from the University of Toronto, Canada. He has published 5 books, more than 50 papers and given around than 100 lectures in international conferences. His area of expertise is Visual Arts, Diversity Management, Cross Cultural Management, Critical Thinking and Management Education.

TRANSCULTURAL HUMANIST MANAGEMENT EDUCATION FOR FUTURE RESPONSIBLE LEADERS: A POSTCOLONIAL PERSPECTIVE.

Authors:
Carlos A. Rabassó, Ph.D. and Fco. Javier Rabassó, Ph.D

ABSTRACT

The globalization of neoliberal economics happened with the hegemonic expansion of a global English American culture which allowed international management educational institutions as well as Western corporations to impose monolithically ethics and esthetical values at their mercy in a free based market economy. Culture, as well as language, has always been a very powerful tool for colonization since the XIXth century. English American global culture has been imposed upon cultural and linguistic diversity in many academic, business and scientific fields to the point that affirmative action is a must in a university research environment mostly dominated by English. As a consequence, a hybrid language has been created by non-native speakers when they incorporate into English grammar their mental and sensorial perception and understandings.

This paper will focus on the implementation in business teaching education at the university level of cross-cultural humanist training for responsible leaders. This research would like to highlight the importance of emerging cultures in our global society and the need to incorporate its polyphonic cultural views into management practices. Transcultural humanism (TH) questions Eurocentrism and Western thinking as the main ground theory for business education. The rising responsible sustainable business environment underlines the need for new approaches in business education. The purpose of this paper is to show how relevant is Transcultural humanism, taught from a holistic perspective, in educational business learning contexts for exchanging ideas and perspectives in the emergence of a responsible global world. The paper will highlight the contribution of postcolonial social thinkers, economist, activists and creative responsible leaders in the learning practices of our education business institutions.

Key words: *transcultural management, management education, postcolonial perspectives, responsible leaders, business teaching education*

The globalization of neoliberal economics happened with the hegemonic expansion of a language and a culture, English American, which allowed Western corporations to grow creating, developing and controlling the market economy at their mercy. Western languages and cultures, as it happened with Spanish, French and English Empires has always been a very powerful tool for colonization. Becoming a "lingua franca", English

American has been imposed upon cultural and linguistic diversity in many academic and scientific fields, especially in management education. We live today the domination of English in our research environment also, where a non-English speaking population (the majority of the planet) struggles to get published while Anglo-Saxon scholars have easy access to publication journals and academic business educational positions, in many cases because of their mastery of the language more than anything else. Affirmative action for "language diversity" has not yet been implemented in research and in educational business environments. On the other hand, English has become the main language tool for learning in many international universities. A hybrid language has been created by non-native speakers when they incorporate into English grammar their mental and sensorial perception and understandings, in many cases a peculiar way of thinking which differs from the linear, Cartesian and very structured English used by native speakers. The education of responsible transcultural managers for open environments and organizations demands a multilingual and a postcolonial approach to the study of languages and cultures to enlarge a responsible caring vision about our world (Rabassó & Rabassó, 2011).

European business universities are dominated by the use of the native(s) language(s) of the country and English. Many educational organizations think that using English gives their environment an open and culturally diverse "touch" to their participants, underestimating the importance of a third and even a fourth language and culture in the curriculum as a way to overcome linguistic "distance" (Dumitriu & Capdevila, 2012). Many educational business institutions and corporations have a qualified staff capable of doing their work in many different languages. However, the priority is given to English as well as the language spoken in the territory where these organizations operate. In many occasions there is a kind of prejudice to see foreigners using their language in a mono-linguistic environment with few people capable of switching into English exclusively. This is a very poor understanding of what should be living in a transcultural diverse global environment open for different views and expectations as

> the role of transversal humanist teaching is to present the particularities of each culture and their differences in regards to others. For that purpose, languages as well as explicit and implicit cultural contexts ought to be deconstructed to attain cross cultural approaches and behaviors. If culture represents a system of shared values transmitted from generations to generations, it is then composed of subjective and collective knowledge (Rabassó & Rabassó, 2015: 2).

The tendency still very present in our educational and business institutions is discriminating other cultures, many times considered inferior, to the dominating languages and Western cultures. The impression is that apart

from the native language and culture used in education and business, there is only another one: English language and Anglo-Saxon culture. This is the case of ASEAN, where in January 2015 10 countries merged in an economic union using English as a tool for communication among national cultures from South East Asia.

In French there is a difference made between globalization and "worldisation" ("mondialisation"). Some intellectuals like Claude Hagège (*Combat pour le français*, 2006) and media groups (*Le Monde diplomatique*) consider globalization as a phase in the disappearance of national identities and the collapse of borders across countries in our global village as Marshall McLuhan pointed out 50 years ago in *Understanding Media*. The world, following the Canadian scholar, will be built following the neoliberal cultural model producing a vast amount of content in English (values, norms, institutions, objects, information and so on). This will create a new kind of totalitarian « invisible » Global State where English will impose their ethic and aesthetic values over other languages and cultures through technology and mass media. This has been studied by committed intellectuals like Ignacio Ramonet (former director of *Le Monde Diplomatique*) in *The Tyranny of Communication* (*La Tyrannie de la communication*) referring to the Americanization and the development of a mass culture since 1930's as a global culture today, a culture very easily understood (low context culture) and fast (the « speed-culture » announced by Paul Virilio) by our global citizens and characterized by the consumption of everything and the consequent destruction of our natural environment in a kind of "macdonaldisation" of society (as George Rifter pointed out more than 25 years ago). However, before this possible final phase of humanity understood in its diversity, European countries like France reacted putting forward the importance of "cultural exception" and Italy with the "slow food movement" with the emergence at the beginning of the XXIst century of the Global Compact and for business education of the Principles for Responsible Management Education (PRME), a universal chart of rights and obligations for business universities which invites to open up the curriculum to the silent voices of social thinkers and humanist from all over the world. This is what we called in previous work Responsible Global Humanism (RGH), a larger concept from the reductionist view eurocentrism monopolized thinking and business practices since the French Encyclopedia in late XVIII:

> Responsible Global Humanism (RGH) appears then as an alternative way to foresee humanities from a larger scope as the contribution and findings of scholars and practitioners from emerging countries is becoming more relevant for our global economy. The changes that our business schools are experimenting today are the result of the need to learn from silent and dissident voices that can help the business community to better understand

> the happenings and complexities of our diverse economic, cultural, political, social and economic environments (Rabassó & Rabassó, 2015: 124).

From a positive and constructive view, English language has been used as a tool for communication among different linguistic communities unable to understand each other because of the difficulties to learn the other`s language. It is the case today of the already mentioned ASEAN. English becomes therefore a tool for cultural exchanges despite the very little knowledge people using it could have about the Anglo-Saxon way of thinking and communicating. In business education is it important to pay attention to the interpretation of cross-cultural meaning as crucial to understand the intentions of second language English speakers as the language used for interaction do not always respond to the demands and needs of the people employing it. The overuse of English language by other cultural communities creates in international management education a hybrid language as the original syntactic structure evolve according to the way of thinking and the formal characteristics of the other languages and cultures used by non-English speakers (Rabassó & Rabassó, 2015). Concepts like profit, performance, productivity, growth and so on have to be revisited according to the cultural dimensions of each national, corporate and professional culture. This is also obvious when it relates to scientific papers adapted to the linear and Cartesian structure of English language and culture in relation to other cultures which can be more systemic, emotional and less pragmatic in relation to the meaning carried by the words employed. The best example is to compare an English paper or thesis dissertation written by an Italian or a Spanish scholar, where each paragraph carries a very large amount of ideas and running sentences to a paper written by a Norwegian or Swedish scholar, easier to adapt to the formal and neutral standards of what English language expects from its users. Subjectivity and emotion is not accepted as scientific scholarly papers demand a more objective and rational approach to the subject presented and discussed. In French language there is a tendency to say that an oral presentation is well thought and structured as it is also "squarely" well done ("pensée bien structuré" or "carrément bien"[4]). This implies also that is not "rounded", meaning feminine, emotional, disordered, and intuitive. From this perspective it is important to consider different elements in management transcultural education that come into play with the use of English as a second language from cultures that do not want to be placed in a position of cultural domination (as the native speakers could be seen as the dominant ruling class): First, semantic

[4] Literal translation: Thinking well structured. Squarely well.

hybridity (SH); second, cross-cultural linguistic performance (CCLP); third, transcultural adaptation (TA). This paper would like to highlight the importance of our very large language environment which gives cultural diversity a global social meaning as confronts the imposition of a language or a culture over others by political, economic, cultural and psychological factors. The best example is our global culture and the music industry which is overwhelmed by Anglo-Saxon language. The same could be said about the audiovisual (cinema and television) industry. There are several tools to cross-cultural understand the meaning and functions of a language used as a tool for global communication. One of them is sociolinguistics, a discipline that tries to understand the complexities of cross-cultural multi language used in business international environments. For this purpose global humanism incorporating humanities and social sciences is today a need in the training and education of international responsible managers and negotiators.

Cultural domination comes when the colonizing culture does not take the specificities of the colonized culture as the objects do not have the same mental value in different languages. This is important to bear in mind for business education. For instance, the word "imagination" poses some problems from this perspective as the mental construct of something or someone does not have to be always an image, but a sound, a smell, a texture, a taste or a mixture of all of them. The dominating and destructive effects of Facebook for instance over the globally diverse cultural "mental perception" of a word has not been studied yet but we can see already the changing patterns towards physically passive isolated and individualistic behavior of many collectivists cultures[5]. In non-Western Cultures many objects refer to sacred principles related to Nature or to the invisible, aspects today highlighted in sustainable management education. This is the case of the tam-tam or percussion instruments which have spiritual value as well as are carriers of information that is very important for African communities. Once these sacred tools are replaced by Western objects or technologies such as smartphones, these "new things" acquire values

[5] On December 27th 2014 one of the authors of this paper assisted in Cádiz, Spain, at a Christmas Carols Flamenco Concert at Peña La Perla, beside the Cathedral, in the old quartier. The south of Spain is mostly collectivists as people tend to speak loud and relentlessly at the same time when they are together. During the intermission most of the people sitting, about 4 or 5 around many tables before the stage, did not talk to each other. Most of them, people from 20 to 70 years old (flamenco is loved by all ages), were very busy looking at their smartphones. This lasted until the end of the intermission. This an example of how technology imposes individualistic behaviour and cultural domination among collectivists cultures as it creates a kind of addiction and dependency.

which go beyond their specific use as tools for communication. They become "spiritual" value objects as the percussions instruments before. Many professors have been struggling in business schools as the students pay more attention during classes through their technological gadgets to the happenings in their Facebook or twitter accounts than to the lectures and seminars given by the expertise. The same effect happens to brands and education. The worshipping of branding is something Western cultures do not understand but their devastating effect over these cultures is as destructive as colonizing languages were in relation to the aboriginal ones, as well as to the cultures they encountered[6]. No matter the language chosen in cross-cultural communication, a word is never encoded the same way by second language producers as it is by native speakers. Most of the time there are a lot of misunderstandings due to wrong interpretations as the result of lack of knowledge of cultural contexts. Cross-cultural study of words, objects and concepts present when verbal language is employed are very relevant aspects people should consider in international negotiation, cross-cultural management practices and so on. It is also necessary to notice that in cross-cultural communication among speakers from different cultures and languages, each speaker keeps his/her own world view. It does not matter how high the linguistic competence of a specific speaker is in a foreign language. Speakers have to switch constantly between their original local knowledge to global knowledge (Dupuis, 2011) in a business environment with multicultural managers as a requirement for open organizations (Brannen, 2010). The need to create new intercultural management models in global teams (Has, 2012) forces individuals to negotiate word views as a sine-qua-non condition in cross-cultural encounters where speakers do not share most of the time the same aesthetic and ethical values. In cross-cultural learning speakers have to consider the role of verbal language as in Japanese culture, as well as in many Asian cultures, speakers are more "allocentric" than Westerners, being more concerned with the interests of others more than one's own. Asians are generally community-minded and the use of second person pronouns certifies this. Western speakers tend to be more "egocentric", self-centered and less concerned about the others and the environment. The emerging ecological and green corporate practices around the world

[6] One of the authors of this paper found out in poor Mindanao, Philippines, how people were trying to sell to "organ brokers" their kidneys for about 300 euros to get the last version of the Apple smart phone. Technology has gone too far in certain cultures where the sacred is related to physical objects as a kind of animist behavior.

are changing fixed patterns about cultural behavior and cross-cultural communication.

The final conclusions of this critical study go to the possibility in our XXIst century of creating hybrid languages and cultures in management education, resulting from the exchange and "contamination" of foreign cultures in our global multilingual planet. From this world perspective the use of language will be less determined by social class and professional status and more by the need to communicate in open and decentered environments. *The Clash of Civilisations* (Samuel Huntington) and the *End of History* (Francis Fukuyama) highlighted by conservative American neoliberal scholars at the end of the XXth century will not happen if future responsible leaders and business educators embrace cultural differences as an asset for a more complex and elaborate world view produced by a community of globally responsible citizens. Wade Davis in his book *Light at the Edge of the World* (2007) created a concept that is very much appropriated for this paper: the "Ethnosphere". This refers to the diversity of human cultures. From this view, languages and cultures are much more than just a set of grammatical rules, ethical and aesthetical values but the result of different world views through norms, rituals, ecological and sacred knowledge (such as eco-spirituality), belief systems and so on. From a sustainable, dialogical and responsible systems thinking perspective and a holistic / integral view (Capra, 1983. Wilber, 2000), cultures and languages interact and adapt to changing environments and contexts. Management education has the responsibility of showing the radical changes occurred in the las decades in our business world where instead of having a monolithical culture or a dominating civilization our planet today is a dynamic web of relationships, a polyphony of voices, a "rhizome"[7] of languages and cultures in a permanent non-linear dialogue, change and exchange adapting to each other without a fixed point of reference. Instead of a world of dualistic categories and binary oppositions our business educational environments invite "difference" as the basic tool to understand the very essence of nature and the universe. The well-known opposition between highly developed civilizations, mostly of European origin, and barbarian "underdeveloped" ethnic cultures becomes obsolete from a postcolonial understanding of languages and cultures. Transcultural[8]

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[7] Deleuze, Gilles and Félix Guattari. 1980. *A Thousand Plateaus*. Trans. Brian Massumi. London and New York: Continuum, 2004. Vol. 2 of *Capitalism and Schizophrenia*. 2 vols. 1972-1980. Trans. of *Mille Plateaux*. Paris: Les Editions de Minuit.

[8] Fernando Ortiz, *Contrapunteo cubano entre el tabaco y el azúcar.* La Habana: Jesús Montero, 1940.

adaptation can be a tool for cross-cultural learning and communication as well as for the creation of a globally responsible humanism for the education of future managers (Rabassó & Rabassó, 2014) in European business schools less worried about making money and much more concern about education. As we mentioned in a paper published in 2014 at the *Journal of Global Responsibility*, "How European Business Schools Can Find Their Way",

> It is now up to European Business Schools to decide whether they want to be part of the solution to make the world a place where market economy serves human fundamental rights and needs, or whether they choose to be part of the drive which amplifies human precariousness, inequality and environmental problems, driving our planet to the brink of an abyss (Rabassó & Rabassó & Sionneau, 2014:236).

Transcultural humanist management education can be an inspiring way for global responsibility in many business educational institutions with the creation of multidisciplinary departments and research projects with a teaching staff coming from different areas of expertise and geopolitical backgrounds. The contribution of cross-cultural and "egalitarian"- non-hierarchical- environments towards "green" business education will help management universities and schools for the encountering of a plurality of third hybrid humanist cultures as the result of the linguistic and cultural exchange of students, educators and managers, all committed for a better sustainable and responsible world.

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Hanas A. Cader, Ph.D.
Associate Professor, College of Business and Economics,
American University of Kuwait, Kuwait

Hanas Cader is an Associate Professor in Economics at College of Business and Economics, American University of Kuwait. He received his BSc and MBA degrees from University of Peradeniya, Peradeniya, Sri Lanka and Masters and PhD from Kansas State University. His research interest includes Elearning, Knowledge economy, entrepreneurship and regional economics. His recently co-authored article was published in International Review of Economic Education.

DO CLASS SIZE MATTER IN ONLINE LEARNING SETTINGS?

Authors:
Hanas A. Cader, Ph.D. and Ali Aljamal, Ph.D.

ABSTRACT

Online learning continue to shapes the modern day education and the educators quick to embrace the technological developments to improve student achievement and learning outcomes. Further, the technology also facilitated the resource use efficiency. More and more courses are offered online or using distance education modules and class sizes are also increased as the instructors use online homework as they can save time and energy from manual grading. So far, online learning assessment in larger and smaller classes in terms of improving student learning outcome is mixed. In this paper, we empirically assess the effectiveness of online learning practice in larger and smaller class settings. An experiment was designed between larger and smaller classes and in each class was subjected to two treatments. First treatment group was assigned with online homework assignments while the other group had traditional homework assignments. A common standard test (Test of Understanding in College Economics (TUCE)) was administered to assess the students learning outcome. The results show that student GPA and larger class size had a positive and significant impact while online assignments and having a government scholarship had a negative significant impact final exam performance.

Jasper Vincent Q. Alontaga
Assistant Professor, Br. Andrew Gonzalez FSC College of Education, De La Salle University, Philippines

Mr. Jasper Vincent Q. Alontaga is an assistant professor in the Educational Leadership and Management Department at De La Salle University Manila, handling educational technology for both undergraduate and graduate programs. He also served as Head of the Institute of Technology-based learning in Jose Rizal University in charge of managing the design, development and evaluation of computer assisted instructional modules and blended learning courses. He is involved in various e-learning initiatives and researches such as the Computer Use in Internet Shops and E-learning readiness, Establishing An E-Learning Outreach Program for Public Basic Education in the Philippines, and Acceptance of pre-service teachers towards Google for Education online training modules. He is also an associate member of the UNESCO-RDTC Philippines University Network. He earned his BSE degree major in Computer Applications and BS Mathematics, as well as his MA Special Education degree at De La Salle University. He is currently a PhD Special Education candidate at University of the Philippines – Diliman.

EVALUATION OF PRE-SERVICE TEACHERS OF GOOGLE FOR EDUCATION ONLINE TRAINING MODULES

Author:
Jasper Vincent Q. Alontaga

ABSTRACT

Responding to the needs of digital learners requires higher education institutions to continuously innovate their curriculum in order to develop teachers equipped with 21st century skills in technology integration. One such e-learning initiative is the integration of Google for Education (G4E) online training modules. This research aims to determine the experiences and evaluation of sixty-seven (67) pre-service teachers who took the G4E fundamentals online training modules as part of their educational technology course. Results of the survey show highly appropriate ratings for the online learning features and moderate ratings for the ARCS motivational design features of the G4E modules. The data also indicates that students in higher levels access and spend more time doing the G4E modules. Duration of access is fostered by quality of online learning – i.e. fast online access. Among the ARCS motivational design features, the satisfaction features proved to be the primary strength of the G4E modules. Pre-service teachers who frequently access the modules reported doing the modules in advance and expressed willingness to take another G4E online training module. Additionally, the attention and relevance features significantly contributed to their willingness; whereas the confidence features significantly contributed to their readiness to take the G4E certification exam. Recommendations on how to improve the integration of the G4E online training modules are presented.

Key words: *ARCS, E-learning, Google for Education, Motivational design, Online Learning, Pre-service teachers*

INTRODUCTION

As part of the Br. Andrew Gonzalez, FSC – College of Education's mission to produce teachers responsive to the changing times, the students are exposed to various e-learning trainings in their pre-service education. One such initiative for SY2015-2016 is the exposure to Google for Education (G4E) online training modules with the aim of improving their technological, pedagogical and content knowledge in integrating Google for Education tools. Since e-learning often requires students to be highly motivated and committed to learning (Huynh, Umesh, & Valachich, 2003) due to less social interaction with peers or an instructor compared to traditional learning, it is important to examine the evaluation and experience of

students towards the modules in order to develop effective strategies and for continuous improvement of such initiative.

21st century teachers and pre-service education

Pre-service teachers will be coming into classrooms comprised of 21st century learners. Part of their future role is to develop the information, media and technology skills among their students (Partnership for 21st Century Skills, 2015). In order to accomplish this, the International Society for Technology in Education sets standards for teachers which include design and development of digital age learning experience and assessments, modeling of digital age work and learning, and promotion and modeling of digital citizenship and responsibility (ISTE, 2015). To be able to successfully fulfill their responsibilities, teachers have to be exposed in their pre-service education to trainings not just about technology skills and applications, but about pedagogical methods of incorporating various technologies in their teaching (Snider 2003 as cited by Oakley 2008).

Efficacy of E-Learning

E-learning or electronic learning is a type of learning and teaching wherein the activities are mediated by Information and Communication Technologies (ICTs) (Naidu, 2006). In e-learning, the role of internet is highlighted in facilitating the asynchronous as well as synchronous activities. As Resta & Patru (2010) define it, e-learning is learning by communicating using the internet and interacting with content accessed on the internet, all within the context of sound pedagogy. This involves the use of different technologies such as audio, video, screencasts and learning management systems.

A lot of studies have examined the effectiveness of online instruction as compared to traditional face-to-face instruction in improving not just student learning but other factors such as technological application skills (Kuo, Song, Smith, & Franklin, 2007). Students who have e-learning instruction for all or part of their course performed better and outperformed their face-to-face counterparts (US Department of Education, 2010; Shachar & Neumann, 2010). E-learning is also advantageous in terms of offering more flexibility and convenience of learning (Jaggars, 2013). This is since students have more access and time digesting the information (Rashty, n.d.). Students also prefer learning and interacting online, expressing higher satisfaction and rating learning as more effective when mediated with technology (Radovic-Markovic, 2010).

ARCS Model of Motivational Design

In designing Computer Assisted Instruction (CAI), one model that can be used to guide developers is the ARCS Model by Keller (2010). This motivational design model is anchored on the expectancy-value motivation theory identifying "effort" as the major measurable motivational outcome.

For effort to occur, the person must value the task and believe he can succeed in the task. This means that the learning task needs to be presented in a way that is engaging and meaningful to the student, and in a way that promotes positive expectations for the successful achievement of the objectives (Small, 1997).

The ARCS Model focuses on four (4) essential strategy components for motivating students. These are attention, relevance, confidence, and satisfaction (Keller, 2006; Keller, 2010). Attention strategies refer to design features that arouse and sustain the learners' curiosity and interest. Relevance strategies refer to design features that link learning tasks to learners' needs, interests, and motives. Confidence strategies refer to design features that help learners develop a positive expectation for successful achievement. Satisfaction strategies refer to design features that provide extrinsic and intrinsic reinforcement for effort. The ARCS model can also be used as a tool for evaluating the design features of CAI modules under the four strategies.

Conceptual Framework

This evaluation study was based on the premise that design features of the Google for Education online training modules contributes to the learners' experience towards the modules. Evaluation for this study will be guided by two evaluation frameworks. The first involves the evaluation of the online learning features of G4E online training modules. The second involves the evaluation of the G4E online training modules based on the ARCS model of motivational design – that is, evaluation of design features for attention, relevance, confidence and satisfaction strategies. These features affect the pre-service teachers' experience in the G4E online training modules – pertained to as their effort in terms of actual use of the modules. Taken together, the results of the evaluation will enable the identification of the critical success factors of the online training modules. Figure 1 shows the framework used in the study.

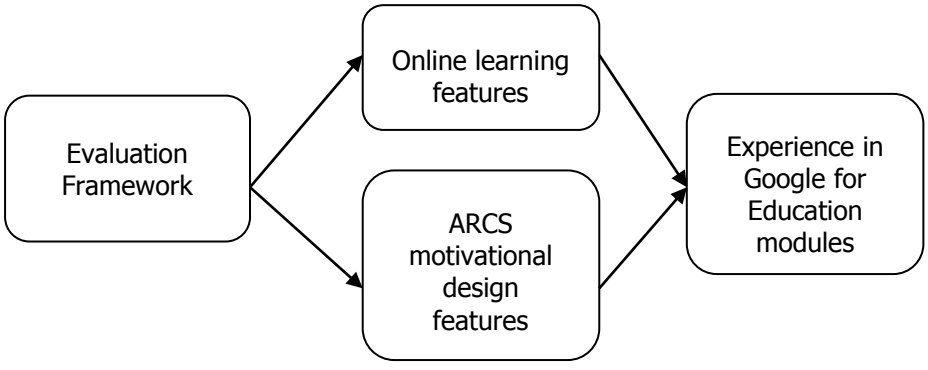

Figure 1. Conceptual paradigm for Evaluation of Pre-service Teachers of Google for Education Online Training Modules

Research Objectives

The objective of the study was to describe the experience and evaluation of pre-service teachers towards the Google for Education online training modules. Specifically, it aimed to answer:

1. What is the evaluation of pre-service teachers of the Google for Education online training modules in terms of:
   a. Online learning features
   b. ARCS motivational design features
2. How is the various features related to their experience with the G4E online training modules?
3. Which other factors contribute to their experience?

METHOD

This was a descriptive mixed method study which aims to describe the experiences and evaluation of pre-service teachers of Google for Education (G4E) online training modules. The G4E modules are online training modules for teachers composed of two main tracks, namely Fundamentals Training and Advanced Training, which equips teachers with best strategies for integrating Google for Education tools in their classroom. It also aims to develop the computer science knowledge and skills of teachers through multimedia instruction, reflection, web-based activities and assessment. Under the Fundamentals Training there are 13 units spanning from engaging in professional growth and leadership, increasing efficiency and saving time and facilitating and inspiring student learning and creativity.

Sixty-seven (67) students served as the participants for the study and took G4E Fundamentals Training modules as part of their Educational

Technology (EdTech) course. The modules were optional for students and consent forms were provide. An orientation was given to the students on the nature and outline of the modules. The link to the G4E modules were made available through the course's Sakai online learning management system. Recommended units to accomplish for the various weeks and proof of completion outputs were also given. Support with the modules was also provided via face-to-face consultation and through an online discussion forum.

A four-part questionnaire was used to evaluate the Google for Education Online Training Modules at the end of the course. Part A surveyed the students' profile. Part B contains 6 items rated on a 4-point scale to evaluate the online learning features of the modules adapted from the Lee, Mohammed and Altamimi (2015) containing subscales for quality of online learning (0.89 alpha value) and feasibility of online learning (0.90 alpha value). Part C of the questionnaire evaluated the ARCS motivational design features of the modules using the Instructional Materials Motivation (IMMS) Survey of John Keller (2006). The IMMS is based on Keller's ARCS model of motivational and contains 36 items rated on a 5-point scale across four areas of Attention, Relevance, Confidence and Satisfaction (0.96 reliability estimate). Part D looked into the actual use of G4E modules. The survey was administered online via www.surveymonkey.com. Interview with the students about their experiences using the G4E online training modules was also conducted.

Mean scores for the online learning features and ARCS motivational design features were computed. Correlation was also done with their experiences to determine relationships, with T-test and ANOVA to check significant differences. Interview responses served as support for the quantitative data.

RESULTS AND DISCUSSION

Profile of participants

The 67 participants are aged 17-24 years old, composed of 46 females (69%) and 21 males (31%). Majority of the participants are second year students (60 out of 67 or 90%), full time students (64 out of 67 or 95%) and enrolled in 20 units on average. Half of the participants (34 out of 67 or 51%) are Early Childhood Education major students. There were 14 Science Education, as well as English major students (21%) and there were 5 of the participants are Educational psychology majors (7%). The participants have high access to technology as 59 out of 67 (89%) reported to have their own laptop computers, 65 (98%) have smartphones and 64 (96%) have internet access at home.

Evaluation of G4E modules

The participants' evaluation of the G4E modules in terms on online learning features is presented in Table 1 below. All items have been rated as highly appropriate by the participants, with being able to learn at own pace, anytime anywhere (*M* = 3.54, *SD* = 0.70) rated as the most appropriate flexibility feature. On the other hand, feasibility of learning online (*M* = 3.40, *SD* = 0.74) rated as the most appropriate quality feature.

The results suggest that students prefer the practicality of making the G4E modules available online, particularly for the flexibility it can afford to them. This confirms the claim of various studies on course flexibility as a factor that influence students view of e-learning (Jaggars, 2013; Gandema & Brown, 2012).

Table 1. Evaluation of G4E modules online learning features

	Mean	SD	Verbal Interpretation
Quality of Online Learning	3.36	0.71	Highly Appropriate
Ease of accessing the system	3.34	0.73	Highly Appropriate
Speed of accessing the system	3.34	0.66	Highly Appropriate
Feasibility of learning online	3.40	0.74	Highly Appropriate
Flexibility of Online Learning	3.42	0.76	Highly Appropriate
Can plan own learning schedule	3.42	0.80	Highly Appropriate
Can learn at own pace, anytime, anywhere	3.54	0.70	Highly Appropriate
Can learn independently without a teacher	3.31	0.76	Highly Appropriate
Online Learning Features	3.39	0.73	Highly Appropriate

The participants' evaluation of the G4E modules in terms on motivational design features are presented in Table 2 below. The relevance dimension got the highest rating (*M* = 3.52, *SD* = 0.87) and was seen as mostly true, while the confidence dimension got the lowest rating (*M* = 3.28, SD = 0.88) and was seen as moderately true. The results reiterate the critical role of perceived usefulness as a main determinant for acceptance of e-learning systems (Tarhini, Hone & Liu, 2014; Lee, Hsieh & Chen, 2013).

Table 2. Evaluation of G4E modules motivational design features

	Mean	SD	Verbal Interpretation
Attention	3.29	0.89	Moderately true
Relevance	3.52	0.87	Mostly true
Confidence	3.28	0.88	Moderately true
Satisfaction	3.49	0.87	Mostly true
Motivational design	3.40	0.88	Moderately true

Two items under the satisfaction dimension got the highest rating, namely "Completing the exercises in the modules gave me a satisfying feeling of accomplishment" (*M* = 3.82, *SD* = 0.88, Mostly true) and "It felt good to successfully complete the modules" (*M* = 3.82, *SD* = 0.99, Mostly true). The highest rated item in the relevance dimension was "The content of the modules will be useful to me" (*M* = 3.68, *SD* = 1.01, Mostly true).

Two of the lowest rated item was in the confidence dimension namely, "Many of the pages had so much information that it was hard to pick out and remember the important points" (*M* = 2.64, *SD* = 0.95, Moderately true) and "The modules were more difficult to understand than I would like for it to be" (*M* = 3.05, *SD* = 0.95, Moderately true). Another low rated item was "The amount of repetition in the modules caused me to get bored sometimes" (*M* = 2.71, *SD* = 0.94, Moderately true). in the attention dimension. This was echoed during the interview with the participants saying that the length of the content, specifically the amount of text the modules have is too long. These long texts led to the modules to "get boring," "felt so long and uninteresting" and "can be dragging."

Other design considerations suggested by the participants are to have more visuals (presentations and videos) and interactions on the modules and not simply texts. Additionally, they mentioned that having more output-based activities to try out the concepts is better instead of simply learning in way of information which they tend to easily forget. This is supported by Liaw & Huang (2012) that interactive learning environments as predictors to self-regulation in e-learning environments.

Experiences using G4E modules

Majority of the participants accessed the module once a week (67%) followed by 2-3 times a week (32%). Duration of access is either for 31-60 minutes (37%) or less than 30 minutes (35%). There were 14% of participants who reported 1-1.5 hours of duration of access and 6% who reported 1.5-2 hours and 2-3 hours duration. Almost half of the participants (49%) mentioned that they accomplish the modules late or have backlog, while 35% finished the modules on time and 15% in advance. At the end of the course, 31 out of the 67 participants (46%) were able to finish all 13

modules. There was a completion average of 8.18 out of 13 modules. Given a chance, 53% mentioned intention to take another G4E online training modules and 44% mentioned willingness to take the G4E certification exam.

Lack of time to do the modules was one of the themes that arise from the interview with the participants. They mentioned the problem of time management since they already have required assignments from other courses that occupy their time, making it a challenge for them to "find the time to finish them (the modules)." As Islam, Beer and Slack (2015) explain, e-learning brings about time management challenges to its users. This is mirrored in Muuro, Wagacha, Oboko & Kihoro's (2014) study that found out how lack of time to participate served as a challenge for online learners.

Relationship of G4E modules design features and experience

Table 3 presents the correlation table for the Online Learning (OL) features, motivational design features and experiences of the participants. Quality of OL, Flexibility of OL and overall OL Features are strongly interrelated showing consistency of the OL features. Similarly, the ARCS model is consistent with strong correlation between Attention, Relevance, Confidence, Satisfaction and overall Motivational design. It can be observed that OL features are strongly correlated with the ARCS motivational design, specifically for the Relevance and Satisfaction dimension.

Out of all the design features, the feature of quality of online learning is the only one which was associated with the participants' experience – namely on duration of access. Specifically, this implies that students tend to spend more time with the G4E modules if they are easily accessible and if there is fast online access. During the interview, participants reported slow, weak and unstable internet connection as one of the problems they encountered in completing the modules. This result confirms the how infrastructure is a valid and reliable factor to measure e-learning systems success in terms of user satisfaction (Alsabawy, Cater-Steel & Soar, 2013) and how slow internet connectivity pose as a challenge for learners in an online environment (Muuro, et. al, 2014).

Table 3. Correlation table of G4E modules design features and experience

		1	2	3	4	5	6	7	8	9	10	11	12
1	Quality of OL	-	.87**	.97**	.24	.41**	.19	.32**	.34**	-.10	.28*	-.09	.087
2	Flexibility of OL		-	.97**	.18	.45**	.20	.35**	.35**	-.12	.18	-.12	.007
3	OL Features			-	.21	.45**	.20	.35**	.36**	-.11	.24	-.11	.048
4	Attention				-	.76**	.47**	.71**	.88**	.15	.06	.06	.078
5	Relevance					-	.57**	.87**	.94**	.06	.09	.03	.156
6	Confidence						-	.52**	.72**	.08	-.23	.21	.209
7	Satisfaction							-	.90**	.20	.14	.07	.239
8	ARCS								-	.14	.03	.09	.186
9	Frequency									-	.13	.44**	.336**
10	Duration of access										-	-.11	.134
11	Completion rate											-	.418**
12	Completed modules												-

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

From the table we can also see that frequency of access correlates with number of completed modules, r(63) = 0.336, p < .01. There was also a statistically significant difference between those who access the modules once a week (*M* = 6.98, *SD* = 5.558) and those who access the modules 2-3 times a week (*M* = 10.90, *SD* = 5.438) as determined by t-test, *t*(58) = 3.106, *p* < .05. Frequency was also associated with completion rate, *r*(63) = 0.44, *p* < .0,1 and willingness to take another G4E training module, *r*(63) = 0.383, *p* < .01. This means that students who accessed the modules more frequently tend to do them in advance and are able to complete more modules.

Completion rate is also correlated with number of completed modules, *r*(63) = 0.418, *p* < .01. There was a statistically significant difference between groups as determined by one-way ANOVA, F(2,58) = 7.565, *p* < .01. A Tukey post-hoc test revealed that the number of modules completed was statistically significantly lower for those who accomplish the modules late compared to those who accomplish them on time (p = .004) and for those who completed the modules in advance (*p* = .015). There were no statistically significant differences between those who accomplished the modules on time and in advance (*p* = .973). This means that students who accomplish the modules late complete fewer modules compared to those who do it on time or advance.

Additionally, willingness to take another G4E training correlates significantly with all dimension of the ARCS model except for the Confidence dimension. T-test results also reveals highly significant differences in the Attention, *t*(61) = 2.767, *p* < .01, Relevance, *t*(61) = 3.011, *p* < .01 and Satisfaction ratings, *t*(61) = 3.403, *p* < .01, for those who expressed willingness to take another module. There was also highly significant difference in overall ARCS rating, *t*(61) = 3.270, *p* < .01. This suggests that motivation levels of participants towards the G4E modules carries over to their desire to take another G4E training.

On the other hand, willingness to take G4E certification exam correlates with Confidence and Satisfaction dimensions. T-test results also reveals significant differences in the Confidence, *t*(50) = 2.285, *p* < .05 and Satisfaction ratings, *t*(50) = 2.321, *p* < .05 for those who expressed willingness to take the certification exam. This means that participants' confidence and satisfaction levels with the G4E modules carries over to their willingness to take the certification exam.

There was also observed high association between willingness to take another G4E training and willingness to take the certification exam, *r*(52) = 0.392, *p* < .01). That is, participants who want to take another course also want to be certified.

Other factors affecting experience

Aside from the design features, year level was correlated with frequency of access, $r(63) = 0.275$, $p < .05$) and highly correlated with duration of access, $r(63) = 0.332$, $p < .01$). This means that higher level students access and spend more time doing the G4E modules.

There was also an observed association between student status and frequency of access, $r(63) = 0.286$, $p < .05$), with part time students (working students) accessing the G4E modules more than full time students. This result again points to the time component needed in accomplishing the modules. Degree also correlated with frequency of access, $r(63) = 0.253$, $p < .05$), with Science Education major students accessing the module more frequently than students in other majors.

CONCLUSIONS AND RECOMMENDATIONS

The participants expressed highly appropriate ratings for the online learning features and moderate to mostly true evaluation of the ARCS motivational design features of the G4E training modules. Specifically, quality of online learning (i.e. speed of internet access) was rated as the primary online learning feature, contributing specifically to the duration of their access. For ARCS motivational design, the satisfaction dimension was rated as the primary feature affecting their experience with the modules. Frequency of access was also seen as a factor for completion of the modules.

As such, integration of the G4E training modules can be improved by providing adequate internet access to students taking the modules. A computer laboratory schedule can be given as an option for these students to secure such access. It was a good practice to recommend a schedule of what modules to complete, but reminding them to follow the schedule is of importance as well as to prevent backlog. Hands-on activities can also be designed which will ask students to produce outputs based on the content of the modules. It would also be interesting to look into the results of certification exam among the students to determine whether long term learning transpired. Students that will pass the certification training can in turn be tapped to assist future students who will take the G4E training modules.

Future research can look into factors that can play a role to students' success and acceptance of the G4E training modules. Some of these are student e-learning readiness, initial G4E skills, perceived ease of use and usefulness, and self-directed learning levels.

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Carol Witney
Coordinator of the Equity and Disability Resource Centre,
RMIT University, Vietnam

Ms Carol Witney is the coordinator of the Equity and Disability Resource Centre at RMIT International University, Vietnam and has 20 year experience in the field of public health, accessibility and education.

Responsibilities include building staff capacity with respect to equity, inclusion, diversity and social justice through workshops and facilitating dialogue with the community, providing expertise and feedback related to equity and inclusion, implementing plans and providing system leadership pursuant to the RMIT's policy on equity and inclusion.

Ms Witney holds a Master's degree in Public Health from Glasgow University, UK and is currently completing a Masters of Education with Bath University, UK.

Ms. Melanie Brown
Senior Academic Developer, RMIT University, Vietnam

Ms Melanie Brown is a Senior Academic Developer at RMIT Vietnam and is responsible for managing and contributing to the development, implementation and evaluation of strategies, programs, projects and services to assure and improve institutional capacity and individual capability in relation to the design, development, implementation and evaluation of technology enabled learning, teaching, and curricula.

Melanie holds a Master of Arts in International Communication from Macquarie University, Sydney and a Graduate Certificate in Tertiary Teaching & Learning from RMIT, Melbourne. She is currently completing a Doctor of Education.

AN INSTITUTION WIDE COLLABORATION TO HARNESS ICT FOR ACCESSIBLE LEARNING

Authors:
Carol Witney and Melanie Brown

ABSTRACT

Access to higher learning is life-changing and the integration of information and communication technology should aim to afford genuinely transformative learning experiences to greater numbers of diverse students through promotion of an inclusive learning environment. Globally, between 15 - 20% of students are estimated to have a language based learning difference (International Dyslexia Association, 2016), therefore leadership that enables inclusive digital practice within higher education can have a significant impact on both the individual and the community.

Internationally, there is an ever increasing expectation that higher education institutions deliver technology enhanced learning experiences. This provides an opportunity to harness the affordances of technology to offer personalised and accessible learning. There is a global body of knowledge on the benefits of providing accessible learning environments, and frameworks for implementations within technology enhanced curriculum (Centre for Applied Science and Technology: Universal Design for Learning; The European Agency for ICT; G3ICT: The Global Initiative for ICT's; The DO-IT Centre; Web Content Accessibility Guidelines).

This paper outlines the rationale and roadmap for an initiative undertaken at RMIT Vietnam to ensure the provision of accessible education. The RMIT Access initiative aims to provide a curriculum which is by default accessible to students with a broad range of learning approaches and preferences, including learning differences and disabilities, and second language learners. The aim is to demonstrate international best practice in fostering a digitally inclusive learning environment through provision of accessible content and teaching materials.

INTRODUCTION

Globally, there is an expectation that higher education be accessible to a wider and more diverse proportion of the population. With the increasing awareness of the range of learning differences and disabilities that present in student populations, it behooves higher education leadership to enable inclusive teaching practices. Information and communication technology (ICT) is well established as a tool for creating enhanced and inclusive learning environments (Centre for Applied Science and Technology: Universal Design for Learning; The European Agency for ICT; G3ICT: The Global Initiative for ICT's; The DO-IT Centre; Web Content Accessibility

Guidelines). This paper presents the global and local contexts that have led to the introduction of an initiative at RMIT Vietnam to build a digitally inclusive learning environment. The ICT elements of this initiative are outlined as well as the enabling communications and technical support undertaken. Insights from the initial stages of the project are provided to enable to facilitate the consideration of the initiative's transferability in the Vietnamese context.

GLOBAL MOVEMENT TOWARDS ACCESSIBILITY AND INCLUSION IN EDUCATION

The number of students with disabilities attending university has increased significantly over the past 10 years (National Center for Education Statistics, U.S. Department of Education) which has resulted in a positive global shift in mindset towards the ideas of accessibility in the built environment, curriculum and assessment design as well as the understanding, development and practice of inclusive teaching. (Bruder & Mogro-Wilson, 2010)

Students with 'print disabilities' generally account for the largest percentage of students registered with most university disability services (Beacham & McIntosh, 2014). Print disability is an umbrella term referring to individuals who cannot access information in a print format because they:

- are blind or vision impaired
- have physical disabilities which limit their ability to hold or manipulate information in a printed form
- have perceptual or other disabilities which limit their ability to follow a line of print or which affect their concentration (print disability)

In practice, examples include:

- people who are blind or vision impaired
- people with severe arthritis who may have difficulty holding a book or turning pages
- people suffering from MS who may have functional eyesight but be unable to read due to severe shaking of their head or hands
- people with other types of physical disability or injuries that inhibit the easy use of reading materials such as books, magazines or newspapers
- people with a perceptual disability/learning difference, such as dyslexia. (The Australian Copyright Act 1968)

It is important to remain mindful that only a small percentage of those with any kind of disability, learning difference, medical or mental health condition actually register with the disability services that may be available. Some students fear disclosing their condition will result in discrimination, stigmatising behaviour and/or not being accepted into the university (De Cesarei 2014).

The global figure for language based learning difficulties alone is 15-20% of a class population (International Dyslexia Association, 2016). Taking this into consideration we could easily anticipate that 20-25% of our class are neurologically and physically diverse and that current approaches to accessibility may not be broad enough.

The approach of many universities and higher education institutions is to use the principles of Universal Design for Learning (originally adapted from the universal design principles employed by architects and builders to make buildings accessible for everyone). This means that it is not only the built environment that is considered but also curriculum development, assessments and professional services such as careers counselling are considered as well.

RMIT Vietnam has found itself in a similar situation to other universities and have asked the question as to how we could immediately improve the learning environment and reduce barriers for all students, and have responded by establishing the RMIT Vietnam Access initiative.

Similarly to the increase in awareness and action in inclusive learning, the expectation for Information & Communication Technology (ICT) to be an integral part of the delivery of higher education has also been growing globally. Academic teachers are now expected to provide student-centred learning experiences that are enhanced through the integration of technology (Nagy & Burch, 2009). ICT affords not only innovative ways to strengthen personalised learning experiences generally, but also provides tools that can enable the inclusive provision of learning opportunities (Beacham & McIntosh, 2014). Assistive technology can be used by students themselves to support their learning, for example screen readers, but this paper is focused on the technology employed by course designers and teachers in course delivery.

THE LOCAL CONTEXT

RMIT Global's focus on technology is enshrined its vision, "A global university of technology, design and enterprise". Coupled with this drive to be digital, is a core value of inclusion, which means that the university welcomes and is accessible to all (RMIT, 2015). This translates to goals and priorities that foreground diversity and aim to transform student learning through a digitally enhanced experience. These institutional values, while

not the initial genesis of the RMIT Access initiative, provided the needed foundations.

The Disability Resource Centre (DRC) was launched on November 4th 2013 on International Day of Persons with Disabilities by the Learning Skills Unit (LSU), Student Services at RMIT Vietnam. This was in response to an increased awareness across the university of the presence of students with physical disabilities, ongoing medical conditions, mental health conditions, and a growing concern among the Learning Skills Advisors of the need for more specialised services to support students with hidden disabilities such as Specific Learning Differences (SpLDs). In 2016, the DRC changed its name to the Equity and Disability Resource Centre to acknowledge that the EDRC works with a more diverse range of students rather than those with visible disabilities.

The concept of the EDRC is a space where students and staff can come for 1. confidential advice and information on disability, inclusion, education and current legislation 2. referral to both internal and external services that may be able to offer more specialised assessment, diagnosis and additional support 3. to meet with an EDRC Advisor, disclose a disability/condition and register for services and 4. case management and ongoing support. Over the past two and a half years, the number of students registered with the service has risen steadily each semester to our current 68. This number does not include alumni. Print disability accounts for 65% of the students currently registered with the EDRC with the largest number represented in the programs within the communication and design disciplines (Witney, 2016).

Dyslexia is not tracked in Vietnam, but if we use international estimates as a guide we learn that dyslexia impacts 10% of the population in the United Kingdom (4% severely) and rates are thought to be as high as 17% internationally. (The British Dyslexia Association, 2016). In addition, an estimate by the Fred Hollows Foundation undertaking research in partnership with RMIT Vietnam suggests over 1 in 25 people in Vietnam are visually impaired (Như Thành, 2016). Since opening the EDRC only two students presenting with an SpLD had been assessed and diagnosed within the mainstream school system and this is because they were international students. Only three students who attended international schools had been assessed and diagnosed and have knowledge of their difference. Most assessments for Vietnamese and Korean students are completed at RMIT with the psychologists and the medical doctor from SOS in Saigon and Family Medical Practice in Hanoi, although it should be noted that the past year has seen an increase in private services being offered by both national and international specialists who are able to provide SpLD assessments and language and speech assessments, so there are now more opportunities for referral.

THE RMIT VIETNAM ACCESS INITIATIVE

The rapid growth in the numbers of students supported by the EDRC has foregrounded the challenges faced by many students and spurred staff at RMIT Vietnam into action. Within the Centre of English Language, substantial research was conducted into best practice for accessible PowerPoint presentations as these are widely used as a visual aid. This development inspired the central learning & teaching division to push for the use of these accessible slides to be expected across the higher education courses. Subsequently a more ambitious project was initiated. With the aim of ensuring course delivery at RMIT Vietnam was accessible by default, the RMIT Access initiative expanded to include all digital learning materials. This project received senior leadership support, and a guiding coalition (Kotter, 1996) of supporting units across the university formed to action the plan.

The main aim of the initiative is to ensure learning materials are accessible by default by the end of 2016. The learning materials focused on in this phase are those enabled through technology as fitting with RMIT's priority of providing a digitally enhanced experience (RMIT, 2015). The ICT components of this are: accessible PowerPoint slides; Learning Management System (LMS) formatted in accessible default mode; all video and audio material to be accompanied by transcripts; and alt-text descriptions available for all visuals.

The first stage of the project implementation was communication to teaching staff focusing on why the initiative was needed. This included videos of RMIT students with learning differences taking about their learning experiences and the teaching approaches and technology that enabled them. The initiative was officially launched at an internal event with information booths introducing staff to both the assistive technologies used by students and the technologies that would enable teachers to deliver accessible learning materials. This was followed by introductory sessions for all higher education teaching staff on how they would be supported in making the necessary adjustments to the ICT elements of their courses.

The second stage of the project is focused on supporting teaching staff to achieve the initiative's goal by the end of 2016. There are a set of processes for each ICT component that endeavour to provide a systematic and less labour intensive transition to the new requirements.

ACCESSIBLE POWERPOINT

Many teachers utilize presentation slides in class as a visual aid for learning, so this can create a substantial barrier for students with a range of visual impairments. Consequently, a new, accessible PowerPoint template was designed to maintain the RMIT brand but provide

accessibility for students with a range of learning differences including dyslexia, Irlens syndrome, colour blindness and visual impairments. Following UDL principles it dictates font style, size and colour, background colours and themes and includes a border. The design complies with Web Content Accessibility Guidelines (WCAG) 2.0. RMIT staff have this template as a default on their PCs when they wish to create new presentations, however a solution needed to be devised to deal with the legacy teaching materials in use. For this purpose, reformatting tools were added to the PowerPoint menu and technical support is provided to staff to guide them through a simple conversion process.

ACCESSIBLE LEARNING MANAGEMENT SYSTEM

The online Learning Management System (LMS) is an integral part of any contemporary learning experience. In order for this vital source of course information, content and learning activities to be inclusive, formatting must allow students to adjust the interface to their personal needs. Therefore at RMIT Vietnam, all courses within the LMS must use default page formatting to avoid conflicts with assistive devices and browser extensions. When creating the learning pathway within the LMS courses, teaching staff must ensure that can be read by screen reader programs in a manner that will assist all students to benefit. Simple guides have been created for staff with common formatting requirements.

Within the LMS, videos and audio material are increasingly being used to offer students a media rich learning experience. In order for these materials to be inclusive, transcripts must accompany any video or audio material. Centralised e-learning support staff will use a software tool to generate a transcript for discipline experts to then check for accuracy before it is added to the LMS. Transcripts are important not only for learners with hearing impairments, they will also aid students studying in a second language.

In addition, within the LMS all images must be accompanied by 'alternative text' (often shortened to alt-text) to afford accessibility for students with visual impairments. Many teachers will use visual elements as part of learning materials, such as graphs, infographics and photos, and each of these need a text description. While adding alt-text is a relatively simple technical process, the teacher does need to consider very carefully the text that is to be used and the purpose of the image as it could be quite labour intensive.

Finally, to further support and enhance students learning additional ICT tools are being provided. This includes screen reading software designed for use by students with low vision (ZoomText), students who are blind (JAWS), and students with dyslexia (Read and Write Gold). Digital note pens, digital audio recorders and sound amplification sets will also be available to students in the near future as will Braille readers.

LESSONS LEARNT & NEXT STEPS

Given the global movement to inclusive learning environments, the need to support students with learning disabilities and differences is largely accepted among teaching staff. The challenge has been more in convincing staff of the need to ensure learning materials are accessible by default to achieve greater inclusiveness. That is, to cater for students that may not be aware even themselves that they have a learning difference, not just the individual cases of students who are registered with the EDRC.

In this situation, ICT not only provides the tools whereby teaching materials can be made more inclusive, it also provides the tools through which the processes of adjusting materials can be automated and supported. Without the affordances of the PowerPoint template and conversion tool, ensuring all presentations are accessible would be costly in terms of time. Dedicated and well trained functional support is also vital. To this end professional development on web accessible design has been undertaken by e-learning support staff.

In step with higher education delivery internationally, RMIT Vietnam aims to increase the digital enhancement of courses, particularly in offering courses that are blended or fully online. This will afford further spaces in which to explore the creation of inclusive learning environments through the harnessing of ICT as well as the opportunity to investigate the impact on learning in the Vietnamese context.

CONCLUSION

This paper has outlined the steps taken to date at RMIT Vietnam to ensure an inclusive and accessible learning environment for all students and the ways in which ICT has enabled this. In relation to this movement globally we are not yet leading in this space, merely meeting international standards and expectations. For our students however, these actions have the potential to provide the transformative learning experience that higher education should provide, regardless of learning disability or difference. From this solid foundation, we hope to be able to lead in further exploring and showcasing the ways in which ICT can contribute to inclusive and accessible learning.

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OTHER PAPERS

Anne Marie R. Ramos, Ph.D.
Assistant Professor, Br. Andrew Gonzalez FSC College of Education,
De La Salle University, Philippines

Dr. Anne Marie R. Ramos is an Assistant Professor of the Educational Leadership and Management Department of the Br. Andrew Gonzalez, FSC-College of Education (BAG-CED), De La Salle University – Manila. She is the OIC Chair and the Graduate Programs Coordinator of the Educational Leadership and Management Department. Dr. Ramos teaches Professional Education and Early Childhood Education courses for both the undergraduate and graduate levels. She completed a Master's Degree in Family Life and Child Development at the University of the Philippines - Diliman and a Doctor of Philosophy, major in Educational Leadership and Management at DLSU-Manila. She taught Distance Learning course in the College of Computer Science in the same University. She was a Preschool Coordinator of St. La Salle Preschool, a non-profit preschool that is run by BAG-CED under the inspiration of the late Brother Andrew Gonzalez, FSC, then president of DLSU-Manila. She also worked as a researcher and resource speaker for the Philippine Senate for Committee on Youth, Women and Family Relations in 2000. She often serves as a resource speaker on Cyberethics for the youth, parents, and teachers since 2000.

Jasper Vincent Q. Alontaga,
Assistant Professor, Br. Andrew Gonzalez FSC College of Education,
De La Salle University, Philippines

Mr. Jasper Vincent Q. Alontaga is an assistant professor in the Educational Leadership and Management Department at De La Salle University Manila, handling educational technology for both undergraduate and graduate programs. He also served as Head of the Institute of Technology-based learning in Jose Rizal University in charge of managing the design, development and evaluation of computer assisted instructional modules and blended learning courses. He is involved in various e-learning initiatives and researches such as the Computer Use in Internet Shops and E-learning readiness, Establishing An E-Learning Outreach Program for Public Basic Education in the Philippines, and Acceptance of pre-service teachers towards Google for Education online training modules. He is also an associate member of the UNESCO-RDTC Philippines University Network. He earned his BSE degree major in Computer Applications and BS Mathematics, as well as his MA Special Education degree at De La Salle University. He is currently a PhD Special Education candidate at University of the Philippines – Diliman.

ONLINE ACADEMIC HONESTY OF HIGHER EDUCATION STUDENTS IN BLENDED LEARNING COURSES

Authors:
Jasper Vincent Q. Alontaga, and Anne Marie R. Ramos, Ph.D.

ABSTRACT

The movement towards blended learning in higher education institutions brings about new sets of challenges for educational leaders and managers. The problem of academic honesty becomes a growing and prevalent issue that needs to be addressed. This study explored the online academic honesty of two hundred eleven (211) higher education students enrolled in blended learning courses. Data gathered from the surveys indicate that overall online academic honesty correlates with non-exhibit of online dishonesty behaviors rather than exhibit of online honesty behaviors. Significant difference in online dishonesty behaviors among female (M = 38.45, SD = 20.313) and male (M = 44.63, SD = 23.774) students were reported $t(209) = 6.174$, $p < .05$; as well as highly significant differences in their overall online academic honesty $t(209) = -6.601$, $p < .01$. The number of blended learning courses a student is enrolled in was also found to be strongly associated to fewer online dishonesty behaviors $r(209) = -0.199$, $p < .01$) and to higher overall online academic honesty $r(209) = 0.190$, $p < .01$). Implications points to the need to develop a blended learning course orientation for students promoting the non-exhibit of online dishonesty behaviors; and for teachers of blended learning courses to improve their monitoring of the online participation of their students. It is recommended to explore specific design features and activities of blended learning courses and how they affect the online academic honesty of students.

Key words: *Online academic honesty, Blended learning, Technology management*

INTRODUCTION

A lot of higher education institutions in the Philippines are moving towards offering blended learning courses as a response to the changing needs of their 21st century learners. For most students though, they are encountering blended learning for the first time as they are used to face-to-face learning in their basic education. This results to challenges when it comes to participation in blended learning courses. One such challenge is maintaining academic integrity. New forms of academic dishonesty arise with online learning. According to Carlson (as cited by Trenholm, 2007) cheating online is the product of growth in online learning outpacing the ability to effectively deal with the issue. As such, it is important to examine

the behaviors of blended learners pertaining to online academic honesty in order to address them and improve delivery of blended learning courses.

Blended learning

Blended learning is learning that combines different learning environments: typically the use of learning via the web and face-to-face teaching (Anderson, 2010). In blended learning, web tools are used to augment classroom teaching and redesign a course. Horn and Staker (2014) identify four models of blended learning programs based on delivery namely rotation, flex, a la carte and enriched virtual model. In the rotation model, the students rotate on a fixed schedule between a supervised brick-and-mortar location and online learning. When designed properly, blended instruction is more effective than purely face-to-face or purely online instruction (Means, et al., 2010).

Academic integrity

Hard, Conway & Moran (2006) defines academic misconduct as cheating and plagiarism. Cheating pertains to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation. On the other hand, plagiarism pertains to presenting, as one's own, the ideas or words of another person without proper acknowledgement.

A similar definition regarding academic integrity is presented by Lathrop & Foss (as cited by Trenholm, 2007) with cheating (referred to as academic dishonesty) as the act of fraudulently deceiving or violating rules. Plagiarism is seen as a sub-category of cheating. A lot of factors influence student attitudes and perceptions towards academic integrity such as a school's honor code and peer pressure (Matthews; McCabe & Trevino as cited by Arnold, Martin & Bigby, 2007).

Online academic honesty

One of the barriers to faculty acceptance of online teaching and learning is a concern about cheating and the quality of the learning experience. Charlesworth, Charlesworth & Vician as cited by Raines, Ricci, Brown, Eggenberger, Hindle & Schiff, 2011) stated that online learning environment changes the way students approach cheating.

Due to its nature, faculty and students think that it would be easier to cheat in an online environment than in a traditional lecture course (Miller & Young-Jones, 2012; Kennedy, Nowak, Raghuraman, Thomas, & Davis as cited by Mastin, Peszka, & Lilly, 2009). They also found out that students are more likely to cheat in the latter part of a course compared at the beginning.

Rogers (as cite by McGee, 2013) identified five forms of academic dishonesty evident in online courses namely collusion, deception,

plagiarism, technology manipulation and misrepresentation termed collectively as "eCheating." Student factors that contribute to cheating online include lack of clear guidelines on what constitutes online academic honesty, and a view of fairness wherein students think that cheating online is as a means of leveling the playing field (Trenholm, 2007; McGee, 2013).

CONCEPTUAL FRAMEWORK

Figure 1 show the framework used in the study. Online academic honesty was anchored on Hard, Conway & Moran's (2006) concept of academic misconduct covering cheating and plagiarism, applied in the context of a blended learning environment. The profile of blended learners is seen as having influence on their online behaviors. Online honesty behaviors and online dishonesty behaviors that students exhibit is taken together as online academic honesty.

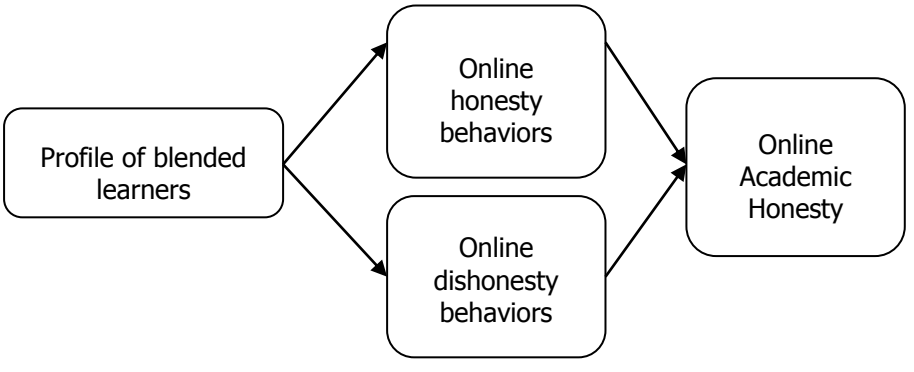

Figure 1. Conceptual paradigm for Online Academic Honesty of Higher Education Students in a Blended Learning Course

RESEARCH OBJECTIVES

The objective of the study was to examine the online academic honesty of students enrolled in blended learning courses. Specifically, it aimed to answer:

1. What online academic honesty behaviors did students in blended learning courses exhibit in terms of:
   a. Online honesty behaviors
   b. Online dishonesty behaviors
2. Which factors are related to their online academic honesty?

METHOD

This was a descriptive study which describes the online academic honesty of students enrolled in blended learning courses. The blended learning courses in this study were designed, developed and delivered using Modular Object-Oriented Dynamic Learning Environment (MOODLE). They followed the rotation model with 50% blending wherein every week one session is delivered face-to-face and one session is delivered online. The activities in the blended learning courses are mostly asynchronous (e.g. resource access, discussion forums, self-paced activity and online quiz).

Two hundred eleven (211) higher education students served as the respondents for the study and answered a survey about their online academic honesty at the end of their blended learning course. The survey in the present study was adapted from Spaulding (2009) and consisted of 31 items. Some items were rephrased for better understanding by the students. Previously observed and reported online academic dishonesty behaviors of students were also added in the survey. Reliability test was performed resulting to .976 Cronbach's alpha coefficient. Out of the 31 items, 24 items pertain to online dishonesty behaviors and 7 items to online honesty behaviors. Students identified how frequently they engaged in the behaviors on a 5-point scale as follows: 1 = never, 2 = seldom (once or twice), 3 = occasionally (several times), 4 = often (5-10 times) or 5 = very often (more than 10 times). The survey was created using www.surveymonkey.com and was administered online via the MOODLE.

Frequency and percentages were computed to determine the profile of students in the blended learning courses as well as their online academic honesty behaviors. Correlation was done to determine factors relating to their behaviors. To determine significant differences, t-test and ANOVA was used.

RESULTS AND DISCUSSION

Profile of Respondents

There were 211 students that served as respondents for the study comprised of 107 males (51%) and 104 (49%) are females. Majority of the participants are first year students (129 out of 211 or 61%). Most of them are full-time students (191 out of 211 or 90%) while 20 (10%) were part-time (or working students). Their age range is from 15-28 years old, with most being 17-year olds (57 out of 211 or 27%).

When asked if they are aware of the university's policy on academics, 136 (65%) mentioned that they are very much aware, 58 (28%) mentioned they are a little aware and 17 (8%) mentioned they are not aware. This is important since student understanding and acceptance of academic integrity policies have been identified as central to curbing the incidence of academic dishonesty (Louder & Schmidt, 2013). Although most of the

respondents are enrolled in only one blended learning course (65 out 211 or 31%), there was a single respondent enrolled in up to seven blended learning course.

Online Academic Honesty

Table 1 presents the online academic honesty of students. We can see that on the average, 111 students (52.8%) never exhibited the online honesty behaviors. This translates to 100 students (47.2%) exhibiting the online honesty behaviors on the average, with 22 students (10.4%) expressing that they very often did the online honesty behaviors.

The most exhibited online honesty behavior was to *refuse to let another student copy from one's quiz/exam* (Q13) which only 87 students (41.2%) never did. This is followed by *refusing another student's request to prepare work for that student to submit* (Q20) which 106 students (50.2%) never did.

The least exhibited online honesty behavior was to *tell a faculty member about cheating or plagiarism by other students* (Q31) which 136 students (64.5%) never did. This is followed by *refusing another student's request that you sell or lend papers so the student could turn them in as his or her own work* (Q30) which 119 students (56.4%) never did.

Table 1. Average Online Academic Honesty of Students (n=211)

	Never	Seldom (once or twice)	Occasionally (several times)	Often (5-10 times)	Very Often (10+ times)
Online honesty behaviors (7 items)	111 (52.8%)	32 (15.2%)	25 (12.1%)	20 (9.6%)	22 (10.4%)
Online dishonesty behaviors (24 items)	134 (63.7%)	30 (14.4%)	23 (10.8%)	15 (7.1%)	8 (4.0%)

On the other hand, we can see that on the average, 134 students (63.7%) never exhibited the online dishonesty behaviors. This translates to 77 students (36.3%) exhibiting the online dishonesty behaviors on the average, with 8 students (4.0%) expressing that they very often did the online dishonesty behaviors.

The most exhibited online dishonesty behavior was *not logging in to do the online task/s for the week* (Q3) which only 94 students (44.6%) never did. This was followed by *skipping the online lessons or resources and proceeded to answering the quiz/exam* (Q16) which only 106 students (50.2%) and *realizing during a quiz/exam that another student wanted to copy from you, and allowed that student to copy* (Q12) which 111 students (52.6%) never did.

The least exhibited online dishonesty behavior was to *log in as someone else* (Q2) which 160 students (75.8%) never did. This was followed by *giving log-in and password to someone else* (Q1) which 159 students (75.4%) and *selling or lending papers so another student could turn them in as his or her own work* (Q29) which 156 students (73.93%) never did. The results suggest that most of the online dishonesty behaviors exhibited are those done individually rather than those that require collusion between students.

Factors affecting Online Academic Honesty

Table 2 presents the relationship between the student profiles and online academic honesty. We can see that there is a strong negative relationship between student year and the number of blended learning course, $r(209) = -0.407$, $p < .01$. That is, first year students tend to be enrolled in more blended learning courses compared to higher level students.

Table 2. Correlation table of Online Academic Honesty and Student Profiles

		1	2	3	4	5	6	7	8
1	Gender	-	.062	.069	.010	.010	.027	-.139*	.186**
2	Year level		-	.292**	-.407**	-.009	-.006	.026	-.036
3	Student status			-	.052	.134	-.096	-.092	.073
4	No. of blended learning course				-	.084	-.134	-.199**	.190**
5	Policy awareness					-	.029	-.065	.095
6	Online honesty behaviors						-	.696**	-.433**
7	Online dishonesty behaviors							-	-.948**
8	Online Academic Honesty								-

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

There seems to be no specific factor that correlates with online honesty behaviors. On the other hand, two factors have negative relationship with online dishonesty behaviors namely gender, $r(209) = -0.139$, $p < .05$, and number of blended learning courses enrolled in, $r(209) = -0.199$, $p < .01$. This means that students enrolled in more blended learning course exhibit less online dishonesty behaviors and that females exhibit less online dishonesty behaviors than males. The t-test results confirms significant difference in online dishonesty behaviors among female ($M = 38.45$, $SD = 20.313$) and male ($M = 44.63$, $SD = 23.774$) students, $t(209) = 6.174$, $p < .05$.

These same factors also correlate with overall academic honesty with gender, $r(209) = 0.186$, $p < .01$, and number of blended learning courses enrolled in, , $r(209) = 0.190$, $p < .01$ having strongly positive relationship. This implies that students enrolled in more blended learning course exhibit higher online academic honesty and that females exhibit higher online academic honesty than males. The t-test results again confirms significant difference in overall online academic honesty behaviors among female (*M*

= 120.43, *SD* = 16.642) and male (*M* = 113.83, *SD* = 18.271) students, $t(209) = -6.601$, $p < .01$.

Several studies have assessed gender differences and academic integrity with a focus on incidence, type of infractions committed, and reasons for engaging in academically dishonest behaviors. Evidence from these studies suggests that male students exhibit more troubling patterns relative to academic integrity and more favorable attitude towards cheating (Whitley, Bichlmeier, & Jones; Lin & Wen as cited in Louder & Schmidt, 2013; Arnold, et. al, 2007). Gender differences in online academic honesty found in the present study points to the need for consideration to such factor when it comes to online cheating behaviors.

The relationship between the number of blended learning course enrolled in and online academic honesty can be explained by the earlier finding that the students who are enrolled in more blended learning courses are first year students. This contradicts the findings of Vandehey, Diekhoff, & LaBeff (2007) that students in lower classification may be more prone to engage in academic dishonesty. As such, they have not yet developed online dishonesty behaviors. The result can also be interpreted that students who have had a lot of experience with blended learning courses have already developed strategies to cope with the demands of such course.

There is a strong positive relationship between online honesty behaviors and online dishonesty behaviors, $r(209) = 0.696$, $p < .01$, indicating that students who exhibit more online honesty behaviors also exhibit more online dishonesty behaviors. Moreover, overall online academic honesty was observed to have a strong negative relationship with online honesty behaviors, $r(209) = -0.433$, $p < .01$, and with online dishonesty behaviors, $r(209) = -0.948$, $p < .01$. This suggests that online academic honesty is determined more by non-exhibit of online dishonesty behaviors than exhibit of online honesty behaviors. This is supported by the view of Dee and Jacob (as cited by McGee, 2013) that students have a poor understanding of academic dishonesty and they don't value the reason for being honest.

CONCLUSIONS AND RECOMMENDATIONS

The participants expressed non-exhibit of online dishonesty behaviors more than exhibit of online honesty behaviors. Two factors emerged from the study, namely gender and number of blended learning courses enrolled in relating to less online dishonesty behaviors and therefore contributing to higher online academic honesty.

It is recommended that a blended learning course orientation be developed for students. The focus of such orientation should be promoting the non-exhibit of online dishonesty behaviors, especially for male students. A similar orientation can also be conducted to teachers to improve their monitoring of the online participation of their students. Faculty members in

turn have to establish and communicate the boundaries of acceptable academic integrity behaviors in blended learning courses. A review of the academic policies might also be timely to respond to the identified honesty and dishonesty behaviors.

Future research can look into specific design features and activities of blended learning courses and how they affect the online academic honesty of students. Other factors can be examined such as blended learning readiness of students and teachers, as well as frequency and duration of access of students in the blended learning courses. Practices of teachers in promoting online academic honesty can also be studied.

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Nguyen Thi Thu Huong, Ph.D.
Head of Division of Training and Research Management
VNU Institute for Education Quality Assurance, Vietnam

Mrs. Nguyen Thi Thu Huong is the Head of Division of Training and Research Management in the Institute of Education Quality Assurance - Vietnam National University, Hanoi. She is PhD in Linguistics and in Educational Assessment and Evaluation. She completed her PhD in Linguistics in Russia in 2011, took the courses of Quality Assurance and Curriculum Design in Higher Education in Australia in 2014. Her research focus on university governance, stratification and ranking in higher education, quality assurance and accreditation systems, educational assessment and evaluation in Vietnam and other countries in Asia-Pacific Region. She had participated in national research projects on the innovation for university administration, stratification for Vietnam universities, educational assessment and evaluation; published 22 papers in the local magazine and presented papers at international conferences and was advisors for 20 masters and 2 PhD students.

Ta Thi Thu Hien, Ph.D.
Vice Director, VNU Center for Education Accreditation, Vietnam

Mrs. Ta Thi Thu Hien is the vice-director of Center of Educational Accreditation - Vietnam National University, Hanoi. She has graduated her MA and PhD in Educational Assessment and Measurement at VNU Institute for Education Quality Assurance in 2016. She took the five courses for knowledge and skills in conducting national surveys for monitoring student achievement by Melbourne University, IIEP, Unesco, Acer and Word Bank processing about six weeks in 2007, 2008. She took the courses of Quality Assurance and Curriculum Design in Higher Education in Australia in 2014. Her research focuses on quality assurance and accreditation systems and policy, educational assessment and mesurement in Vietnam and other countries in Asia-Pacific Region. She had participated in national research projects of HEP 2 and on the innovation for higher education administration and published 12 papers in the local magazine.

VIETNAM HIGHER EDUCATION INSTITUTIONS – HOW TO BE STRATIFIED?

Authors:
Ta Thi Thu Hien, Ph.D., and Nguyen Thi Thu Huong, Ph.D.

ABSTRACT

In recent years, higher education institutions in Vietnam have increased dramatically in number, been variety in types, complexity in structures and uneven in quality. Thus, it is necessary to stratify higher education institutions in order to re-arrange the system systematically in line with the requirements for socio-economic development and in accordance with international experiences and Vietnam legal framework, especially Higher Education Law approved on 18/06/2012. This research proposes approaches, principles, methods for identifying stratification and criteria for stratification of Vietnam higher education institutions. The study first presents the views of the stratification of higher education institution as urgent need for a fundamental and comprehensive renovation of higher education system. It also discusses the kinds of stratification for higher education in the national context. Next, the study builds the basic principles and methods for identifying stratification and criteria for stratification of Vietnam higher education institutions based on the benchmark in teaching, research, internationalization and student employability, results of ranking by subjects and education accreditation, facilities and learning environments, new contributions to the system.

Key words: *stratification, approach, principle, criteria, Vietnam, higher education system*

CHARACTERISTICS OF VIETNAM HIGHER EDUCATION SYSTEM AND GOVERNMENT DIRECTIONS ON HIGHER EDUCATION INSTITUTIONS STRATIFICATION

Vietnam higher education institutions have increased significantly in recently with the diversity in modes of training, including 2 national universities, 3 regional universities, 219 universities and academies, 217 colleges (60 private universities and 29 private colleges), and 55 institutes offering doctoral programs. There are also 166 institutions that are authorized to run masters and doctoral courses. Among 219 universities, there are 159 public ones and 60 private ones, of which 61 universities are under the management of the Ministry of Education and Training (MOET), 25 universities under the management of provincial governments, and 133 institutions are under the management of the line ministries. In addition, 10 academies belong to the Ministry of National Defence, 2 academies belong to the Ministry of Public Security, and 19 academies belong to other ministries. Moreover, there are 2 open institutions that mainly offer

distance courses (MOET, 2015). It can be seen that higher education system of Vietnam is inconsistent, complex in ownership, and overlapping in management, which affects the quality of education and training.

In order to control and assure the quality of higher education, in 2005 Vietnamese Government issued the Resolution on fundamental and comprehensive renovation of higher education in Vietnam for the period 2006–2020 which focuses on a significant reform agenda for the higher education system, specifically *"to perfect the national network of tertiary education institutions which shall be classified according to their functions and training tasks and assurance of rational structures of levels, disciplines and regions in suitability with the undertaking of educational socialization and the general planning on national and regional socio-economic development"* (Resolution, 2005).

Particularly, the Higher Education Law states the specific objective of higher education institution stratification and classification is for "*serving the State management and investment priority for the State budget*". The Law also points out that higher education institutions are stratified and classified under certain criteria, including: positions and roles in the higher education system; scales, professions and training levels; the quality of training and scientific research; and accreditation results. Based on these criteria, Vietnam higher education institutions will be classified into different groups: research-oriented institutions, application-oriented institutions, and practice-oriented institutions (Higher Education Law, 2012).

Additionally, the 8th Central Conference (Term XI) Resolution of the Central Party Committee on substantial and comprehensive renewal of education and training also emphasizes that one of the core tasks and solutions for educational reform is to *"stratify higher education institutions towards research, application, and practice"*, at the same time, *"dramatically reform undergraduate and postgraduate education in the direction of modernization, in line with each sector, major and the stratification of higher education system"* (8th Central Conference, 2013).

CONCEPTS AND TYPES OF HIGHER EDUCATION STRATIFICATION

Concept of Stratification in higher education derived from California Master Plan for Higher Education in the 1960s (California Master's Plan, 2012) and understood as arranging higher education institutions with similar characteristics into a layer (Nguyen, 2013). It is also comprehended as the classification of different levels based on different factors within the higher education system, including: quality of institutions, academic standards, properties, qualifications framework, and mission, purpose levels. These are classified into different institution group (Clark, 1983). History of global higher education development has shown that stratification is the nature of higher education development to meet the needs of social diversity regarding human resources arisen from public higher education

background, and to diversify training modes and institution types. Consequently, stratification of higher education institutions is and inevitable trend in education today (Altbach G.P, Salmi J., 2011).

The comparison of higher education systems all over the world in the last decades has shown that the stratification of higher education institutions has not been the same (Shavit Y., Arum R. & Amoran A., 2007). In some systems, the stratification is not clear as almost higher educations are research-oriented ones while in other systems, the stratification has occurred quite clearly due to the foundation of different kinds of institutions with different missions, objectives and functions to meet different needs of the society and economy. Normally, the stratification process consists of three types: spontaneous stratification, stratification following the government policy or both. Consequently, there are three types of higher education institution stratification: stratification following the government directions, spontaneous stratification of higher education institutions and the combination of the two previous types (Nguyen, Nguyen & Pham, 2012; Nguyen, 2013). Specifically, stratification following the government directions means the governmental departments develop the criteria to classify higher education institutions to have appropriate investment policy for selected group. The higher education system of Germany (mainly the public institutions) and many European countries (except the UK) are typical for this type. In contrast, spontaneous stratification is the self-differentiation process of higher education institutions based on their missions and purposes, and size. Institutions classify themselves into an appropriate group and develop towards this classification. The Dutch higher education system with applied universities is typical for this stratification. The third type of stratification can be seen in developed higher education systems which employ both the first type and second type. Although, each type has its own influences and effects, both of them are for high quality standards and creating ongoing development for higher education (Nguyen, Nguyen and Pham, 2012 and Nguyen, 2013). The U.S. higher education system is typical for this model. Higher education institutions of this type have stratified themselves and kept stable according to the classification of Canergie Foundation and University of California System (Canergie Classification, 2012). This model has been evaluated as one of the best higher education systems, contributing to increase the effective investment into the state higher education institutions. It has also been regarded as "California Dream" and was the reference for OECD countries to develop good higher education systems for the 21st century. In addition, many countries in Asia have also implemented this model recently. It can be seen that the stratification for this type was stronger and with the participation of many more government management organizations. The policy of selection and resource concentration investment to help several universities to be at regional and international level has been implemented in many countries and territories such as Australia, China, Hong Kong,

India, Japan, Korea (Republic), and Singapore. This is the attempt of these countries to promote the stratification directed by the government to create the breakthrough factors in higher education, increasing the position and enhancing the quality of the whole system. The development policy based on higher education of many countries all over the world has created demands, opportunities and conditions for higher education development in both scale and quality. In order to respond to this global trend, developing countries need to quickly modernize and internationalize their higher education systems in the way that arranging potential universities into core groups having typical features to be more competitive and gain high ranking internationally. At the same time, they should be able to create competitive factors for the nation's knowledge economy (Shavit Y., Arum R. & Amoran A. (2007).

METHODS TO IDENTIFY HIGHER EDUCATION STRATIFICATION

There are three ways to identify higher education stratification, including: ranking, classification and benchmarking. Firstly, ranking means using the ranking results with specific criteria run by reputable ranking agencies such as US New World Ranking (USNWR), Quacquarelli Symonds (QS), Time Higher Education (THE), Academic Ranking of World Universities (ARWU) or national ranking agencies. One typical example is the ranking and assessment criteria for research universities based on the ranking criteria of Florida University, the USA. Secondly, classfication means arranging higher education institutions in groups based on course levels (PhD, Master, Bachelor, Associate) and size, the extent of selection. One typical example is the classification of universities and colleges by Carnegie Foundation. Lastly, benchmarking means comparing insitutions having certain mutual features to measure effective performance, strategy and solution development. In other words, it is the selective and peer reviewing application of local and overseas ranking systems to find out the school performance effectiveness against the stated outcomes and the competitores (Salmi. J, 2013). This strategy has been implemented at different levels in many countries in the region and in the world.

QS Stars Rating System (QSSRS) is the method of using special standard benchmarking system by Quacquarelli Symonds universities rating (QS) which evaluating universities through core indicators based on a ratings method. The purpose of this system is to evaluate universities against a range of important perfomance criteria (QSSRS, 2014).

Based on the successful implementation of higher education rating and stratification models all over the world, it is recommended that the evaluation method through core indicators offered by the ratings method of QSSRS as mentioned above should be a good reference for Vietnam higher education institution stratification in current period.

PRINCIPLES, PROCESSES AND CRITERIA OF HIGHER EDUCATION STRATIFICATION PROPOSED FOR VIETNAM

In order to develop a proposal for the stratification of Vietnam higher education institutions, we have conducted two initial studies to identify the ratings tool. The first is the benchmarking of core performance indicators among 9 universities awarded 4 stars by QSSRS in 2014 (Korea University, University of Liege, University of Stirling, University of South Florida, National Chengchi University, Chonbul National University, Nottingham Trent University, Swansea University và Asian Institute of Technology). Secondly, we accessed the database of Elsivier's Scopus, the Netherlands to find out the number of publications and cited ratio of 21 Vietnamese universities from 2010 to 2014 to identify the research criteria and indicators.

The outcomes from these studies were used to develop the survey tool consisting of 16 indicators such as ratio of PhD, Masters courses/all institution courses, ratio of lecturers/full-time staff, ratio of PhD holders/full-time lecturers, ration of students/lecturers, ratio of international students/all students, ratio of students involved in research activities/all students, ratio of research projects/lecturers, ratio of articles/lecturers, ratio of books/full-time staff, ratio of classroom areas/students, ratio of computers/students, ratio of first year students living in dormitories/students, ratio of the graduates having jobs consistent with training courses during one year of graduation, ratio of students having satisfactory feedback about the quality of training, ratio of employers satisfied with the graduates' performance, and incomes from research activities/full-time staff. This tool was used to survey 41 Vietnamese universities (9 belong to national universities, 6 belong to regional universities, 6 are "key" universities, 6 under the direct management of MOET, 6 belong to other ministries, 3 under the management of provincial governments, 1 under the management of the city and 5 are private). Among these universities, 3 are over 100 years old, 10 are 50-70 years old, 12 are 40-50 years old, 11 are 20-30 years old, and 5 are 10-20 years old.

The universities were classified into 4 groups based on the results from this survey. Group 1 having 7 universities (17.1%) met requirement of facilities, high-qualified lecturers, many postgraduate programs, high ratio of research activities, recognized of training quality and initial internationalization. Group 2 consisting 6 universities (14.6%) met requirement of lecturers having PhD degree, quite low ratio of students/lecturers, good facilities. There were 2 universities that had incomes from research and technology transfer activities. Group 3 including 25 universities (61%) met requirement of facilities, satisfaction of the graduates' performance, and ratio of the graduates earning jobs. Group 4 with 4 universities (0.98%) did not meet any requirement.

Consequently, the following recommendations are proposed:

First, stratification of Vietnam higher education institutions should be understood as the classification of institutions owning certain common features into one group. This process aims to divide the higher education system into different institutions with different tasks, training purposes, inputs and outputs. Therefore, when implementing stratification, we should pay attention to factors related to institutional missions and objectives, fields of training, training scale and course levels. These are the basis to preliminarily classify higher education institutions before stratifying them according to specific criteria.

Second, stratification of Vietnam higher education institutions need to ensure the following principles: i) approaching higher education in the view of it is the public service under the management of the government, and stratification helps develop policy related to the government management and investment priority from the state budget for higher education; ii) the stratification should take advantage of current legal documents such as the Higher Education Law, Decision 181/2005 of the Prime Minister, decrees associated with the foundation of national and regional universities, the identification of key universities; iii) the stratification should be based on the characteristics regarding Vietnamese culture, economy and society in a certain period of time, it should also be the goal for higher education institutions, and it needs to take advantage of international experience, specifically the countries that have successfully implemented higher education stratification such as the USA, the Netherlands, Japan and Singapore. The government role in these countries for stratification should also be studied; iv) the stratification should be for all universities and colleges. Moreover, this should be done in an open approach, which means creating a competitive, vertically mobile mechanism among institutions. However, in the initial stage, the stratification should be under the government direction to promote the effectiveness of the whole system.

Third, in this Vietnamese context, benchmarking should be implemented. It means comparing institutions owning certain common features to evaluate their effective performance in strategy and solution development. The benchmarking indicators should include input, output and/or process; the combination of qualitative and quantitative methods; can be measurable; and benchmarking indicators should be selected to be consistent with benchmarking objectives. The stratification process should follow two steps: firstly, higher education institutions should be stratified based on their stated missions and purposes, profession scale and course levels, and four conditions (academic references, employers, international students and student exchanges); next, higher education institutions in each class should be rated based on inputs, outputs and the institution value measured by indicators/criteria.

Fourth, at the initial stage of the stratification, Vietnam higher education institutions can be arranged into three classes: institutions towards research, institutions towards application and institutions towards practice (no stratification for institutions founded for the national purpose such as those belonging to the Ministry of National Defence or Ministry of Public Security). In the next stage, the stratification should be in three groups: research universities, application universities and practice colleges. This stratification is basically consistent with the regulations of the Higher Education Law and current legal frameworks of Vietnam, as well as development trend of global higher education and scientific theories and practice.

Fifth, the stratification criteria for Vietnam higher education institutions need to developed based on the benchmarking approach to measure the institution value, stratification principles, the use of standard benchmarking system. They should also consult the indicators of QS Stars Rating System, Ibuko Amano (Japan), Canergie Foundation, guidelines for developing research universities of Vietnam National University, Hanoi and 16 indicators used in the survey of Vietnamese universities as mentioned above. The stratification criteria should focus on 7 factor groups including: teaching, research, internationalization, jobs earned by the graduates, accreditation results, facilities, learning environment and new contributions for the system. Each kind of institutions needs to be weighed by typical criteria. For example, criteria for research-oriented institutions need to emphasize the contribution for the community, international factors and the pioneer, creativeness, aiming at top quality. On the other hand, application-oriented institutions need criteria with factors focusing on job status, the extent of meeting the labour market demand, learning environment and knowledge transfer.

Sixth, the stratification of higher education needs consistent policies related to administration, finance, investment and development, admission, training and quality assurance, in which administration, finance, investment and admission policies are most important. Besides, it also needs specializing and independent units with professional technology and true, accurate database. Therefore, higher education institutions ranking should be conducted by in independent, qualified and reputable agencies. The interference of the government in ranking should only focus on promulgating regulations to ensure that institutions provide valid and accurate database.

Seventh, we should also need consistent policies to use the outcomes of higher education institutions stratification. Specifically, they should be used to the basic for investment, autonomy and self-responsibility of each higher education institutions.

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