Internationalization as a Response to Globalization: The Liceo de Cagayan University Experience

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ABSTRACT

The world continues to experience increased pressure from the external environments because of globalization. This is experienced by organizations and higher education institutions are not exempted. This paper studied the internationalization of Liceo de Cagayan University. It reviewed the internationalization practices and /or approaches and its impact on faculty and students. The mixed method design through the case study approach was utilized. An interviewguide on internationalization adapted from Hill and Green (2008) provided mainly the qualitative information; most quantitative data were taken from Student and Faculty Survey Questionnaire on Internationalization (Iuspa, 2010). Data were also gathered from document analysis. Findings of

the study revealed that the University has wider range of internationalization practices; intentions to internationalize was more inclined to academic and economic. Attitudes of faculty and students toward internationalization were generally positive. However, there were some observed gaps that need to be addressed especially in maximizing faculty members' and students' opportunities for internationalization. Result of this study offers the University valuable information about its respective internationalization processes to guide her further in its strategic planning specifically in sustaining the thrust on internationalization.

INTRODUCTION

The world has been experiencing increased pressure from the external environments because of globalization. This globalized pressure is also seen as a phenomenon that pressures educational institutions which are tied to culture, economics, politics, business and power "pushing 21st century higher education toward greater international involvement" (Altbach and Knight, 2007; Bond, 2006). Internationalization has gone beyond the dimensions of instruction, research and service. It calls for a change in existing structures, operating modes and mindsets in order for the institution to join and contribute to the shaping of the emerging world knowledge and learning network. This coincides with Knight's (2007) model of internationalization which is seen as the process of integrating international dimensions into the teaching/learning, research and service functions of the university. He further reiterates that internationalization has grown from partial and individually induced activities, into strategically-managed and comprehensive process (Teichler, 2007).

In a recent report for the Association for International Educators (NAFSA), Green (2012) emphasized that measuring and assessing internationalization outcomes and impact will take on greater importance as they continue to become more controlled to the definition of quality in learning, research and engagement. Aggressive and continuous study on the outcome and impact of internationalization has become a mantra in higher education.

Internationalization, its policies and programs, is set to be a preparation of higher educational institutions to prepare for the impending demand of

globalization. The internationalization of higher education would then provide the integration to denote the process of embedding the international and intercultural dimension to its policies and programs that ensures the width of central response through institutional visibility, instructional practices, and international preparedness of the academe to cater the need of globalization and its dimensions.

As a Filipino University, Liceo de Cagayan University poised for internationalization is committed to prepare responsible global leaders anchored on total Human Formation for God Country and Humanity (Liceo Administrative Manual, 2014). Consistent to this mission, the University formally established the office External Relations and Internationalization headed by a Vice President.

The overall goal of the office is to further enhance institutional visibility instructional understanding by exposing the faculty, staff and students to various cultures; setting best practices in different life areas such as politics, business management, arts and culture on themes with global dimensions; designing exposure opportunities for university constituents to welcome the responsibility of citizenship and service in a changing world and havingthe university commit to the ideals of internationalization as expressed in its mission that this international, intercultural and global dimensions will permeate all aspects of the institution (Liceo Administrative Manual, 2014).

Moreover, the office sets its role as the support in terms of technical and conceptual knowledge to initiatives of the academic and non-academic units in responding to globalization. One of its roles is to assist the university constituents to respond to internationalization through the old regarded three-fold function of education ---- instruction, research and engagement. Each department of the university is given the freehand to choose the internationalization process in the different programs.

This scenario prompted the researchers to conduct a study on the university response to globalization and noted some best practices and approaches of internalization utilized by the three departments of the university. It also noted some areas that needed enhancement. Results of this study may provide the University additional hard data and information to improve its present approaches and outcomes in order to reap the benefits of global interconnectedness as well as to avoid the perils of parochialism.

FRAMEWORK

Internationalization is viewed as the process of incorporating, international, intercultural, or global element in determining the purposes or distribution of higher education (Knight, 2004). Additionally, this refers to the increasing importance of international trade and international relations as to how a university or institution of higher education could benefit from having international linkages limited to certain countries as well as partnerships with other nations. Hence, internationalization is a crucial element to the development of higher educational institutions in accepting the challenges of 21st century putting light to decrease borders between and among nations and its cultural diversities.

The approach of internationalization would then provide physical mobility for students, the academic staff, and frequently the administrative staffs as its forerunners aligned to internationalization (Teichler, 2007). The approach could promulgate international and multi-cultural education; comparative education; and global education. Internationalization should not be confused with globalization as both terms differ in function.

Altbach (2010) citing Altbach, Reisenberg and Rumbley (2009) Globalization is an accepted reality in the 21st century that has now impacted higher education intensely and characterized by new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond control of academic institutions (Altbach, 2010). On the other hand, internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization (Altbach, 2010).

Internationalization activities in the Philippines are varied; these include education and training of students and faculty abroad, internationalizing the curriculum, research collaboration and international networks (Bernardo, 2003; Gonzales, 2006; Karim and Maarof 2013 as cited by Cinches and Russel, 2014). It is said that internationalization activities in HEIs are driven by the motives or rationales of internationalization (Hawawini, 2011).

It is important for HEIs to understand clearly the significance of internationalization efforts to their institution. Many studies cited that before HEIs engage into internationalization, understanding of "why" internationalization is crucial before launching into the project (Hawawini, 2011). Four categories were identified to classify what drives HEIs to internationalization according to Knight (2004) and Stier (2004). These are academic (achieving international standards

for both teaching and research); economic (finding new sources of revenues and growth); political (influencing potential and actual opinion leaders to ultimately enhance the political standing of the institution's country of origin); and religious (spreading the faith of a particular religious organization). This study focused only on academic and economic rationales since these are higher education institutions where benefits of internationalization are commonly practiced.

Academic rationales goes by the reasoning that "by encouraging greater internationalization across teaching, research, and service activities, the quality of higher education can be enriched" (Ghasempoor et al., 2011). These are compelled to fulfill the institution's educational mission; to remain academically-relevant in an interconnected world that is becoming increasingly global and to attract the best students and faculty worldwide. With the current labor market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalization. Another aspect to this reality according to studies are competitive pressures from peer institutions that have added and/or established international dimensions to their programs (Van der Wende, 2007; OECD, 2012; CHED, 2012).

It becomes imperative that in analyzing the HEIs motives to internationalize may start with its reason for being. Hill and Green (2008) suggested that questions like: "Is internationalization part of the vision, mission, or goals of the institution?" "Is internationalization needed to achieve its mission?" Beyond accomplishing one's mission through relevant programs and experiences for students are academic realities that HEIs need to address. For continuing relevance, the demand from stakeholders for courses, programs, and research topics that deal with global issues need to be appropriately addressed (Hill and Green, 2008; Iuspa, 2010).

The academic rationale for internationalization of HEIs, while trying to fulfill their missions are forced to go beyond their VMGOs and face the reality of the current global labor market demands that require graduates to be internationally-competitive. To internationalize academically also means to attract the best qualified faculty to gain competitive advantageas the world sees higher education to be an integral part of the global knowledge economy (OECD, 2012). Many authors believed that one of the major factors that contribute to the HEI's competitiveness in the academic market is "exemplified by the acceleration of the internationalization process of universities" (Bartell, 2003; Marsella, 2001; Sporn, 1999).

The economic motive of internationalization is driven ultimately by a need to find new sources of revenues and growth. Altbach and Knight (2007) said that "earning money is a key motive for all internationalization projects in the for-profit sector and for some traditional nonprofit universities with financial problems." These authors claimed that many countries host new private universities with overseas links with some in the for-profit sector where international students are recruited to earn profits by charging high fees. Other modes of internationalization include the offering of program abroad especially wherethere is an enrollment drop of some programs because of changes in economic conditions or the supply has exceeded demands. This approach can shield revenues from these domestic sources of risk because revenues vary among the educational markets around the world. Countries are at various stages of economic and technological development and have different demographic profiles. These differences, in turn, produce distinct levels of demand for education around the world and create opportunities for HEIs for sources of revenue (Hawawini, 2011).

In review, rationales serve as the founding pillars of the internationalization process. Since these rationales are not mutually exclusive, HEIs must have a clear understanding of "Why" internationalization is significant for the institution. Which rationales HEIs decide to follow, will depend on the institution's history, resources, and the stakeholders' influences (Iuspa, 2010).

Approaches. HEIs' motives for internationalization are evident in the practices and/or processes also called approaches. An approach to internationalization reflects or characterizes the "values, priorities, and actions that are exhibited during the work towards implementing internationalization" (Knight, 2004). Identifying the institution's approach will assist the school in assessing its internationalization processes. In this study approaches in the academic level were studied using Knight's (2004) model of internationalization. These included (a) activity (b) outcomes; (c) rationales; (d) process; (e) at home; and (f) abroad. Specifically, the activity approach covers study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses. The Outcomes approach refers to desired outcomes such as student competencies, increased profile, more international agreements, and partners or projects. The rationales approach consists of the primary motivations of internationalization, which include academic standards, income generation, cultural diversity, and student and staff development. In relation to the process approach, internationalization pertains to the process where an international dimension is integrated into teaching, learning, and service functions of the

institution. The At home approach understands internationalization as the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities. The Abroad (cross-border) approach refers to the cross-border delivery of education to other countries through a variety of delivery modes (face-to-face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses, etc.). In one hand, Rudzki (2000) presented his own model for internationalization through the four main components: mobility, staff dimension, curriculum innovation, and organizational change.

Approaches to internationalization in this study consisted of activity, outcomes, process, at home, and abroad (Knight, 2004), internationalism, and open market transnational education (Bernardo, 2003) and student mobility, program mobility, and institution mobility (Do and Pham, 2014). Synthesizing what they espouse yields the following common approaches to internationalization namely: international student mobility (Bernardo, 2003; Knight, 2004; Do and Pham, 2014; Rudzki, 2000);); faculty exchange and development (Bernardo, 2003); institutional linkages, networks and research collaboration (Knight, 2004; Bernardo, 2003); and partnership programs or cross-border delivery of education to other countries through a variety of delivery modes using strategies such asface-to-face, distance, and e-learning (Bernardo, 2003; Do and Pham, 2014); franchising or twinning agreements (Bernardo, 2003; Do and Pham, 2014; Knight, 2004); building international perspectives by having the international dimension integrated into teaching, learning and service functions(Bernardo, 2003; Knight, 2004) and organizational innovations (Rudzki, 2000); institution mobility and branch campuses (Do and Pham, 2014; Knight, 2004; Bernardo, 2003).

Internationalization of curriculum is one of the common ways of integrating international dimension into teaching, learning and service functions. Enriching the curriculum in the college courses and specific subjects increases the preparedness of faculty and students to internationalize. Internationalization of curriculum is well-recognized as an important indicator of HEI internationalization (Elkin et al., 2008). However, De Wit (2011) warns that it is too simplistic to view internationalization of curriculum as synonymous to HEI internationalization.

OBJECTIVES OF THE STUDY

This paper looked into the various internationalization practices and processes of a private higher education institution in Cagayan de Oro City.

METHODOLOGY

This study was conducted among the colleges of business, education and liberal arts of Liceo de Cagayan University. A total of 328 randomly sampled college students, 50 faculty and six administrators were the sources of quantitative and qualitative data and information. Specifically, these colleges were chosen as respondents considering their offering of 'traditional' courses for the last sixty years since the founding of the institution in this current study. Respondents of the study were the school administrators, faculty and students. Administrators included the Deans, Chairpersons, Vice Presidents (Internationalization, Academics and Finance).

The study used the concurrent mixed method research design where quantitative data were collected parallel to the gathering of qualitative information (Creswell, 2011). It used the case study approach. The Student and Faculty Survey Questionnaire on Internationalization (Iuspa, 2010) was the main source of quantitative data and the Questions to Guide the Internationalization Review (Hill and Green, 2008) were the main source for the qualitative data. On the other hand, the Questions to Guide the Internationalization Review consisted of open-ended questions that included articulated commitment, strategy, structures, manpower, curriculum and co-curriculum, education abroad, analysis and recommendations. Quantitative data were analyzed separately from qualitative data. Results were compared and were then combined as one.

To gather the qualitative data, focused group discussions, key informant interviews and individual interviews were utilized. Analysis of documents was utilized such as analysis of college reports, outcomes based curriculum and syllabi for each course offered in the three colleges, to determine if graduate attributes, program/learning outcomes reflected internationalization. Document analysis reinforced the quantitative and qualitative data convergence. Quantitative data from the survey questionnaire was organized using descriptive statistics where mean and percentages were computed. Meanwhile, qualitative data were organized by identifying themes and patterns into coherent categories.

RESULTS AND DISCUSSION

When the University drew its Roadmap 2020, the need to be more focused, stirred the University to restate its vision, mission and goals. It recognized the need to respond earnestly to "a rapidly changing globalized world and being mindful of global competitiveness" (CHED, 2012) to sustain the institution's relevance. The present statement of the University's Vision, mission and goals, emphasized enhancing the quality of education within the internationalization perspective. The Vision declares 'preparing global leaders' while the mission expressed commitment to 'deliver quality instruction, research and service learning for global integration'; the goal included a phrase 'poised for internationalization.' The University's statements of vision, mission and goals justify its processes and approaches to learn from the world and achieve international standards.

Analysis of the outcomes-based curriculum further revealed the University's internationalization commitments have cascaded to the program objectives of the different academic departments. The goal of internationalization is part of preparing students for global work; it is anchored on the University core values of excellence, integrity, discipline, loyalty and service. Such commitments are reflected in the articulation of graduate attributes such as "globally competitive graduates"; "excellence through global standards" and "globally-responsible leaders. Furthermore, some program outcomes in the Arts courses were defined categorically in terms, such as 'national and global concerns', 'needs of the 21st century skills', 'amidst globalizing society and knowledge.' About 30% of the subjects of these courses deliberately target these outcomes and are also expressed in the various subjects' syllabi. The other colleges have not explicitly expressed internationalization targets in their program outcomes, but the Business courses have activities where students are sent out of the country for immersion and practicum.

The institution's Roadmap 2020 stipulates the strengthening of its existing 'external linkages and services' as one of the eight (8) top priorities to be addressed within the next five (5) years. The target is to develop a larger number of long term relationships with other universities locally and internationally in support of student learning and of research, scholarly, and artistic work. The University also aspires for all disciplines to have increased partnerships and established stable collaboration not only at the local and national levels but also at the international level (Roadmap 2020)

Currently, the University has an office that oversees internationalization

concerns. Headed by a Vice President for External Relations and Internationalization (VPERI), it was established to further "enhance the University's institutional visibility and international understanding" (LDCU Administrative Manual, 2014). The Office is also meant to generate opportunities and funds through partnerships with HEIs across the globe for internationalization purposes and become self-sustaining in the long run. From the key informant interviews it was gathered that certain gains have been attained. The Office needs adequate staffing to fully actualize the VPERI's mandate and make it more functional. Presently, it has only one staff and the University provides budget for the Office to pursue its plans and continue its operations (Interview, July, 2015).

From the preceding discussion, the academic and economic motives of the University to internationalize are clear. Document analysis revealed that it is not only in the VMGs where the intention to internationalize is evident; these were also articulated in their graduate attributes for each course/degree offering as well as in the program outcomes. Establishing a formal structure to oversee internationalization activities further support the motive of the University to internationalize. Part of the mandate of the Office is to expose the faculty, staff and students to various cultures and promoting informed knowledge setting best practice in different life areas such as politics, business, management, art and culture anchored on themes with global dimensions (LDCU Administrative Manual, 2014). The economic motive for internationalization is also seen in the responsibility of the Office to obtain increased development funding for internationally- focused research initiatives. In all these efforts, the University also goes by the reasoning thatis "by encouraging greater internationalization across teaching, research, and service activities, the quality of higher education can be enriched" (Ghasempoor et al., 2011).

Approaches.Using Knight's model to internationalization as basis for analysis, the University's approaches are varied. It ranges from activity, outcomes, process, and at home. For activity, the institution highlights curriculum and academic programs as well as networks and linkages. Other than the offering of an undergraduate degree program in International Studies, students are encouraged to enroll in the foreign languages such as German, French, Nihongo, Japanese and Spanish. For the last four years the University strengthened its partnership with the Federal Republic of Germany through Goethe-InstitutPhilippinen under the PASCH program "Schools: Partners of the Future. Anchoring onthisalliance is the offering of German Language in the High School. German language courses are enrolled in by students from medical related, hotel and restaurant

and international studies, teacher education and in graduate studies. With this partnership, three students were sent to an International Camp in Germany and two faculties were sent to Germany. Another two faculty underwent further training in German language in Summer 2015.

This alliance earned for the University instructional materials and texts, state of the art interactive presentation equipment, from other German agencies such as the Goethe Institut in Berlin, the Hanns Seidel Foundation and the Association of Hanns Seidel scholars in the Philippines and from the Federation of German Private Caregivers in Berlin (VPERI, 2014).

The University's thrust in Environment and Biodiversity is currently in research collaboration with the Chinese Academy of Sciences in China. About two years ago, it also collaborated with the National University of Singapore; Singapore Botanic Gardens, and Chulalongkorn University. Present efforts are directed to partner with University of California, Berkeley for Health and Environmentstudies and with Chulalongkorn University for Social Science research (Research and Publication Office, 2015).

On outcomes, the outcomes-based education has been adopted by the University to be more focused on the development of student competencies. These are reflected in terms of graduate attributes that are based on the core values of the university together with the program outcomes of each degree course of the colleges under study. From these are the articulations of student competencies. Institutional linkages, local and abroad, complement the development of student competencies. Business management students work in the actual setting of their respective disciplines for three months abroad. Student exposures are currently limited to Southeast Asian countries and the United States. At least seventy 70 students every year were sent for actual work abroad for the last three years (College of Business and Accountancy, 2015). However, not all students are able to go outside the country for on the job training or OJT; only less than 23% of the students are exposed to internationalization experience in Asia and in the United States. This is because of the inability to finance the student travel expenses and other costs incurred to and from the destinations.

Internationalizing through the process approach is done through the integration into teaching, learning, research and service. In the College of Arts, a program on International Studies has been offered for the last ten years. Subjects like 'International Relations Theories and Issues,' 'International Economics', 'World Civilization and Literature' to name a few are taken up. For Business, specific subjects in internationalization include the: 'Foreign Languages, World

Tourism and Geography, as well as Asian and Western Cuisines. For Education, the subjects: World Literature Masterpieces, The Teaching Profession and Social Dimensions in Education are emphasized that may help produce global teachers. In research, students are required to relate their research topics in the international context before situating in the local setting. This allows the students to increase their awareness on research problems in the global milieu.

At home approach consists "of creation of a culture or climate on campus that promotes international/intercultural understanding and focuses on campus-based activities" (Knight, 2004). For the University, Cine Europa, the largest foreign film festival is held annually at the University's Rodelsa Hall. The four-day film fest is a partnership of the Delegation of the European Union to the Philippines and the University. On the other hand, the Science Film Festival through Goethe-InstitutPhilippinen run in October 2015 "coinciding with the United Nations' celebration of the International Year of Light focused on the importance of light and how it helps in revolutionizing our global society".

Also, foreign linkages the University sponsorships of a series of McLuhan lectures on Journalism by the Embassy of Canada with cultural lectures conducted by Embassy personalities which included the Ambassador of Canada, and the country director of HannsSeidel, and of the British Council.

Impact. The faculty and most especially the students are the receiving ends of the University's effort to internationalize. While the school administration plays another crucial role, it could only go to the extent of having the faculty commit to the VMG and for the student to respond to these. The faculty is a crucial agent for internationalization, because they are the frontlines of instruction, research and service learning when preparing students to be global leaders." The students are the reason for being of the University. These internationalization activities and or processes are assumed to affect teachers' and students' general attitude, the perceived support of the learning environment, and the benefits. How they view internationalization are central to the "process of integrating an international, intercultural and/or global dimension into the goals, function (teaching/learning, research, service) and delivery of higher education (Knight, 2004).

In the survey scale of 1 to 4 where 4 indicated very positive attitude and 1, very negative attitude, faculty members are more aware of the strategic intention of the University to internationalize as seen by their responses on "internationalization as a component of the University strategic plan and support of the mission statement" (M=3.56) than the students (M=3.25). On the other hand, both groups strongly agree that "learning about people from different

cultures/ international learning are crucial to education"(M=3.50). Surprisingly two items came out as not   important to education: foreign language learning and meeting individuals with different background from theirs (M=2.7). Attitude of both groups of respondents reveals the awareness of the University's intention to internationalize but expressed ambiguity in learning foreign language and meeting people of different background as means to internationalize.

The faculty series of focus groups discussions with the students revealed that "foreign language" to them is language other than English. This is understandable because the medium of instruction in the college is English. Moreover, it was also disclosed that not all of them have seen the restated vision, mission and goals of the University (FGD, 2015) and therefore were not aware of the University's commitment "to deliver quality instruction, research, and service."

Surprisingly, these same students who were part of the last focus groups said otherwise about foreign language. They were those who have gone for practicum in the US claimed that 'foreign language' is important. They felt the need to know more foreign languages because they can be more "confident in interacting with other people of different races and culture." One student said "I feel that I would be more highly respected if I am able to speak foreign language other than the English language."

Earlier discussion pointed out processes of internationalizing according to Knight (2004) and is done "through the integration into teaching, learning, research and service." These elements have been identified by Iuspa (2010) as activities in support of internationalization as evidenced by the item statements. Both faculty and student groups rated the items the lowest at the average of 3.0. Generally, the respondents felt that "encouragement to study abroad, researching about international topics, attending international symposium/lectures in the campus or taking courses with internationalization were least perceived as a prominent support to integration into teaching, research and service. Specifically, faculties felt that there is less encouragement also to research and publish on international topics as well as membership in an international professional organization (M=2.84).

Perceived benefits of internationalization were rated highest among the three aspects of the survey (M=3.37). The faculty highly regarded "knowing more about other countries to understand their own cultures" with M=3.52 and M=3.36 for students. Both groups regarded "international learning to prepare for global citizenship and to appreciate other cultures" (M=3.42). The series of focus groups discussions with students disclosed the main reasons why they desire to become

'responsible global citizens' were: "this is a situation that will encourage me to be open-minded and be part of global issues especially climate change"; "I can relate better with other nationalities because I am interested in knowing more about other culture."

The group also generally felt that going thru a three-month OJT experience outside the country has developed in them a sense of independence and enhanced knowledge on time and budget management. They expressed having gained higher self-confidence, improved spoken English and made them realize the importance of respecting other culture. Others said that "the OJT in US made me a better person because I have become more patient and understanding with other people" and there were "actual experiences learned where these were purely theoretical in their courses." In closing they further look forward to their classmates' participation in similar program (FGD, 2015).

Their encounter with different cultures enable them to practice independence, exercise greater responsibility, gain confidence in speaking English and feel recognized of their good performance and communication skills.These experiences enhance reflection, and enrich self-understanding among faculty and students (Stier, 2004).

For Liceo de Cagayan University, internationalization as a major component in developing the 'total human person' is a mandate because of the institution's commitment to prepare responsible global leaders. Its response is inclusive of policies and practices the purpose of which is "to cope with the global academic environment" (Bernardo, 2003; Altbach and Knight, 2007). There are conscious efforts to give flesh to this commitment given the observed existing internationalization structure, policies, activities and processes. There is also no question on the benefits of internationalization; faculty and students are convinced that internationalization is highly beneficial to education. An analysis of the effect of these approaches shows that overall, the students and faculty have positive attitudes toward internationalization. International learning, for both students and faculty, is relevant as an element of the educational process.

However, for the most part, not all faculty and students of the colleges under review have opportunities to experience these activities and processes. In the earlier discussion, it was cited that there was only a very small percentage of student mobility and very minimal faculty exchange and research collaboration because of funding constraints. Also, in the process approach, while there is a degree offered on internationalization, opportunities for other students in other courses are minimal since there are only few subjects concerning internationalization

and globalization; other teachers also claimed to have integrated some global context in their lessons but admitted that these are oftentimes very sporadic. These situations suggest that the institution needs to go back to the drawing board and map out alternative strategies to maximize faculty and student internationalization activities, processes and other related approaches. This is in response to its commitment on internationalization. There is a need to seriously consider the sustainability of revenue generation to sustain the avowed promise of preparing global leaders as reflected in the Vision, mission and goals of the University.

CONCLUSION

For Liceo de Cagayan University, internationalization as a major component in developing the 'total human person' is a mandate because of the institution's commitment to prepare responsible global leaders. This is in response to its commitment on internationalization. Its response is inclusive of policies and practices the purpose of which is "to cope with the global academic environment" (Bernardo, 2003; Altbach and Knight, 2007). Conscious efforts of the University to give flesh to this commitment given the observed existing internationalization structure, policies, activities and processes are evident.

However, not all faculty and students of the colleges under review have opportunities to experience these activities and processes. There is a very small percentage of student mobility and very minimal faculty exchange as well as research collaboration due to funding constraints. Also, opportunities for other students in other courses are minimal since there are only few subjects concerning internationalization and globalization. These situations suggest that the institution needs to review and assess existing internationalization practices and processes. This would mean that the University seriously consider sustainability of revenue generation since expanding opportunities for wider participation of faculty and student internationalization activities, processes and other related approaches seriously entail funding support. To sustain the avowed promise of preparing global leaders as reflected in the Vision, Mission and Goals of the University, internationalization practices of the need to be more robust than the status quo.

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