

1-1-2023

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Recommended Citation


El-Amin, A. & Yuzhou, C. (2023). Developing World-Class Internationalized Universities: Double Tops Construction in China. In A. El-Amin (Ed.), *Elevating Intentional Education Practice in Graduate Programs* (pp. 188-198). IGI Global. <https://doi.org/10.4018/978-1-6684-4600-3.ch010>

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Chapter 10

Developing World-Class Internationalized Universities: Double Tops Construction in China

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ABSTRACT

Effective higher education leadership is a movement in internationalized higher education. Moreover, incorporating principles of internationalized higher education is a contrast from traditional graduate educational practices, because new assessment methodologies are utilized to demonstrate institutional aptitude. Additionally, there has been a critical move in cutting-edge economies on how to attract students, grants, and funders. Globally, access to internationalized higher education has grown exponentially. Innovation is changing the idea of how people define internationalized higher education. Centralized leadership, information sharing, cooperation, and advancement are more prevalent than prior. Internationalized higher education has superseded traditional educational notions. Achievement lies in the capacity to impart, offer, and utilize data analytics to mitigate complex issues; to adapt to evolving conditions; to marshal the wave of innovation, and to promote new educational management techniques.

DOI: 10.4018/978-1-6684-4600-3.ch010

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INTRODUCTION

One of the most critical aspects of leadership is being adept in communication and knowing how to work well with people. Institutions that understand how to foster effective communication and collaboration tend to work well with staff, faculty, students, donors, and stakeholders (Kuo, 2009). Therefore, leading teams quickly and smoothly into high-performance requires global leaders who value the groundwork of setting team goals, identifying project tasks, assigning the right people to tasks/ programs, and defining the standards of team behavior to ensure team members work together so that team objectives are met. As a result, institutions must master the concept of internationalization. The framework of this research “How to Construct an Internationalized University against the Background of Double Tops Construction in China” is an important aspect of education in China. As a component of the overall Chinese graduate education reform, China has mandated Double Tops Construction among all universities. “Double Tops” means Chinese universities should all endeavor to develop educational qualities and capabilities aiming to become a first-rated university and/or with first-rated disciplines in the world.

To become a world-class university or a university with world-class disciplines, internationalization is a major characteristic of building first rate universities (El Amin & Yuzhou, 2020). Notwithstanding, world-class universities around the world are highly internationalized. For example, MIT, Harvard, Oxford, and Cambridge are highly regarded. Further, internationalization contributes to global achievements as well. Therefore, to make a university more internationalized or to enhance internationalization is to achieve world-class status.

BACKGROUND

The research will focus on two major areas, how to cultivate internationalized students and the other is how to collaborate with foreign universities to conduct collaborative scientific research.

Area I: How to cultivate students or graduates with internationalized traits and competitiveness in careers?

1. Introducing and building up an internationalized faculty team: introducing foreign faculty and their educational concepts and training Chinese faculty to become teachers with international traits.
2. Introducing foreign university courses, textbooks and articulating them to construct combined curricula and enhancing Chinese courses, textbooks by inputting innovative ideas from foreign ones.

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3. Introducing good teaching methodologies and teaching administration approaches and educational concepts from foreign universities.
4. Cultivating students with excellent English skills and cross-culture communication capabilities and skills.
5. Cultivating students with advanced, innovative knowledges in their majors.
6. Cultivating students with capabilities of creativeness and innovation.
7. Cultivating overseas students with understanding about Chinese culture, cross-culture, and the advanced technologies by which China has led the rest of the world.

Area II: How to conduct collaborative research between Chinese scholars and foreign scholars to gain international reputation for the university?

1. Confirming the level of the collaboration as high-class by means of jointly publishing papers with universally recognized journals, such as SCI/SSCI (Social Science Citation Indexed) or other highly internationalized ones.
2. Selecting appropriate researchers and their researching areas: selecting capable foreign and Chinese scholars with good English skills and with researching interests and enthusiasm, putting them on one-on-one team and supporting them to work together, publishing their works in 2 countries.
3. Issuing new incentive policies to support scholars to reach their accomplishments, such as by subsidizing or awarding.

Issues, Controversies, Problems

Global education provides a unit of analysis in the study of higher education (Gronn, 2002). As an alternative to the existing emphasis, which is centered on the actions of individual leaders within higher education. For instance, established paradigms of leadership have challenges accommodating changes in the division of labor in the workplace, particularly, different configurations of interdependence and synchronization which have given intensified attention to global practice. Varieties of interconnected action in which a key defining criterion is conjoint activity. These methods provide the foundation for a taxonomy of internationalization (Gronn, 2002).

Constructing an Internationalized University

Strong leaders must lay the foundation for successful teams by intentionally creating a culture of collaboration. Effective techniques include setting team goals, assigning roles to individual team members, and defining specific guidelines that outline how team members should function to minimize conflict and optimize team performance.

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Engaging people in the process requires understanding systems, procedures, practices, and programs which involve all instructors as active participants in continuous improvement activities. People involvement requires creating and maintaining an environment which fosters a “spirit of pride.” Implementing innovation programs are a way to improve campus morale.

Further, institutions must enable instructors to identify development opportunities, make suggestions, and implement those suggestions to increase job efficacy and efficiency in their workplace roles. Campus-wide innovation program benefits are that it increases employee involvement, accountability, and ownership; motivates instructors through recognition and reward; improves safety, quality, responsiveness, and cost through the reduction of waste; fosters a continuous improvement culture; increases job security through a responsive, competitive workforce; rewards and recognizes top talent (Clugston & Calder, 1999).

Strong and adept institutions understand the importance of recognizing positive behavior, practice, and activities (Kezar, 2005). As a result, those who thrive in excellent leadership practices are sincere and ensure that recognition comes from the heart. They are fair and consistent, while ensuring a uniform approach to people recognition. They recognize people when they achieve, not months or years later (Clugston & Calder, 1999). They give recognition on a regular basis to reinforce positive behavior and contributions. They are flexible as to the time, place and how recognition is given. The use of recognition is appropriate for the individual. They align rewards and recognition with the university’s goals and objectives. The overall objective is to encourage entrepreneurial behaviors and practices that create an environment that fosters an open flow of communication and performance at all levels of the organization.

Collegiate enterprise and innovation are a practical result of systematic business advancement in post-secondary educational institutions (Newbold, 2014). An examination of transformational, multi-dimensional leadership that empowers institutions to be increasingly inventive, risk taking, and to demonstrate proactive management is needed in the 21st century (Morris et al., 2014). Moreover, the fundamental idea of this conceptualization must be scrutinized together with justifications behind the advancement of organizational efficacy across graduate education institutions (Small & Rentsch, 2011). How innovation is executed is indicated by key partnerships of institutions. As a result, Morris et al. (2014) determined that five dimensions of university-wide innovation are needed to achieve proactive leadership in universities. They are inter-disciplinary research, a curriculum and degree programs, co-curricular programming, community engagement, and university operations. An integrative model of these key elements contributes to a climate where successful university-wide programs can be accomplished.

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Fostering A World-Class Institution

Institutions must balance graduate programming by making trade-offs to prioritize on whether to complete a projected goal on schedule and within budget (McCaffery, 2018). Institutions should expect persons on their staff and within the organization to take responsibility for programs they are assigned within an overall organizational sustainability plan (Avilova et al., 2015). Successful programs occur when the appropriate staff are hired or assigned to programs. Most importantly, employee onboarding initiatives must properly integrate new instructors into the organization. A strength of institutions must be to encourage staff to embrace project management as way to elevate institutions, while they must also mandate training so that instructors can provide expertise and skill in their jobs (Eckel & Kezar, 2003). In this vein, many instructors and team members may need support to become better leaders in project management; thus, institutions must clearly define objectives of campus-wide initiatives and programs, work consistently with all stakeholders, and be willing to take ultimate responsibility for programs of the university or college. Further, assisting instructors effectively demonstrate professional skills, knowledge, and capabilities in their specific area of expertise is paramount to effectively managed post-secondary educational institutions.

Measuring Institutional Efficacy

This discourse encompassed an exploration of institutions efficacy in campus environments. Notwithstanding, graduate education leader's efficacy is created, transformed, and sustained over time (Lester, 2009). For instance, leadership efficacy management modality is the most relevant management and advancement application for workplace development (Binkley et al., 2012). The advancement needs of organizations dictate the direction of university processes. Moreover, workplace development is integral to workforce advancement and by utilizing educational leadership methodology advances program and project initiatives (Lester, 2009).

Innovation through institutions application creates inspiration, supports theory in practice, and increase efficacy. Additionally, Blumenfeld, et al. (1991) determined that haptic and experiential advancement are the best method for classroom instruction to help students discover opportunities in their discipline. Enabling individuals to learn through innovative advancement practices is encouraging to instructors and students alike. Further, effective training and development is utilized to engage students.

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Internationalization Graduate Education Excellence

Moreover, experiential advancement methodologies should be considered when developing graduate education curriculum (Daniëls et al., 2019). For instance, graduate education leadership efficacy regarding internationalization is an articulation of expert experiences. As a result, internationalization advancement methodologies offer valuable guidance to existing and future leaders. While advancement methodologies are an additional facet to creating engaging leadership, one must evaluate the significance of utilizing a variety of advancement methodologies in internationalization. Institutions create uninhibited advancement if not managed properly (Chau & Cheng, 2010). While many surveys affirm the satisfaction of institutions in different areas, there is debate regarding full utilization after a graduate development program (Steiner et al., 2007). For example, the selection of advancement methodologies in internationalization imparts some adequacy in measures to improve a leader's specific abilities.

Additional roles of institutions are to assist university stakeholders to comprehend the skills of instructors to engage students in their advancement. Institutions must encourage instructors to utilize alternative and adaptable instructional methods, which is highly valuable with different advancement styles (White, 2018). While innovation can empower instructors and instructors, adaptable instructional methods must be supported through intentional practice, including those of traditional and adult learners alike (Kasworm et al., 2010).

For example, financial, cultural, and social changes experienced by institutions in certain endeavors such as working with staff is necessary to the job (Dyer & Dyer, 2017). In progressive working environments, abilities and skills of instructors can quickly become obsolete and thus, instructors must consistently train to maintain competitiveness in the global workplace. Traditional models of institutions both inside and outside of graduate education have created unpredictability of such internationalization procedures (Buys & Bursnall, 2007). The role of institutions in graduate education establishes permanency because workforce development develops leadership skills in instructors, while simultaneously provide evaluation metrics to demonstrate development efficacy (Manuti et al., 2015).

Prior to the advent of systematic institutions practices in graduate education, general development environments were the norm (Benneworth et al., 2017). Moreover, these developments were unorganized, without much focus on the overall mission of the organization or consideration of the employee's capabilities past their existing roles. As such, entrepreneurial environments create versatile educational programs, useful, and epistemologically sound practices.

Likewise, Halverson and Sheridan (2014) portrayed the underlying foundations of the advancement of formal institutions methods (Halverson & Sheridan, 2014).

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Moreover, managerial execution through institutions practices and management of organizational information is a necessity to drive university human resource functions. Likewise, human resource methodologies result in better development through institutions, leadership advancement, and adds to accomplishing leadership execution. Leadership enhances the ability to improve human resource capacity. Leadership advancement adds to the foundation of development; therefore, organizations should utilize internationalization to improve development standards. These findings are particularly, valuable for executives, human resource managers, and continuous development departments of universities (Kuo, 2011).

To expand comprehension of the connections among the workplace as an entrepreneurial environment, techniques for skill advancement utilized by institutions outcomes; there is an emphasis on a qualification among formal and coordinated procedures for positional advancement (Cai et al., 2019). Likewise, the outcomes indicate relationships between the technique of skill advancement utilized by the organization in the work environment. The utilization of institutions in a coordinated manner provides rational for formal and coordinated methodologies for development. When selecting an institutions Boards of Trustees must examine a dependence on formal strategies, as development outcomes demonstrate the significance on utilization of both formal and casual leadership methods to engage stakeholders of an organization (Kock & Ellström, 2011).

SOLUTIONS AND RECOMMENDATIONS

Today's graduate education professionals operate in a global environment (Nadtochy et al., 2016). The ability to analyze organizations of graduate education is a specialized and critical skill for institutions as they operate in competition with other institutions of graduate education for students, staff, and advancement. The objective of institutions is to integrate core strategy to improve management practices and outcomes in education leadership and administration.

Further, institutions must determine the influence of civic and internationalization considerations in educational leadership administration; reflect on how expectations for educational leadership professionals differ; discover how educational leadership professionals glean from each other to provider greater educational leadership outcomes; analyze communication techniques to improve collaboration, promote teamwork, develop relationships in an organizational environment; and critique the use of digital tools to facilitate the integration of specialized expertise across the institution (Nadtochy et al., 2016). Finally, institutions must respond to challenges to personal ethics and values that may be encountered in a complex and interconnected work environment.

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FUTURE RESEARCH DIRECTIONS

Institutions are aware of the professional duty to be socially responsible, attentive to the needs of all members of communities, regions, and nations, especially those who disproportionately suffer from the adverse influence of social determinants. Embracing social accountability is a key guiding principle for improved change to educational inequities. Social accountability means that education institutions intend to improve the performance of individual practitioners and education systems by directing educational and practice interventions to promote the education of the public, collaborate with stakeholders, promote teamwork, and develop relationships in a global environment.

CONCLUSION

The purpose of this expose was to provide rationale for a diverse array of advancement methodologies in institutions such as demonstrating communication skills, employee management, engagement, and skilled project management. Considered were how institutions utilize educational leadership and administration advancement strategies to determine the best advancement methodologies to provide organizational development measures. Graduate education has a mission to develop a workforce who can compete locally and globally. As a result, collaboration and knowledge sharing is an important consideration to connect people on campus and virtually. Institutions must embrace the benefits of digital transformation. The benefits are innumerable and highlight the ability for collegial collaboration, knowledge sharing, and learning when developing world-class internationalized universities. Better technological integration develops a greater demand for education-related competence for educational leadership professionals. Finally, there are a multitude of procedures for utilizing internationalization advancement and choosing the best blend of graduate education methodologies to enhance intentional and effective graduate education.

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