

The Factors Influencing The Internationalization Development Of Local Universities In China

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Abstract – The fact that the development of higher education in the contemporary world has gradually tended to internationalize has become a common value of higher education in the world. As an important part of higher education, local institutions of higher-learning plays a vitally important role in promoting the development of higher education. Based on the interpretation of theories related to internationalization of higher education, this paper takes local universities of higher-learning in China as the research object and analyzes the factors affecting their international development. Explore the international development of local universities of higher-learning, find out the factors that are in line with the reality of local universities of higher-learning and have a direct impact on the international development and practice in China. According to the relevant factors, this article also puts forward relevant countermeasures and suggestions to provide strategic support for local universities of higher-learning to effectively carry out international school-running work, thereby promoting the development of higher education.

Keywords – Internationalization, Local universities, Current situation, Strategy

I. INTRODUCTION

With the rapid development of China's economy, the trend of economic globalization and regional integration is becoming stronger and stronger, and the country's demand for international talents is becoming stronger and more diverse. Under the influence of the knowledge-based economy, higher education, as an important part of it, also inevitably needs to exchange and learn on a global scale. As an important talent training base, a cultural leader and a centre of innovation, local universities must implement international development strategies. However, for historical and regional reasons, local universities face many problems in the process of internationalization, such as a relatively low degree of internationalization, a single form of cooperation with foreign countries, a low level of cooperation and relatively little substantive cooperation, which restrict the development of local universities. Therefore, in today's global integration, local universities must face internationalization. When local universities face internationalization, they need to reposition themselves and think about some questions, like: why do local universities need internationalization? What does internationalization look like in running a university? How can local universities follow their own internationalization path? And so on. To address these, this paper will take Jiaying University as the research object and combine the internationalization work

carried out by the university in recent years, so as to start the discussion on the internationalization ideas of local universities.

II. DEFINITION OF INTERNATIONALIZATION OF HIGHER EDUCATION

There is no uniform definition of internationalization of higher education in academic circles, and it is expressed in a variety of ways by different people from different perspectives. Some suggest that it is simply a range of international activities such as academic exchanges of teachers and students, international contacts, collaborations and project exchanges, new types of international academic projects and research programmes. Other perspectives suggest that it is the integration of international elements, cultural elements, economic elements, etc. into the curriculum and teaching process through new types of cooperation agreements, through the establishment of branch campuses in the country (outside the country) or the use of teaching models that send staff face-to-face or by distance learning.

Internationalization is not a new term and the table below shows how it has evolved.

TABLE I: EVOLUTION OF INTERNATIONALIZED TERMINOLOGY

New terms that have emerged (during the last 15 years)	Terms of Presence (during the last 25 years)	Traditional terminology (during the last 40 years)
Globalization Education without Borders Cross-border education Transnational Education Virtual Education Domestic (external) internationalization	Internationalization Multicultural Education Intercultural Education Globalised Education Distance Education Overseas education or study abroad education	International Education International Development Cooperation Comparative Education Correspondence Education

(Source: Knight, 2005)

As can be seen from the table above, the scope of the definition of internationalization is a diverse one, encompassing internal and external internationalization, transnational internationalization, virtual internationalization and so on, with an increasingly broad and complex scope. Therefore, internationalization is evolving along with the world and is becoming increasingly rich in content.

According to the International Association of Universities (IAU) definition of internationalization of higher education: internationalization of higher education is the process of combining cross-border and cross-cultural perspectives and atmospheres with the main functions of universities, such as teaching, research and social services (Zhang, Q., & Zhu, L.Y., 2007). And some domestic

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scholars have also elaborated its connotation: in terms of quality, it emphasises the need for countries to raise the standard of their universities so that the level of university education in each country is comparable; in terms of space, it emphasises the openness of universities, with each country opening up its education market, both by going abroad and by accepting foreign countries to run universities in their own countries; in terms of resources, it emphasises the sharing of resources, with each country carrying out extensive international education exchanges and cooperation; in terms of philosophy, it is necessary to constantly reform and innovate, update educational concepts, teaching contents and teaching methods, so that university education can constantly meet the needs of international educational exchanges and cooperation, and also adapt to the changing needs of economic and social development (Liu, D.Y., 2007). The internationalization of the university must be planned and evaluated in a holistic manner, such as staff participation in development; institutional cooperation and agreement, students' academic experience abroad, local international students, curriculum and teaching/learning process, research and academic activities, international projects: cross-border education, training and development projects, etc.

III. SURVEY ON THE CURRENT SITUATION OF INTERNATIONALIZATION IN LOCAL UNIVERSITIES

There are many aspects to measure the degree of internationalization of university: firstly, the philosophy of running the college; secondly, the ability to train international students; thirdly, the ability to recruit high-level foreign teachers; fourthly, the ability to cooperate among universities and mutual recognition of credits; fifthly, the ability to internationalize research; and sixthly, the ability to hold academic conferences. This paper will analyse the current situation of Jiaying University based on reality, so as to formulate practical and effective ideas for international development.

Questionnaire design

The main method of obtaining data for this study is the questionnaire method. Based on the study of the questionnaire design method, a survey on internationalization in local universities was designed for this study. The questionnaire consists of three parts: the first part contains basic information about the respondents, with four questions; the second part contains 13 questions based on the Likert scale, including personal growth, curriculum design, philosophy and system; the third part contains three ranking questions based on two dimensions: personal growth and curriculum design.

The Likert scale requires the classification of attitude statements as favourable or unfavourable in order to facilitate the subsequent processing of the data for analysis. The scale items consist of a set of declarative sentences, each of which has five different levels of response: "very satisfied", "satisfied", "average", "dissatisfied" and "very dissatisfied". "The sum of the scores obtained by each respondent for each question is the total score of the

respondent's attitude, which can be used to indicate the strength of the respondent's attitude towards the question.

Sample selection

The respondents of this study were selected from the author's unit, Jiaying University, and questionnaires were distributed to students of Jiaying University.

The analysis of the questionnaire data relied mainly on descriptive and comparative analysis. In this study, 2000 questionnaires were distributed and 2000 questionnaires were returned, with 2000 valid questionnaires and a 100% return rate. After obtaining the questionnaire data, the first part of the questionnaire was analysed descriptively to understand the basic situation of the sample. The second part of the questionnaire was analysed by weighted average summation and ranking with reference to the Likert scale. The third part of the questionnaire was also analysed by weighted average summation, and then compared with the results of the second part to draw the corresponding conclusions.

The study was conducted on 2,000 students at Jiaying University, of whom 58% were male and 42% were female, 67% of the students have been in university for 3-4 years, which gives a good indication of whether they were aware of aspects related to internationalization at the University.

TABLE II: DISTRIBUTION OF THE SAMPLE OF SUBJECTS

	Question options	Frequency	Percentage of
Personality	Male	1160	58%
	Female	840	42%
Time at university	1 year and under	280	14%
	1-2 years	380	19%
	2-3 years	760	38%
	3-4 years and beyond (post-secondary)	580	29%

Statistical analysis was carried out for each of the study variables in the questionnaire to summarise the mean and standard deviation of the respondents' ratings for each question. As can be seen from Table 3, students' overall satisfaction with the university was 3.085, and their satisfaction with the various factors of internationalization was around 3 and largely greater than 3. Relatively more satisfied were the relationship with the concept, the organisational system and the funding of international cooperation, while less satisfied were the basic conditions and the relationship with the international mobility of personnel, and least satisfied was the internationalization of teaching, with the mean scores for these three factors being the factor for the average score for these three factors below 3.

TABLE III: THE STUDENTS' SATISFACTION OF INTERNATIONALIZATION

Name	Category	Average	Deviation	Minimum	Maximum
Satisfaction		3.059	0.944	1	5
Overall		3.085	0.561	1.88	4.13
Philosophy	1	3.426	1.238	1	5
Organisation and systems	2	3.147	1.200	1	5
International character	3	3.103	1.223	1	5
International cooperation	4	3.074	1.176	1	5
Funding	5	3.059	1.196	1	5
Organising academic conferences	6	3.044	1.419	1	5
Overseas background	7	3.015	1.058	1	5
Internationalization of teaching	8	2.809	1.261	1	5
International mobility	9	2.765	1.133	1	5
Basic conditions	10	2.658	1.212	1	5

Weighted average analysis

The descriptive analysis of the first part of the questionnaire gave us a certain amount of information about the sample. The second part of the questionnaire was then analysed mainly by means of a weighted average method, which was carried out as follows.

First, the data were collated to produce the following table of frequency distributions on each option for each question.

TABLE IV: LEVEL OF STUDENT SATISFACTION OF INTERNATIONALIZATION

No.	List of questions	Very satisfied	Satisfaction	General	Not satisfied	Very dissatisfied
1	To the international organisation and system of the university.	206	994	443	320	37
2	The internationalization concept and strategy for the university.	1343	157	294	150	56
3	To the internationalization infrastructure of the university, including hardware and software facilities.	86	158	202	1419	135
4	Funding and investment in the internationalization of universities.	1350	320	200	112	0

5	To the university's internationalization programme.	198	142	1235	400	25
6	Opportunities for study and exchange abroad.	286	327	1053	280	54
7	You are interested in the international atmosphere of the campus.	138	231	1211	256	164
8	Overseas background for the university's international faculty.	146	329	526	686	313
9	International/Hong Kong/Macau/Taiwan research collaboration for the University.	132	132	546	1098	80
10	International mobility of personnel.	58	35	345	1382	180
11	To the university's international teaching and curriculum.	120	220	285	1235	140
12	Organising academic conferences.	455	580	606	159	200
13	You have the opportunity to make suggestions for the internationalization of the university.	80	145	1175	344	256

Secondly, the data, i.e. students' satisfaction level with internationalization, were collated to derive the frequency on each option for each question, and each question was assigned a score of 0.5, 0.4, 0.3, 0.2 and 0.1 for each of the five different levels of very satisfied, satisfied, average Each question was assigned a score of 0.5, 0.4, 0.3, 0.2 and 0.1 for each of the five different levels of satisfaction: very satisfied, satisfied, average, dissatisfied and very dissatisfied. A weighted average was calculated to give the total and average scores for each question.

TABLE V: THE FREQUENCY OF INTERNATIONALIZATION SATISFACTION

No.	List of questions	Total score	Average score
1	To the international organisation and system of the university.	701.2	7.012
2	The internationalization concept and strategy for the university.	858.1	8.581
3	To the internationalization infrastructure of the university, including hardware and software facilities.	464.1	4.641

4	Funding and investment in the internationalization of universities.	885.4	8.854
5	To the university's internationalization programme.	608.8	6.088
6	Opportunities for study and exchange abroad.	651.1	6.511
7	You are interested in the international atmosphere of the campus.	592.3	5.923
8	Overseas background for the university's international faculty.	530.9	5.309
9	International/Hong Kong/Macau/Taiwan research collaboration for the University.	510.2	5.102
10	International mobility of university personnel.	440.9	4.409
11	To the university's international teaching and curriculum.	494.5	4.945
12	Organising academic conferences.	693.1	6.931
13	You have the opportunity to make suggestions for the internationalization of the university.	544.9	5.449

The mean score for each question answer was 6, representing an average level in terms of satisfaction. The mean score obtained for each question was different from the mean score of 6 for the question itself and treated in descending order.

TABLE VI: TABLE OF DESCENDING ORDER OF TREATMENT OF MEAN DIFFERENCES

	Sort by	Title item	Mean difference
Internationalization factor	1	4. Sources of funding and inputs	2.854
	2	2. Philosophy and Strategy	2.581
	3	1. Organisation and systems	1.012
	4	12. Organising academic conferences	0.931
	5	6. Opportunities for study and exchange abroad	0.511
	6	5. International specialties	0.088
	7	7. International atmosphere	-0.077
	8	13. Level of participation in decision-making	-0.551
	9	8. Overseas background of the faculty	-0.691
	10	9. International/Hong Kong/Macau/Taiwan Research Cooperation	-0.898
	11	11. Teaching and Curriculum	-1.055
	12	3. Internationalization infrastructure	-1.359
	13	10. International mobility of personnel	-1.591

It can be drawn from the results of the analysis.

Firstly, students are very satisfied with the university's investment in internationalization funding. It shows that the university is doing a good job in this area.

Secondly, they are satisfied with the internationalization concept and strategy, the organisation and the system.

Thirdly, there is a great dissatisfaction with the international mobility of people, which is far from positive.

This results in students not being very satisfied with the international atmosphere and other aspects.

Fourthly, and most importantly, students believe that the internationalization infrastructure of the university is not high and also differs greatly from the positive figures. This is mainly reflected in the lack of foreign language library resources and the lack of an international campus culture.

Fifthly, although students' satisfaction with their opportunities to study abroad/outside the country is positive, they would also like the university to provide more opportunities in this area to expand their knowledge and broaden their horizons.

Factor ranking method

In order to deepen the statistical analysis of the factors, the ranking questions in the third part of the questionnaire were weighted and averaged to obtain a score for each item, which was used as a basis for ranking the need/importance and was combined with the results of the second part of the questionnaire to carry out the analysis.

(1) The degree of demand for internationalization factors that can reflect suggestions for internationalization in universities. There can be some deviations between the actual needs of students for internationalization in universities and the supply and focus of universities. The survey reflects the extent to which students' needs are reflected in the main internationalization programmes currently available to them, and the extent to which their knowledge of and participation in these programmes has an impact on their needs, and therefore on the internationalization of the university. The following categories were used: "very much needed", "somewhat needed", "average", "not needed", "not needed", "very much not needed", "not needed" and "not needed". "The five different levels of need were given a score of 0.5, 0.4, 0.3, 0.2 and 0.1 respectively.

Table VII: FREQUENCY DISTRIBUTION AND SCORES ON STUDENTS' NEED FOR INTERNATIONALIZATION FACTORS

Internationalization factor	Level of need					Score
	Very much needed	Compare needs	General	Not required	Very unneeded	
internationalization infrastructure	435	420	692	248	305	673.2
Philosophy and Strategy	345	233	380	607	445	545.6
Financial input	223	393	564	234	586	543.3
Teaching and Courses	429	534	175	638	224	630.6
Study and exchange opportunities abroad	568	420	189	383	440	629.3

Firstly, for students, the need for basic conditions is significantly higher than other factors, and basic conditions are an important way of reflecting the degree of

internationalization, so it can reflect that students are not satisfied with the basic conditions for internationalization and need to be improved by the university. Secondly, the level of need for the university's philosophy and strategy and financial investment is lower, indicating that the university is doing a better job in this area. Thirdly, the relatively mediocre level of support for the opportunities offered by the university for study and exchange abroad suggests that the university needs to further increase its support in this area.

(2) Curriculum design is also an important part of internationalization, "bringing students into the world and the world into the university". Similarly, the students' attitudes towards curriculum design were "most important", "relatively important", "average" and "not important". " were given a mark of 0.5, 0.4, 0.3 and 0.2 respectively for the four different levels of answers.

Table VIII: FREQUENCY DISTRIBUTION AND SCORES ON THE IMPORTANCE OF CURRICULUM DESIGN FACTORS

Course Design	Level of importance				Score
	Most important	More important	General	Not important	
Matching courses outside the country	585	586	354	475	728.1
Bilingualism	586	515	414	485	720.2
Second Foreign	501	443	565	491	695.4
Foreign teachers	328	456	667	549	656.3

Of the four factors in the design of the course, the most important to students was the dovetailing of courses outside of the country, where people felt they could learn about the culture, educational philosophy and advanced knowledge of other countries without having to travel outside. The next factor is bilingualism, as the use of bilingualism not only allows students to learn the relevant language, but also to start using that language on a learning basis. Thirdly, learning a different language will enable you to master and understand the culture of a different country and gain different ideas to improve yourself. Finally, people think foreign teachers not very important, because to improve you can't just rely on a foreign teacher, the key is to rely on yourself.

IV. THE STRATEGY FOR INTERNATIONALIZATION OF LOCAL UNIVERSITIES

The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly put forward the task of internationalization of higher education: "Strengthen international exchanges and cooperation. Insist on promoting reform and development through openness. Carry out multi-level and wide-ranging educational exchanges and cooperation to improve the level of internationalization of China's education. Draw on advanced international educational concepts and experience to promote the reform and development of China's education and enhance the international status, influence and

competitiveness of China's education. To adapt to the requirements of opening up the country's economy and society to the outside world, and to cultivate a large number of international talents who have an international outlook, are well-versed in international rules, and can participate in international affairs and international competition." It has pointed out the direction and path for the internationalization of higher education.

Changing perceptions

Internationalization is not only about the communication and exchange of resources and information, but also about the change of mindset, stimulating new thinking and establishing the university's international philosophy. Although students are more satisfied with the university's philosophy, universities need to liberate their minds, update their concepts, correctly understand, grasp and establish a scientific and reasonable concept of international education, and strengthen the propaganda of internationalization.

Local universities should liberate their minds, update their concepts, integrate the concept of international education into their administration and teaching, and break the fetters of their concepts. We should not just stay in the mountains, but go out of the mountains and into the world. At the same time, it is important not to think that internationalization is simply a matter of visiting and exchanging ideas abroad, but to create an international atmosphere on campus and to encourage and create an environment in which all staff and students can fully participate in the process of internationalizing the university.

Internationalization of campus culture

The first step in internationalizing a university is to have an international campus, but the internationalization of the Jiaying University campus is relatively low and therefore needs to be greatly enhanced. The establishment of an international university should start from three aspects.

Firstly, internationalization of the campus environment. The campus environment includes two aspects, the objective environment and the humanistic environment. The internationalization of the objective environment is manifested in the construction of campus infrastructure, campus signs, teaching buildings, promotional materials and so on should all appear bilingual, to further accelerate the pace of internationalization of higher education and create a bilingual campus environment. The humanistic environment should include the development of cultural and sporting activities among students and teachers that reflect the cultural characteristics of different countries, in order to create a positive international atmosphere.

Secondly, the international development of local universities should be student-oriented. The development of a university must be teacher- and student-oriented, especially student-oriented. It should establish a student-centred mechanism, teach according to their abilities, and set up more hands-on classes or practical classes, so that students can apply what they learn instead of just learning theoretical knowledge. In the case of the university of Foreign Languages, for example, as an English teacher-training student, the university should actively seek more

opportunities for students to undertake apprenticeships in relevant universities, rather than just in the classroom or as a group when students graduate in their senior year.

Thirdly, strengthening grassroots facilities is a necessary condition for internationalization. Foreign students and foreign teachers come from different countries and have different cultural backgrounds and living habits. We must provide good conditions to attract higher-level international students and foreign teachers to study and teach at the university.

Internationalization of faculty development

High-quality teachers are an important guarantee for high-quality teaching, and foreign teachers are an important form of introducing foreign intelligence to universities, and an important way to improve the level of teachers and scientific research ability and strengthen the professional construction of universities. Local colleges and universities should enhance the efforts of "recruiting talents and attracting wisdom", continuously introduce foreign high-quality human resources, expand the team of foreign teachers in the form of lecturing and working in the university, cultivate a team of teachers meeting international requirements by employing foreign teachers, and improve the quality and level of foreign teachers; strengthen the professional construction of the university by employing high-level scholars to conduct scientific research cooperation in the university. In addition, the university should create opportunities to support teachers to go out more often and improve their internationalization, by increasing the exchange of teachers with foreign partner institutions and focusing on the absorption, digestion and innovation of advanced foreign curriculum, teaching methods and approaches by our teachers. This will enable students to learn foreign theoretical knowledge and keep up with the times without having to leave the country.

Internationalization of curriculum

Internationalization of the curriculum. Include international content in the curriculum and expand the perspective of the curriculum to a global scale. For example, courses in international finance and international trade are offered, our curriculum system is brought into line with foreign countries, internationally accepted teaching materials are introduced, and the process of mutual recognition of credits with foreign universities is promoted. The internationalization of credit degrees facilitates the competition between students from different countries, and the alignment of courses and mutual recognition of credits is an important issue in international education.

For some courses, universities should create the conditions for bilingual teaching and learning. Bilingual teaching not only enables students to learn the language, but also to begin to use the language on the basis of their studies. In the case of the university of Foreign Languages, bilingual teaching is practised but not implemented thoroughly enough, which places higher demands on the teaching staff. The university should actively establish a system for building a bilingual teaching team, including the introduction of talent and corresponding incentives and

rewards, in order to promote the development of bilingual teaching and the internationalization of the curriculum. In addition, universities can also conduct bilingual trial teaching of second foreign courses to enable students to engage in learning better and faster.

Internationalization of administrators

To strengthen the management team, we need to implement a people-oriented management model, create a diverse campus culture, improve cross-cultural management, and further improve the logistical support for internationalization while raising the internationalization awareness and service level of our teachers.

1. Raise awareness of internationalization among administrative staff. The university should regularly carry out publicity activities for the internationalization of the university, and publicise and disclose the work done and the results achieved by the university in internationalization as of now, as well as ongoing cooperation projects, etc. Change the old idea that internationalization is the university's business and has nothing to do with the staff.

2. Improve management style. In the real operation, the official consciousness is more serious. The university should simplify some procedures, encourage all teachers to strengthen their studies, and do foreign affairs work actively and steadily to ensure that foreign exchanges and cooperation are carried out in a healthy and orderly manner.

Establishment of scholarships for international students

Due to limited funds, most local universities do not set up special funds to support international students' education. universities should raise funds through multiple channels and expand the scale of international students by setting up scholarships for international students, such as cooperating with private organizations to set up special funds to support foreign students' study and living in universities. In addition, we should strengthen the cooperation with universities and educational institutions outside of China, seek more support from overseas Chinese leaders, and raise funds and incentives through diversified ways to attract more international students to study in the university, so as to increase the level and proportion of international students.

Tapping into existing cooperation resources to promote the internationalization of the university

Cooperation with foreign universities and projects is one of the important ways for many local universities in China to improve their internationalization, because this mode is relatively low-cost and easy to implement. Therefore, local universities should gradually explore the potential of existing cooperation projects and add new cooperation projects and channels in the process of internationalization. Local universities should have included teachers visiting abroad, recruiting foreign students and students studying abroad as hard indicators in the evaluation system of undergraduate teaching level, so that each college can make use of the opportunity of cooperation with foreign universities, take the initiative to contact partner institutions, explore the possibility of discipline exchange, develop new

areas of exchange and expand the market of overseas schooling. Take advantage of the cooperative relationships established with universities in the United States, the United Kingdom, Ukraine, New Zealand and other countries to develop substantial cooperation. On the basis of consolidating cooperation projects with these universities, expand cooperation projects with other universities to enhance the level of international schooling.

Exploring new modes of internationalization, combined with local characteristics

Due to the influence of poor regional location, insufficient financial support and low overall level of education, local universities should make full use of local resources in international development, combine with local characteristics, find their own position in international development, seize the opportunity, rise to the challenge, turn the challenge of internationalization of higher education into a driving force for advancement, and explore a special path of internationalization of education suitable for the advantages of local universities themselves. The university will also explore a unique path of internationalization that suits the advantages of local universities. In the work of international cooperation and exchange, Local universities should give full play to the advantages of characteristics, focus on international project cooperation, introduce high-level experts in the field of Hakka culture research and foreign advanced science and technology, and enable the university and foreign institutions to jointly apply for international fund projects, at the same time, through the joint project to train international high-level Hakka culture research professionals, improve the university's faculty level, and reserve the appropriate resources for the university to develop international education.

Local governments need to increase their support

The international development of local universities in China does not only depend on their own strength, but also on the guidance and support of local governments, especially in terms of education funding. If local universities do not receive strong support from the local government, they will find it difficult to move forward. Therefore, the international development of local universities needs strong support from local finance to expand their influence, so as to send more high-quality talents to the local area and improve the influence and innovation of local culture.

V. CONCLUSION

The research and analysis of the internationalization of Jiaying University reveals that although local universities have made great development in internationalization, there is still a considerable gap compared with high-level universities in the international arena. In the future, local universities should find their own position in international development, make full use of local resources, combine them with local characteristics, actively promote the internationalization of discipline courses, broaden the field of cooperation and so on, in order to shorten the gap with the international high-level universities. The international

development of local universities is an inevitable choice to enhance their competitiveness and comprehensive strength, making them one of the main forces to cope with the challenges of the 21st century. It requires the joint efforts made by government, society and universities, etc. as well as a certain amount of time for continuous progress and development.

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