A STUDY OF INTERNATIONALIZATION PROCESS IN TWO ASIAN UNIVERSITIES: HOW INTERNATIONAL COOPERATION CAN BE ENHANCED

JUAN LEI

DOCTOR OF PHILOSOPHY
IN
ENGLISH FOR PROFESSIONAL DEVELOPMENT

SCHOOL OF LIBERAL ARTS
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THIS DISSERTATION IS A PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH FOR PROFESSIONAL DEVELOPMENT

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Juan Lei

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ABSTRACT

The process of internationalization and international cooperation is increasingly playing a crucial role in advancing various aspects of higher education institutions and identifying potential opportunities for cooperation. Despite a decade-long cooperation between Pu'er University (PU) in China and Chiang Rai Rajabhat University (CRRU) in Thailand, they have made limited progress due to a lack of innovative cooperation programs. The goals were to examine how these two universities conduct international cooperation, which was accompanied by (1) to identify the challenges hindering international cooperation in each of these two universities, (2) to identify the strengths and weaknesses of each university that affect international cooperation between these two universities, to compare the international cooperation in each target university, and to explore key factors integrated in the guideline to enhance bilateral international cooperation.

A synthesized conceptual framework with ten key components for international cooperation was tailored for the context of Chinese and Thai local universities. This framework served as a tool for evaluating international cooperation efforts and providing information as a basis for developing guidelines for bilateral future development strategies. A mixed-methods explanatory sequential design was adopted to gain insight into individual evaluations of internationalization and a comparative analysis of mutual partnership. Purposive sampling was adopted to select target research participants, involving administrators, administrative staff, and lecturers. SPSS and MAXQDA were used to support data analysis.

The findings of this study were triangulated by analyzing multiple data sources, covering semi-structured questionnaires, interviews, and policy texts. The process of identifying challenges, strengths, and weaknesses of PU's and CRRU's international

cooperation verified the consistency of the ten components proposed for the synthesized conceptual framework and the dimensions for factors extracted from quantitative and qualitative data analysis. Meanwhile, the process further explained the comprehensive functions of higher education institutions in international cooperation.

Evaluated by the synthesized conceptual framework and based on the contribution of the three codes with the highest frequency extracted from MAXQDA on qualitative data analysis, the distinct characteristics of international cooperation at PU and CRRU were revealed individually. The findings were multi-dimensional, interactive, and context-specific, reflecting the distinct characteristics of individual international cooperation efforts. To further enhance bilateral international cooperation, four considerations should be integrated into the future guidelines: (1) both universities should strengthen bilateral communication, including administrators and the people implementing cooperation affairs; (2) cooperation forms should be expanded to academic degree promotion and teacher exchange programs; (3) both universities should create a shared communication platform for clear working responsibilities and mutual working mechanisms; (4) both universities should strengthen teamwork and appoint specialized personnel to oversee cooperation programs.

Given that the study focuses on enhancing international cooperation between PU and CRRU, the research instruments were designed with specialized and contextually specific questions tailored to bilateral cooperation programs. Moreover, the limited number of participants involved and the experts' evaluation of the research instruments are expected to be expanded in future studies. It is recommended that universities combine their immediate needs of internationalization development and the specific international cooperation programs when referring to the synthesized conceptual framework.

Keywords: Internationalization, Higher Education, International Cooperation, Comparative Analysis, Asian Universities

TABLE OF CONTENTS

CHAPTER	Page
1 INTRODUCTION	**1**
1.1 Background of the Study	1
1.2 The Process of Internationalization in Higher Education	8
1.3 Statement of Problems	12
1.4 Research Objectives	15
1.5 Research Questions	15
1.6 Significance of the Research	15
1.7 Expected Outcome	17
1.8 Scope of Research	17
1.9 Definitions of Key Terms	18
2 LITERATURE REVIEW	**21**
2.1 The Definition of Internationalization in Higher Education	21
2.2 Internationalization of Higher Education in China and Thailand	24
2.3 Definition of International Cooperation in Higher Education	28
2.4 The Roles of English and Multilingualism in the Internationalization of Higher Education	30
2.5 The Conceptual Framework Developed for the Current Study	35
2.6 Summary	53
3 RESEARCH METHODOLOGY	**54**
3.1 Research Design	54
3.2 Selection of Participants and Policy Texts	57
3.3 Research Instruments Development	63
3.4 Research Procedure	75
3.5 Data Collection	77
3.6 Data Analysis	81
3.7 Ethical Consideration	98
3.8 Summary	99

TABLE OF CONTENTS

CHAPTER	Page
4 RESULTS	**100**
4.1 Results from Quantitative Data Analysis	100
4.2 Results from Qualitative Data Analysis	147
4.3 Findings	187
4.4 Summary	213
5 CONCLUSION, DISCUSSION, AND RECOMMENDATION	**214**
5.1 Conclusion of This Study	214
5.2 Discussion of Key Issues	217
5.3 Limitations of the Study	230
5.4 Recommendations for Future Research	230
5.5 Summary	231
REFERENCES	**233**
APPENDICES	**255**
APPENDIX A THE LINKAGES AMONG KNIGHT'S TWO PILLARS, CHAN'S RELEVANT SUCCESSFUL FACTORS, SPENCER-OATEY AND DAUBER'S FRAMEWORK, AND CHINA ASSOCIATION OF HIGHER EDUCATION FRAMEWORK	255
APPENDIX B (1) CONSTRUCTION OF QUESTIONNAIRE	258
(2) CONSTRUCTION OF INTERVIEW QUESTIONS	282
APPENDIX C MATERIALS FOR IOC EVALUATION	304
APPENDIX D (1) ITEMS DELETED IN QUESTIONNAIRE DRAFT BASED ON IOC EVALUATION	347
(2) ITEMS DELETED IN INTERVIEW QUESTION DRAFT BASED ON IOC EVALUATION	351
APPENDIX E (1) FINAL ENGLISH VERSION OF QUESTIONNAIRE	352

TABLE OF CONTENTS

CHAPTER		Page
	(2) FINAL ENGLISH VERSION OF INTERVIEW QUESTIONS	365
APPENDIX F	QUESTIONNAIRE FOR PILOT RESEARCH	371
APPENDIX G	ETHICAL EVALUATION RESULTS FROM MFU	385
APPENDIX H	RESULTS OF KMO AND BARTLETT'S TEST (PU)	386
APPENDIX I	TOTAL VARIANCE EXPLAINED (PU)	387
APPENDIX J	TEST OF NORMALITY FOR 4 VARIABLES (PU)	388
APPENDIX K	(1) STATISTICAL RESULTS OF FREQUENCY OF SINGLE-RESPONSE QUESTIONS (PU)	389
	(2) STATISTICAL RESULTS OF FREQUENCY FROM MULTIPLE RESPONSES (PU)	394
APPENDIX L	RESULTS OF KMO AND BARTLETT'S TEST (CRRU)	398
APPENDIX M	TOTAL VARIANCE EXPLAINED (CRRU)	399
APPENDIX N	TEST OF NORMALITY FOR 4 VARIABLES (CRRU)	400
APPENDIX O	(1) STATISTICAL RESULTS OF FREQUENCY OF SINGLE-RESPONSE QUESTIONS (CRRU)	401
	(2) STATISTICAL RESULTS OF FREQUENCY FROM MULTIPLE RESPONSES (CRRU)	406
APPENDIX P	(1) CODE MATRIX OF CHALLENGES OF PU'S INTERNATIONAL COOPERATION	410
	(2) CODE MATRIX OF STRENGTHS OF PU'S INTERNATIONAL COOPERATION	411
	(3) CODE MATRIX OF WEAKNESSES OF PU'S INTERNATIONAL COOPERATION	412
APPENDIX Q	(1) CODE MATRIX OF PU'S FIRST FIVE-YEAR PLAN	413

TABLE OF CONTENTS

CHAPTER		Page
	(2) CODE MATRIX OF PU'S SECOND FIVE-YEAR PLAN	414
APPENDIX R	(1) CODE MATRIX OF CHALLENGES OF CRRU'S INTERNATIONAL COOPERATION	415
	(2) CODE MATRIX OF STRENGTHS OF CRRU'S INTERNATIONAL COOPERATION	416
	(3) CODE MATRIX OF WEAKNESSES OF CRRU'S INTERNATIONAL COOPERATION	417
APPENDIX S	(1) CODE MATRIX OF CRRU'S FIRST FIVE-YEAR PLAN	418
	(2) CODE MATRIX OF CRRU'S SECOND FIVE-YEAR PLAN	419
APPENDIX T	CODES WITH THE FRENQUENCY OF THE MOUS SIGNED	420
APPENDIX U	(1) SUMMARY OF PU'S DATA ANALYSIS RESULTS	425
	(2) SUMMARY OF CRRU'S DATA ANALYSIS RESULTS	437
APPENDIX V	SUGGESTIONS FOR ENHANCING BILATERAL INTERNATIONAL COOPERATION (PU)	447
APPENDIX W	REQUESTS FOR CRRU'S SUPPORT	448
APPENDIX X	SUGGESTIONS FOR ENHANCING BILATERAL INTERNATIONAL COOPERATION (CRRU)	449
APPENDIX Y	REQUESTS FOR PU'S SUPPORT	450
CURRICULUM VITAE		451

LIST OF TABLES

Table	Page
2.1 Main Dimensions in the Questionnaire Cited Originally	43
2.2 Partial Indicators Abstracted from Operational Definitions	48
2.3 Collection of Parameters for Synthesized Conceptual Framework	49
3.1 Information about Participants proposed for Data Collection	59
3.2 Alignment of Research Objectives, Questions, and Instruments	68
3.3 Reliability Analysis of the Pilot Research	73
3.4 Reliability Analysis of the Final Questionnaire	74
3.5 Linkage Between Variables and Questions Distribution in Questionnaire	74
3.6 Comparison of Data Collection of Participants	79
3.7 Final Actual Data Contribution at PU	80
3.8 Final Actual Data Contribution at CRRU	80
3.9 Data Analysis Methods	82
3.10 Relations Between Question Categories and Analytic Approach	83
3.11 Abbreviations for Variables Extracted from the Synthesized Conceptual Framework	83
3.12 Criteria for the Mean Range of the Five-point Likert Scale	85
3.13 Interpretation Standards of Shapiro-Wilk and Kolmogorov-Smirnov	88
3.14 Interpretation Standards of Spearman's Rank-order Correlation Coefficient	89
3.15 Meanings of Colors Assigned to the 10 Components from Synthesized Conceptual Framework	94
4.1 Statistics of Likert Five-point Rating Scales (PU)	102
4.2 Rotation Pattern Matrix (PU)	105
4.3 Linkages Between Components Extracted and Items Reconstructed (PU)	107
4.4 Spearman's Rank-order Correlation among Main Contributors (PU)	109

LIST OF TABLES

Table	Page
4.5 Demographic Information of Questionnaire's Participants at PU	110
4.6 Statistics of Likert Five-point Rating Scales (CRRU)	125
4.7 Rotation Pattern Matrix (CRRU)	129
4.8 Linkages Between Components Extracted and Items Reconstructed (CRRU)	130
4.9 Statistics of Coefficients from Spearman's Rank-order Correlation (CRRU)	133
4.10 Demographic Information of Questionnaire's Participants at CRRU	134
4.11 Relations Between Variables and Codes for Item 67 (PU)	149
4.12 Relations Between Variables and Codes for Item 68 (PU)	152
4.13 Demographic Information of PU's Interviewees Frequency	154
4.14 Profiles of Interviewees at PU	154
4.15 Relations Between Variables and Codes for Item 67 (CRRU)	167
4.16 Relations Between Variables and Codes for Item 68 (CRRU)	169
4.17 Demographic Information of CRRU's Interviewees	172
4.18 Profiles of Interviewees at CRRU	173
4.19 Comparison of Codes Extracted from MOUs	185
4.20 Challenges from Merging Results (PU)	188
4.21 Strengths from Merging Results (PU)	190
4.22 Weaknesses from Merging Results (PU)	192
4.23 Challenges from Merging Results (CRRU)	194
4.24 Strengths from Merging Results (CRRU)	196
4.25 Weaknesses from Merging Results (CRRU)	198
4.26 Top Three Variables from Open-ended Question Analysis	207
4.27 Common Codes of Suggestions Shared by PU and CRRU	212
4.27 Requests Aligned with Mutual Needs	212

LIST OF FIGURES

Figure	Page
1.1 Stakeholders of the research	17
2.1 Development of the Synthesized Conceptual Framework	37
2.2 Knight's Two Pillars of Internationalization	38
2.3 Framework for Cross-border Education	40
2.4 Parameters for Ranking Internationalization	45
2.5 Model of the Process of Operational Definition	46
2.6 Process of Operational Definition of Internationalization	47
2.7 Process of Operational Definition of International Cooperation	47
2.8 Synthesized Conceptual Framework of International Cooperation on Higher Education	52
3.1 Flowchart of Research Design	56
3.2 Snowball Sampling at PU	61
3.3 Snowball Sampling at CRRU	61
3.4 Research Procedure	76
3.5 Data Collection Process	77
3.6 Steps for Analyzing Interview Data	96
3.7 Steps for Analyzing Policy Texts	97
4.1 Attention to International Cooperation Affairs (PU)	111
4.2 Experience of Participating in International Activities (PU)	112
4.3 Evaluation of International Cooperation Activities (PU)	114
4.4 Expectations for Future Cooperation Activities (PU)	114
4.5 Attitudes towards Formulating Relevant Policies (PU)	115
4.6 Expectations for Areas Invested by the Internationalization Construction Funds (PU)	118
4.7 Results from Communication Dimension (PU)	119
4.8 Channels for Promoting Establishments of International Cooperation Relations (PU)	120

LIST OF FIGURES

Figure	Page
4.9 Overall Achievements Gained (PU)	123
4.10 Achievements Gained from Bilateral Cooperation (PU)	124
4.11 Attention to International Cooperation Affairs (CRRU)	135
4.12 Experience of Participating in International Activities (CRRU)	136
4.13 Evaluation of International Cooperation Activities (CRRU)	137
4.14 Expectations for Future Cooperation Activities (CRRU)	138
4.15 Attitudes towards Formulating Relevant Policies (CRRU)	139
4.16 Expectations for Areas Invested by the Internationalization Construction Funds (CRRU)	141
4.17 Results from Communication Dimension (CRRU)	142
4.18 Channels for Promoting Establishments of International Cooperation Relations (CRRU)	144
4.19 Overall Achievements Gained (CRRU)	146
4.20 Achievements Gained from Bilateral Cooperation (CRRU)	147
4.21 (1) Original Word Cloud of Item 67 (PU)	148
4.21 (2) Translation of Word Cloud of Item 67 (PU)	149
4.22 (1) Original Word Cloud of Item 67 (PU)	151
4.22 (2) Translation of Word Cloud of Item 67 (PU)	152
4.23 Code Cloud of Challenges of PU's International Cooperation	156
4.24 Code Cloud of Strengths of PU's International Cooperation	159
4.25 Code Cloud of Weaknesses of PU's International Cooperation	161
4.26 Document Portrait of PU's First Five-Year Plan (2016-2020)	165
4.27 Document Portrait of PU's Second Five-Year Plan (2021-2025)	166
4.27 Code Cloud of Challenges of CRRU's International Cooperation	174
4.28 Code Cloud of Strengths of CRRU's International Cooperation	176
4.29 Code Cloud of Weaknesses of CRRU's International Cooperation	179
4.30 Document Portrait of CRRU's First Five-Year Plan (2017-2021)	183

LIST OF FIGURES

Figure	Page
4.31 Document Portrait of CRRU's Second Five-Year Plan (2022-2026)	183
4.32 Comparison of the Frequency of Component Occurrences	200
4.33 Three Codes with the Highest Frequency of the Suggestions (PU)	210
4.34 Three Codes with the Highest Frequency of Requests to CRRU (PU)	210
4.35 Three Codes with the Highest Frequency of the Suggestions (CRRU)	211
4.36 Three Codes with the Highest Frequency of Requests to CRRU (CRRU)	211

ABBREVIATIONS AND SYMBOLS

PU	Pu'er University
CRRU	Chiang Rai Rajabhat University
OICE	Office of International Cooperation and Exchange Affairs
SFL	School of Foreign Languages
SH	School of Humanities
FD	Financial Department
PD	Personnel Department
LIGA	Language Institute and Global Affairs
ISEM	International Student Education Management Center
FH	Faculty of Humanities and Social Science
FD	Financial Department
PD	Personnel Department
AU	Academic concept understanding
PE/NPE	People
AC/NAC	Activities
PO/NPO	Policies
MO/NMO	Mission and Objectives
TI/NTI	Time
RE/NRE	Resources
CO/NCO	Communication
GM/NGM	Guarantee Mechanism
II/NII	International influence
IM/NIM	Implementation

CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study, the process of internationalization in higher education, the statement of the problems, research objectives, research questions, the significance of the research, expected outcomes, and the scope of the research. The definitions of key terms involved in this study are also demonstrated.

1.1 Background of the Study

1.1.1 International Cooperation

International cooperation has advanced heavily due to the internationalization of education, which is boosted by global economic development. With the rapid growth of science, technology, the economy, and culture, the connection between education across boundaries among various countries worldwide is becoming increasingly closer. Culture plays a key role in a nation's development as one aspect of national soft power. Education is the priority for transmitting culture and knowledge. Yan (2006) stated that from the perspective of international education, each country in the world highlights the internationalization of education. Economic globalization advances educational internationalization, strengthens the communication of educational resources among various countries, and forces the education market in each country to be opened globally; moreover, these countries belonging whether developed or developing ones, can utilize the global education market (Yan, 2006). Higher education institutions, as the bridge linking professional cultivation to social work, shoulder more social responsibilities to train global citizens for international work through utilizing various international educational resources, which should rely on international cooperation with more international institutions. Hence, global development mirrors international cooperation in higher education intensively.

As a key component of internationalization in higher education institutions, Bruhn (2017) notes that international cooperation within institutions is a process whose

responsibilities extend beyond the exclusive handling of affairs related to student mobility and the signing of international agreements. With the development of internationalization globally, the working areas of international cooperation in higher education include dealing with responding to strategic demands of policy in different power levels within a country, providing students with international perspectives of disciplines, and making university strategy of internationalization development (Caniglia et al., 2018; Duart, 2011; Fisher, 2013).

The dynamic relations between global development and internationalization stimulate diverse dimensions of internationality. International mobility as an outstanding dimension of internationalization, which covers people, programs, providers, projects, services, and policy in the 'cross-border' pillar, has been promoted by Knight (2012) in the Two Pillars of Internationalization model. A similar viewpoint, treating international mobility as one of the key dimensions for internationalization, is pointed out by de Wit (2020), who discusses that the mobility could facilitate student and faculty exchanges, joint degree programs, and international internships. International curriculum as the resource bridging the international teachers and students, which is one of the dimensions of internationalization, incorporates global perspectives into academic programs, fostering intercultural competence among students (Leask, 2020). Another dimension of internationalization in higher education could be international academic and scientific research collaboration, which promotes joint publications, cross-border research, and participation in international conferences (Hudzik, 2011).

Among the various dimensions of internationalization, international cooperation stands out as a fundamental means and strategy involving diversified activities that not only enhance global engagement but also support the comprehensive development of higher education institutions. International cooperation enables higher education institutions to form strategic alliances, which are fundamental for academic networking and resource sharing. Cooperation helps institutions access global academic networks, fostering partnerships that support research innovation and curriculum enhancement (Knight, 2020). Through the signing of cooperative agreements, the scales of mobility and the forms of international cooperation could be broadened, such as carrying out bilateral exchange programs and providing students and teachers more chances to join

different academic practices (de Wit, 2020). Driven by international cooperation, collaborative research initiatives enable institutions to face the global challenges through shared expertise and interdisciplinary approaches (Hudzik, 2011).

While all dimensions of internationalization are essential, international cooperation is the most significant since it serves as the basic means and activity for international communication, and also a strategy to realize other aspects. Without robust cooperation agreements, activities such as mobility programs, joint research, and international curriculum may lack the assurance for sustainable development and effective implementation. Moreover, international cooperation fosters reciprocal relationships that enhance cultural diversity and academic innovation, key elements for comprehensive internationalization (Teichler, 2020).

The two cases chosen in the current research are universities from China and Thailand, which are loyal cooperation partners and the key members working for stability and development in the Greater Mekong Subregion. The Greater Mekong Subregion comprises Cambodia, the People's Republic of China (specifically Yunnan Province and Guangxi Zhuang Autonomous Region), the Lao People's Democratic Republic, Myanmar, Thailand, and Vietnam. With assistance from the Asian Development Bank (ADB), the Greater Mekong Subregion Economic Cooperation (GMS) was established, and then these six countries entered into a program of subregional economic cooperation, designed to enhance economic relations (GMS, 1992, 2020). With support from ADB and other donors, the Greater Mekong Subregion Economic Cooperation Program supports the implementation of high-priority subregional projects in agriculture, energy, environment, health and human resource development, information and communication technology, tourism, transport, transport and trade facilitation, and urban development.

The advanced development of globalization has made developing countries realize the essentiality and necessity of expanding international educational cooperation and using 'cross-border education' as an important means to improve the country's educational capacity construction (Yan, 2006). As one of the representatives of partnerships among developing countries, in recent years, the GMS has been deepening the cooperation among its members in the areas of transportation, resources, telecommunication, environment, agriculture, human resources, tourism, and so on,

which needs more talents with international visions and multinational communicative competence to support. After 'the Belt and Road' initiative proposed by President Xi (2016), China's door to international education cooperation and exchange has been opening wider and wider. Meanwhile, most countries like Singapore, Malaysia, Thailand, Laos, Vietnam, etc., located along the route of 'the Belt and Road' on the map, join in the construction of the initiative through multi-channel activities.

1.1.2 Internationalization in Higher Education

Internationalization in higher education has evolved into a dominant paradigm in international academic discourse, with institutions worldwide adopting strategies to enhance cross-border cooperation, student mobility, and research partnerships (de Wit & Altbach, 2021). However, many existing studies are influenced by Western-centric perspectives, overlooking the diverse ways in which internationalization manifests in various national and regional contexts (Marginson, 2020). Having a universal approach to studying internationalization in higher education is limited since the institutional strategies and outcomes could be affected by various factors related to political, economic, cultural, and historical aspects (Knight, 2015).

Referring to the cultural and linguistic factor as one dimension of various contexts for internationalization in higher education, the dominance of English as the medium of instruction in global academia has created disparities in participation, which leads to inequality in non-Anglophone regions (Phan, 2017). With the acceleration of globalization, English has become a lingua franca in the world, which attracts more and more non-English native speakers to learn to be able to communicate with more people from different cultures globally (Zhang, 2016). Cai (2015) pointed out that language is the carrier of all activities, and which kind of language selected correctly will directly influence the economic and political development model and direction of an enterprise, a university, or even a country. In his arguments, one of the basic requirements for internationalization is that English is gradually becoming a lingua franca (Cai, 2015).

As a product of modern education, the internationalization level of an agent of higher education has become one of the important standards of school running. Internationalization in higher education has become an important symbol to measure the level of a country's educational development (Feng, 2003). Since universities across the world strive to prepare students for a globalized workforce and foster a more diverse and

inclusive learning environment, they have embarked on a variety of internationalization initiatives. However, with the trend of participating in internationalization, universities in the world are increasingly projecting themselves as international universities, even though their English language policies do not necessarily reflect this (Jenkins, 2014), especially for a university that is located near a boundary with geographic advantages in international communication.

As one of the methods to attract international students and raise capital, much of the early scholarship on internationalization in higher education has originated in Anglo-American and European contexts, which emphasize market-driven needs (Wilkins & Juusola, 2018). Although these studies provide valuable insights, they cannot explain alternative motivations and constraints faced by institutions in other countries. In many Asian and African countries, internationalization is much more related to national development ambitions, soft power diplomacy, and postcolonial legacies (Huang, 2019; Tamtik & Merilainen, 2022). National governments play varying roles in shaping internationalization, from a laissez-faire approach in America and England to a democratic centralized model in China and Singapore (Yang, 2020). In countries with emerging economies, such as India and Brazil, internationalization is linked to workforce development and global competitiveness (Mok & Han, 2019).

Aiming for being internationalized, incorporating internationalization into institutions' mission statements, strategic vision, and plan, as well as cooperative strategy, is a prerequisite for higher education institutions (Ayoubi & Massoud, 2007). Chaiprasit (2013) stated that, influenced by globalization, there has appeared a change in higher education structure and the emergence of new modern universities. Globalization leads higher education institutions to expand their international communication functions and roles to serve the national ambition of producing graduates to work in modern markets both internally and externally. Higher education institutions also focus on conveying international knowledge, skills, as well as expertise, and cross-cultural knowledge to support their students. The internationalization of universities is occupied by the trends of the demand of the global labor market linked to the political, sociocultural, economic, and academic rationales, which asks the universities to be concerned with the need to develop international advanced knowledge, engaging with international partnerships and supporting country competitiveness (Chaiprasit, 2013). During the

data collection and analysis process, Chaiprasit (2013) mentioned that most countries in the world, such as Korea, Singapore, China, Japan, and Germany to increase international activities, were establishing collaborative partnerships with other international institutions to help universities internally enhance the growth of their global development and cultural diversity.

Therefore, researchers need to consider diverse contexts when analyzing issues related to the internationalization of higher education. Although single-case analyses play a dominant role in existing studies (Stein, 2021), designing comparative research could reveal how specific factors affect institutions' internationalization strategies, such as the factors from government policies, financial regimes, and cultural norms (Kim, 2017). Moreover, interdisciplinary perspectives from political science, sociology, and economics could provide deeper insights into how macro-level factors affect micro-level institutional practice on internationalization.

1.1.3 Higher Education Institutions in This Study

This study focuses on two Asian higher education institutions: Pu'er University in China and Chiang Rai Rajabhat University in Thailand, both of which are public universities. Shaped by the distinct educational systems of China and Thailand, each institution exhibits unique characteristics in its administrative structure and institutional development.

1.1.3.1 Pu'er University

Pu'er University (PU) is located in Pu'er City of Yunnan Province, China, whose predecessor is Simao Normal College established in 1977. Approved by the Ministry of Education of the People's Republic of China (PRC), Simao Normal College was upgraded to Pu'er University on March 29, 2012. In January 2022, PU successfully passed the qualification assessment for undergraduate teaching of the Ministry of Education of the PRC.

The campus covers an area of 136.9 hectares. Currently, the school has 15 secondary schools with 42 undergraduate majors and 30 majors of junior college learning; there are 2 academician workstations, 271 experimental training bases, and 18 scientific research platforms of think tanks. Since its establishment, the school has cultivated 60,000 talents of various kinds, which has made the school the cradle of basic education teacher training in southwest Yunnan, an application-oriented talent training

base, and a local undergraduate university at the forefront of the ‘Belt and Road’ initiative construction planning.

The university adheres to the concept of basing itself on the frontier and serving the locality, which has laid a solid foundation in teaching, management, talent cultivation, etc. The quality of the university’s education and teaching has been continuously improved, and the university has formed relatively distinctive characteristics in the study of ethnic culture and regional economic and social development. The university actively engages in key areas aligned with local government initiatives, including the development of Pu’er as an entrepreneurial city, the digital and green economies, poverty alleviation, rural revitalization, the tea and coffee industries, cultural tourism, and talent development and skills training. Its capacity to contribute to local economic and social development has been continuously enhanced. Furthermore, the university’s contributions in these areas have been widely acknowledged and respected across various sectors of society.

1.1.3.2 Chiang Rai Rajabhat University

Chiang Rai Rajabhat University (CRRU), located in Ban Du Subdistrict, Mueang District, Chiang Rai Province, Thailand, is a public, non-profit institution recognized by the Ministry of Higher Education, Science, Research, and Innovation of Thailand. A review of CRRU’s institutional development reveals three distinct phases: Chiang Rai Teacher College, Chiang Rai Rajabhat Institute, and Chiang Rai Rajabhat University. The foundation of CRRU was laid with the establishment of Chiang Rai Teacher College on September 11, 1969, with the primary objective of serving as a teacher training institution authorized to certify teaching professionals. As the predecessor of CRRU, the name of Chiang Rai Rajabhat Institute was bestowed by His Majesty King Bhumibol Adulyadej, which has been a government agency in the Rajabhat Institute Council Office and has been supervised by the Ministry of Education since February 14, 1992. On June 14, 2004, His Majesty King Bhumibol Adulyadej signed the *Rajabhat University Act 2004* and announced in the Royal Gazette that Chiang Rai Rajabhat Institute had been elevated and changed its status to Chiang Rai Rajabhat University from June 15, 2004, onwards.

CRRU is a government agency under the Ministry of Higher Education, Science, Research, and Innovation. The main missions of CRRU are to provide

education to cultivate graduates, develop knowledge, research, and innovation for local development, provide academic services, and preserve arts and culture to be lifelong learning. The total area of the whole campus covers 1595 Rai (3823 Mu). With the geographical advantages of Chiang Rai Province, CRRU has been one of the most crucial bases in the Great Mekong Region to launch education research, talent cultivation, and joint exploitation.

CRRU has an abundant development model reconciling Thailand's localization and regionalization of the Asia-Pacific area, China, and ASEAN, as well as diversified internationalization, which focuses on accumulating teaching and management experience and improving the educational management level. CRRU offers education for undergraduate, master's, and doctoral students across various fields. There are 14 faculties to provide over 60 undergraduate majors learning, whose partial faculties serving 4 Doctoral majors learning and over 10 majors learning for Master's degrees. CRRU has established good relationships with universities from China, Malaysia, Singapore, Laos, Myanmar, the Philippines, South Korea, Japan, the United States, Canada, Hungary, Australia, etc.

1.2 The Process of Internationalization in Higher Education

The concept of internationalization in higher education is closely linked to the broader notion of globalization. While the terms 'globalization' and 'internationalization' are often used interchangeably or perceived as overlapping (Tight, 2018), they possess distinct conceptual meanings. Scholars have noted the complexity of defining these terms, yet each maintains its own theoretical uniqueness. Clarifying their definitions is essential to avoid confusion and misinterpretation, thereby fostering a shared understanding when analyzing phenomena related to higher education internationalization (Knight, 2004).

The frequency of using the term internationalization in the education sphere has proliferated since the early 80s, which is different from its original use, being more related to political science and governmental relations at its emergence (Knight, 2004). From Knight's (1994) viewpoint, internationalization is a process integrating

international and intercultural dimensions into institutional functions. Van der Wende (1997) argues that there are limitations on the definition of internationalization starting from an institutional-based perspective and redefines internationalization as any systematic effort by higher education responding to the requirements and challenges led by the globalization of social and economic factors, as well as labor markets. Soderqvist (2002) defines internationalization as a change process given to international higher education institutions, which includes broader international dimensions to achieve the desired competencies beyond the teaching and learning sectors. The evolution of the updated conception of internationalization shows the inclusiveness of the term at the institutional level. However, one of the big challenges of developing a definition is its applicability to various contexts of countries, cultures, and education systems (Knight, 2004).

The way of defining globalization is also complicated. Houghton and Sheehan (2000) define globalization as the result of cross-exchange between integration and interdependence of groups. Having similar attitudes to Houghton and Sheehan, Knight and Altbach (2007) insist that globalization is "the context of economic and academic trends" and is correlated to the interaction between facilities and trans-local entities. Moreover, they point out that, driven by global capital, internationalization may be the response to the process of globalization (Knight & Altbach, 2007). In their viewpoints, globalization is stressed by the context of the economy and the academy, while internationalization is the coping strategy to globalization that is influenced by policies and practices from both academic systems and institutions. Dodds (2008) identifies globalization with a series of activities, such as a flow of capital, people, information, culture, marketization, and ideology. However, when discussing the role of higher education institutions in promoting globalization, Dodds (2008) argues that higher education institutions have been influenced by globalization, and the role of higher education institutions is underplayed in the process of globalization.

Another one of the distinctions between internationalization and globalization is given by Teichler (2004):

Internationalisation can best be defined as the totality of substantial changes in the context and inner life of higher education relative to an increasing frequency of border-crossing activities amidst a persistence of national systems, even though some

signs of “denationalization” might be observed. Phenomena often viewed as characteristic for internationalization are increasing knowledge transfer, physical mobility, cooperation, and international education and research. Globalisation initially seemed to be defined as the totality of substantial changes in the context and inner life of higher education related to growing interrelationships between different parts of the world whereby national borders are blurred or even seem to vanish. In recent years the term “globalization” has been substituted for “internationalization” in the public debate on higher education.

In this interpretation, internationalization in higher education is related to cross-border activities linked with national policy, and globalization is about international cooperation relations in cross-industry fields caused by the outer context, which could include the internationalization of higher education.

Concerning the internationalization process of higher education, it has become an increasingly prominent and critical theme in the field of education. The most predominant theory explaining the internationalization process is the working definition of internationalization provided by Jane Knight. Knight (1993) initially defines internationalization as “the process of integrating an international or intercultural dimension into the teaching, research, and service functions of an institution of higher learning.” Then, going with the time, Knight proposes an undated definition of internationalization, which interprets the internationalization process from national and institutional scopes. Internationalization is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003). Knight (2004) notes that since the term process is more linked to a tri-part model of education as input, process, and output, if people define internationalization referring to input, output, or benefits, the concept will become less universal. From previous definitions, the two definitions do not conflict. Furthermore, the terms in the second definition, like purpose, function, and delivery, are more generic than the terms of teaching, research, and service in the first definition (Knight, 2004). Meanwhile, Knight (2004) points out that internationalization and globalization are diverse but correlative processes, and defines globalization as the flow of technology, economy, knowledge, people, value, etc., going beyond the borders.

Having similar viewpoints on treating internationalization in higher education as a process, Altbach, Reisberg, and Rumbley (2009) point out that internationalization means policies and programs urged by governments, academic systems, and individual institutions, which are affected by political factors. Haigh (2014) suggests a natural process containing cross-border international activities and internationalization at home, which includes eight layers moving from international student recruitment, cultivation, localization of curriculum, education purpose for global citizenship, and so on. Engwall (2016) concludes that the four modes of internationalization are the import of ideas, outsourcing, insourcing, and foreign direct investments. In Engwall's view, outsourcing refers to sending local students to study abroad, and insourcing means recruiting international students to study at home (Engwall, 2016).

In general, existing definitions of internationalization in higher education align closely with Jane Knight's Two Pillars of Internationalization, which distinguish between cross-border and at-home dimensions. These include activities such as the recruitment of international students and faculty, outbound mobility of students and staff, joint research initiatives, and collaborative teaching programs.

With the acceleration of globalization, there has been a climbing trend over the past 20 years of improving higher education quality through listing in the international ranking of higher education institutions and judging the effectiveness of a university's internationalization strategies, also evaluating components for accomplishing the purpose of internationalization, especially measuring the inputs and outputs of international cooperation programs (LeBeau, 2018). Universities worldwide are increasingly projecting themselves as international universities, although their English language policies do not necessarily reflect this (Jenkins, 2014).

In de Wit's views (2002), there are four approaches to internationalization for institutions that are activity, rationale, competency, and process. In his model of the internationalization circle, the internationalization process has been treated as a continuous cycle, which includes nine phases of integrating all internationalization dimensions into the institutional systems. He frames internationalization as a process of integrating international dimensions into teaching, learning, service, and research. It is obvious that his model is more related to the preparation for institutions, from the specific steps to join the internationalization process. However, the perspective viewing

the internationalization process as a successive cycle is a prominent effort to research internationalization in higher education, which provides nine dimensions in detail to help institutions strategically integrate internationalization with teaching, learning, research, and services (LeBeau, 2018).

Under the influence of globalization, higher education has undergone structural transformations, accompanied by the emergence of modern universities. These changes have prompted institutions to expand their roles and functions in international engagement to align with national development goals (Chaiprasit, 2013). However, existing research on the internationalization of higher education has paid limited attention to measurable outcomes (de Wit, 2009), and there remains a lack of studies examining how multi-channel inputs and outputs of international cooperation programs interact to achieve the broader goals of internationalization (LeBeau, 2018).

Accordingly, as a response to globalization, internationalization is changing the world of higher education, which is affected heavily by globalization (Knight, 2004). The internationalization of universities is a process, not an end in itself. It is driven by the demands of the global labor market and shaped by political, sociocultural, economic, and academic rationales resulting from globalization. Moreover, the internationalization of higher education requires universities to focus on developing advanced international knowledge, engaging in global partnerships, and supporting national competitiveness.

1.3 Statement of Problems

Among many motives for collaborative relationships, universities establish cooperation relationships to be able to compete in the global and mass higher educational market, to gain visibility and market share, or to raise the university's competitiveness and influence, especially for newer universities whose establishment is not based on reputation and abundant resources (Chan, 2004). There was a trend increase in the last year as a result of both policy priorities and students' preferences, the movement of programs, knowledge, curricula, and services going across national boundaries (Nascimbeni & Spina, 2020).

Previous research on internationalization and international cooperation in higher education has predominantly adopted a general perspective, often framed concerning the global market. There is seldom research from the micro level of a specific university itself to have a self-inspection on its international cooperation development, as well as from the perspective of its cooperation partners to consider their cooperation relations.

The institutions selected for investigation in this study are Pu'er University (PU) in China and Chiang Rai Rajabhat University (CRRU) in Thailand. The researcher presents two main perspectives, comprising six key points, to explain the rationales behind selecting these two universities. From the perspective of macro factors, first of all, the two universities enjoy easy access to neighboring countries, which provides convenient transportation to promote international cooperation. Secondly, the two countries are developing countries, making efforts to participate in globalization and contribute to modern education.

From the perspective of micro factors, firstly, the two universities share similar institutional characteristics and historical development, both originating as teacher colleges and functioning as public institutions. Secondly, the two universities have a similar school-running orientation featured by education opening-up, so both universities are making good use of unique geographic advantages and local features by taking the chance of the Greater Mekong Subregion Economic Cooperation and 'the Belt and Road' Initiative to develop their internationalization. Thirdly, the ethnic composition of students enrolled at the two universities is multi-ethnic. When the universities implement international cooperation plans, they will consider the factors of combining cross-cultural features with the abundant local national culture. Lastly, the strong relationship between the two universities facilitates the researcher's access to relevant data for conducting questionnaire surveys and individual interviews.

The cooperation between PU and CRRU started in 2006 with the signing of the first Memorandum of Understanding (MOU) by Simao Teacher's College, the predecessor of PU. However, during these years with international cooperation relationships, the problems existing between PU and CRRU in their international cooperation relationship are that they lack innovative cooperation modes or ways to deepen their international cooperation relationship compared to the current

predominant cooperation modes on students' exchange and joint cultivation, as well as cultural communication activities.

The main items listed in the MOU are related to students' exchange and joint cultivation, teachers' exchange and communication, and cultural communication. There are two significant programs existing between PU and CRRU, which are the "2+2" cooperative program for Applied English majors and the "2+1+1" international internship program for Chinese International Education majors. The former is related to students' joint cultivation on academic promotion; the latter is about students' internships. Over the past 15 years, these two programs have been implemented mainly and have contributed to PU's internationalization. For example, the "2+1+1" mode of the International Chinese Education major has over 300 students participating as interns with more than 40 Thai local primary, middle, and high schools, which has built a good reputation for PU in Northern Thailand.

Although both universities have achieved some success in student exchange programs, there is a notable lack of innovative international cooperation initiatives that reflect contemporary developments. One exception was the joint organization of the Lancang-Mekong Education Cooperation Forum in 2019. The inaugural forum was hosted by PU and CRRU on the campus of PU in June 2019. With the help of CRRU, there were over 30 participants from countries in the Greater Mekong Subregion (GMS). However, these offline cooperation programs have been significantly impacted by the COVID-19 pandemic over the past 3 years. While online teaching activities for students have continued, internship programs were suspended due to pandemic-related restrictions.

Accordingly, this study aims to address the issue of how to deepen and enhance the existing international cooperation between PU and CRRU. Besides the objective of distinguishing the characteristics of international cooperation in each university, a parallel objective is to identify key factors that can be integrated into a set of guidelines for improving international cooperation between the two institutions.

1.4 Research Objectives

There are three main objectives in the current study.

1.4.1 To examine how these two universities conduct international cooperation.

1. To identify the challenges hindering international cooperation in each of these two universities.

2. To identify the strengths and weaknesses of each university that affect international cooperation between these two universities.

1.4.2 To compare the international cooperation in each target university.

1.4.3 To identify crucial factors integrated into the guidelines to enhance PU and CRRU's international cooperation.

1.5 Research Questions

Along with three research objectives, there are three research questions.

1.5.1 How do these two universities conduct their international cooperation individually?

1. What are the challenges in each university's international cooperation?

2. What are the strengths and weaknesses of each university that affect their international cooperation?

1.5.2 What are the characteristics of international cooperation in each target university?

1.5.3 What are the key factors that should be integrated into the guidelines for improving PU and CRRU's international cooperation?

1.6 Significance of the Research

There are two kinds of stakeholders based on the present research, shown in Figure 1.1 below, including the two universities investigated in this study, and the regional universities with similar development levels to the two subjects. Through the research, the two universities could have a self-inspection of their international

cooperation. They could improve the quality of existing cooperation and enhance their relationship by inquiring about the cooperation partners' needs. Meanwhile, through the current study, PU and CRRU could have an in-depth consideration of the ways to accelerate their international cooperation.

According to the latest statistics about the name list of higher education institutions in Yunnan Province, China, released by the Yunnan Provincial Department of Education in 2021, there are 83 higher education institutions in Yunnan Province, including 32 undergraduate universities scattered in different cities and autonomous prefectures. Even though there are 16 cities and autonomous prefectures in Yunnan Province, only 9 prefecture-level cities and autonomous prefectures have established undergraduate universities, which have similar geographic location near the borderline, similar young history of school running, similar population size, and set internationalization as one of the university development orientations, including Pu'er University located in Pu'er City (Name List of Universities in Yunnan and How Many Cities in Yunnan, 2023).

Taking Pu'er University as an example whose location has obvious geographical advantages linking to Southeast Asian countries, could provide partial motivations for establishing and running the university, such as cultivating more high-quality talents and training more talents with global visions to serve the local social, and economic and cultural development of Pu'er City, where the total population is over 2.37 million by the middle of 2023. Hence, through the self-evaluation and comparative analysis in the study, Pu'er University will expose its development of internationalization, especially its international cooperation with CRRU. The findings may serve as a reference for enhancing international cooperation among the nine undergraduate universities located in various prefecture-level cities and autonomous prefectures across Yunnan Province.

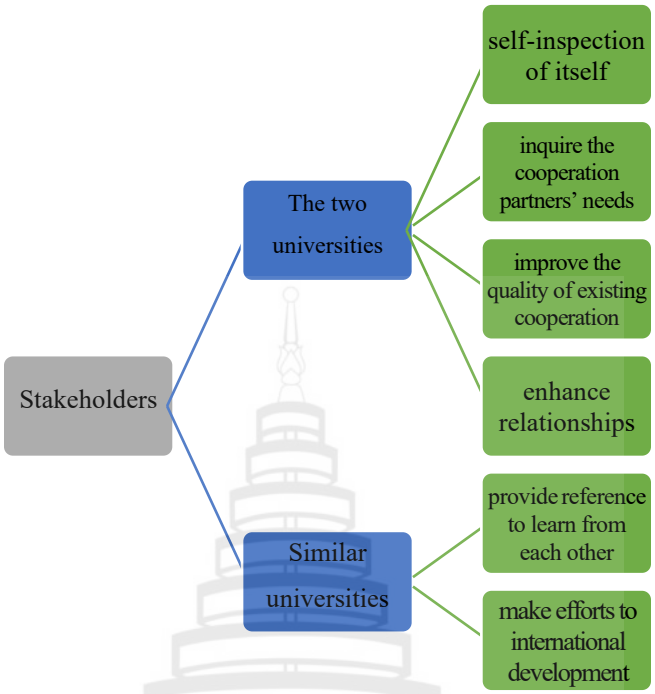


Figure 1.1 Stakeholders of the research

1.7 Expected Outcome

Through the comparative analysis of international cooperation conducted in each targeted university, the study aims to thoroughly examine the international cooperation between PU and CRRU and identify the factors affecting individual internationalization. Meanwhile, extracting significant factors integrated into the guidelines for enhancing bilateral international cooperation seeks to uncover.

1.8 Scope of Research

The research explores the current situation of internationalization and international cooperation, and the characteristics of international cooperation at PU and CRRU individually. The findings are also expected to provide key factors that will be integrated into the guidelines for the two universities. The research context involves internationalization in higher education, which includes PU in China and CRRU in Thailand. The two universities formally established an international cooperation

relationship in 2006 when PU was then Simao Teachers' College, and CRRU had already become a university.

The initial cooperation programs are mainly created around the students' academic promotion program. After PU was upgraded to a national public university in 2012, international cooperation programs have been expanded to student exchange, student internship, teacher exchange, as well as cultural communication and international conferences. The cooperation between the two universities remained uninterrupted until the onset of the COVID-19 pandemic. Given the limited resources available to support international collaboration, a virtual cooperation model has emerged. In this arrangement, PU primarily acts as the sender and CRRU as the receiver in student-related programs. To some extent, CRRU can meet PU students' needs for academic degree advancement and international internships in Chinese language education. In contrast, PU functions as the receiver in faculty-related programs, with CRRU providing Thai native lecturers to support the development of PU's Thai language major. Regarding cultural exchange and international academic events, notable examples include the annual Chinese Speech Contest and the Lancang-Mekong Regional Education Cooperation Forum (LMREC), jointly organized by PU and CRRU.

Therefore, the overall forms of international cooperation between PU and CRRU are relevant in the academic promotion of language majors, language instruction, and language education internship, as well as cultural communication. The limited forms of international cooperation have persisted for decades and must be expanded and innovated to meet the evolving needs of higher education internationalization.

1.9 Definitions of Key Terms

There are five key terms in this study. The definitions of the key terms are as follows:

1. Internationalization: it refers to a reaction to the impacts of globalization, which has a clear recognition of national boundaries and the uniqueness of individual

societies and cultures. It also calls for international understanding and cooperation (Chan, 2004). Hence, in the current study, internationalization is the offspring of globalization that could happen in various national contexts and be more influenced by a country's political, socio-cultural, economic, and academic rationales. It serves as one kind of policy helping an organization to join the trend of globalization.

2. Internationalization in/on/of higher education: Knight (2012) proposed "a working definition of internationalization" that internationalization is the process of integrating international, intercultural, and global dimensions into the goals, primary functions, and delivery of higher education at the institutional and national levels. And Knight (2012) explained continuously that the definition values internationalization as a means to an end, not an end in itself. Accordingly, in this study, internationalization happened in the higher education area, no matter using the preposition "in", "on" or "of", the concept could be defined as internationalization in higher education is a process to be experienced and a means to be adopted by universities, which associate international, intercultural, and global factors with universities' functions.

3. International cooperation in higher education: Based on Yan's (2006) discussion on international cooperation, international cooperation is a series of activities covered by academic conferences and exchange visits, Sino-foreign cooperative education, education for international students, and introduction of overseas teachers, including scientific research cooperation. Due to the emergence of massification and marketization of higher education in the 1960s, since then, the definition of international cooperation in higher education has been more related to strategic alliances among various partners from different countries (Chan, 2004). Hence, international cooperation in the study refers to the means, activities, and strategies with bidirectional or multi-directional communication across borders aiming for enhancing internationalization, which is supported by specific items and could happen in internal or international, or in both internal and international scopes.

4. Characteristics of international cooperation: the characteristics of international cooperation is defined as noticeable qualities of international cooperation concerning people, activities, policies, mission and objectives, time, resources, communication, guarantee mechanism, international influence, and implementation,

which show the essential elements or features of a higher education institution with bidirectional or multi-directional communication across borders.

5. Asian universities: Asian universities in this study refer to two universities: Pu'er University (PU), a Chinese university located in Yunnan, China, and Chiang Rai Rajabhat University (CRRU), a Thai university located in Chiang Rai, Thailand. Both are in Asian countries.

CHAPTER 2

LITERATURE REVIEW

In this part, the crucial definitions and theories used in the research are reviewed logically. The definitions of two key terms in this study are internationalization in higher education and international cooperation in higher education. The internationalization of higher education within the Chinese and Thai contexts, as well as the relationship between internationalization and international cooperation, are examined. Given that the internationalization of higher education is a global phenomenon shaped by diverse and context-specific conditions, this discussion also explores the roles of English and multilingualism in supporting internationalization efforts. Furthermore, the review of principal theories developing the synthesized conceptual framework is included, which is expected to guide data analysis and organize the answers to the research questions.

2.1 The Definition of Internationalization in Higher Education

Globalization has stimulated the emergence of internationalization in higher education. The concept of globalization in education has become deeply embedded in the perspectives of educational policymakers who seek to align with global trends (Rizvi, 2017). This shift has given rise to numerous international education reform policies and programs, accompanied by significant economic, political, and cultural transformations (Rizvi, 2017). Market ideologies and the idea of a global economy have played a key role in globalization by inviting a novel conception of mobility of capital, finance, goods, services, and human resources (Rizvi, 2017). “Influenced by globalization, there has appeared a change of higher education structure and the emergence of a new modern university, which leads higher education institutions to expand their international communication functions and roles” (Chaiprasit, 2013). This shift prompts higher education institutions to expand their roles to align with national ambitions, aiming to produce graduates equipped to work in both domestic and

international markets. Additionally, these institutions focus on imparting global knowledge, skills, expertise, and cross-cultural understanding to better support their students' professional development. To meet the needs of people who seek employment opportunities, international education chances, international conferences, etc., the role of international cooperation in each institution of higher education is crucial.

When talking about the origin of higher education, Tight (2019) shared some opinions on globalization and internationalization as a framework for higher education research. It reads that most research related to higher education is usually conducted by part-time or short-term researchers who come from other disciplines, departments, or institutions, while there are a few academic research projects accomplished by full-time and long-term researchers who specialize in higher education. Since the characteristics of an inter-disciplinary field for research (Brennan & Teichler, 2008) and highly dispersed (Tight, 2019) in researchers' background, the features treated as disadvantages could have more positive aspects, which may provide various scales of methodologies, theoretical framework, and research designs for higher education studies (Tight, 2019). However, a key limitation of previous research is that much of it has been conducted by scholars from other disciplines who, while interested in higher education, may lack formal training in its specific methodologies, theoretical frameworks, and research designs (Tight, 2019). Such limitations reflect the complexities of the issues about internationalization, and also bring new exploration to the studies of internationalization in higher education, which provides possibilities for researchers with interdisciplinary knowledge to figure out the common issues.

In terms of the definition of internationalization at the higher education level, one of the meanings given by Teichler (2004) discusses:

"Internationalization can best be defined as the totality of substantial changes in the context and inner life of higher education relative to an increasing frequency of border-crossing activities amidst a persistence of national systems, even though some signs of 'denationalization' might be observed. Phenomena often viewed as characteristic of internationalization are increasing knowledge transfer, physical mobility, cooperation, and international education and research… In recent years, the term 'globalization' has been substituted for 'internationalization' in the public debate

on higher education, whereby a shift of meaning takes place… the term tends to be used for any supra-regional phenomenon related to higher education… and/or anything on a global scale related to higher education characterized by market and competition."

In this definition, it seems that any kind of activity related to international communication and exchanges could be the main content of internationalization in higher education. Gacel-Avila (2005) defines the term "internationalization" as complementary or compensatory to globalizing tendencies and refers to the relationship among various nations that promotes mutual understanding of their differences. Altbach and Knight (2007) state that internationalization utilizes the policies and practices of academic systems and individuals to deal with the issues that arise in the global academic environment.

To give an explicit definition of internationalization in higher education is a critical discourse analysis argued by Mwangi et al. (2018) since the diverse country contexts and university systems. Tight (2019) points out that the concepts of internationalization continue with time, and the trends or forces provided by internationalization are not new, but their particular forms and intensities are new. It cannot be said that internationalization influences each corner of the world, while it affects developed and developing nations. A wise way for higher education to internationalize is to reshape it in earlier and subtly different forms, which could be underlying values for higher education (Scott, 1998). This viewpoint also stresses the crucial roles of the mission and objectives, and the form setting for international cooperation in higher education institutions, which will influence or change the shape of their internationalization.

Many national system and sub-systems of higher education in the UK, America, and Canada have weakened their hegemony globally while continuing to demand opportunities for internationalization (Tight, 2019). In terms of Asian countries, Geerlings and Lundberg (2018, p.238) discuss that, inspired by Western neoliberalism, universities in Asian countries follow suit to provide scholarships, as Western universities are treated as competition with Western universities. While the internationalization of higher education in Asian countries is just a matter of time. It will get rid of the bias from some Western blinkers since there is a diverse

understanding of the internationalization of higher education provided by researchers, public intellectuals, lecturers, and students.

Consequently, the definition of internationalization should be considered in which context it is in. Among these various definitions, the researcher of the study prefers the one insisted on by Knight, which is more related to the research. Knight (2004) states that "Internationalization of higher education is an attempt to give an international image and face to universities," and it aims to set activities related to the development of international cooperation and communication. Hence, "internationalization is a process of integration of international, intercultural, and global dimensions into university objectives, functions, and services" (Knight, 2004). With the developing conception of internationalization, Knight (2012) proposes "a working definition of internationalization that internationalization is the process of integrating international, intercultural, and global dimensions into the goals, primary functions, and delivery of higher education at the institutional and national levels". And Knight (2012) explains continuously that the definition values internationalization as a means to an end, not an end in itself.

Accordingly, in this study, internationalization happened in the higher education area, no matter using the preposition "in", "on" or "of", the concept being more proper could be defined as internationalization in higher education is a process to be experienced and a means to be adopted by universities, which associate international, intercultural, and global factors with universities' functions.

2.2 Internationalization of Higher Education in China and Thailand

For many universities in the world, the internationalization of higher education is a growing important factor for universities' development, which is influenced by various driving forces, such as political, economic, sociocultural, academic, and contextual factors, including increasingly diverse student and staff (Spencer-Oatey & Dauber, 2017). When trying to understand the internationalization of higher education in each country, the specific context of the country should be considered. Since the

research targets in the study involve Chinese and Thai universities, the national contexts mainly focus on China and Thailand.

2.2.1 Internationalization of Higher Education in China

The internationalization of higher education in China has been affected by national-related policies or initiatives. One representative of the national initiative is 'the Belt and Road' Initiative proposed by President Xi Jinping (2016). The core value of 'the Belt and Road' Initiative is to achieve policy communication, infrastructure connectivity, unimpeded trade, financial integration, and connectivity in people-to-people exchange. *China's Education Modernization 2035 Plan* stated that China should initiate new patterns of educational opening up and promote education action sturdily (2019). Professor Liu, the director of the development planning department of the Ministry of Education, points out that China should give full play to the role of national strategic science and technology forces. China should encourage colleges and universities to participate in the construction of a national innovation system by facing the needs of the world's science and technology frontier and the needs from a national perspective. The tasks shouldered by the colleges and universities could include optimizing discipline layout, promoting interdisciplinary integration, strengthening basic research, focusing on original innovation, and actively participating in strategic science plans and scientific projects. Meanwhile, China should accelerate and expand the opening-up of education in the new era, serving the construction of 'the Belt and Road' Initiative, actively introducing high-quality overseas education resources to improve the quality of studying in China, and constantly enhancing the international influence of China's education (Liu, 2020).

The internationalization of higher education in China has made considerable progress and has contributed to transforming the Chinese education system into one of the largest and arguably most promising systems in the world (Yang, 2014). To strengthen cultural exchange and cooperation worldwide, like other countries endeavoring to join globalization, China creates opportunities for students and scholars from China and abroad by publishing a series of documents about opening education. In April 2016, the first programmatic document to comprehensively guide the development of China's education opening to the world since the founding of the People's Republic of China, called *Opinions on Woking Well on Opening UP Education*

in the New Era was released, and then the supporting document *Promoting Jointly the Belt and Road Initiative Education Action* was issued at the same year by the Ministry of Education (Ministry of Education of the People's Republic of China, 2016). The release of these policies has provided a clear orientation for Chinese education opening up. With the guidance from national policy, Lin (2020) addresses that the work on international relations in colleges and universities should become an important link in schools' education and teaching reform. Through meeting with the national 'Belt and Road' Initiative, the schools would take international communication and service qualities to a new level, thus making the work of international relations the booster of improving the quality of school education and contributing to society.

Consequently, whether the goal is to encourage more Chinese students to study abroad and acquire advanced knowledge or to attract more international students to gain a deeper understanding of contemporary China, both objectives require the active support of educational institutions, particularly colleges and universities, which serve as key incubators for talent development. As vital institutions to cultivate talents, promote academic research, inherit the culture, and serve society, universities and colleges in China actively take part in the construction of 'the Belt and Road' Initiative based on the advantages of diplomatic policies and in combination with their universities' characteristics of internationalization.

2.2.2 Internationalization of Higher Education in Thailand

The internationalization of higher education in Thailand has been mainly affected by national economic and political factors. When considering the rationale for internationalization in Thai universities, Chaiprasit (2013) explains that internationalizing Thai universities might increase national economic competitiveness and enhance multilateral understanding since internationalization has brought opportunities and development for students, as well as academic and non-academic staff. Zha (2015) analyzes some factors affecting Thailand's foreign policy toward China and points out that although individual leaders exert personal influence on foreign policy decision-making, Thailand has maintained a stable and cordial relationship with China despite domestic political chaos that has occurred over the past several years. Zha (2015) also explains that since more benefits and vested interests are created in the economic cooperation of small states, their leaders are less likely to

politicize the country's foreign policy toward the major powers. These viewpoints certify that the internationalization of higher education in Thailand is also influenced by its national foreign policies.

Tracing back to the early time of study about the internationalization of higher education in Thailand, which was called in its infancy around ten years ago, the existing literature about the internationalization of higher education can be divided into academic and policy papers, while few English-language publications (Nilphan, 2005). Nilphan (2005) summarizes that literature reviews of academic type show the topics covering a large scale, such as the connection linking the issue of internationalization of higher education with the degree of democracy, the centralized administration process, the exploitation of the elites, the process of constituting cultural imperialism, and management of internationalization; and the literature reviews of the policy papers shows these topics, like financial support and suggestions of implementing internationalization. Nilphan (2005) also points out that the literature review of policy paper type reflects Thai educationalists and state officials starting from the top-down perspective to analyze the internationalization of higher education, especially to formulate and evaluate policy in their contexts and interests. There is seldom research from a top-down perspective to view Thai internationalization in higher education.

Therefore, to fill this gap in Thai research, Chaiprasit's (2013) research combines the study of the higher education system and implementation processes to analyze the internationalization of higher education in Thailand. Nilphan (2005) argues that contemporary changes have not significantly influenced the enhancement of higher education values on internationalization, despite expanding the political space to include a broader range of interest groups. The study further highlights that Thai higher education is shaped by macro-level political and socio-economic transformations. Economic demands serve as a primary driving force compelling both the state and universities to engage in internationalization. At the same time, institutional and individual aspirations to increase income and improve socio-economic standing also contribute to the push toward internationalization in higher education.

Accordingly, it is undeniable that global communication on the economy, policy, culture, and education needs more talents with international visions. Whether in China or Thailand, the internationalization of higher education is heavily influenced by

complex factors from national orientations in economics, policy, and society. Noticeably, besides the macro-political factor, the economic demands for gaining profits are the driving forces for most Thai universities' internationalization.

2.3 Definition of International Cooperation in Higher Education

Before giving a proper definition to international cooperation, it is needed to understand the differences between the concepts of international and transnational. Knight (2004) points out that 'international' highlights the relationship across nations, which is excluded in the concept of 'transnational'. In international cooperation relationships, the conditions of partners are crucial to bilateral relationships. It is found that the complementarity of resources or compatibility and strategic assets of the partner decides the partner's choice and determines the success of the consortia. Chan (2004) points out that consortia need a good rationale for their existence and benefit from stable structures for their governance and the day-to-day activities of the network, also suggests that if the university administrators meet regularly and its academics are involved on various levels, there seems to be more commitment to the consortium activities.

In some research about international cooperation, the two terms collaborative relationship and collaborative partnership have been mentioned. Chan (2004) explains that among many motives for a collaborative relationship, universities establish cooperation relationships to be able to compete in the global and mass higher educational market, to gain visibility and market share, or to raise the university's competitiveness and influence, especially for newer universities whose establishment is not based on reputation and abundant resources. Caiprasit (2013) states that establishing collaborative partnerships with other international institutions could help universities internally enhance their global development and cultural diversity. To some extent, the collaborative relationship could equal international cooperation, since both are aiming to serve internationalization.

The partnerships among universities are driven by the desire of parties to work together for mutual benefits in terms of international cooperation, such as facilitation

of students and staff mobility, research collaboration, joint degree programs, transnational education, curriculum development, and novel interventions in teaching (Hagenmeier, 2018). “Partnerships between institutions in the developing and the developed world often focus on capacity development and include support measures for the partners in developing countries or their societies at large or are formed to access and utilize donor funding” (Hagenmeier, 2018). Therefore, international cooperation contains the dimension of a relationship.

Another point that should be recognized when defining international cooperation in higher education is that the definition is dynamic due to the complex factors that could influence bilateral cooperation and the various roles played by universities. There are various definitions and functions of international cooperation in higher education. Bruhn (2017) states that “International cooperation within universities is a process that is no longer exclusive to the offices dealing with the mobility of students and international agreements”. The functions of international cooperation currently are handling international curricula and providing students with global visions, which become a strategic component for a university’s development (Caniglia et al., 2018; Duart, 2011; Fisher, 2013). Yan (2006) identifies international cooperation as a series of activities covered by academic conferences and exchange visits, Sino-foreign cooperative education, education for international students, and the introduction of overseas teachers, including scientific research cooperation.

The practice of international cooperation is strengthened and supervised by the support of ICT in current higher education. Since the development of Information and Communication Technology (ICT) in a multidisciplinary way, such as e-learning and distance education, Bruhn (2017) gives a new concept of virtual internationalization, which is defined as “the process of introducing an international, intercultural, or global dimension into the delivery, purpose or functions of higher education with the help of ICT”. This is a very interesting and critical point when international cooperation is handled with the help of ICT. And it may transform the way both universities collaborate.

Due to the recruitment of foreign students and the use of new information and communication technologies, higher education has become a real part of the globalization process that matches cross-border supply and demand (Zha, 2003). Chan

(2004) points out that, stimulated by the massification and marketization of higher education beginning in the 1960s, the definition of international cooperation in higher education has changed to more and more strategic alliances among multiple partners beyond borders. Especially influenced by advanced information technology, the concept of international cooperation has transformed, linking with spatiotemporal boundaries for enhancing universities' competitive ability. When Yan (2006) inquiries about the theory of international cooperation in universities and colleges in terms of the internationalization in higher education theory, she argues that as one of the main features of internationalization, the role of international cooperation in the internationalization process cannot be replaced, as well as international cooperation is the crucial channel for realizing internationalization in higher education.

Consequently, considering the key elements in Knight's Two Pillars of Internationalization model, which includes 'at-home' and 'cross-border' two aspects, similar views around internationalization can be found in Yan's definition. Among all the various definitions of international cooperation cited in the study, the concept proposed by Yan (2006) is used as a theoretical base in the study. Hence, based on the previous research, international cooperation in higher education, especially in universities, could be conceptualized as a series of activities with bidirectional or multi-directional communication across borders supported by specific items that link different countries together aiming for enhancing internationalization and could be happened in internal or international scopes, or in both areas.

2.4 The Roles of English and Multilingualism in the Internationalization of Higher Education

2.4.1 The Role of English

Influenced by the trend of internationalization of higher education, almost every country in the world is trying to make a harmonious language education policy in the context of globalization, which values high educational policies of the dominant language, minority language, and foreign language (Zhang, 2009). However, from a macro perspective, facing the impact of globalization, no country could be exempt from

the influence of English on their mother tongue language (Spolsky, 2004). From a micro perspective, in terms of specific higher education institutions in a country of English-speaking or non-English-speaking environment, such as college or university, although there could be big differences in their understanding of internationalization of higher education, the essence of making various Englishnization strategies reflects the conflict between spreading English and multilingualism (Lin, 2017).

The question of how people from different countries with diverse cultural backgrounds could communicate is the key to international integration. One reflection of internationalization is the response of higher education to globalization that advocates higher education to integrate international or intercultural dimensions into one or more aspects of university life (Maringe & Foskett, 2010). The spreading of English globally is not only related to the position of treating English as a lingua franca but also linked to language use for the latest achievements in current global technology, economy, and culture (Lin, 2017).

Since the 1960s, the issue of the internationalization of English has been a hot topic. One of the outstanding theories related to the role of English in the background of globalization is World Englishes proposed by Braj. B. Kachru (1986). World English has been treated as the localization of English in each definite context, which has generalized the inclusivity of English in the context of globalization (Li, 2016). Kachru (1986) points out that one obvious advantage of English is neutrality and indirectly denies the privilege of English. Being different from World Englishes related to English varieties, there is a developing viewpoint about World Standard Spoken English (WSSE) proposed by Crystal (2003, pp.18) that English speakers are becoming bidialectal in both local variety and new world variety, which is possibly heavily influenced by US English.

When talking about a shift in the role of English education, Brumfit (2001) argues it is a shift that inducts you into an education facilitating your communication for whatever you want with whoever you want, and it is also a shift linked to communicative competence where the communication decided by the capacity of individuals of various cultures to be in. Brumfit's discussion makes it possible not only for English teaching, but it stresses the importance of English as a Lingua Franca in Academic Settings (ELFA) in higher education, where English is most used in a default

communication way among individuals of various cultures (Jenkins, 2014).

The choice of what kind of language and the scale of foreign language education development in a country are decided by its national foreign language policy (Cai, 2003). A proper way to illustrate how international factors have affected a country's language policy is described by Kachru (1986) from three major types of learning contexts related to English learning: the Inner Circle, the Outer Circle, and the Expanding Circle. China and Thailand are listed in the Expanding Circle, where English is widely studied as a foreign language, and language education policy has been influenced by national policies (Kachru, 1986).

China is an English as a Foreign Language (EFL) context country, whose language learning and teaching policies are mainly influenced by the national government. After the Chinese Ministry of Education issued a nine-year compulsory education in 1978, the English course became a required course starting in the third year of primary school. In an EFL context, most English learners of generations from the 1970s to the 1999s in rural areas of China may start to learn English at approximately 13 years old, since the unbalanced development of teaching conditions in rural areas. From middle school to high school and university in China, English is set as a required course in the teaching plan. Even for non-English major students in universities and colleges, the course named College English is required to be learned in the first year or the first two years, which could vary from the options of course planning in universities or colleges themselves. Hence, as one member of the foreign language learning country, almost all Chinese people have an English learning experience of at least six years. China's national language education policy has provided a solid base for English to play a significant role in the internationalization of higher education.

In Thailand, the official national language is Thai, and English is treated as a foreign language in education (Barard & Sameephet, 2014). From a macro aspect of the national government, the Ministry of Higher Education, Science, Research and Innovation is trying to push Thai universities into the world's top hundred list within several ten years (Barard & Sameephet, 2014), while the real situation of Thai people's English skills keeps a "very low proficiency" (Education First, 2021). To enhance the internationalization of higher education, Thai universities must improve academic activities among lecturers and students (Barard & Sameephet, 2014). One of the crucial

ways stimulated by the national government is the promotion of English-medium instruction (EMI) programs in higher education, aiming to improve Thai students' English proficiency, English learning, and teaching through higher education (Barard & Sameephet, 2014). It is not hard to see that the commonness of language education policies in China and Thailand is influenced heavily by the national government.

Referring to the language adopted for intercultural communication in international higher education, language is effectively owned by the Non-English-Speaking (NES) party, and language use can be returned to authoritative, standard forms and patterns that are mainly represented by British or American academic English (Jenkins, 2014). In Lin's research (2017), the issues about relations between the internationalization of higher education and Englishnization in Europe and Asia are discussed. It is found that compared with Asian countries, European countries have a better environment for English learning. Even though most universities are located in multilingual areas, their internationalization programs have a strong feature of Englishnization. In terms of internationalization in Asian countries, which have a weak English learning environment, their universities maintain a common understanding that internationalization of higher education equals the Englishnization of higher education. Moreover, due to the imbalance between students' language competence and professional learning requirements, and the language barrier of international publishment led by English incompetence of teachers in higher education in Asia, the attitudes toward English in Asian countries' universities show a high degree of linguistic instrumentalism, which expresses a purpose of using English as a communication media.

Through the discussions above, it is obvious that the relationship between the role of English and the internationalization of higher education is intricate and closely involved. The opinion treating English as an indicator of internationalization in higher education seems to be accepted commonly and tacitly approved globally. However, some experts stress that to achieve internationalization in a university, it must consider multilingualism and formulate an explicit language policy to promote good interaction between the native language and English or other languages (Zhou & Shen, 2017). While the role of English in the internationalization of higher education still cannot be neglected at the current time.

2.4.2 The Role of Multilingualism

The increasing number of European and Asian countries implementing language learning initiatives in universities and schools has accelerated multilingualism and made the younger generation hold positive attitudes towards multiculturalism (Tatiana et al., 2022). The various definitions of multilingualism are revealed in the existing research based on the different research objectives. One kind of definition is that multilingualism is a person's knowledge of using more than one distinct language (Tatiana et al., 2022). Another commonly accepted definition is defined as 'the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives' (European Commission, 2007).

Globalization, with its economic focus, has influenced higher education systems through internationalization and the increased mobility of academics, leading to new state management practices in the education sector. This transformation includes granting greater university autonomy, attracting international students, and promoting English as the primary language for instruction and research (Mospan, 2022). The adoption of English as a medium of instruction in education has led to the development of multilingual education (Mospan, 2023), which reconceptualizes English education and becomes appropriate to multilingual societies (Martin, 2018). Mospan (2023) points out that the most common form of multilingual education is bilingual education, with the assistance of two languages for instruction. However, both bilingual and multilingual education focus on increasing access to higher education and its quality globally.

English medium of instruction (EMI) policies, which designate English as the primary language for delivering academic content, have been instrumental in helping universities in countries like Bangladesh, China, and Saudi Arabia gain international recognition and actively participate in the global academic community (De Costa et al., 2020). With the emerging research around multilingualism, the role of English in education, which is most treated as a default communication medium among individuals of various cultures (Jenkins, 2014), has been challenged. Scholars have criticized the increased spread of EMI programs at institutions in non-English countries (Phan, 2013; Zhang, 2018; De Costa et al., 2020). Jenkins (2014) also underscores the discrepancy between the standardized English practices mandated by national and

institutional policies and the use of English as a lingua franca by individuals in multilingual settings. The privileged status of inner-circle varieties of English (Kachru, 1992) may reinforce the dominant position of English, potentially leading to a decline in knowledge production in local languages (Kirkpatrick, 2011). Additionally, this dominance contributes to the commodification of language education, where English-medium instruction (EMI) is pursued as a symbol of social prestige (De Costa et al., 2020).

However, the studies on the topic of multilingualism have provided a harmonious way of placing English and other languages in their functions on the internationalization of higher education. Reactions to multilingual education have varied, ranging from resistance driven by a commitment to maintaining the local language to extensive efforts aimed at establishing English-medium institutions (Van der Walt, 2016). Although most research has explored the function of multilingualism in helping students effectively learn new languages, multilingualism can be used to teach different professional disciplines (Tatiana et al., 2022). While English facilitates global academic exchange, multilingualism helps preserve local languages and academic traditions (Philipson, 2017). Universities in non-English countries often balance EMI with local languages to maintain cultural identity (Hamid et al., 2013).

Accordingly, although the dominance of English as the lingua franca in internationalization in higher education leads to tensions between promoting multilingual diversity and maintaining efficiency in global communication (Jenkins, 2018), the use of multilingualism in academic and communication plays an important role in fostering inclusive internationalization and enhancing international cooperation.

2.5 The Conceptual Framework Developed for the Current Study

According to the above literature reviews, the definitions and relations among key terms of internationalization are interactional and intricate, especially in the definitions of internationalization and international cooperation. From a macro perspective, the indications of a global higher education system involve, but are not limited to these activities, such as the rapid increase in student and faculty exchanges,

the development of international institutional ranking systems, the creation of dual and joint cross-border degree programs, the formation of international higher education consortia, cross-border collaborative research initiatives, and the swift expansion of global higher education infrastructure (Hudzik, 2011). From a micro viewpoint to see the functions of higher education institutions, international cooperation constitutes a crucial component for internationalization (Chan, 2004), and internationalization is a means to end and not an end itself (Knight, 2012; Hudzik, 2011). The complicated relationships between internationalization and international cooperation, and the complex changes in higher education institutions' functions and roles in participating in internationalization, require a comprehensive framework to support the study.

To suit the research objectives for the current study, a proper and more generalized theoretical model is required, which could cover all crucial components as parameters for a self-evaluation of the university's internationalization and international cooperation programs. There are four theories and research approaches as the base to construct the components for the synthesized conceptual framework and guide the research instruments design in the study, which is listed in Figure 2.1, including the Knight's Two Pillars of Internationalization (2012, 2021), the relevant factors of successful international programs proposed by Chan (2004), the questionnaire designed by the China Association of Higher Education (2023), and the parameters for ranking internationalization proposed by Spencer-Oatey and Dauber (2017). Besides, tailoring a proper diagram demonstrating the relationships between the internationalization of higher education and universities' international cooperation and verifying the components influencing the relationship, the approach of operational definition to key terms abstracted from the definitions of internationalization and international cooperation summarized in the study is further adopted for extracting the key components for the synthesized framework.

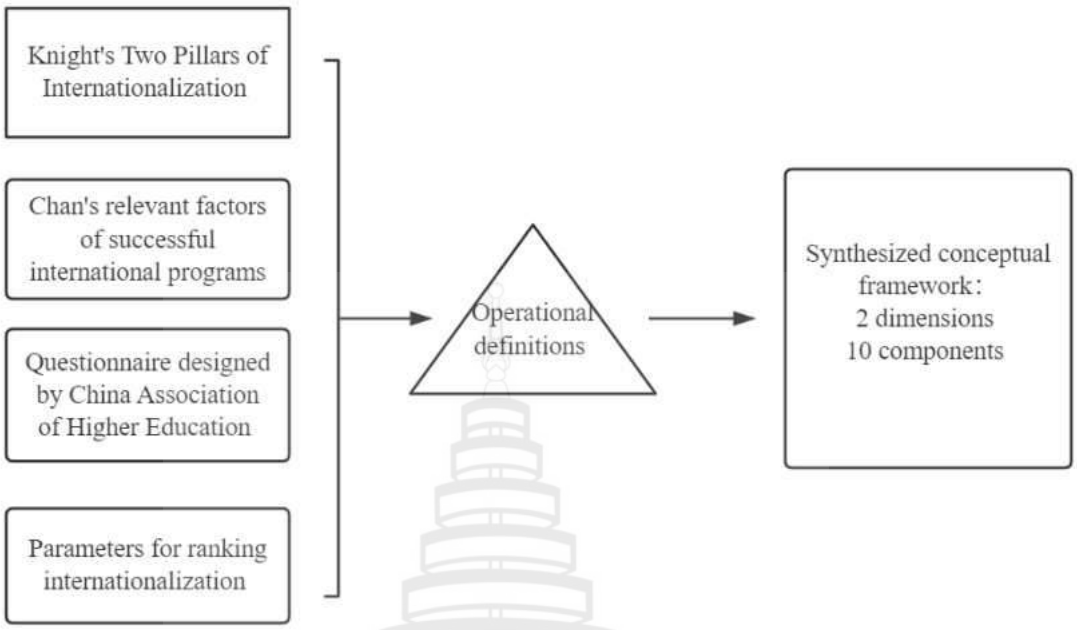


Figure 2.1 Development of the Synthesized Conceptual Framework

2.5.1 The Introduction to Knight's Two Pillars of Internationalization (2012, 2021)

International cooperation is an essential dimension of internationalization in higher education, which fosters academic partnerships, cross-border research, and cultural exchange. One of the most classical frameworks in understanding internationalization is Jane Knight's Two Pillars of Internationalization, covering internationalization at home and abroad, which remains relevant in shaping the cooperation framework. Moreover, the framework conceptualizes the internationalization process as comprising internationalization at home and internationalization cross-border/abroad (Knight, 2020), mirroring with the most accepted definition of internationalization that "internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education" (Knight, 2008).

Based on the definition, higher education policies and programs are two key components in internationalization, which are constantly becoming intertwined (de Wit & Hunter, 2018). De Wit and Hunter (2018) point out that two components of internationalization abroad, covering all forms of education across borders and internationalization at home, are more curriculum-oriented. To some extent, the two

components are in accordance with Knight's Two Pillars model of internationalization, which includes various items from two main aspects: at home and cross-border. Applying this framework to enhance international cooperation provides strategic insights into building sustainable global partnerships.

The Two Pillars of Internationalization is an interesting development in the conceptualization of internationalization, which contains the division of internationalization into internationalization "at home" and "cross-border education" (Knight, 2012; Knight, 2021). As Figure 2.2 shows below, these two pillars are separate but closely intersecting (Knight, 2021). Knight (2012) develops the concept of "at-home" to predominate campus-based strategies that strengthen international academic mobility. "These 'at-home' strategies can include the intercultural and international dimension in the teaching-learning process, research, extracurricular activities, relationships with local cultural and ethnic community groups, as well as the integration of foreign students and scholars into campus life and activities" (Knight, 2012). Thus, under this pillar, universities are expected to incorporate international, intercultural, and comparative perspectives into the student experience, not only through international academic mobility but also via campus-based and virtual activities (Knight, 2012). Under the pillar of internationalization abroad/cross-border, activities are reflected by the mobility of people, programs, providers, projects/services, and policy.

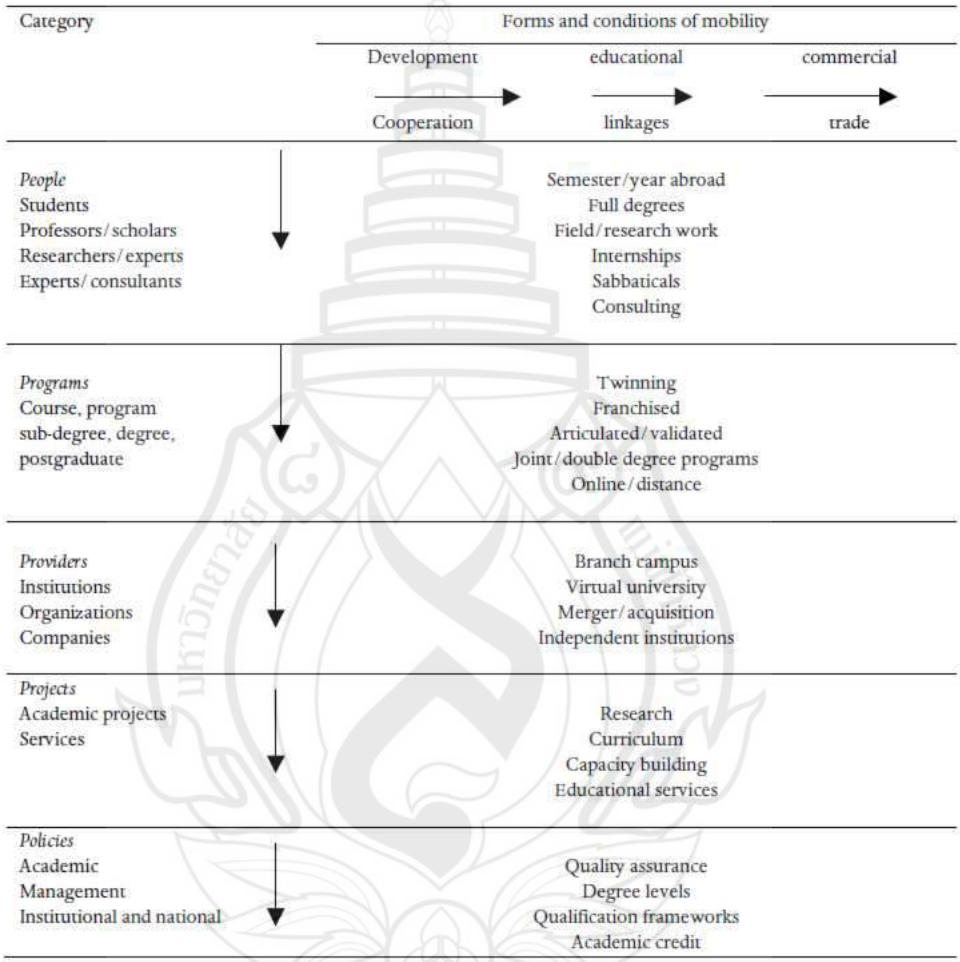
Source Knight (2012, 2021)

Figure 2.2 Knight's Two Pillars of Internationalization

The important element of advocating the internationalization of higher education in both “at home” and “cross-border” pillars is international students. For these students, language, particularly English, serves as a central rather than marginal medium in higher education, significantly influencing their academic experiences, outcomes, career trajectories, and even their potential for future international publications (Jenkins, 2014). Kirkpatrick (2011) precisely claims that under the pressure of internationalization, universities must use English to teach to attract more international students and teachers. Moreover, besides English classes, Asian universities have set an indicator for internationalization, which is the number of publications in English (Mok, 2007). From the perspectives of internationalization in Europe and Asia, the internationalization of higher education is understood as the flow of more resources in Europe and as more market orientation in Asia (Lin, 2017). Even though there are some differences between the internationalization of higher education in non-English-speaking countries and English-speaking countries, the movements of international and intercultural resources have made these Two Pillars of internationalization into practice or made them the pursuit goals for university internationalization.

One example of understanding the concepts of these two pillars is the way it shows the definition of “cross-border education”. Knight (2012) defines it as the movement of people, programs, providers, policies, knowledge, ideas, projects, and services across national boundaries, which can be part of development cooperation projects, academic partnerships, or commercial trade, ranging from study abroad to twinning to franchising to branch campuses. Figure 2.3, as below, provides a schema to understand the nature of cross-border education and illustrates two significant trends. The first is the vertical shift downwards from student mobility to program and provider mobility. It is important to note that the number of students seeking education in foreign countries is still increasing; however, there is growing interest in delivering foreign academic courses and programs to students in their home countries. The second shift is from left to right, signifying a substantial change in orientation from development cooperation to competitive commerce, or in other words, aid to trade (Knight, 2008, 2012).

The specific items under each main category in the vertical and horizontal shift (Figure 2.3) provide concise activities innovated for higher education internationalization, and demonstrate the relations among dimensions and activities of international cooperation and their scopes of attribution. All these items have been the references for the researcher in this study to consider the question design related to the target universities' self-evaluation of their international cooperation.



Source Knight (2012)

Figure 2.3 Framework for Cross-border Education

Despite the strengths of the Two Pillars framework, challenges remain, such as the unequal distribution of resources among cooperative institutions and the risk of supporting mobility over localized engagement. With the development of internationalization, key drivers of change, like the development of advanced communication and technological services, and increased mobility of international

labour, emphasize a knowledge society (Knight, 2004), and provide more possibilities for activities under each pillar to exchange. To address these issues, higher education institutions should prioritize equitable partnerships and develop context-specific strategies that suit diverse institutional capacities (Leask, 2020).

Accordingly, these two pillars are not mutually exclusive but interrelated, supporting each other to create a comprehensive internationalization strategy. Moreover, even though the framework provides detailed categories to examine internationalization, the concept of international cooperation in higher education and the relationship between internationalization and international cooperation are neglected. Besides, the Two Pillars of Internationalization overlook the higher education institutions' functions of making international policy and supervising the implementation of cooperation programs. Therefore, these subcategories are used to guide questionnaire item design around evaluating bilateral international cooperation and provide references for comparing key terms extracted for the synthesized conceptual framework.

2.5.2 Relevant Factors of the Successful International Program Proposed by Chan (2004)

Chan (2004) explores the theory and practice of international cooperation in higher education and finds that, influenced by the marketisation of higher education, international university cooperation has become a crucial component for the universities' marketing and external relations strategies. The activities, including student and staff mobility, academic exchanges, curriculum development, joint course instruction, research collaboration, joint research projects, and benchmarking, are the most common forms of international cooperation activities to be accomplished by institutions (Chan, 2004), which are similar activities in Knight's Two Pillars framework but more specific in cooperation activity description.

Based on the literature reviews of success factors, Chan (2004) conceptualizes a list of relevant success factors, underscoring the challenges in establishing successful international cooperation among universities, which include mission and objectives, partners, people, projects, time and resources, and communication. The definitions of each factor given by Chan (2004) are listed as follows:

1. Mission and Objectives: A shared identity, for example, in terms of geography and history, would provide a better base for a successful partnership.

2. Partners: They should be selected following the mission and objectives of the network.

3. People: It is important to identify “project champions” who have the relevant expertise and who support the project.

4. Projects: As it is unrealistic that a network involves the entire institution, networks trying to satisfy too many customers may end up in failure and disillusionment. Leaders should recognize potential discrepancies between partnership needs and those at the decentralized level and accept the fact that departments, centers, and schools will have their own networks.

5. Time and resources: Investments in both time and money are necessary to realize a project. (Such as long or short-term? The cost?)

6. Communication: Networks are advised to involve key players and set up a list server to keep as many participants in frequent contact as possible.

These challenges, as standards for evaluating successful international cooperation relationships and programs, are used to guide individual institutions to support their institutional network by seeking numerous organizational strategies (Chan, 2004). However, it lacks a certain context for these factors to take on functions in evaluating the international programs. Hence, two functions of these factors in the study: one is to help construct the questionnaire design; another is to be adopted and compared as the research parameters proposed for the synthesized conceptual framework.

2.5.3 Indicators Abstracted from A Questionnaire Created by the China Association of Higher Education (2023)

The questionnaire designed by the China Association of Higher Education and released in March 2023 is adopted as the main reference for developing the synthesized conceptual framework in this study. The questionnaire constructed by the China Association of Higher Education is examined and approved by the Ministry of Education of the People’s Republic of China (PRC) and released to its academician yearly. The questionnaire is themed by the Situation of Opening up and Development of Chinese Higher Education. PU was approved as a member of the association at the

end of 2021. There has been a relatively complete data collection about PU's internationalization covering 2021, 2022, and 2023. Due to the relatively comprehensive questions designed for exploring Chinese universities' internationalization in the questionnaire, it is the basic reference for the research design in the current study.

The China Association of Higher Education was founded on May 30th, 1983. It is a national, academic, and non-profit social organization voluntarily formed by institutions of higher education, social organizations, and educators, as well as public institutions, industry enterprises, and individuals who make efforts to support the development of higher education. After consulting the association about using the questionnaire as an important reference for this study, the researcher received an affirmative response to cite it in March 2023. The main fields of the questionnaire are used as reference for the questionnaire design and used as components proposed for the synthesized conceptual framework, which are listed in Table 2.1 below:

Table 2.1 Main Dimensions in the Questionnaire Cited Originally

No.	Main Dimensions	Sub-dimensions
1	Basic information about the university	1.1 School mission and strategic planning
2	Guarantee mechanism for international development	2.1 The guaranteed organization of the university's operation 2.2 Management system guaranteed 2.3 Funds guaranteed
3	Teacher	3.1 Composition of full-time teachers 3.2 Academic influence of full-time teachers
4	Student	4.1 Students' international exchange 4.2 Overseas students and students from Hong Kong, Macao, and Taiwan
5	Talent cultivation	5.1 Cultivation goals 5.2 Discipline, major, and course 5.3 Cooperation in running schools 5.4 Running schools abroad

Table 2.1 (continued)

No.	Main Dimensions	Sub-dimensions
6	Academic international exchange and cooperation	6.1 Academic exchange and international conference 6.2 Academic Cooperation and Communication
7	International influence	7.1 International indication 7.2 Cultural exchange

Because the focuses highlighted in the questionnaire are set under the Chinese higher education background, and there are differences in school running and organization between Thai and Chinese universities, the sub-dimensions of the questionnaire designed for the study are determined by the practical investigation needs of each university.

2.5.4 Parameters for Ranking Internationalization Proposed by Spencer-Oatey and Dauber (2017)

When requesting each target university to have a self-evaluation of its internationalization through a questionnaire, one of the approaches to measuring or benchmarking internationalization is advocated by organizations whose aim is to rank universities for their degree of internationalization. The most famous approach is used by the Times Higher Education (THE), Quacquarelli Symonds (QS), and U-Multirank, whose parameters value more on various countable measures, “most notably national composition of students and staff as well as in the numbers engaged in international movement and research” (Spencer-Oatey & Dauber, 2017). These parameters, shown in Figure 2.4 below, are used to explore questionnaire participants’ attitudes toward the components of the university’s international ranking.

Spencer-Oatey and Dauber (2017) state that these parameters used by organizations are crucial criteria of higher education institutions’ ability to lay the foundations for internationalization and are predominant aims for international development in a university. Given that different evaluation agencies adopt varying parameters, the resulting benchmarks naturally reflect differences rooted in national

educational contexts. Therefore, when conducting a self-evaluation of internationalization at the target universities in this study, the researcher must take into account the distinct criteria used in national ranking systems for Thai and Chinese universities, as shaped by their respective contexts.

Parameters	Organisation		
	THE	QS	U-Multirank
Composition: international students	✓	✓	
Composition: international staff	✓	✓	✓
Composition: international diversity		✓	
Incoming & outgoing student mobility		✓	✓
International student support (religious facilities)		✓	
International joint publications	✓	✓	✓

Source Spencer-Oatey and Dauber (2017)

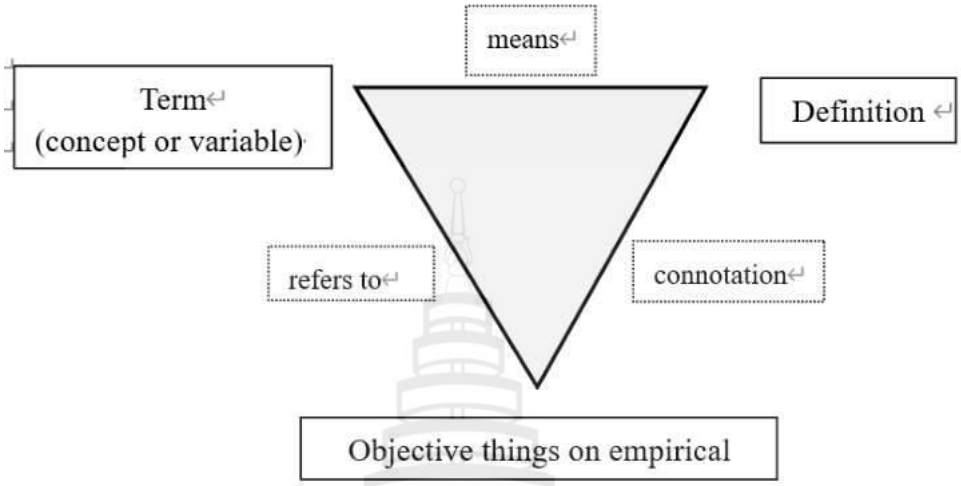
Figure 2.4 Parameters for Ranking Internationalization

2.5.5 Operational Definitions of Key Terms

2.5.5.1 Theory of operational definition

Chou (2015) argues that the process of operational definition is a process of re-inducing theoretical or abstract concepts to the empirical level. It is known that a concept is a cognition obtained in the process of inducing objective things. However, once a concept is abstracted from objective things, it has acquired a theoretical definition. At the same time, Chou (2015) provides a model of triangular relations to illustrate the relationship between the definition of an abstract concept and the operational definition, which points out that there are two bases for understanding a key term. One is to understand the abstract definition of a crucial concept or variable; two is to seek objective things or activities that can measure a concept or variable from the meaning of their abstract definitions. Making the operational definition process in the research could prove the reliability of the methodology and ensure the uniqueness of the results in a specific study. Because of these critical terms, there could be several definitions from various viewpoints. The process of an operational definition is the process from an abstract concept and its definition interpretation to an experiential

level, which could be presented as triangular relations deduced from the term, the term's definition to experience as Figure 2.5 below (Chou, 2015).



Source Chou (2015)

Figure 2.5 Model of the Process of Operational Definition

2.5.5.2 Components extracted from the key terms' definitions in this study

The conceptualized definitions of internationalization in higher education and international cooperation proposed in the study have provided concise dimensions of the study, treating the two terms as strategies and activities and linking institutions' mission with their functions. To develop the synthesized conceptual framework showing the relations between internationalization and international cooperation in higher education, the operational definitions of the two terms provide concrete factors to be viewed, which contribute to the fundamental components extracted for the synthesized conceptual framework by comparing with other factors adopted from relevant theories.

From the perspective of Knight's definition of internationalization in higher education, three crucial parameters appeared at the institutional and national levels that are goals, functions, and implementation, which are the practical expressions of international, intercultural, and global dimensions. The definition of internationalization in higher education proposed by Knight (2012) explains internationalization of higher education as a process. The operational definition of internationalization can be shown in the triangular relations in Figure 2.6 below.

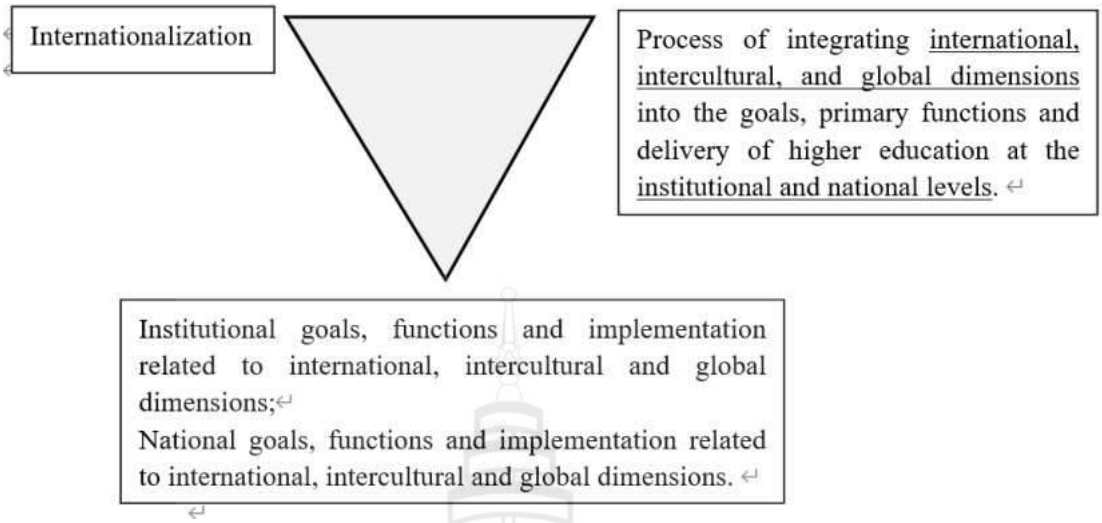


Figure 2.6 Process of Operational Definition of Internationalization

Based on the previous theories about internationalization in higher education, the definition of international cooperation in higher education, especially in universities, could be conceptualized as a series of activities with bidirectional or multi-directional communication across borders supported by specific items that link different countries together aiming for enhancing internationalization and could be happened in internal or international scopes, or in both internal and international areas. It could be abstracted into two parameters on both internal and international dimensions, which are programs and projects. There are obvious triangular relations in interpreting the operational definition process of international cooperation based on the definition interpreted for the study, which can be summarized in Figure 2.7 below.

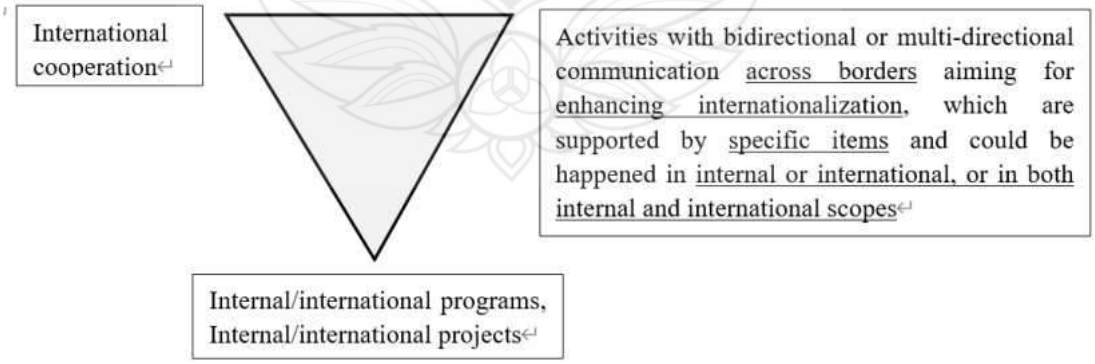


Figure 2.7 Process of Operational Definition of International Cooperation

Consequently, during the process of the operational definition of the two crucial terms in the study, which are internationalization in higher education and international cooperation in higher education, there are 5 main parameters extracted, which are used as partial factors to be compared and form the components for the synthesized conceptual framework (listed in Table 2.2).

Table 2.2 Partial Indicators Abstracted from Operational Definitions

Derivations	Parameters abstracted	Descriptions in detail
Operational definition of internationalization in higher education	goals	Institutional/national goals
	functions	Institutional/national functions
	implementation	Institutional/national implementation
Operational definition of international cooperation in higher education	programs	Internal/ international programs
	projects	Internal/ international projects

2.5.6 Interpretative Summary of Key Component Concepts

Comparing Table 2.1 with Table 2.2, several parameters overlap in their concepts. Besides, the linkages among all the parameters extracted from the 4 theories are presented as an appendix (Appendix A). For components that exhibit conceptual similarity but fall under smaller, more specific categories relative to broader umbrella terms, the researcher opted to exclude the narrower components and retain only the overarching umbrella terms. Hence, 10 components have been retained as the primary parameters, serving as the core elements in constructing the benchmarks of the synthesized conceptual framework, as outlined in Table 2.3 below.

Table 2.3 Collection of Parameters for Synthesized Conceptual Framework

Number	Components	Origin
1	People	Knight's Two Pillars Theory, Chan's Relevant Successful Factors Theory, Spencer-Oatey and Dauber's Framework, China Association of Higher Education Framework
2	Activities	Knight's Two Pillars Theory, Chan's Relevant Successful Factors Theory, Spencer-Oatey and Dauber's Framework, China Association of Higher Education Framework
3	Policies	Knight's Two Pillars Theory
4	Mission and Objectives	Chan's Relevant Successful Factors Theory
5	Time	Chan's Relevant Successful Factors Theory, China Association of Higher Education Framework
6	Resources	Chan's Relevant Successful Factors Theory, Spencer-Oatey and Dauber's Framework
7	Communication	Chan's Relevant Successful Factors Theory
8	Guarantee Mechanism	China Association of Higher Education Framework
9	International Influence	China Association of Higher Education Framework
10	Implementation	Operational definition of internationalization in higher education

To improve the reliability of the current study on methodology, one of the crucial methods is making use of operational definitions in measuring the concepts and variables studied or the terms used within a particular set of circumstances (iEduNote, 2023). Because a term may have various kinds of meanings in different research

backgrounds. By establishing clear, precise, and context-specific meanings through the process of operational definition, the specific interpretations of each component listed in Table 2.3 are presented as follows.

It is noted that for partial components, their conceptions follow the original theory due to the high consistency and uniformity of their conceptions between the original theory and interpretations under this current research background.

1. People: It refers to participants, providers, and partners making contributions to a specific program or project. It involves students, teaching staff, administrative personnel, scholars, researchers, experts, and consultants from each cooperative university.

2. Activities: It refers to a series of activities that require bilateral or multilateral support through specific programs or projects, aimed at advancing the internationalization of higher education within individual universities. These initiatives may take various forms, including long-term and continuous or short-term and temporary arrangements. The activities typically involve international teaching and learning, talent cultivation with a global perspective, academic research, and intercultural communication. In the context of the present study, the terms ‘program’ and ‘project’ are used interchangeably and may encompass activities such as academic degree promotion, course design and instruction, academic conferences, and cultural exchange.

3. Policies: It refers to formal regulations or documents related to the internationalization or international cooperation of higher education, issued by universities, governments, or institutions at various levels, ranging from macro to micro scales.

4. Mission and Objectives: It refers to a shared identity and vision that guide the university’s development and internationalization efforts. It encompasses objectives related to the university’s overall development, as well as common goals established through international cooperation initiatives.

5. Time: It refers to the duration established for each program or project, as determined through mutual agreement and communication between cooperative partners.

6. Resources: It refers to the influencing factors and forms of support that are relevant to international, intercultural, and global dimensions.

7. Communication: It refers to the tools that support a university's internationalization efforts, as well as the channels that facilitate bidirectional or multidirectional communication.

8. Guarantee Mechanism: It refers to the overarching institutional structures that ensure the effective functioning of a university, including its management systems, operational mechanisms, and financial governance structures.

9. International influence: It refers to an institution's reputation or image being relevant to international, intercultural, and global dimensions.

10. Implementation: It refers to the manner in which a specific university implements internationalization to achieve its internationalization objectives.

2.5.7 The Synthesized Conceptual Framework Tailored to the Study

The concepts of internationalization in higher education and international cooperation in higher education discussed in Chapter 1 are central to the study, which shows a separate but interrelated relationship. Meanwhile, the two main dimensions of 'At home' and 'Abroad/Cross-border' in the theory of Knight's Two Pillars Theory are the backbone for the synthesized conceptual framework. With the help of Chan's relevant successful factors for evaluating international cooperation, the parameters of ranking internationalization advocated by Spencer-Oatey and Dauber, and the China Association of Higher Education Framework, the main components could be summarized and provide a solid base for the conceptual framework. Furthermore, the process of operational definitions has made precise conceptions for each parameter extracted. The synthesized conceptual framework is presented below, which is designed for adapting to the complex functions and roles of higher education institutions.

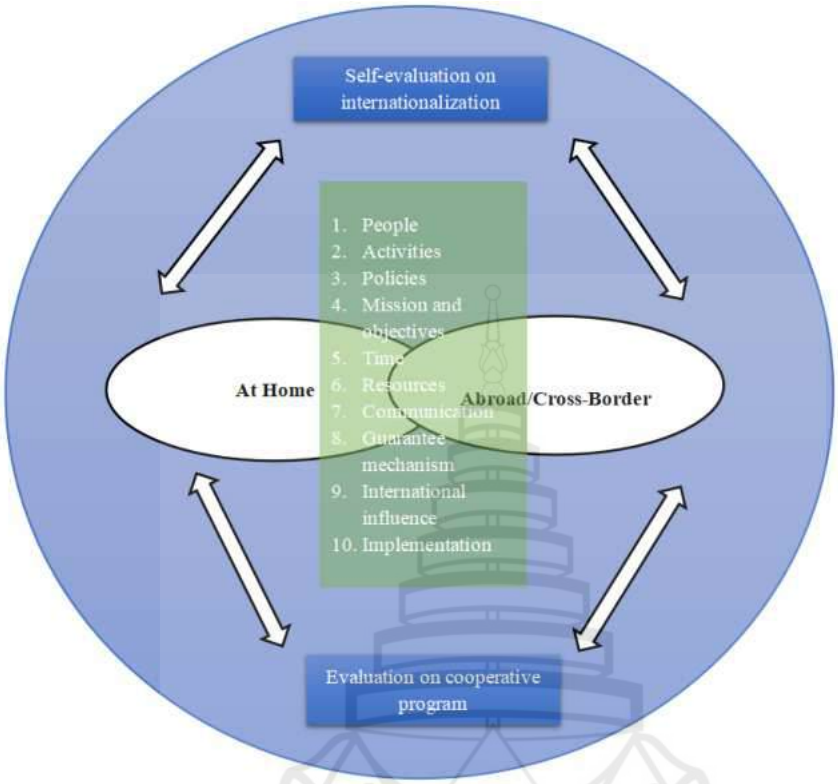


Figure 2.8 Synthesized Conceptual Framework of International Cooperation on Higher Education

The framework (Figure 2.8) is designed around three main steps answering research questions in the study, which include (1) having a self-evaluation of the university's internationalization to find out the strengths, weaknesses, and challenges faced by the university; (2) having the evaluation of bilateral cooperation programs between PU and CRRU to further conclude the strengths, weaknesses, and challenges, and inquire about suggestions for enhancing bilateral cooperation; (3) making comparisons on the base of the previous evaluations to summarize the significant features of target universities' international cooperation.

In Figure 2.8, keeping the role of Knight's Two Pillars of internationalization as the backbone for the study, the two main dimensions of 'At home' and 'Abroad/Cross-border' are adopted in the dominant central parts. The double-headed arrows show that the main route for collecting data is a cyclical process, indicating that the results from the two evaluation sections could interact and jointly affect the extent of the 10 components of international cooperation. The green parts in the middle show

that these 10 parameters are shared by both the ‘At-Home’ and ‘Abroad/Cross-Border’ dimensions, which are the dominant indicators for grouping and categorizing both quantitative and qualitative data in the study. Meanwhile, the 10 parameters also act as the components to evaluate the university’s internationalization and international cooperation. The outer blue circle represents all the inner information discussed within the concept of internationalization in higher education, which further presents the intertwined relationship between internationalization and international cooperation.

2.6 Summary

As one characteristic of internationalization in higher education, international cooperation plays an important role in each university’s internationalization process. In previous research, they are more related to the macro level, focusing on the influence of the national economy and policy aspects or strategic internationalization in higher education. There is seldom research that starts from the micro level of the university itself to consider its international cooperation, particularly from the perspective of the cooperation partner to meet the partner’s needs. Hence, this study tries to fill the gap by mainly using Knight’s Two Pillars of Internationalization model as the backbone, which penetrates the whole study.

The synthesized framework presented as a diagram (Figure 2.8 above) illustrates 10 components proposed and shared by two dimensions of internationalization, including self-evaluation of internationalization and evaluation of cooperative programs. The framework is modified from four basic theories and one approach of operational definition, which provides a proper understanding of internationalization in higher education within the Asian higher education context. This framework is used as the main tool to have a deeper discussion on data analysis and comparative analysis between PU’s and CRRU’s international cooperation. The outcome evaluated by the synthesized conceptual framework will reflect the current situation of internationalization at the two targeted universities and will provide considerations and applications of this framework for PU’s future international cooperation.

CHAPTER 3

RESEARCH METHODOLOGY

This section primarily introduces and discusses the mixed-methods research approach and the overall research design employed to address the main research questions in this study. The study focuses on two case universities, one in China and the other in Thailand. It outlines the research design, the selection criteria for participants and policy documents, the research instruments used, the research procedures followed, as well as the methods of data collection and analysis. Ethical considerations relevant to the study are also addressed in this chapter.

3.1 Research Design

A mixed-methods approach was applied in the study. The definition of mixed methods is a procedure for collecting, analyzing, and mixing or integrating quantitative and qualitative data within a study to better understand the research problems (Creswell, 2005). The strengths of the mixed methods may include straightforwardness and opportunities to explain the quantitative results. The weakness of this design was that it needed much more time to collect and analyze both types of data (Nataliya et al., 2005). The rationale for mixing methods within a study was grounded in the fact that it was insufficiently provided by only one method of quantitative or qualitative methods to catch the trends and details of a situation (Creswell, 2005), which could help researchers take advantage of the strengths of each method.

This study employed a mixed-methods explanatory sequential design, integrating quantitative and qualitative approaches to gain an in-depth understanding. As one of the mixed-methods designs, the explanatory sequential design consisted of quantitative data followed by qualitative data (Creswell et al., 2003). Researchers highly used the design to collect and analyze first-hand quantitative and qualitative data in 2 consecutive stages within one study. Four steps were included in the research design: researcher collected and analyzed the quantitative results in the 1st stage, then

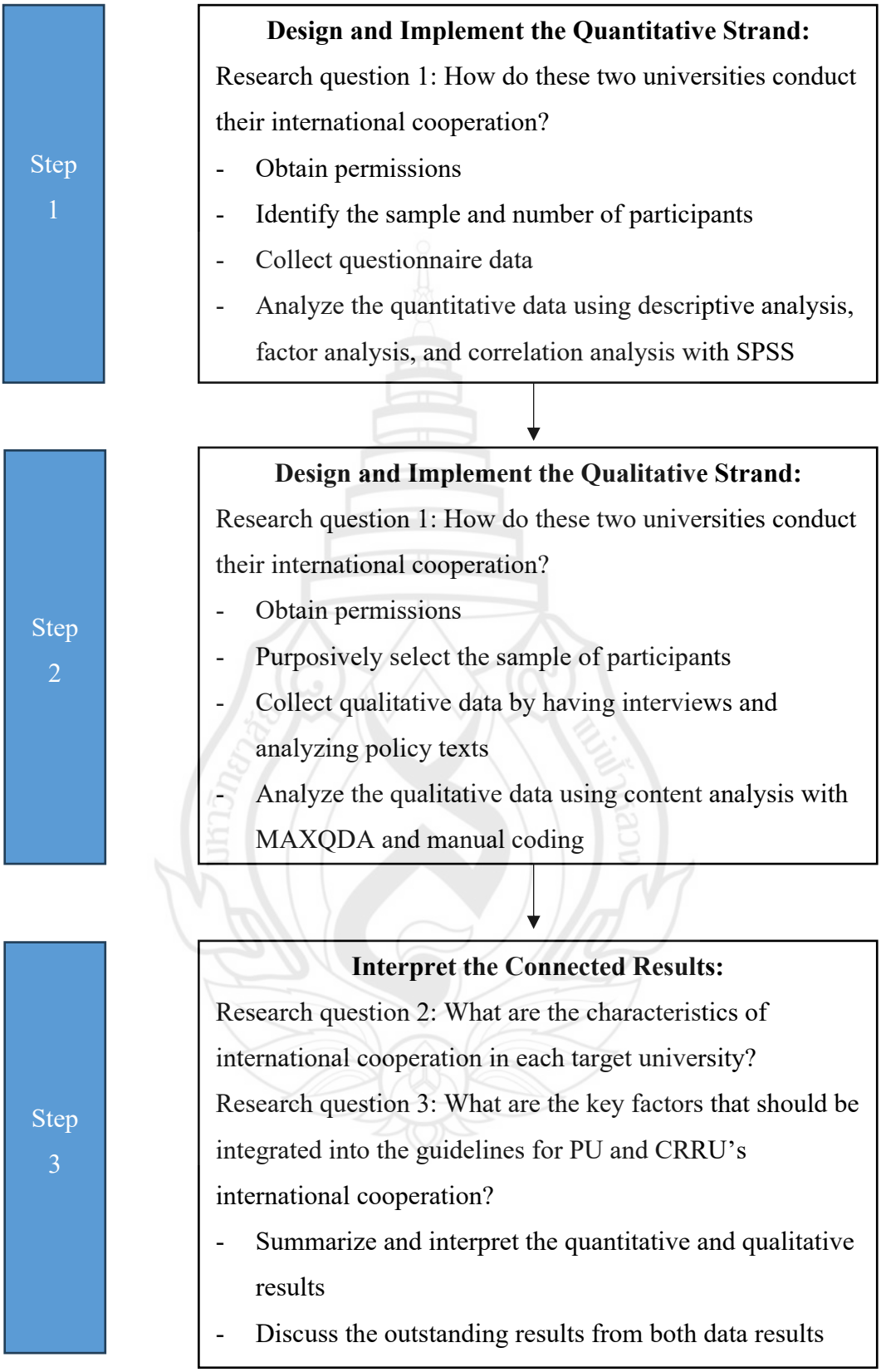
identified quantitative results requiring supplementary explanation and used these results to guide the development of the qualitative strand, and collected and analyzed the qualitative data in the 3rd step, and lastly connected the 2 stages of data to analyze the extent to which the qualitative findings clarify and enhance the understanding of the quantitative results, ultimately determined how these combined insights address the study's overarching purpose (Creswell & Plano Clark, 2018).

Building on four major theories and questionnaire about higher education internationalization, the purposes of the study were to identify factors contributing to internationalization and international cooperation in higher education institutions, which influenced the factors constituted as the challenges, strengths, weaknesses, and characteristics of higher education institutions' international cooperation, and then to develop guidelines for the target universities' international cooperation. Adapting the research design stated by Creswell and Plano Clark (2018), 3 steps were designed for the study and demonstrated in Figure 3.1.

In the 1st step, the researcher developed and implemented an online questionnaire to the target participants, which measured 10 predictor variables extracted by theories of higher education internationalization (Figure 2.8). The participants represented 3 groups related to handling the university's international cooperation affairs that were executive administrators, administrative staff, and lecturers involved in international cooperation programs. The analysis of quantitative data from descriptive and factor analysis was used to guide the interview question design. For example, item 40, designed as a multiple-response question, asked about the challenges faced by the university. The option describing 'The team working on foreign affairs is incomplete, and the number of staff is insufficient' was chosen by 69 participants at PU (12.3%), which was over half of the total participant number. To find out the reasons why respondents chose the option as a higher percentage, the interview questions designed for all 3 groups of interviewees were: 'What are the basic qualities and requirements for a staff member working for international cooperation?', and 'Do you believe they should at least speak one foreign language?'

In the 2nd step, the researcher conducted a qualitative phase. Two kinds of qualitative data were used, including group and individual interviews and policy text contents. The qualitative data analysis was to explore the factors constituting the

challenges of developing international cooperation, the strengths affecting international cooperation of each target university, the weaknesses hindering international cooperation between the two universities, and the factors contributing to summarizing the characteristics of international cooperation in each target university. The analysis first examined the data for descriptions and the main codes within each case. Then, the analysis was followed by a cross-case analysis to identify significant codes marked by 10 predictor variables about higher education internationalization among 12 interview cases. In the last step, the researcher integrated the results from quantitative and qualitative data analysis to highlight the factors constituting the guidelines for enhancing bilateral future international cooperation.



Source Adapted from Creswell and Plano Clark (2018)

Figure 3.1 Flowchart of Research Design

3.2 Selection of Participants and Policy Texts

In terms of international cooperation between PU and CRRU, besides the two most relevant administrative departments overseeing and handling international cooperation affairs that were the Office of International Cooperation and Exchange Affairs (OICE) at PU and Language Institute and Global Affairs (LIGA) at CRRU, there were other 4 departments, faculties, or schools from each university involved in international cooperation affairs. Referring to student exchange programs and teacher exchange programs, the schools at PU included the School of Foreign Languages (SFL), the School of Humanities (SH). The Faculty of Humanities and Social Sciences (FH) and the International Student Education Management Center (ISEM) at CRRU were also the main supporters.

Additionally, the Finance Department (FD) and Personnel Department (PD) in both PU and CRRU were more relevant to international cooperation through financial control on international budgets and candidate selection for staff participating in exchange programs. Since the current study focused on enhancing international cooperation between PU and CRRU, the participants selected were mainly from the departments and schools/faculties mentioned above. To some extent, these departments and schools/faculties represented the main driving force behind bilateral international cooperation.

3.2.1 Selection of Questionnaire Participants

When conducting the mixed methods of explanatory sequential design in the study, it was crucial to select appropriate participants to obtain meaningful and credible data. The selection of questionnaire participants followed specific criteria to ensure that the target participants could provide rich, relevant, and diverse perspectives on the research topic.

The 1st criterion was work experience related to international cooperation. The participants should have expertise and experience in international cooperation affairs. They could hold positions of responsibility in international offices, academic leadership, or departments directly involved in internationalization initiatives (Jones et al., 2020). They could have rich experience in designing, implementing, or evaluating

international cooperation programs, student mobility schemes, or international curriculum development (Knight, 2020).

The 2nd criterion was representatives of departments, schools, or faculties involved in international cooperation affairs. Ensuring diversity of perspectives was vital in exploring a university's internationalization. As for a university, participants from multiple departments and schools involved in international affairs were targeted as the main data contributors. For example, the administrative department, OICE at PU, was the specialized department handling international cooperation affairs. And the SH at PU was one of the supporters of international cooperation, whose student exchange program was a featured bilateral cooperation achievement for both PU and CRRU.

The 3rd criterion was diversified leading positions from relevant departments, schools, or faculties. The participants included individuals from various hierarchical levels within the university, which is important for gaining a comprehensive perspective. They could be from senior school-level leadership, such as the president and vice president, who oversaw strategic internationalization policies. They could be mid-level administrators who handled operational aspects of international affairs.

Therefore, the participants involved in the questionnaire data collection included 3 groups. The 1st group was senior executive administrators responsible for the whole university's development planning, especially for designing and releasing international cooperation programming, which belonged to the school-level leadership, such as the president and vice president. The 2nd group of participants were administrative staff working at administrative departments or schools/faculties, including the director and vice director of departments, and dean and vice dean of schools/faculties, such as the director and staff without positions at OICE at PU. The last group of participants was the teaching staff, including lecturers who had experience in teaching abroad, teaching overseas students at home, or assisting with students' cross-border management.

3.2.2 Selection of Interview Participants

It was recommended to select interviewees from the questionnaire participants who could offer more insights into the research topics when employing a mixed-methods explanatory sequential design (Creswell & Plano Clark, 2018). Two criteria were used to select interviewees in the study. One criterion was the recommendation

from a key person at each university based on the snowball sampling method. The purpose of adopting the snowball sampling method was that the individuals chosen on purpose for the research could understand the research problems and present their ideas around the core phenomenon (Creswell, 2005). Since one of the advantages of snowball sampling was collecting data from those participants introduced by one critical person (Chou, 2015), to some extent, the data was more reliable for a survey and could avoid the negative factors led by personnel transfers in one department.

Another criterion was to select people from leadership roles, recognizing that leadership could be defined as members of a community of practice, while not being seen as individuals to supervise their supporters (Horner, 1997). Their viewpoints could be representative of the perspectives of the whole university or department. According to Middlehurst (2018), the integration of internationalization into an institution's policy requires senior leaders and leaders from various departments to exercise their leadership under the guidelines of the institution's internationalization strategy.

Therefore, the participants for the interviews included at least 1 representative from each group of questionnaire participants. The information about the participants proposed for data collection is shown in Table 3.1 below.

Table 3.1 Information about Participants proposed for Data Collection

	Department / Faculty/ School	**Number of participants for the interviews**	**Number of participants for the questionnaire**
PU	School-level senior executive leadership	3	3
	Office of International Cooperation and Exchange Affairs (OICE)	3	6
	School of Foreign Languages (SFL)	2	46
	School of Humanities (SH)	2	42
	Finance Department (FD)	1	12
	Personnel Department (PD)	1	14

Table 3.1 (continued)

	Department / Faculty/ School	Number of participants for the interviews	Number of participants for the questionnaire
Total number		**12**	**123**
	School-level executive leadership	3	3
CRRU	Language Institute and Global Affairs (LIGA)	4	15
	International Student Education Management Center (ISEM)	1	5
	Faculty of Humanities and Social Science (FH)	2	40
	Finance Department (FD)	1	20
	Personnel Department (PD)	1	10
Total number		**12**	**93**

All the participants were anonymous. The interview participants from PU were coded as P1, P2…P12, and interview participants from CRRU were marked as C1, C2…C12. When applying the snowball sampling approach, identifying key participants who knew well about international affairs and the procedure of his/her university's running was crucial for the participant selection. P2 and C2 were the key people in the snowball sampling process who knew well about the adjustments in administrative personnel and reconstruction of working departments related to international cooperation affairs in both universities. Both of them had long working experience in international affairs for over 20 years and strong relationships with bilateral internal and international staff. Moreover, P2 was the vice president of PU, and C2 was the assistant to the president at CRRU. Besides, there was one advantage of the role of the researcher herself: she had been working in international affairs at PU for at least 7 years. She knew about the work distribution related to international affairs. When

selecting participants at PU, with the help of P2, orientations to other participants could be conducted exactly.

The figures below (Figure 3.2, Figure 3.3) demonstrate that the sources of interviewees relied on the snowball sampling method.

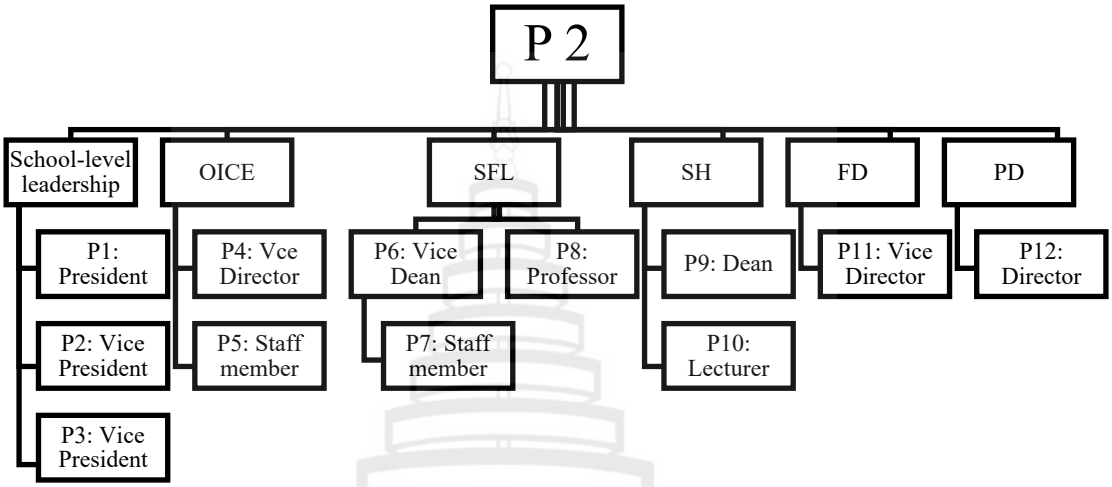


Figure 3.2 Snowball Sampling at PU

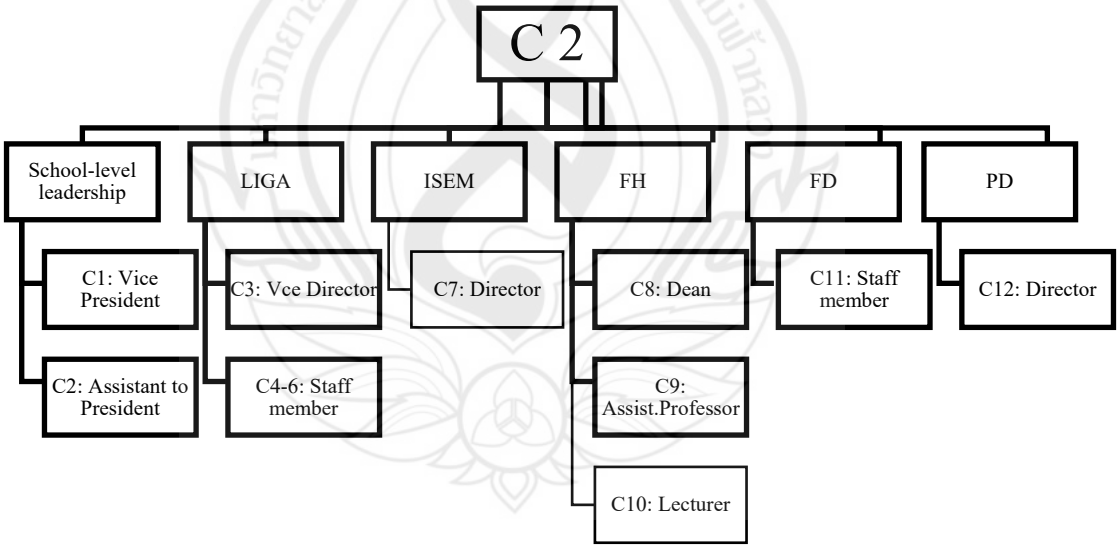


Figure 3.3 Snowball Sampling at CRRU

3.2.3 Selection of Policy Texts

Two kinds of documents were chosen to be analyzed in the current study, including the international cooperation plan constituted in the university's Five-Year

plans made by PU and CRRU individually, and the Memoranda of Understanding (MOUs) signed by PU and CRRU together.

One kind of policy text selected in this study was the university's Five-Year Plans. Policy documents and regulations related to the university's international cooperation typically contained strategic communication elements targeted at various stakeholders, including prospective international partners, internal administrative departments, specific target groups, and government bodies. Among these, the most representative documents reflecting the university's commitment to internationalization were its officially released comprehensive development plans. Based on consultations with the directors of OICE and LIGA during the proposal stage of this study, the researcher confirmed that the university's Five-Year Plans served as institutional policy documents. These plans provided overarching guidance for the university's phased development and explicitly incorporated strategies for internationalization. To ensure the achievement of the stated goals, the structure of these documents included clearly defined objectives, strategies, implementation plans, guarantee mechanisms, and anticipated outcomes. The frequency of specific words or phrases within these policies could be indicative of the priorities and focal areas emphasized by institutional policymakers.

Another kind of policy text used in this study was MOUs signed by PU and CRRU together. Mutual benefits between cooperation partnerships recorded in the MOU made the MOU one of the qualitative data sources in the study. In Hagenmeier's (2018) opinion, for partnership among higher education institutions, successful alliances are guided by a clear, shared vision and should be embedded in the institutional internationalization strategy of the partners. He urged partners to make efforts to define their understanding of common values and foundational principles to create a unique, negotiated, and jointly owned partnership space contributing to sustainable, prosperous collaborations. Maintaining partnerships demonstrated the process of internationalization entirely, which keeps endeavoring in research and education.

In terms of the time scale set for choosing the documents, based on the previous survey, it was known that both PU and CRRU formulated their university's plan for comprehensive development every five years. Considering the time of formally establishing the cooperative relationship in 2006 but the time of PU upgrading from its

predecessor Simao Teachers College in 2012, the two Five-Year plans of PU covering the year 2016 - 2020 and 2021 – 2025, and the two Five-Year plans of CRRU covering the year 2017 – 2021 and 2022 – 2026 were chosen to be analyzed. The Five-Year plan, which provided guidance and goals for the university's international development every five years, constituted a crucial part of the university's Five-Year comprehensive development plan. After two universities formally established international cooperation relationships, three versions of the MOU have been signed and updated.

Therefore, 2 versions of each university's Five-Year plans and 3 versions of MOUs signed by PU and CRRU were chosen as the main sources of policy texts for content analysis.

3.3 Research Instruments Development

Questionnaires and group and individual interviews were adopted as instruments in the research. For the form of interviews, both group and individual interviews were pre-designed for all the participants to choose from. However, the final form of each interview was based on participants' willingness and convenience. The purpose of quantitative research is to find out the rules of research objects through statistics, while qualitative research aims to conclude the interrelationship between research objects (Wang & Zhao, 2004; Zhang & Li, 2020). Hence, the combination of questionnaires and interviews in the study could provide a relatively objective and in-depth inquiry into the internationalization process and the development of international cooperation in each university.

3.3.1 A Semi-structured Questionnaire Development

To design an effective questionnaire, open-ended questions with mixed types of questions were set to collect more reliable and valid data than closed-ended questions may provide. Open-ended questions enabled respondents to express their opinions, feelings, and experiences freely, which could help researchers capture the nuances and complexities of human behaviors (Foddy, 1993). Researchers could understand the context behind respondents' answers through open-ended questions that provided a

deeper understanding of the answers behind specific attitudes or behaviors (Berg, 2004).

The number of open-ended questions or closed-ended questions could influence the type of questionnaire. According to the degree of clearness and formalization of pre-designed Dfor answers, questions can be divided into two types: open-ended questions and closed-ended questions (Xu, 2020). Generally, three main types of questionnaires include structured questionnaires constituted by all closed questions, semi-structured questionnaires constituted by closed and open questions together, and open questionnaires constituted by all open questions or with the dominant number of open questions (Chou, 2015; Cleave, 2023).

The advantages of a semi-structured questionnaire proposed by Cleave (2023) included that it was an ideal approach for collecting a large range of various opinions, and an approach that provided respondents with chances to express freely, and it could help researchers collect reliable and comparable qualitative data. Cleave (2023) also pointed out the disadvantages of a semi-structured questionnaire that covered the inefficient type for larger groups, the values relied heavily on the quality of respondents, and the time-consuming analysis. To have a deeper insight into the respondents' viewpoints, mixed questions in a semi-structured questionnaire design were suggested, which could maintain dichotomous, multiple responses, rating, and ranking questions (Cleave, 2023). Hence, in the current study, a semi-structured questionnaire with mixed categories of questions was adopted to explore international cooperation in each target university, including identifying the main factors of its challenges, strengths, and weaknesses in international cooperation.

There were 3 main dimensions for designing questionnaires. The 1st dimension was about demographic information. The 2nd dimension was to measure the university's current internationalization situation through inquiring about participants' self-evaluation of their awareness of internationalization, attitudes toward international policies, and evaluation of their university's existing international cooperation activities. The 3rd dimension was to evaluate bilateral cooperation implementation between PU and CRRU through evaluation of the outstanding cooperative programs jointly created by both universities. The 10 indicators extracted for the synthesized conceptual framework of internationalization on higher education (Figure 2.8) were

used as tentative parameters for grouping the questions in the questionnaire. Since it was a self-designed questionnaire in the study, the correlations among all the questions were latent and needed to be explored.

Regarding the constitution of the questionnaire, four types of questions were designed, including single-response questions, multiple-response questions, a Five-point Likert Scale, and open-ended questions. As for the Five-point Likert Scale items, all the participants were expected to choose from 1 to 5 scores (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The layout of items in the questionnaire was mixed and followed the dimensions, which meant there were different types and numbers of questions within the same dimension.

Notably, there was a difference in item 50 in the questionnaires. It was designed for PU's participants as a single-response question whose description was 'In your working environment, besides mother tongue, what kind of languages can you speak fluently?'. However, in the questionnaire for CRRU's participants, the question was set as a multiple-response question and described as 'In your working environment, how many kinds of languages can you speak fluently?' The reason for differentiating the same item into two aspects was to improve the validity of the question response when using it in different contexts. There were different requirements for language use for job applicants at PU and CRRU. During the previous communication with both universities, the job seekers to CRRU were required to use more than two languages when they applied for jobs. While there was no strict requirement on language use for job seekers at PU. Hence, when calculating the items by SPSS analysis, there was little difference in item 50 in the statistical design.

Considering the data sources, including Chinese and Thai universities, using the native language to design questionnaires and interview questions could help the participants share their minds freely. To some extent, the multiple nationalities of the researcher and participants, as well as the reviewers, required that research instruments should be designed in trilingual languages, including Chinese, Thai, and English, to ensure all relevant people have the same understanding of each question.

Accordingly, the languages of the questionnaire design used for the experts' evaluation about the Item Objective Congruence (IOC) evaluation and the evaluation from the MFU Ethics Committee of Human Research were trilingual. However, the

questionnaire released to target participants was monolingual in Chinese or Thai. Because the questionnaire was issued online, the researcher tried to shorten the reading space and save participants' time, which was followed by suggestions from pilot research participants and IOC experts.

3.3.2 Semi-structured Interviews

Referring to the types of interviews, based on the degree of question structure designed or standardization of interviews, interviews could be divided into structured, unstructured, and semi-structured interviews (Robson, 2002). The main type of interview employed for the research was a semi-structured interview. Semi-structured interviews were widely employed in qualitative research to explore perceptions, experiences, and meanings within complex social contexts. They offered a unique balance between the flexibility of unstructured interviews and the consistency of structured formats (DiCicco-Bloom & Crabtree, 2006).

Compared to the data collected by a structured interview was uniform and assured (Faryadi, 2019) and was suitable for a larger-scale investigation, semi-structured interviews were more flexible to be conducted. One primary advantage of semi-structured interviews was the flexibility. With the assistance of pre-designed open-ended questions guiding the interviews, researchers had more liberty to probe deeper into emerging themes and clarify ambiguous responses (Kallio et al., 2016). This adaptability allowed interviewers to respond to the dynamics of the conversation and uncover insights that might not emerge through more rigid techniques. Moreover, semi-structured interviews were particularly effective for capturing the depth and nuance of interviewees' experiences (Adams, 2015).

Another common category of dividing interviews was based on the number of participants, including group interviews and one-to-one interviews (Chuaychoowong, 2010). As Stewart and Shamdasani (2014) note, the informal atmosphere of a group discussion could lead to more candid and spontaneous responses compared to one-on-one interviews. However, the interactive nature of group discussions could produce overlapping conversations and multiple viewpoints, which made it difficult to attribute specific comments to individual participants (Krueger & Casey, 2015). Based on the rules of voluntariness, there was only one group interview with 3 interviewees chosen during the interview data collection at CRRU, due to the close relations of the 3

participants' work dimensions within the same department. Three of them worked in the same section, linking to international communication and specific cooperation program implementation.

Both group and individual interviews were prepared for participants to choose from in the current study when the researcher negotiated with targeted participants about the time for interviews. Group interviews could produce rich and diverse perspectives as participants engage in discussions (Kitzinger, 2018). During the communication, participants could stimulate each other's thoughts and potentially lead to insights that may not emerge in individual interviews (Hennink et al., 2019). However, the obvious weakness of group interviews could be that participants may modify their answers based on the previous responses of others (Morgan, 2019).

Individual interviews could facilitate a deeper exploration of personal experiences and opinions, yielding a nuanced understanding (Smith et al., 2019). Meanwhile, participants might feel more comfortable sharing sensitive or personal attitudes in individual interviews (Baker & Edwards, 2019). However, individual interviews typically require more time to conduct and analyze, possibly limiting the number of participants (Halkier, 2020). The researcher's influence can be more pronounced in individual settings, potentially affecting the integrity of the data collected (Roulston, 2020).

Although there could be disadvantages and advantages to each kind of interview, the top priority for choosing which kind of interview was based on the participants' willingness and their convenience. Finally, there was only one group interview with 3 interviewees chosen during the interview data collection at CRRU, due to the close relations among the 3 participants' work dimensions within the same department. Three of them worked in the same section, linking to international communication and specific cooperation program implementation.

The interview questions in this study were designed to explore the understanding and implementation of the university's internationalization approach among institutional leadership and relevant departments, faculties, or schools. Accordingly, 3 sets of questions were developed and each tailored to a specific target group. Namely, the group of executive administrators with 17 questions, the group of administrative staff with 21 questions, and the group of lecturers with 10 questions.

Different from the single-response and Five-point Likert Scale questions designed in the questionnaire, whose questions could only involve one parameter, the categories of interview questions might have more than one parameter to be grouped. For example, one question in the administrator category read, “On choosing cooperation partners, what are the key factors you must consider?”. This question could be grouped into 2 parameters, ‘international influence’ and ‘resources’.

Considering the professional knowledge on higher education internationalization, several questions related to policies and mechanisms around international cooperation implementation and academic understanding of internationalization were designed only for the participants from the OICE and LIGA during the interviews. During the process of interviews with interviewees from FD and PD, the interviewer added several professional questions about their implementation of international cooperation programs, which helped the researcher gain more understanding of the department’s real working situations.

To present clear linkages among parameters extracted from the synthesized conceptual framework, ‘at home’ and ‘abroad/cross-border’ dimensions from the Two Pillars of Internationalization theory, and questions designed for research instruments, two tables demonstrating the linkages are attached as Appendices (Appendix B (1) and Appendix B (2)). Obviously, in the tables, besides the phrases “at home” and “abroad/cross-border” dimensions, the word “Both” was used innovatively for an item covering a broader dimension and involving at least 2 parameters from the synthesized conceptual framework. Furthermore, the relation among research objectives, research questions, and instruments is shown in Table 3.2 below.

Table 3.2 Alignment of Research Objectives, Questions, and Instruments

Research objectives	Research questions	Research instruments	Data analysis	Key areas of research questions
1. To examine how these two universities conduct international cooperation.	1. How do these two universities conduct their international cooperation?	Questionnaire (open-ended questions part)/ Semi-structured interview/Policy texts	Content analysis	The management and implementation of international cooperation

Table 3.2 (continued)

Research objectives	Research questions	Research instruments	Data analysis	Key areas of research questions
(1) To identify the challenges hindering international cooperation in each of these two universities.	(1) What are the challenges in each university's international cooperation?	Questionnaire/Semi-structured interview	SPSS analysis/ Content analysis	Hindering factors of international cooperation
(2) To identify the strengths and weaknesses of each university that affect future international cooperation between these two universities.	(2) What are the strengths and weaknesses of each university that affect their future international cooperation?	Questionnaire/Semi-structured interview/Policy texts	SPSS analysis/ Content analysis	Departments'/Schools'/Faculties' self-evaluation on university's international cooperation
2. To compare international cooperation in each target university	2. What are the characteristics of international cooperation in each target university?	Questionnaire/Semi-structured interview/Policy texts	SPSS analysis/ Content analysis	Features of international cooperation
3. To identify crucial factors integrated into guidelines to enhance PU and CRRU's international cooperation.	3. What are the key factors that should be integrated into the guidelines for improving PU and CRRU's international cooperation?	Questionnaire/Semi-structured interview/Policy texts	SPSS analysis/ Content analysis	Key components integrated into the guideline

In terms of languages used for interview data collection, the cross-border research objects and mixed research method decided that the data collection strategies should be differentiated according to the national context and the nature of the data. During the preliminary visit and communication at PU and CRRU, the researcher found that some administrative staff and lecturers working for international cooperation at both universities could not use English fluently. However, most of them could only use their native spoken language.

To have free and in-depth communication with target interviewees, the languages used for the interviews were given priority to their native languages. Since the researcher could only speak Chinese and English, to have a relatively

comprehensive understanding of the participants' ideas from CRRU, a qualified Chinese-Thai interpreter was invited to support the interviews, communicating in Thai. Chinese was used as a communication medium when the researcher interviewed participants from PU.

3.3.3 Reliability and Validity of Research Instruments

Both questionnaires and interviews were designed as semi-structured ones. To verify the reliability and validity of the questionnaire and interview questions, 4 experts, including 2 from Thailand and 2 from China, were invited to evaluate all questions. The table of Item-Objective Congruence (IOC) for experts is listed in Appendix C. The tables of the research instrument items deleted based on the results from pilot research and IOC evaluation are listed in Appendix D (1) and D (2).

One of the most crucial criteria for choosing IOC experts was that all of them had experience in international communication and cooperation affairs in higher education institutions. Importantly, two of them were the key founders and direct contact people for establishing the cooperation between PU and CRRU, who had continued to deal with international affairs for more than 15 years. For gaining a more objective evaluation, two other experts were invited to evaluate, including one from China who was the previous director of the international department in a first-tier university in Yunnan Province, and another one from Thailand who was working at an English Major Department in one of the top universities in Thailand.

According to the parameters abstracted in the synthesized conceptual framework for the current study, on the drafting for IOC evaluation, these 10 parameters were the main directions to organize questions for the questionnaire and interview design. That meant to ensure the 10 parameters covered in the questionnaire, all the items had been marked with the tentative parameters. There was 1 questionnaire draft and 3 sets of interview questions for IOC evaluation. Both the questionnaire and interview questions were designed in trilingual, including Chinese, English, and Thai. After the reliability and validity texts, to shorten the reading time and space, the final English version of the questionnaire was provided as an appendix (Appendix 3-5 (1)). The final English version of the interview questions was attached as Appendix 3-5 (2).

3.3.3.1 Validity of the research instruments: IOC evaluation results

1. Evaluation of the questionnaire questions

From the perspective of the IOC experts' evaluation of content validation, the collective comments on the questionnaire design focused on two main points: (1) the questionnaire was too lengthy to be finished earnestly; (2) a few questions were similar and did not cover any aspects related to the research objectives. The common suggestions on interview questions were the questions related to inquiring about each university's internationalization model and the application of Knight's Two Pillars of Internationalization theory on each university's international work should be targeted to the international affairs department directly, since the two kinds of questions were more professional and academic on internationalization that required the interviewees had obtained some professional theoretical knowledge.

In the IOC form for experts, three scores were used as criteria, including +1, 0, and -1, which meant congruent, questionable or ambiguous, and incongruent with objectives successively. Combining the suggestions from experts to shorten the questionnaire and to orient target participants, the leading way for filtering these questions for the questionnaire was deleting those questions scored by 0 or -1, and those questions under or equal to the mean value of 0.5, as well as those questions commented with experts' doubts. During the justification of questions, there were dilemmas on some questions marked by experts with comments, but they had been chosen to keep after consideration about the specific research purposes and communication with the other two experts among these four experts.

Comments from Expert 1 around items 34-37 scored by 0 read "No need to ask such specific questions because the accuracy of answers will not be high"; and comment on item 38 with a score of +1 read "Could you please change 'English usage ability' to 'foreign language usage ability'? Because the driving force for educational internationalization is not only English." Comments about items 40 and 67 scored +1 read "Why do your questions focus on such specific? If there are more cooperation programs, you should not ask in detail one by one". After receiving all the experts' feedback, the researcher consulted with Expert 2 and Expert 3, who had been working for PU and CRRU individually on international affairs for over 20 years and could have a relatively full understanding of the current research objectives. Regarding items 34-37, both experts thought the 4 questions were important in inquiring about participants' attitudes to the university's internationalization. Items 38 and 40 were related to

language policy that was tightly connected with the ‘communication’ dimension of the researcher’s theoretical framework. Item 67 about specific cooperation programs should be specified in detail because there were limited cooperation programs on bilateral international cooperation, and these programs were outstanding achievements at PU. Additionally, these 7 items were scored +1 by the other 3 experts. Therefore, the 7 items with comments proposed by Expert 1 were kept in the questionnaire after careful consideration.

Another noticeable aspect of the judgment questioned in the questionnaire was Expert 4’s comments. Comments on items 24-25 were scored 0, expressing “Both the question and the choices might not be in the proper direction in terms of strengths or weakness”. Comments on items 50-51 scored 0, read “the questions might not properly identify the strengths and weaknesses of each university”. After consulting with Expert 2 and Expert 3, they suggested changing the research objectives on these 4 questions to ‘identify the challenges hindering international cooperation in each of these two universities’, and these questions should be kept. Compared with the other 3 experts’ scores on these 4 questions, the mean of evaluation scores was 0.75. Hence, these items were kept in the questionnaire.

2. Evaluation of the interview questions

In terms of questions for interviews, the mean values of the items scored by IOC were not higher than 0.5, and including 0.5 meant not being congruent with the research objective. Since all 4 experts gave similar scores while not giving more suggestions on these questions, it was not complicated to make statistics on this part. Noticeably, Expert 1 evaluated item 13 with 0 in the group of administrators, scored item 11 with 0, and gave 0 to items 4 and 5 in the group of lecturers; Expert 2 scored items 4 and 11 with 0 in the group of administrators; Expert 4 scored item 17 with 0 in the group of administrative staff. Among these evaluation results, the mean value of item 11 in the group of administrators was 0.5, while the mean for the other items mentioned was not less than 0.5. Therefore, only item 11 was deleted.

Accordingly, the evidences showing results from the IOC experts’ evaluation of the questionnaire and interview were listed in Appendix 3-3 and Appendix 3-4. 16 questions were deleted from the questionnaire’s design. Only 1 out of 17 questions was deleted from the interview questions for the administrator group.

For the other two groups, the interview questions obtained approval from these four experts with no changes.

3.3.3.2 Reliability of questionnaire analyzed by SPSS for pilot study

Besides inviting 4 experts with IOC evaluation on the questionnaire, SPSS data analysis with pilot research was utilized to verify the reliability of the incipient questionnaire at the same time. Reliability testing with Cronbach's Alpha coefficient was adopted to verify the congruence of a measuring instrument (Bryman, 2004). The Cronbach's Alpha coefficient of 0.80 or slightly lower than 0.80 is interpreted as an acceptable value (Cronbach, 1951; Chuaychoowong, 2010; George & Mallery, 2016).

There were 20 participants from related departments and schools/faculties at PU and CRRU invited for the pilot research. Before starting the pilot data collection, the researcher introduced the research purpose to each participant individually and gained their permission to participate. Since all these 20 participants were Chinese, the questionnaire was written in Chinese and provided as Appendix F. Focused on the 82 questions, including single-response, multiple-response questions, and Five-point Likert rating scales, the value of Cronbach's Alpha for all the options was 0.835 from the reliability analysis (listed in Table 3.3).

Table 3.3 Reliability Analysis of the Pilot Research

Reliability analysis	
N of Items	Cronbach's Alpha
229	.835

Based on the suggestions of IOC evaluation from the 4 experts and comprehensive consideration of research objectives, the structured questions of No. 3, 16, 19, 20, 26, 48, 49, 57, 58, 60, 61, 71, 74, 75, 76, 81, had been deleted since the unclear expressions, repetition, and irrelevance to the research objectives. The number of existing questions was 66, except for 2 open-ended questions. The value of Alpha after deletion was 0.837 from the reliability analysis (listed in Table 3.4).

Table 3.4 Reliability Analysis of the Final Questionnaire

Reliability analysis	
N of Items	Cronbach's Alpha
201	.837

Combined with the results from the experts' evaluation and pilot test, 68 questions in total were kept for the final questionnaire, including 24 items of Five-point rating scales, 20 single-response questions, 19 multiple-response questions, and 2 open-ended questions for PU. Noticeably, 19 single-response questions and 20 multiple-response questions for CRRU. The linkage between each tentative variable of the synthesized conceptual framework and the questions in the questionnaire is concluded in Table 3.5 below.

Table 3.5 Linkage Between Variables and Questions Distribution in Questionnaire

Variables from the synthesized conceptual framework	**Number of questions included**	**Items of questions**
1. People (PE)	4	1-3, 48
2. Activities (AC)	8	49, 55-58, 63-65
3. Policies (PO)	14	9-15, 22-28, 62
4. Mission and Objectives (MO)	6	4-8, 52
5. Time (TI)	1	60
6. Resources (RE)	6	39-41, 44-45, 47
7. Communication (CO)	6	33-35, 50-51, 61
8. Guarantee Mechanism (GM)	9	16-18, 19, 29-32, 46
9. International Influence (II)	5	20-21, 38, 59, 66
10. Implementation (IM)	6	36-37, 42-43, 53-54

3.4 Research Procedure

Before conducting the mixed research methods, the researchers contacted the presidents of PU and CRRU to explain the purpose of the research and gained their oral permission to conduct the research. Meanwhile, the researcher did the pilot research on inquiring about the work distribution of international cooperation affairs and general information about OICE and LIGA. After the researcher delivered the formal request letter for conducting research at PU and CRRU, and obtained approval on using the research instruments designed for the study from the Mae Fah Luang University (MFU) Ethics Committee of Human Research, the researcher started the first step of the quantitative research to release the online questionnaire. With support from the directors and deans of the 5 relevant departments and faculties/schools, the online questionnaires were delivered to the related staff and required to be submitted by the deadline.

On the second step of collecting qualitative data, referring to interviews, with the support of P2, these targeted participants from PU agreed to have individual interviews. However, the researcher had no research base linked with CRRU before. Most of the participants' invitations for interviewees from CRRU relied on C2's introduction. For the collection of data on university policy texts, the researcher obtained printed copies of the universities' Five-Year Plans and signed MOUs, which were archived by the OICE of PU and LIGA of CRRU. These documents were accessed as first-hand materials after receiving approval from the directors of both departments.

Due to the study involving 2 universities from China and Thailand, the data collection was conducted separately, which started from PU. The research procedure of the study is shown in Figure 3.4 below.

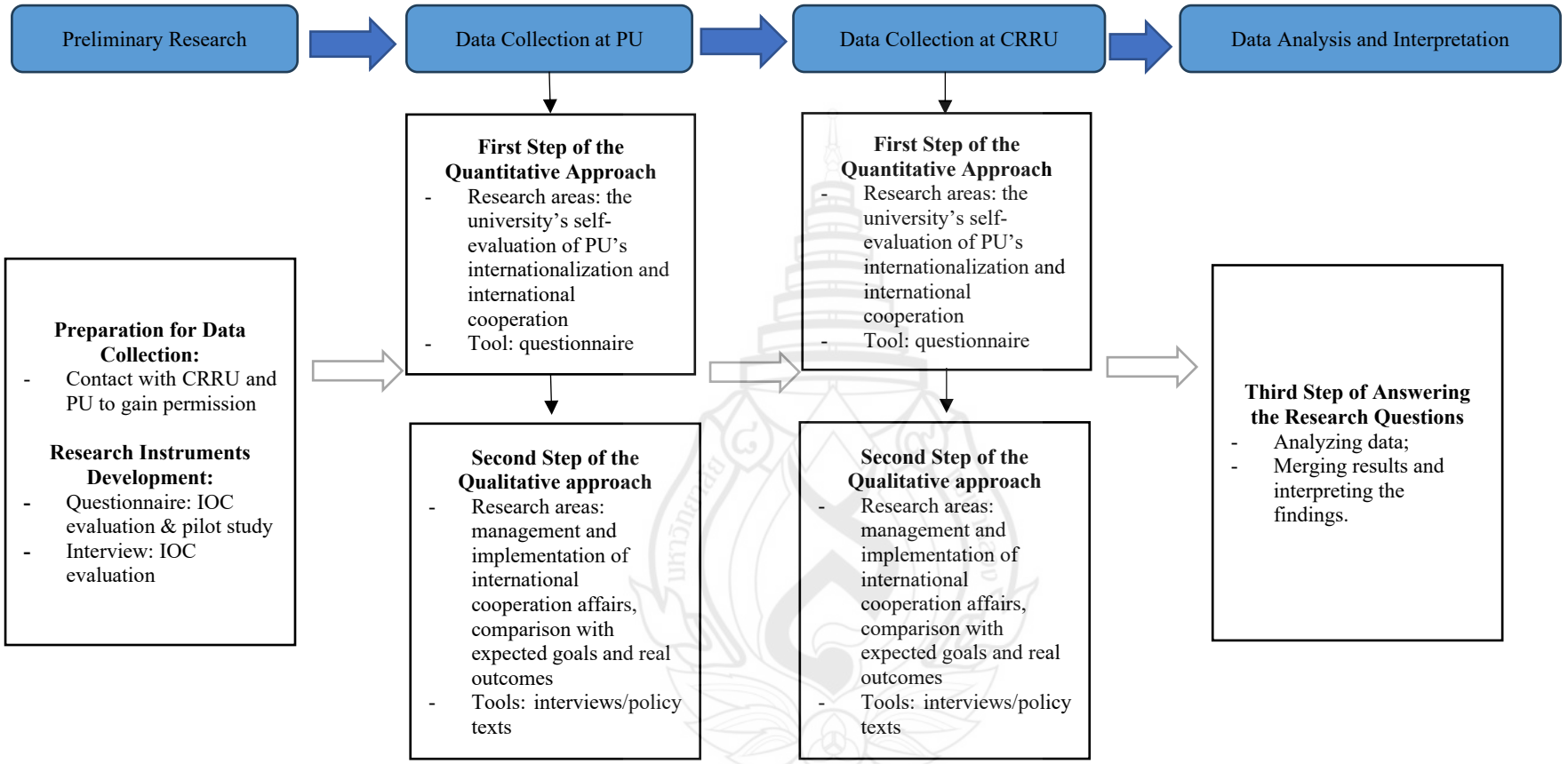


Figure 3.4 Research Procedure

3.5 Data Collection

Data collection took place at both PU and CRRU individually and asynchronously. Since the research sites included two universities in China and Thailand, and the majority of participants for the research were administrative staff whose working time was intensive and routine with high pressure, much more negotiation was needed on the time for data collection. The total duration of data collection lasted nearly 5 months, from February to June 2024. The whole process of data collection is presented in Figure 3.5 below:

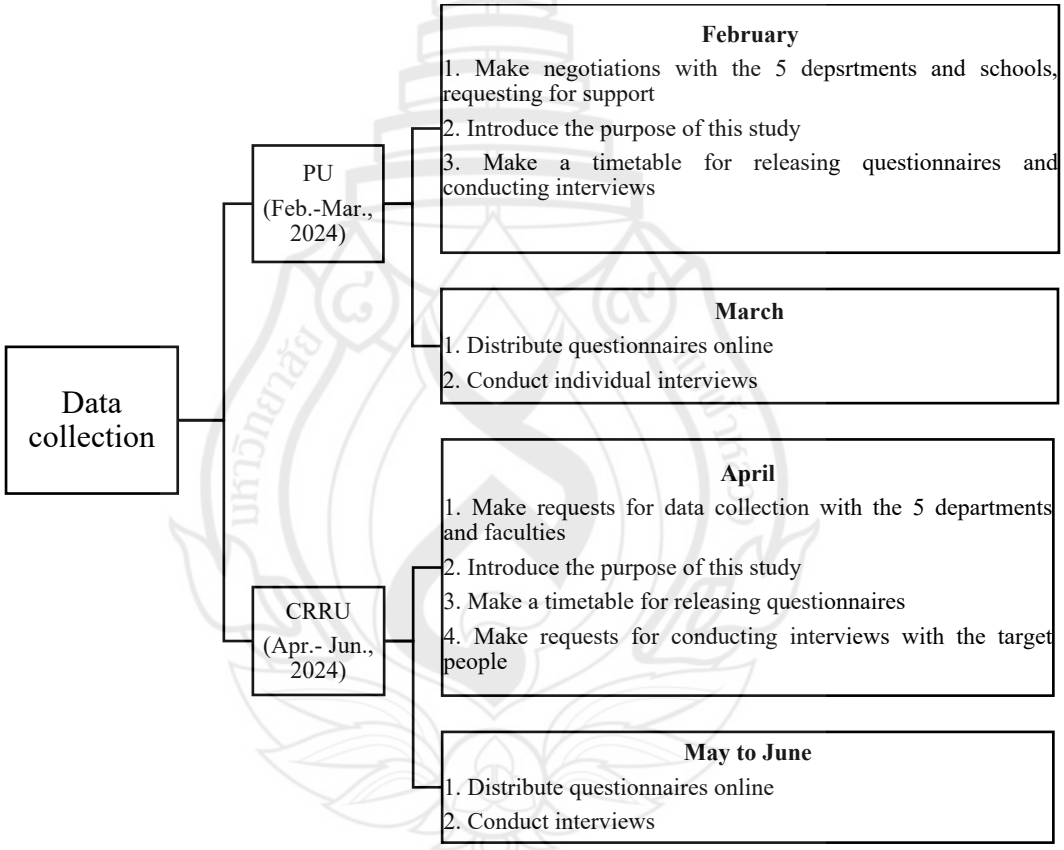


Figure 3.5 Data Collection Process

There were 2 parts consisting of 4 sessions to collect data (Figure 3.5), which were explained individually in detail based on the research objects chosen for this study as follows:

1. PU's data collection

1) In February 2024, the researcher negotiated online with directors from 5 related departments and schools of PU about distributing questionnaires online and making schedules for personal interviews. Since the duration happened to be the Chinese Winter Vacation and the Chinese Spring Festival, the directors suggested distributing questionnaires and conducting interviews after the Chinese Spring Festival. Hence, the time scheduled for interviews and questionnaire release was near the end of February.

Considering that participants for the questionnaire were administrative staff with fixed working hours and lecturers with heavy instruction pressure, the researcher requested them to submit questionnaires within 15 days. The questionnaire was released online to the selected departments and schools by a Chinese App, Wenjuanxing, which was a popular statistical data collection app in China and provided easy access to fill out even across national borders. It took each participant around 30 minutes to complete.

2) After finishing the questionnaire data collection, the researchers had interviews based on the timetable negotiated. All the interviewees chose an individual interview, using Chinese as a communication medium. The individual interviews took around 45 to 90 minutes.

By the end of March 2024, the researcher had completed data collection, including 12 interviewees for qualitative data and 113 participants for quantitative data.

2. CRRU's data collection

1) The researcher got approval with a formal signature from the President of CRRU to collect data in February 2024. After explaining to the president that the data collection combined two different stages and started from PU in China, the researcher got the approval to start data collection at CRRU in April. The questionnaire was released by the vice directors and vice deans from the selected departments and faculties to targeted participants by Wenjuanxing, since they knew the working range and had contact information for their departments'/faculties' working staff. The time set for submitting the questionnaire was within 15 days at first.

The deadline for data submission has been expanded due to the insufficient number of participants at CRRU. Because of the heavy work pressure and busy activities for the proposed interviewees, some of them changed the interview

time several times. To invite more participants to fill out the questionnaires, the researcher reset the deadline twice till the end of June.

2) Meanwhile, to save time for data collection, the researcher started interviews in early June. Besides 3 participants who chose group interviews since they worked in the same department and had similar duties, the other 9 participants chose individual interviews. The interviews took 45-90 minutes for each individual and over 90 minutes for group interviews. Considering the different levels of interviewees' English proficiency, Thai language, with the assistance of a Chinese-Thai interpreter, was also chosen as a communication medium.

By the end of June 2024, the researcher had completed data collection, with contributions from 12 interviewees for the qualitative component and 53 participants for the quantitative component.

Notably, there were some differences between the number of participants proposed for data collection and the final actual data collected in PU and CRRU. The data about the comparison between the final participants and the proposed participant numbers is listed in Table 3.6 below.

Table 3.6 Comparison of Data Collection of Participants

	PU		**CRRU**	
	Proposed No.	**Final No.**	**Proposed No.**	**Final No.**
Questionnaire	123	117	93	53
Interviews	12	12	12	12

Since an obvious contrast between the proposed data and the final actual data for the questionnaire of PU and CRRU, the data contribution for the questionnaire is listed individually in detail. The reasons for the missing participant number of PU were collected by the administrative staff members who were appointed to release the questionnaire and make statistics of participants. And the reasons for CRRU's missing participant number were provided by different administrative staff members.

The final actual data contribution at PU is listed in Table 3.7. The proposed number of participants for the questionnaire at PU was 123. Finally, 117 respondents helped to fill out the questionnaire. The reasons collected for missing data included

work adjustments, study abroad, and teaching overseas. Besides, 6 participants did not fill out the questionnaire without any explanation.

Table 3.7 Final Actual Data Contribution at PU

	Department/ Faculty/ School	Data collected	Missing data	The reasons for the missing number
PU	School-level leadership	3	0	None
	OICE	6	1	1 studying for a Ph.D.
	SFL	43	9	6 without reasons; 2 changing works to the village; 1 going abroad for teaching
	SH	37	1	1 studying for a Ph.D.
	FD	17	0	None
	PD	11	0	None
	Total number collected			117
	Total number missed			11

The final actual data contribution at CRRU is presented in Table 3.8. The proposed number of participants for the questionnaire at CRRU was 93. However, only 53 respondents filled out the questionnaire. Partial reasons for missing data included double roles of some lecturers who were English teachers at FH and affiliated with LIGA, busy work, and the questionnaire design being too lengthy to be filled out.

Table 3.8 Final Actual Data Contribution at CRRU

	Department/ Faculty/ School	Data collected	Missing data	The reasons for the missing number
CRRU	School-level leadership	1	2	2 being too busy to fill out
	LIGA	15	0	None
	ISEM	5	0	None

Table 3.8 (continued)

Department/ Faculty/ School	Data collected	Missing data	The reasons for the missing number
FH	25	15	None business of them; No more explanation
FD	3	17	No explanation
PD	4	6	Too long to fill out; No more explanation
Total number collected			53
Total number missed			40

3.6 Data Analysis

The different aims of the researcher could decide what kind of data analysis approach would be adopted for the research. The quantitative research approach aimed to reveal the nature and rules of things or phenomena based on statistics, and the qualitative approach focused on identifying things' nature and rules by asking questions and understanding phenomena (Zhang & Li, 2020).

Regarding increasing the reliability and validity of research data analysis, the data collected for the current study were triangulated by various data sources and data analysis methods. Triangulation was defined as a process of acquiring multiple sources to identify meaning and verify the commonness of the data observed or interpreted (Stake, 2000). It could avoid the weakness of using a single research method or a single observation in research by utilizing multiple theories and data sources, which could be used in both quantitative and qualitative data analysis (Noble & Heale, 2019). It worked for qualitative research to identify realities and confirm the validity of data around the same topic (Thanosawan, 2012). Researchers could evaluate the realities based on the strengths of data categories, which could overcome the one-sidedness and superficiality of using only one research method (Patton, 2002; Thanosawan, 2012). To have a relatively objective analysis, the multiple data sources and analysis methods triangulated in this study are listed in Table 3.9 below.

Table 3.9 Data Analysis Methods

Data Sources	Quantitative analysis	Qualitative analysis
Data from questionnaires	SPSS analysis	Content analysis with Wenjuanxing/ manual coding
Data from interviews		Content analysis with MAXQDA
Policy texts (MOUs, the university's Five-Year plans)		Content analysis with MAXQDA/ manual coding

There were two sections of data analysis, covering quantitative analysis of the questionnaire and qualitative analysis of the open-ended questions from the questionnaire, interviews, the contents of internationalization in the university's Five-Year Plans, and the contents of MOUs signed by PU and CRRU. For quantitative data analysis, the IBM Statistical Package for the Social Sciences Statistics 25 (IBM SPSS Statistics 25) was used as the main tool to analyze data derived from questionnaires. For qualitative data analysis, MAXQDA was dominantly adopted for content analysis. In the following sections, the detailed approaches for quantitative and qualitative analysis are illustrated individually.

3.6.1 Quantitative Analysis

The principal analysis methods based on SPSS in the study covered descriptive analysis, factor analysis, and correlation analysis, which were applied to questionnaire data sequentially. Noticeably, the 2 open-ended questions were analyzed by content analysis in the Chapter of Qualitative Analysis (Chapter 3.6.2).

The demographic information about participants was interpreted by descriptive analysis. The mean value, Standard Deviation (SD) value, and frequency statistic of descriptive analysis were used to inquire about participants' evaluation of the university's internationalization and evaluation of bilateral international cooperation programs. Factor analysis was adopted to identify the main contributors influencing the current challenges, strengths, and weaknesses of the university's international

cooperation. Correlation analysis was further applied to verify the relationships among these contributors and provided the base for designing the universities' guidelines.

The relations between different categories of questions and analysis methods are summarized in Table 3.10 below.

Table 3.10 Relations Between Question Categories and Analytic Approach

Categories of questions	Analytic approach
Single-response questions	SPSS- descriptive analysis
Rating scale items	SPSS- descriptive analysis, factor analysis, correlation analysis
Multiple-response questions	SPSS-descriptive analysis
Open-ended questions	Content analysis

For a concise description of variables in succedent data analysis at PU and CRRU, which were abstracted in the synthesized conceptual framework, a table of abbreviations of these variables was provided for different data analysis methods (Table 3.11). The first column showed the original names of variables in the synthesized conceptual framework. The second column lists abbreviations of variables used for descriptive analysis, factor analysis, and qualitative content analysis. The third column displayed abbreviations for multiple responses and correlation analysis, which necessitated the use of a computing function to generalize new variables.

Table 3.11 Abbreviations for Variables Extracted from the Synthesized Conceptual Framework

Components in the synthesized conceptual framework	Abbreviations for descriptive, factor analysis, and content analysis	Abbreviations for multiple responses and correlation analysis
People	PE	NPE
Activities	AC	NAC
Policies	PO	NPO
Mission and Objectives	MO	NMO
Time	TI	NTI
Resources	RE	NRE

Table 3.11 (continued)

Components in the synthesized conceptual framework	Abbreviations for descriptive, factor analysis, and content analysis	Abbreviations for multiple responses and correlation analysis
Communication	CO	NCO
Guarantee Mechanism	GM	NGM
International Influence	II	NII
Implementation	IM	NIM

3.6.1.1 Descriptive analysis

Researchers could summarize and understand the basic common features of data collected by questionnaire through descriptive analysis, which could be interpreted by various calculations of measures, such as mean, median, mode, standard deviation, and frequencies (Pallant, 2016). The purpose of descriptive analysis was to investigate participants' attitudes toward each related variable (Zhou, 2017). Meanwhile, the distribution and central tendencies of data collected could be examined (Pallant, 2016).

Choosing which calculation of measure to use when using descriptive analysis was dependent on the type of question set in a questionnaire. Since single-response questions were treated as scale data, when applying descriptive analysis on single-response questions, using the frequencies option could help in understanding the most and least selected options (Pallant, 2016). As for Likert scale items, it was suggested that the mean, median, mode, and standard deviation could help researchers with the basic conclusion statistics in understanding the overall trend and variability in responses (Field, 2013; Pallant, 2016; Zhang, 2021). The mean value represented the average value of a data group, which would vary depending on the scale of the data. A higher mean value showed a trend toward the upper end of the scale (Field, 2013), indicating the higher degrees of participants' viewpoints on the same item.

For the setting of rating scales in this study, the scores from 1 to 5 points were adopted, with 1 meaning strongly disagree, 2 meaning disagree, 3 meaning neutral, 4 meaning agree, and 5 meaning strongly agree. In Prachanant's (2012) study on inquiring about the levels of the English language needs of tourism employees, the

researcher provided criteria for the mean range on rating scales, which included the range of 4.50 to 5.00, indicating the highest need, and the range of 1.00 to 1.49, indicating the lowest need. Hence, to differentiate the intervals of the mean value for each rating scale item in this study, a table containing the range of mean value and its degree of agreement, which was adapted from Prachanant (2012), is listed in Table 3.12 below.

Table 3.12 Criteria for the Mean Range of the Five-point Likert Scale

Scale	Mean range	Agreement level
5	4.50-5.00	Strongly agree
4	3.50-4.49	Agree
3	2.50-3.49	Neutral
2	1.50-2.49	Disagree
1	1.00-1.49	Strongly disagree

Source Prachanant (2012)

Another value used for rating scale items was the Standard Deviation (SD) value. Measuring the dispersion or variability in the data set, SD indicated the extent of closeness to the mean value and variability in the data (Field, 2013), which evaluated the congruence or similarities of participants' recognition of the same variable. Zhang (2021) stated that a bigger value of SD indicated a bigger individual difference. For the Five-point Likert scale, the SD usually ranged from 0 (no variability) to 2 (high variability) (Trochim, 2006; Field, 2013). A low SD indicated that the data points were close to the mean, whereas a high SD indicated greater variability in the data. Equally, the higher SD showed that the data fluctuated greatly, and the difference was more obvious.

As for multiple-response questions, the frequency statistics based on multiple responses were adopted in this study. The function of multiple responses was used mostly to analyze multiple-response questions (Tabachnick & Fidell, 2013). It helped researchers to summarize and interpret data from multiple-response items by treating each selected response as separate data, which could provide researchers with

nuance of respondents' preferences and behaviors (Pallant, 2016). The frequency of response to each option was used as the standard to demonstrate participants' attitudes.

3.6.1.2 Factor analysis

Considering each question designed in the questionnaire could contain more latent variables than the variable defined by the researcher, for more accurate to orient the crucial distributors among all variables from rating scales questions, and to have a relatively precise description of predominant contributions of variables, factor analysis was used to extract maximum common variance from all variables and put them into a common component. Meanwhile, factor analysis was used to assess construct validity (Pallant, 2020). Factor analysis also aided in evaluating internal consistency by examining factor loadings (typically > 0.4) and calculating reliability coefficients, such as Cronbach's alpha (Pallant, 2020).

Furthermore, factor analysis was extensively applied in social science to identify underlying relationships among the variables and to reduce data complexity. In other words, factor analysis could group variables based on the degrees of their correlation, which could minimize the number of variables to an easily understood one (Chuaychoowong, 2010). Since factor analysis was a multivariate statistical method used to clarify potential variables with the most contributions within a pattern of numerous variables (Field, 2013), the construct validity of scales and measurements among related variables could be ensured through factor analysis to mirror the theoretical framework proposed (Fabrigar & Wegener, 2011). It could also highlight the most significant variables and reduce the redundancy of data analysis, which helps to focus on more correlated and efficient data (Kline, 2015).

There were two principal types of factor analysis, including Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The biggest difference between EFA and CFA was whether the researcher had clear dimensions for categorizing items designed for the questionnaire (Zhou, 2017). EFA was used when the underlying structure of the data was unknown. It helped to identify the number and nature of factors accounting for correlations among variables (Fabrigar & Wegener, 2011), which was commonly used in the early stages of research to develop theoretical models.

In contrast, the researcher used CFA to test the relationship between variables designed for a theory and items proposed for the variables in a questionnaire (SPSSPRO, 2022). By leveraging factor analysis, researchers could gain deeper insights into their data, leading to more robust and valid research findings. Since the questionnaire designed for the current study was self-designed, and the variables were extracted based on various theories related to internationalization in higher education, the underlying structure of these variables needed to be further validated.

Considering the self-constructed questionnaire used in this study, it was proper for the researcher to apply EFA to testify to the congruence of the parameters extracted for the synthesized conceptual framework and to uncover the underlying structure of a set of variables without preconceived hypotheses (Pallant, 2020).

Significantly, there was a precondition for conducting factor analysis that an evaluation of the suitability of the data for applying factor analysis should be done first, which aims to balance the comparability of a suitable sample size and the advantages of variables' relationships (Pallant, 2020). The Kaiser-Meyer-Olkin (KMO) measure was used to evaluate the adequacy of the data for factor analysis. Kaiser (1970) stated that a high KMO value expresses relatively tight correlations of the sample pattern, which could ensure a reliable factor analysis.

There were two evaluation standards of KMO. One was proposed by Kaiser (1974) that a KMO value over 0.50 was acceptable; another was stated by Hutcheson and Sofroniou (1999) that a KMO value above 0.60 was considered adequate for factor analysis. Considering the bigger difference in the number of participants for questionnaire data collection from PU and CRRU, especially the big variation of data collected from CRRU, and the questionnaire was originally designed by the researcher, the study predominantly chose 0.50 as the evaluation standard for the KMO value.

Concerning the reconstruction of the results from the Rotation Pattern Matrix, which was one of the functions of factor analysis, the absolute value was used as the grouping criterion. A proper absolute value of an item for the component extracted should be over 0.40, and the biggest absolute value of an item would decide its group belonging (Zhou, 2020). When an item showed similar absolute values to several variables, the proper group of the item should be decided by the researchers'

professional knowledge by deleting, adding, or merging (Zhou, 2020; Yishengcanghaixiao, 2021).

3.6.1.3 Correlation analysis

Correlation analysis was a statistical technique used to measure and describe the strength and direction of relationships between two or more variables, which was crucial for theory development, hypothesis testing, and empirical validation in social science research. Researchers could analyze multiple variables simultaneously to uncover complex interrelationships. The most used correlation coefficient was the Pearson product-moment correlation coefficient (Pearson's r), which assessed the linear relationship between continuous variables (Field, 2013). Pearson's values ranged from -1 to +1 (Cohen, 1988), which required the data to be distributed normally.

Other correlation measures included Spearman's rank-order correlation and Kendall's tau, which were used for ordinal data or non-linear relationships (Gauthier, 2001; Kendall & Gibbons, 1990). In other words, Spearman's and Kendall's tau rank-order correlation was a non-parametric measure of the strength and direction of association between multiple variables (Spearman,1904; Field, 2013). After checking the normality of data collected in the study, which showed non-normality, Spearman's rank-order and Kendall's tau correlation were adopted for the study.

The precondition for correlation analysis was to check the normality of the data. When the researcher could not ensure whether the data had a coefficient or linear relations, the Shapiro-Wilk test and the Kolmogorov-Smirnov test could both be used to evaluate the normality of data distributions (Shapiro & Wilk, 1965). The standards of results tested by Shapiro-Wilk and Kolmogorov-Smirnov are presented in Table 3.13 below.

Table 3.13 Interpretation Standards of Shapiro-Wilk and Kolmogorov-Smirnov

Test	Test Statistic (W or D)	p-value Range	Interpretation
Shapiro-Wilk (W)	Close to 1	$p > 0.05$	Data is normally distributed
Shapiro-Wilk (W)	Far from 1	$p \leq 0.05$	Data is not normally distributed

Table 3.13 (continued)

Test	Test Statistic (W or D)	p-value Range	Interpretation
Kolmogorov-Smirnov (D)	Close to 0	$p > 0.05$	Data is normally distributed
Kolmogorov-Smirnov (D)	Far from 0	$p \leq 0.05$	Data is not normally distributed

Source Shapiro and Wilk (1965) and Razali and Wah (2011)

Cohen (1988) stated that correlation analysis could help to develop and validate theoretical models by identifying relationships between variables. Notably, the correlation was not equal to causation. Correlation coefficients were statistical indicators used to reflect the closeness of the correlation between the variables, which was denoted by ρ (rho) or rs. The value of Spearman's rank-order correlation coefficient ranged from -1 to +1. The interpretation standard of Spearman's rank-order correlation is listed in Table 3.14 below.

Table 3.14 Interpretation Standards of Spearman's Rank-order Correlation Coefficient

Spearman's ρ (rho)	Strength of Association	Direction of Relationship
$\rho = 1$	Perfect	Positive
$0.7 \leq \rho < 1$	Strong	Positive
$0.4 \leq \rho < 0.7$	Moderate	Positive
$0.2 \leq \rho < 0.4$	Weak	Positive
$0 < \rho < 0.2$	Very Weak/Negligible	Positive
$\rho = 0$	No Association	None
$-0.2 < \rho < 0$	Very Weak/Negligible	Negative
$-0.4 < \rho \leq -0.2$	Weak	Negative
$-0.7 < \rho \leq -0.4$	Moderate	Negative
$-1 < \rho \leq -0.7$	Strong	Negative
$\rho = -1$	Perfect	Negative

Source Spearman (1904) and Field (2013)

In conclusion, the descriptive analysis, EFA, and correlation analysis were adopted for analyzing quantitative data, which aimed to explore respondents' attitudes towards the individual university's internationalization and bilateral international cooperation, as well as to test and verify the stability of the construct of the synthesized conceptual framework.

3.6.2 Qualitative Analysis

As one of the qualitative analysis methods, researchers used content analysis to provide a simple but in-depth report of commonalities and differences in the data (Mojtaba & Sherrill, 2019). The content analysis adopted in this study was to help identify the shared ideas from participants about international cooperation-related issues and the commonality of the content in each university's policy texts. There were 3 kinds of qualitative data sources, including 2 open-ended questions in the questionnaire, interviews, and policy texts. Notably, the data from the interviews and policy texts were the crucial contributors for qualitative analysis, which responded to the main research questions in this study.

It was suggested that open-ended questions be analyzed by manually coding answers into categories and then using frequencies to analyze the coded data (Pallant, 2016). The data was coded manually. Concerning the Word Cloud function provided by Wenjuanxing, besides the manual coding, the Word Cloud was used to support identifying higher frequency codes among responses. However, since the limitation of Wenjuanxing on analyzing the Thai language, only the PU's data was analyzed by Word Cloud.

Referring to the growing complexity and volume of interview data, MAXQDA, a software program designed for qualitative and mixed-methods data analysis (VERBI Software, 2022), was applied for more efficient and rigorous content analysis. MAXQDA supported the systematic coding of data and offered features such as hierarchical code systems, memo functions, and tools for visualizing relationships between codes (Silver & Lewins, 2014). The software's visualization tools, such as Code Maps and Code Clouds, also provided a clearer representation of data, allowing researchers to observe patterns and relationships within large datasets (Kuckartz & Rädiker, 2019). MAXQDA also provided the ability to import data from various

formats (e.g., surveys, interviews, social media posts), which significantly broadened its application in interdisciplinary research.

For content analysis, these features allowed researchers to break down the data into manageable units and apply various analytical techniques, which permitted the seamless transition between coding qualitative data and quantifying certain aspects, such as word frequencies or code occurrences (Paulus et al., 2016). According to Paulus, Woods, Atkins, and Macklin (2017), the software enhanced data management by enabling a structured workflow, reducing human error in data processing, and facilitating more transparent research processes.

Therefore, all the interview data in this study were transcribed verbatim into text messages and kept in respective WORD files after the researcher repeatedly checked against the audio records. The functions of Code Cloud and Code Matrix were adopted for analyzing interview data. However, due to the limited number of codes in the policy texts, which could not be effectively visualized using the Code Cloud feature, the Document Portrait function in MAXQDA was applied to analyze the policy texts, particularly the university's Five-Year Plans. Besides, since the content of the MOUs was too limited to meet the threshold required for analysis using the Document Portrait function, the texts were coded manually.

MAXQDA provided several approaches to ensure the reliability of qualitative data analysis. Reliability in qualitative research referred to the consistency of coding, the stability of interpretation over time, and the extent to which findings could be verified or replicated by other researchers (Nowell et al., 2017). MAXQDA supported reliability through features such as code frequency tracking, coding comparisons, memos, and visualizations, which helped researchers maintain a consistent analytical process (Kuckartz & Rädiker, 2019). As coding in this study was conducted independently by the researcher, the MAXQDA's functions of developing hierarchical coding systems, defining categories with operational definitions, and tracking code usage were essential for ensuring reliability (Woolf & Silver, 2018) and important for mitigating research bias.

To conclude, the Word Cloud from Wenjuanxing and the MAXQDA's functions of Code Cloud, Code Matrix, and Document Portrait, as well as manually coding, were utilized for qualitative data analysis. Notably, the pictures of the Code

Matrix for each qualitative data analysis, showing the hierarchical features of interviews and the university's Five-Year Plans, were attached as appendices. The following sections explain in detail how content analysis was conducted for each type of qualitative data.

3.6.2.1 Content analysis of open-ended questions

At the end of the questionnaire used in the study, two open-ended questions were included to elicit more specific suggestions for enhancing the university's internationalization and to explore participants' attitudes toward establishing departmental, school-level, or faculty-level policies to support the university's international cooperation initiatives.

Researchers could have a clear and concise picture of text data through coding and categorizing responses into manageable and meaningful units (Neuendorf, 2017). There were 2 steps for coding the data from open-ended questions. First of all, all the responses to the open-ended questions were verbatim translated into English. Then, using the variables from the synthesized conceptual framework as standards, the researcher grouped the key codes from respondents' answers into different categories. In addition to manual coding, the Word Cloud function provided by Wenjuanxing was used to help identify high-frequency codes among the responses.

Considering the different languages used for PU's and CRRU's questionnaires and the limited function of Wenjuanxing on analyzing the Thai language, the content analysis with the Word Cloud application in Wenjuanxing was only adopted for PU's data. The chief function of Word Cloud was to present the words or phrases showing opinions in one picture, whose sizes of these words or phrases and positions were different based on their frequency statistics. The biggest one highlighted in the central position meant that it was mentioned by most of the participants. Since the questionnaire was designed individually in Chinese and Thai to target universities, the Word Cloud was recorded in the original language. Noticeably, the content analysis for the data from CRRU on this part was conducted manually since the Thai language cannot be recognized by Wenjuanxing.

3.6.2.2 Content analysis of interviews

Content analysis with the assistance of MAXQDA was used as the core approach for the interview data analysis. The data from semi-structured interviews were

transcribed as WORD and PDF files after multiple comparisons with the audio records and notes taken during the interviews. Regarding content analysis, the theme was a key component of qualitative content analysis. Mojtaba and Sherrill (2019) defined a theme as the subjective meaning and cultural-contextual message of data and stated that the theme was shaped by the researcher's recurrent ideas based on the similarities and differences of data. A context-based framework of analysis was used in the theme development procedure, which required researchers to adhere to a systematic framework of data analysis (Mojtaba & Sherrill, 2019). Using a context-based framework meant that data analysis not only relied on the linear analytic process but also on the personal experiences, knowledge, and personal subjectivity regarding interpretive data analysis and innovation in theme development could be utilized (Mojtaba & Sherrill, 2019).

To some extent, qualitative content analysis researchers could be innovative because researchers were free to develop the category but not the theme. Researchers could either provide the category based on the manifest content analysis or use the category development as the base for theme development (Mojtaba & Sherrill, 2019). To respond to the research questions, the creativity of researchers was needed to handle the empirical data analysis method (Evers, 2016).

In this study, the visualized functions of MAXQDA, including Code Cloud, Code Matrix, and Document Portrait, were adopted to demonstrate the results of the interview and policy text content analysis. To obtain concise visualization results, MAXQDA allowed researchers to assign various colors to certain meanings to codes and documents (VERBI Software, 2022). Based on the 10 components extracted in Figure 2.8 in Chapter 2.5.7, the 10 components were used as basic categories to group the original words, which were assigned different colors when the researcher coded in MAXQDA (Table 3.15). The codes belonging to the same component category were recorded in the same color. Hence, the researcher assigned individual colors to the 10 categories in Table 3.15 below, which would visualize the results in various colors.

Notably, since several interview questions were designed to explore the participants' understanding of academic knowledge of internationalization, one extra category out of the 10 components from the synthesized conceptual framework, named Academic Concept Understanding (AU), was colored in dark purple. Partial words

extracted from question statements were used as cues during coding and colored in black.

Table 3.15 Meanings of Colors Assigned to the 10 Components from Synthesized Conceptual Framework

Color	Categories (full name)	Categories (abbreviations)
Light blue	People	PE
Light purple	Activities	AC
Dark blue	Policies	PO
Orange	Missions and objectives	MO
Pink	Time	TI
Dark green	Resources	RE
Light green	Communication	CO
Brown	Guarantee Mechanism	GM
Light yellow	International influence	II
Red	Implementation	IM
Dark purple	Academic concept understanding	AU
Black	Title	-

The way of coding text messages of interview transcripts conducted by MAXQDA consisted of two main cycles of coding (Rädiker & Kuckartz, 2020; Rädiker, 2023). Following the approach of MAXQDA coding proposed by Corbin and Strauss (2015), the interview transcripts were coded as an open coding procedure in grounded theory for the first cycle of coding, which worked closely with the data in each line (Rädiker, 2023). Subsequently, based on the proposition demonstrated by Rädiker and Kuckartz (2020), the open redundant codes were removed or merged into more abstract codes in the second cycle of coding.

In this study, the results of interviews were expected to directly respond to the research questions, which inquired about the way that the two targeted universities conduct their international cooperation, the characteristics of international cooperation in each university, and the suggestions for improving both universities' future

international cooperation. The process of analyzing interview data answered the first research question directly: (1) How do these two universities conduct their international cooperation individually? Meanwhile, the evidence from the interviews also contributed as supplementary evidence to the results from quantitative data analysis.

Overall, adapting the two-cycle coding approach proposed by Rädiker and Kuckartz (2020), 3 steps were employed to analyze the interview data (Figure 3.6 below). The 1st step was to code for the first cycle. During the first circle of coding, the original words from interviewees reflecting important clues related to research questions had been coded verbatim. Each code was marked by an assigned color and saved under different categories grouped by the 10 components from the synthesized conceptual framework. The 2nd step was for the second cycle of coding by using the approach of merging. The codes with similar descriptions were merged as more general codes. The 3rd step was to group the codes merged in the second cycle based on the keywords from research questions, including the 'weaknesses', 'strengths', 'challenges', and 'suggestions' of internationalization in each university. Moreover, the 3rd step was also used to identify the three codes with the highest frequency for 'weaknesses', 'strengths', and 'challenges', which contributed to answering the 2nd research question: What are the characteristics of international cooperation in each target university? Since the abundant codes were extracted under each dimension around the research questions, the researcher selected the three codes with the highest frequency as the typical ones to illustrate in detail.

Due to the extensive coding system established in the 2 coding cycles and the repetitive coding operations in MAXQDA, the following sections directly present the results identified in the 3rd step. It was noticeable that due to the limited words required in the coding function of MAXQDA, some words describing the codes in Code Cloud and Code Matrix could be incomplete spelling or abbreviations in the pictures presented in the following chapters. The complete description of these codes cited was explained in the narrative paragraphs.

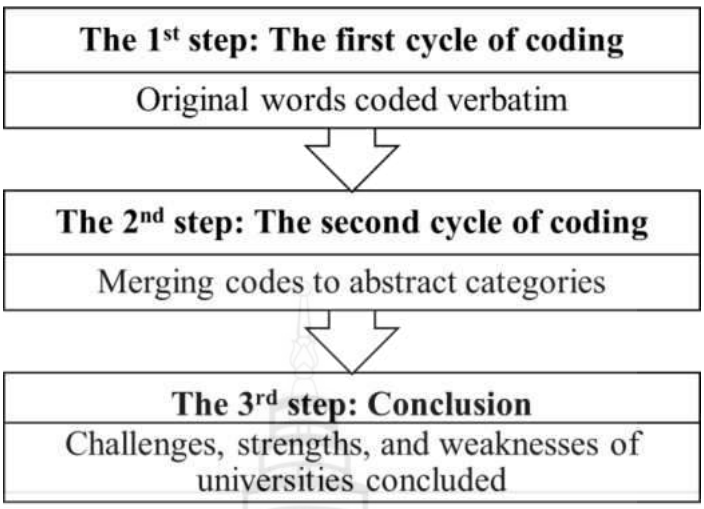


Figure 3.6 Steps for Analyzing Interview Data

Being congruent with the 3 steps for coding, there were 3 levels of codes created in the hierarchical coding systems of Code Matrix. Level 1 categories concluded the key terms extracted from interview questions, aiming to answer the 3 main research questions, such as challenges, strengths, weaknesses, and suggestions. Level 2 categories were more abstract summaries, generalized or merged with participants' responses. Partial codes had Level 3 categories, meaning that there were more influencing factors or further evidence to explain Level 2 codes. The frequent codes or issues within each category were further demonstrated with quotes of participants' viewpoints as outstanding examples.

In conclusion, there were 3 steps for coding interview data. To visualize the analysis results and present three codes with the highest frequency under categories of challenges, strengths, and weaknesses of the university's international cooperation, the functions of Code Cloud and Code Matrix, assisted by MAXQDA, were adopted for data analysis.

3.6.2.3 Content analysis of policy texts

Consistent with the approach used for interview data analysis, content analysis supported by MAXQDA was applied to the analysis of targeted policy documents. Two key functions of the software, the Code Matrix and the Document Portrait, were employed to visualize the frequency and distribution of codes. The Code Matrix offered a structured, hierarchical representation of the conceptual framework by

displaying all codes extracted from the data sources. In contrast, the Document Portrait provided a clear visual overview of the proportional distribution of each code within the texts (Rädiker & Kuckartz, 2020). Accordingly, both tools were used in this study to ensure a transparent and systematic presentation of findings derived from the policy documents.

Two kinds of policy texts selected for this study were the university's Five-Year Plans and MOUs signed by PU and CRRU together. Considering the limited codes extracted from MOUs, the Code Matrix and the Document Portrait were mainly used to present the findings from the university's Five-Year Plans. The findings from MOUs were coded manually.

Accordingly, the content analysis of policy texts was expected to complement evidence answering the 1st and 3rd research questions: (1) How do these two universities conduct their international cooperation? (3) What are the key factors that should be integrated into the guidelines for improving PU and CRRU's international cooperation? Following the approach for interview analysis, the 10 components from the synthesized conceptual framework were used as the key indicators to code the contents of the policy texts. The 3 steps for coding are listed below.

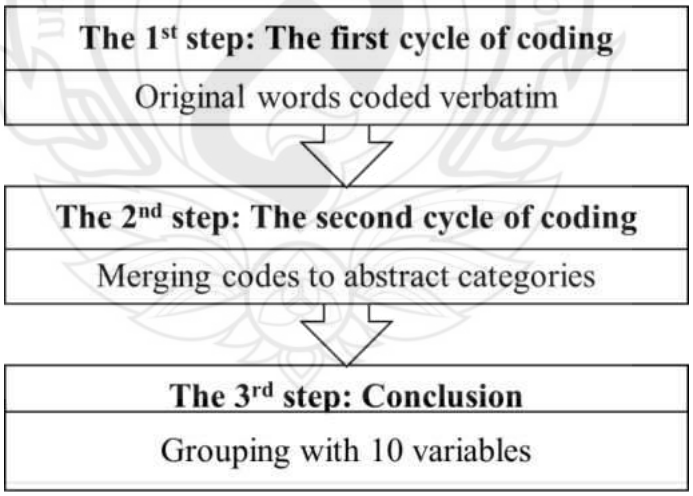


Figure 3.7 Steps for Analyzing Policy Texts

3.7 Ethical Consideration

Before the data collection, the priority of ethical consideration considered at the proposal writing stage was to have approval and support for the study from both target universities. Fortunately, during the initial communication with both presidents from PU and CRRU, the researcher got their oral permission for data collection and using the universities' names in the study. After the researcher passed the proposal defense in June 2023, the formal request letter for data collection, signed by the Mae Fah Luang University (MFU) in December 2024, was delivered to PU and CRRU individually. Both universities' presidents had approved with their signatures on the request letter.

To meet the strict requirements of human research, the researcher got approval from the MFU Ethics Committee of Human Research to use quantitative and qualitative research instruments designed for the current study before conducting research. The approval document is listed in the Appendix (Appendix G).

Concerning the participants for the quantitative data collection, they were requested to fill out the questionnaire voluntarily without any risks arising from participation. All the personal information about the participants was kept anonymous and confidential by the researcher herself. Since the researcher could be a stranger to participants from CRRU, an introduction letter with research rationales and research objectives in English and Thai was sent while delivering the questionnaire, which was completed with the help of each related department's director or vice director.

As for participants in the interview data collection, they were informed that all the personal information related to them was anonymous. All the data was kept confidential and only used for scientific research. Meanwhile, the participants were requested to voluntarily sign informed consent forms before having the interviews. For those who chose online interviews, the researcher gained their approval to sign on their behalf. Furthermore, it was emphasized that interviewees had the right to ask any related questions during the interview. They also had the right to refuse any questions that made them feel unsuitable to be answered. Participants from PU were marked as P1, P2,..., P12. Participants from CRRU were tabbed by C1, C2,..., C12.

Notably, during the interviews at CRRU, an interpreter who was fluent in Chinese and Thai was invited to assist with 3 individual interviews whose interviewees could only speak in Thai. The interpreter was a part-time instructor at LIGA and was studying for a Ph.D. degree in Thai Language at a Thai university. She had some work experience in international affairs. Meanwhile, for a better understanding of the interview questions, the interpreter reviewed each question carefully with the assistance of the researcher before the interviews. Since the interview questions were too specific and professional regarding international cooperation in higher education, when making the interview reservations, the researcher had introduced the cooperation situation between PU and CRRU to the interpreter.

3.8 Summary

This chapter focused on research methodology chiefly. It was constituted by research design, selection of participants and policy texts, research instruments development, research procedure, data collection, data analysis, and ethical considerations. The process combining the IOC evaluation from 4 experts and testing the reliability of the questionnaire was also illustrated in the research instruments development part. The demonstration of final actual data collection and analysis, containing quantitative and qualitative data, was organized for the next chapter.

CHAPTER 4

RESULTS

This chapter presents the results of quantitative data analysis first, and shows the qualitative data analysis in succession. The quantitative data analysis results include the results of the Five-point rating scales, single-response questions, and multiple-response questions. The qualitative data analysis covers the results of open-ended questions, interviews, and policy texts. The results of qualitative data analysis are presented in terms of key terms from the main research questions, including challenges, strengths, and weaknesses of each university's international cooperation. Therefore, this chapter demonstrates the results and findings as outlined below:

4.1 Results from Quantitative Data Analysis

4.1.1 Data from PU

4.1.2 Data from CRRU

4.2 Results from Qualitative Data Analysis

4.2.1 Data from PU

4.2.2 Data from CRRU

4.3 Finding One: The Current Challenges, Strengths, and Weaknesses of PU's and CRRU's International Cooperation

4.4 Finding Two: The Characteristics of PU's and CRRU's International Cooperation

4.5 Finding Three: Key Factors Constituted into the Guidelines for Enhancing PU and CRRU's International Cooperation

4.6 Summary

4.1 Results from Quantitative Data Analysis

4.1.1 Data from PU

There were 117 participants in total for the questionnaire data collection at PU. The statistical analysis of PU's questionnaire included 24 Likert Five-point rating scale

items, 20 single-response, and 19 multiple-response questions. The values of mean and SD, as well as frequency statistics, were used to evaluate. Noticeably, since the items in the questionnaire were mixed under different sub-dimensions, the number for these items belonging to a category of questions was not coded sequentially.

This section presents the analysis results in terms of the categories of questions. Moreover, the way of demonstrating the results from analyzing single-response and multiple-response questions was based on the variable dimension, whose variables were the 10 components extracted in the synthesized conceptual framework.

4.1.1.1 Results from Likert Five-point rating scales analysis

The two main dimensions covering these rating scales were self-evaluation of the university's current internationalization and evaluation of bilateral cooperation implementation. According to Table 4.1, all means were above 3.77, ranging from 3.77 to 4.72, which indicated participants agreed with positive attitudes towards the statements. The SD values ranged from 0.56 to 1.03, showing various changes around the mean.

The highest and lowest mean values appeared on MO4 and MO7. For MO4, which got the highest mean value (M = 4.72) and SD was 0.56, this can indicate that almost all the participants were aware of the importance of international cooperation in higher education and agreed with the statement that 'international cooperation in higher education is very important in today's globalized world'. However, the lowest mean value for MO7 (M = 3.77) with an SD value of 1.00 suggested that participants had a relatively lower and different evaluation of the statement 'I think my university integrates global vision into the curriculum and teaching methods well'. It was noticeable that PO15 had the highest SD value (SD = 1.03), which could indicate participants had the most divergences on the statement that 'I am very satisfied with the establishment of policy systems related to internationalization in my university.'

Table 4.1 Statistics of Likert Five-point Rating Scales (PU)

The 1st Dimension: Self-evaluation of the university's current internationalization situation				
Code	**Items**	**M**	**SD**	**Meaning**
MO4	I believe international cooperation in higher education is very important in today's globalized world.	4.72	.59	Strongly agree
MO5	I know about the university's international cooperation carried out at my university.	4.02	.92	Agree
MO6	I believe that international cooperation has contributed a lot to building a more diverse and inclusive campus environment.	4.65	.56	Strongly agree
MO7	I think my university integrates a global vision into the curriculum and teaching methods well.	3.77	1.00	Agree
MO8	For the relations between the internationalization of higher education and international cooperation of higher education, I very much agree with that the meanings of the two terms are equivalent.	3.98	.97	Agree
PO9	I believe establishing incentive documents for teachers and students to participate in international cooperation is very important to the university's internationalization work.	4.45	.68	Agree
PO10	I believe establishing relevant policies and regulations for teachers to study abroad is crucial for the university's internationalization work.	4.61	.62	Strongly agree
PO11	I believe formulating relevant policies for international curriculum construction is very important for the university's internationalization work.	4.58	.61	Strongly agree

Table 4.1 (continued)

The 1st Dimension: Self-evaluation of the university's current internationalization situation				
Code	**Items**	**M**	**SD**	**Meaning**
PO12	I believe formulating relevant policies about international cooperation activities is crucial to the university's internationalization work.	4.62	.60	Strongly agree
PO13	I believe formulating relevant management regulations for foreign teachers and foreign scientific researchers is crucial to the university's internationalization work.	4.67	.56	Strongly agree
PO14	I believe formulating an evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics is crucial to the university's internationalization work.	4.66	.58	Strongly agree
PO15	I am very satisfied with the establishment of policy systems related to internationalization in my university.	3.90	1.03	Agree
GM16	I am very satisfied with the work of overseas students' admission, cultivation, management, and service in my university.	3.79	.99	Agree
GM17	I believe the admission of foreign teachers and scientific researchers is crucial to my university's internationalization work.	4.45	.69	Agree
GM18	I think my university provides adequate policy support and financial support for international cooperation.	3.90	.96	Agree

Table 4.1 (continued)

Code	Items	M	SD	Meaning
The 1st Dimension: Self-evaluation of the university's current internationalization situation				
GM19	I believe establishing a special international work leading group, committee, or board of trustees is crucial to the university's internationalization work.	4.40	.74	Agree
The 2nd Dimension: Evaluation of bilateral cooperation implementation				
MO52	In the international cooperation relationship between the two universities, the cooperation tasks and goals are very clear.	4.19	.81	Agree
IM53	I am generally very satisfied with the current bilateral international cooperation programs being carried out.	4.15	.81	Agree
IM54	I am satisfied with the relevant policy system construction of internationalization established in my university.	4.02	.87	Agree
AC55	I am very satisfied with the GIP internship project for undergraduates on the "2+1+1" model of Chinese International Education jointly built by both universities.	4.15	.83	Agree
AC56	I am very satisfied with the cooperative program on the "2+2" model of Applied English jointly built by both universities.	4.18	.77	Agree
AC57	I am satisfied with the Lancang-Mekong Regional Education Cooperation Forum and its series of themed forums co-founded by both universities.	4.18	.86	Agree
AC58	I know well about the relevant works of the Chinese Language Center jointly built by both universities.	3.83	.99	Agree

Table 4.1 (continued)

The 1st Dimension: Self-evaluation of the university's current internationalization situation				
Code	**Items**	**M**	**SD**	**Meaning**
II59	I am very willing to actively introduce international cooperation projects carried out by my university to my families, friends, colleagues, and students.	4.21	.93	Agree

Note n = 117

4.50 – 5.00 = Strongly Agree

3.50 – 4.49 = Agree

2.50 – 3.49 = Neutral

1.50 – 2.49 = Disagree

1.00 – 1.49 = Strongly Disagree

In the results of Kaiser-Meyer-Olkin (KMO) and Bartlett's Test shown in Appendix H, the value of KMO Measure of Sampling Adequacy was greater than 0.50 (KMO=0.896>0.50), and the value of Bartlett's Test of Sphericity was significant ($p = 0.000 < 0.05$). The results showed that the data from the questionnaire were suitable for factor analysis.

In the results of total variance explained by EFA (listed in Appendix I), 4 components were extracted, whose values of total initial eigenvalues were greater than 1, and the rate of total variance was 74.71%. After the variable rotation, items with the absolute value over 0.4 in the Pattern Matrix (Table 4.2) were kept in a certain group.

Table 4.2 Rotation Pattern Matrix (PU)

	Pattern Matrix[a]			
	Component			
	1	**2**	**3**	**4**
IM53	.920			
MO52	.917			
AC55	.894			

Table 4.2 (continued)

	Pattern Matrix[a]			
	Component			
	1	2	3	4
AC57	.886			
AC56	.845			
IM54	.831			
II59	.820			
AC58	.765			
PO11		.939		
PO14		.918		
PO12		.897		
PO13		.842		
MO6		.831		
PO10		.763		
PO9		.719		
MO4		.577		
MO7			.896	
PO15			.847	
GM18			.831	
GM16			.787	
MO5			.412	
GM19				.851
GM17				.827
MO8				.407

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Based on the results from the rotation pattern matrix, the merged items were used for correlation analysis in the next step. The rule of naming the merged

components was to mix the codes of dominant variables within a group. The table showing the linkages between components extracted and items reconstructed is listed below (Table 4.3). Therefore, the main contributors influencing participants' responses on the evaluation of the university's internationalization and international cooperation involved Implementation (IM), Activities (AC), Mission and Objectives (MO), Policies (PO), Guarantee Mechanism (GM), and People (PE).

Table 4.3 Linkages Between Components Extracted and Items Reconstructed (PU)

Component	Items involved	Name (Components involved)
1	52 – Clear tasks and goals in bilateral cooperation 53 – Satisfaction with bilateral cooperation programs implemented 54 – Satisfaction with the policy system constructed 55 – Satisfaction with "2+1+1" program 56 – Satisfaction with "2+2" program 57 – Satisfaction with Lancang-Mekong Regional Education Cooperation Forum 58 – Satisfaction with the work of the Chinese Language Center 59 – Willingness to introduce international cooperation projects	Implementation of international cooperation activities (IM+AC)
2	4 – Importance of international cooperation in higher education 6 – Function of international cooperation in building a diverse campus 9 – Importance of establishing incentive documents 10 – Importance of establishing policies and regulations for studying abroad	Missions and objectives influencing policy formulation (MO+PO)

Table 4.3 (continued)

Component	Items involved	Name (Components involved)
	11 – Importance of establishing policies for international curriculum construction 12 – Importance of establishing policies about international cooperation activities 13 – Importance of establishing management regulations for foreign teachers and scientific researchers 14 – Importance of establishing evaluation policy for foreign teachers and scientific researchers	
3	5 – Understanding of the university's international cooperation implemented 7 – Integration of global visions with curriculum and teaching methods 15 – Satisfaction with the establishment of the policy system 16 – Satisfaction with the work related to international students 18 – Adequate support from policy and finance	Guarantees for the implementation (GM+IM)
4	8 – Understanding of the equal meaning of the two terms 17 – Importance of introducing international teachers and researchers 19 – Importance of establishing a specialized international work leading group	Guarantees from people (GM+PE)

Before the correlation analysis, the precondition test of normality was required. Four new components through the function of computing variables based on results from the previous factor analysis were named as IMAC, MOPO, GMIM, and GMPE. The results from the test of normality, containing the Shapiro-Wilk and Kolmogorov-Smirnov tests, are listed in Appendix J.

Compared with the standards of the Shapiro-Wilk and Kolmogorov-Smirnov tests, the significance values of the 4 variables were less than 0.05 ($p < 0.05$), excluding GMIM's p value in the Kolmogorov-Smirnov test with little nuance ($p=0.014 > 0.05$). Therefore, the data for the questionnaire almost yielded significant results, indicating the data was not normally distributed. The results further certified that the method of correlation analysis in the study should adopt Spearman's rank-order correlation instead of Pearson's product-moment correlation, which required a normal distribution of data.

From the statistical results of Spearman's rank-order correlation (Table 4.4), 6 pairs of variables showed significant correlations. Except for the relations between MOPO and GMPE, whose coefficient indicated a strong positive correlation ($0.7 < \rho = 0.702 < 1$), the correlation coefficients for the other 5 pairs showed a moderate positive correlation, with the ρ scale ranging from 0.4 to 0.7. The statistics indicated that all these 6 variables, including IM, AC, MO, PO, GM, and PE, had significant and positive relations. Importantly, the correlations among MO, PO, GM, and PE were stronger.

Table 4.4 Spearman's Rank-order Correlation among Main Contributors (PU)

Correlations

			IMAC	MOPO	GMIM	GMPE
Spearman's rho	IMAC	Correlation Coefficient	1.000	.532**	.692**	.611**
	MOPO	Correlation Coefficient		1.000	.591**	.702**
	GMIM	Correlation Coefficient			1.000	.633**
	GMPE	Correlation Coefficient				1.000

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

4.1.1.2 Results from merging quantitative data analysis

This section showed the results from merging all the types of questions in the questionnaire, which were demonstrated around the relevant dimensions of the 10 components from the synthesized conceptual framework, including PE (People), Activities (AC), Policies (PO), Mission and Objectives (MO), Time (TI), Resources (RE), Communication (CO), Guarantee Mechanism (GM), International Influence (II), and Implementation (IM). It is important to note that the tables containing the complete statistical results for both single-response and multiple-response questions are provided in the Appendices (Appendix K (1) and Appendix K (2)).

1. People (PE)

In the PE dimension, the results of 3 single-response questions designed to inquire about the demographic information of participants are listed in Table 4.5.

Table 4.5 Demographic Information of Questionnaire's Participants at PU

Demographic Information		
Working years	**Number**	**Percent (%)**
A. Less than 1 year	6	5.1
B. 1-5 years	50	42.7
C. 6-10 years	8	6.8
D. More than 10 years	53	45.3
Total	**117**	**100.0**
Ages	**Number**	**Percent (%)**
A. Below 25 years old	2	1.7
B. 25-35 years old	53	45.3
C. 36-45 years old	36	30.8
D. Over 45 years old	26	22.2
Total	**117**	**100.0**
Job positions	**Number**	**Percent (%)**
A. Scientific researcher	0	0
B. Teaching staff	65	55.56
C. Administrator	40	34.19

Table 4.5 (continued)

Demographic Information		
Job positions	**Number**	**Percent (%)**
D. Administrative staff or assistants	9	7.69
E. Others	3	2.56
Total	**117**	**100.0**

Note n = 117

The statistical results of demographic information about participants showed that only a few participants (5.1%) had working experience of less than 1 year, and 2 of them (1.7%) were below 25 years old. Most participants (42.7%) had working experience for 1-5 years at PU. The frequency distribution of job positions indicated that most participants were teaching staff (55.56%) and administrators (34.19%). Three participants (2.56%) chose the 'Others' option, including 1 specified by shouldering administrator and teaching staff positions together, 1 was a file clerk, and 1 was a counselor in students' affairs.

Eight items referring to the PE dimension explored the participants' attention to the university's international cooperation affairs and their experience of participating in international activities. The results are shown in Figure 4.1.

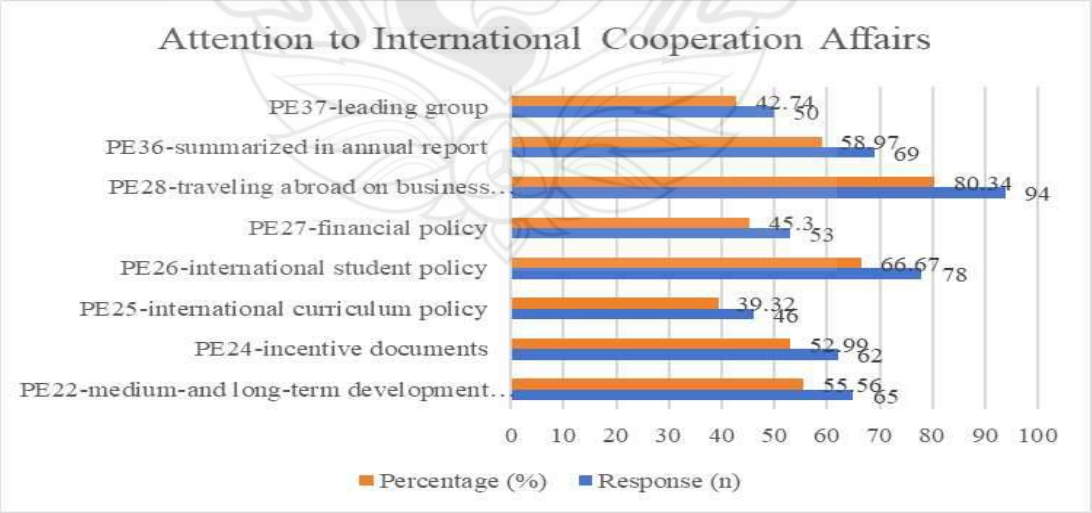


Figure 4.1 Attention to International Cooperation Affairs (PU)

The 8 items asked participants whether they knew that the university had formulated the policies, regulations, or documents related to international cooperation affairs. The statistics for the option choosing 'Yes' included the number of respondents and their percentage. The number of respondents showed that not over half of them out of the total participant number (n = 117) expressed they knew the university had made such of policy, regulation, and documents.

Items 32 and 48 were used to inquire about participants' experiences of participating in international activities. Item 32 inquired about the participation times during their work at PU. Item 48 asked participants about the specific activities they had joined during their work at PU. The statistical results are listed in Figure 4.2.

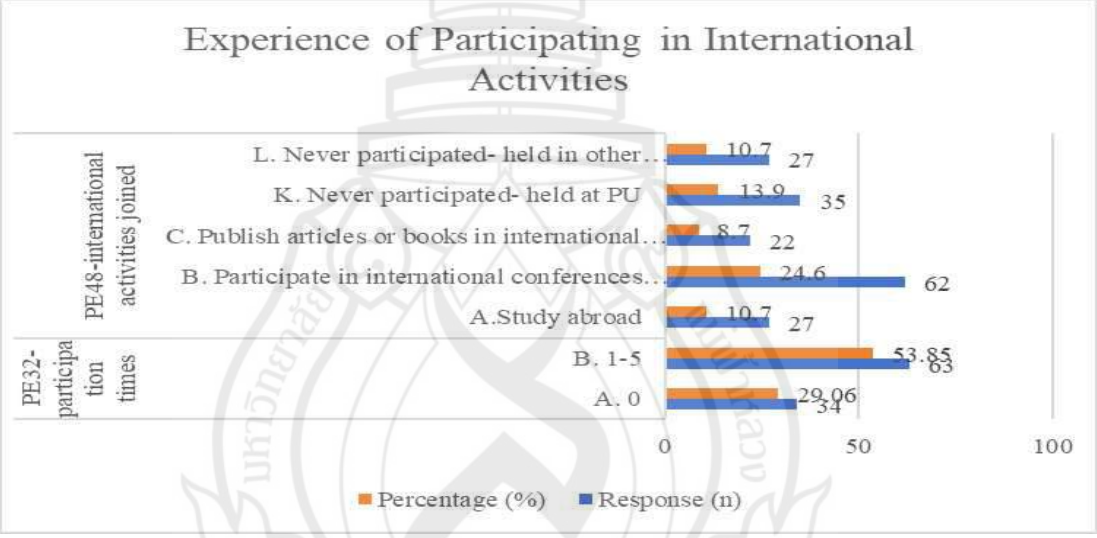


Figure 4.2 Experience of Participating in International Activities (PU)

Referring to item 32, the two options, including 0 and 1-5 times, were chosen by most of the respondents. There were 34 respondents (29.06%) who had no experience, and 63 respondents (53.85%) who participated 1 to 5 times. About item 48, the 3 options describing specific activities of studying abroad (n = 27, 10.7%), participating in international online and offline conferences (n = 62, 24.6%), and publishing articles or books in international journals (n = 22, 8.7%), were the three options with the highest frequency of activities chosen by the participants. The other two options, showing respondents hadn't participated in the activities held at PU (n = 35, 13.9%) and in other universities (n = 27, 10.7%), also had significant statistics.

Accordingly, combining the results from demographic statistics and

participants' experience of participating in international activities, the results could imply the weakness of PU's international cooperation, as most participants lacked professional knowledge and experience in international cooperation affairs. Moreover, the results from participants' attention to international cooperation affairs could indicate another two weaknesses on the international cooperation: one was the lower attention from participants on the university's international cooperation, which could be understood participants passively participated in the international cooperation activities; another point was the university lacked publicity for the policies, regulations, and documents within the university.

The 3 weaknesses from the PE dimension could be revealed by item 17 (M = 4.45, SD = 0.69) from the Five-point rating scale, which stated the importance of introducing international teachers and scientific researchers to support the university's international cooperation.

2. Activities (AC)

Regarding participants' evaluation of the current university's international cooperation activities, the results listed in Figure 4.3 showed that the respondents positively agreed on the statements, whose mean values ranged from 3.79 to 4.18. The lowest mean value for item 16 (M = 3.79), inquiring about the evaluation of the work related to international students, such as admission, cultivation, management, and service, etc., showed a relatively lower satisfaction.

Besides, item 26, asking participants whether they knew that the university had formulated policies for international student affairs, the response choosing 'Yes' (n = 78, 66.67%) indicated the relatively lower publicity of these policies or the lack of these kinds of policies at PU. Meanwhile, the SD value for item 16 (M = 3.79, SD = 1) showed that there was greater variance in the responses. Combining the results from items 16 and 26, it could be inferred that there could be some spaces in the publicity of international student affairs to be improved.

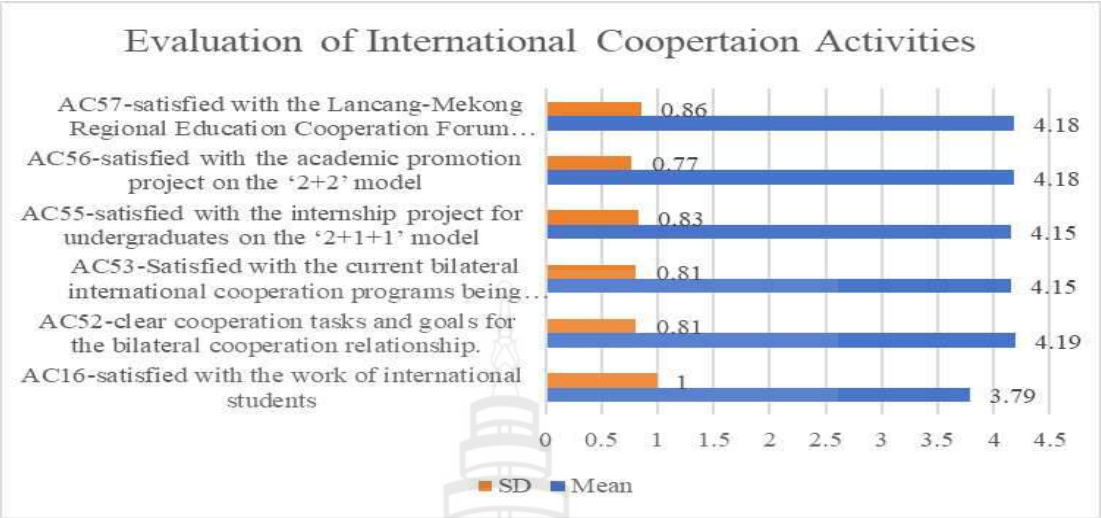


Figure 4.3 Evaluation of International Cooperation Activities (PU)

In the results of item 49 (Figure 4.4), exploring the expectations for future cooperation activities, except for the option stating exchange of the university's publication information (n = 48, 7.2%), the other 9 options were chosen by half of the respondents out of 117. The results could indicate that the forms of current international cooperation activities carried out by PU need to be expanded, and the cooperation level should be improved in-depth.

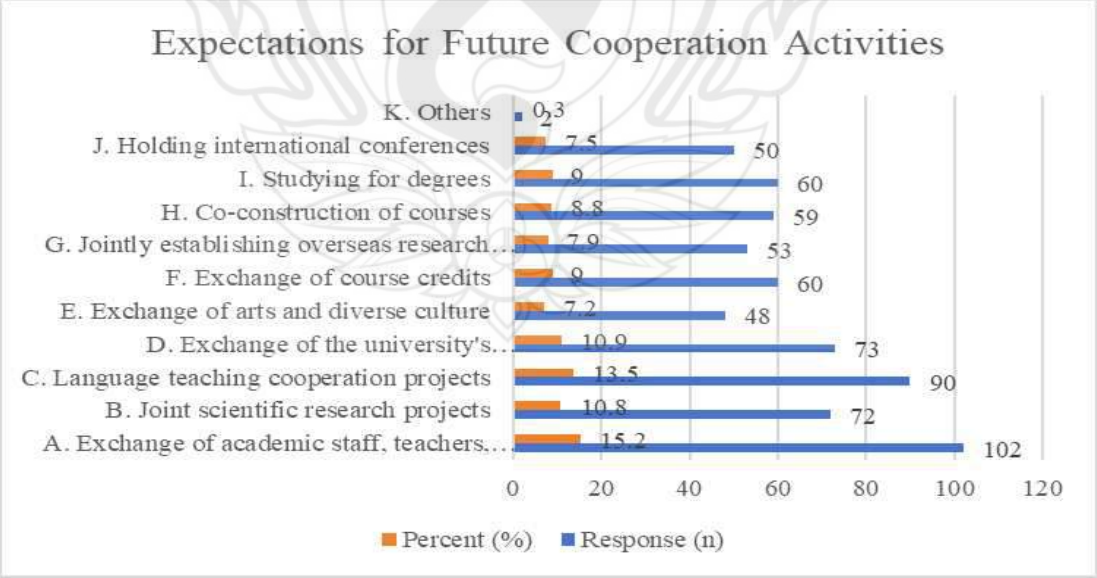


Figure 4.4 Expectations for Future Cooperation Activities (PU)

Accordingly, the overall satisfaction with the existing international cooperation activities showed that the stability of long-term cooperation was one of the strengths for PU, especially for the bilateral cooperation projects, which could last for over 15 years. However, the publicity of international student affairs and the diverse forms of international cooperation activities were expected to be improved, which could be challenges for PU's international cooperation.

3. Policies (PO)

The results from participants' attitudes towards formulating relevant policies (Figure 4.5), whose mean values ranging from 4.58 to 4.67 and SD values ranging from 0.56 to 0.62, showed that respondents strongly agreed and were no bigger differences to formulate those policies for supporting teachers and students going abroad to study, international curriculum construction, implementation of international cooperation activities, management for international teachers and scientific researchers, and evaluation policy for international teachers and scientific researchers. Although a little lower mean value on the view of formulating incentive documents for teachers and students to participate in international cooperation activities (M = 4.45, SD = 0.68), the results also showed respondents agreed with the importance of establishing this kind of policy.

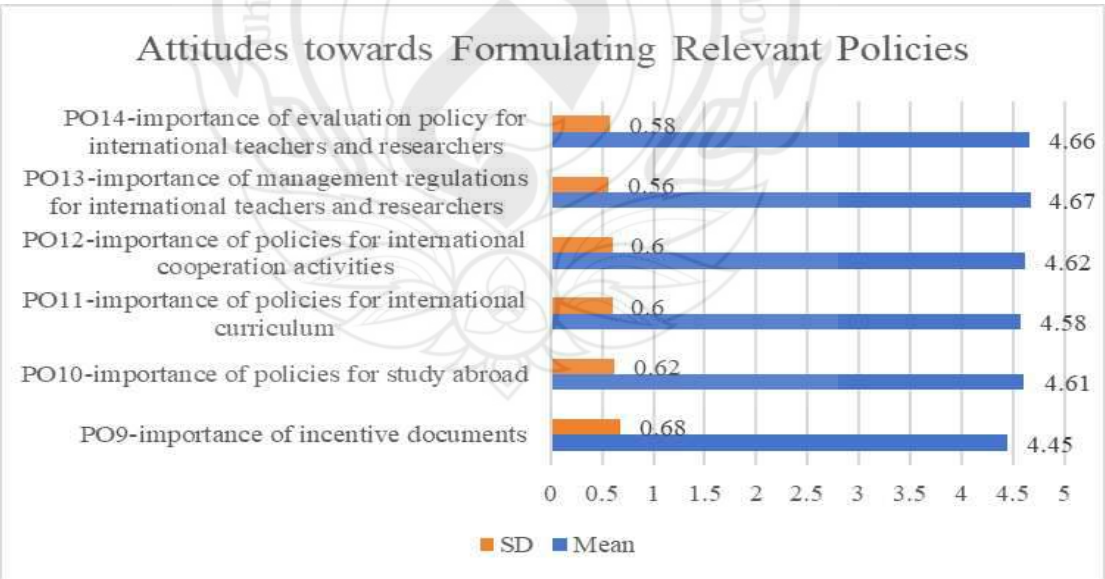


Figure 4.5 Attitudes towards Formulating Relevant Policies (PU)

However, there were controversial results with single-response questions asking participants whether they knew about relevant international policies and regulations formulated by PU. The results of these single-response questions were presented under the PE dimension (Figure 4.1) above, which showed that less than half of the participants knew about the announcement and implementation of these typical policies relevant to the university's internationalization. Moreover, another controversial point was the result of item 15. Result from item 15 (M = 3.90, SD = 1.03), stating 'I am very satisfied with the establishment of policy systems related to internationalization in my university', showed respondents agreed with the statement, but their responses had a big variance.

Therefore, the results for the PO dimension revealed the insufficient dissemination of these policies and regulations at PU. It could also be inferred that one of the weaknesses of PU's international cooperation was an unsound policy system, explained by that PU lacked some policies and regulations to support its international cooperation activities.

4. Mission and Objectives (MO)

A comprehensive understanding of key concepts relevant to higher education internationalization could help policymakers have a clear mission and objectives for making institutional policies. The significant results related to the MO were supported by items 7, 8, and 52. The mean value was 3.77 (SD = 1.00) for item 7, which was the lowest mean value among all the Five-point rating scales. It indicated that although respondents agreed with the statement 'my university integrates a global vision into the curriculum and teaching methods well', there was a bigger variance among their responses.

Similarly, the respondents showed a relatively greater variance in the understanding of internationalization and international cooperation (M = 3.98, SD = 0.97). It could be inferred that the number of respondents who agreed that the meanings of these two terms were equivalent was relatively larger. The results for item 52 (M = 4.19, SD = 0.81) showed that although respondents agreed that the cooperation tasks and goals for bilateral cooperation relationships were very clear, their responses had a relatively greater variance.

Accordingly, the results could indicate that a gap existed in the integration between professional academic knowledge understanding and the formulation of mission and objectives for current institutional policies and cooperation MOUs, which could be a challenge for PU's current international cooperation.

5. Time (TI)

The limited number of items designed in the TI dimension made the researcher pay little attention to the factor. While the dimension of TI should be valued when cooperation partners negotiate the duration and initiation date for a cooperation program. Item 60 was designed to inquire about the appropriate time for bilateral teacher programs between PU and CRRU, such as teacher exchange and teachers' training. The option stating over 3 months was chosen by the largest number of respondents (n = 51, 43.59%). The option stating 1-3 months was chosen by a similar number to the previous one (n = 50, 42.74%). To ensure the implementation of a qualified teacher program, a suitable time arrangement needs to be considered.

6. Resources (RE)

The results of the RE dimension could be illustrated by the participants' viewpoints on financial support. The result of item 18 showed respondents agreed the university provided adequate financial support for international cooperation (M = 3.9, SD = 0.96), although there was a larger variance in their responses. The result of item 28 showed that only 53 (45.3%) out of 117 participants expressed that they knew the university had formulated financial management and reimbursement policies. To some extent, these two results indicated that the financial support needed to be expanded, and the publicity of financial policies supporting the university's internationalization should be expanded.

Moreover, the results exploring the areas that should be invested in more by the university's internationalization construction funds (Figure 4.6) showed the three options with the highest frequency were the fees supporting teachers and students to have academic visits abroad (n = 95, 26%), the fees supporting teachers and students to participate in international conferences (n = 83, 23%), and the fees supporting teachers and students to join overseas cultural communication activities (n = 80, 22.2%). The other two options, including fees for going abroad on business (n = 52, 15%) and fees for operation and management of the overseas office (n = 51, 14%), had

similar responses. The results could indicate that the current fees supporting teachers and students' programs were not enough, and respondents expected the university to have multiple budgets for diverse international activities.

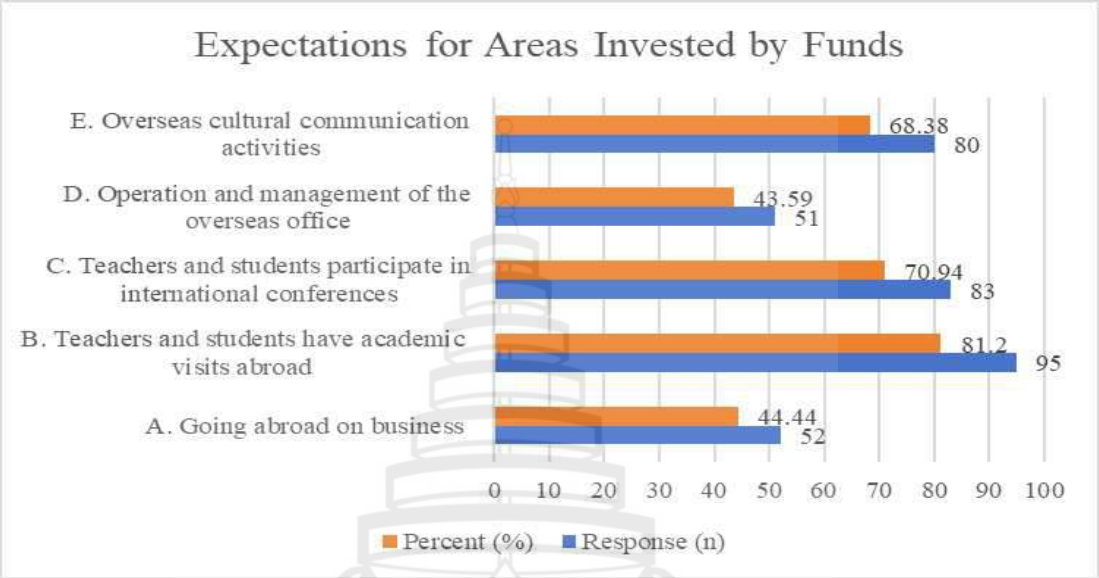


Figure 4.6 Expectations for Areas Invested by the Internationalization Construction Funds (PU)

Therefore, the results from the RE dimension showed that the weaknesses of PU's international cooperation include limited financial support, unbalanced financial spending on international programs, and insufficient publicity of relevant financial policies supporting the university's internationalization.

7. Communication (CO)

The results from the CO dimension focused on the participants' language proficiency and suggestions for the languages used for promoting international communication (Figure 4.7).

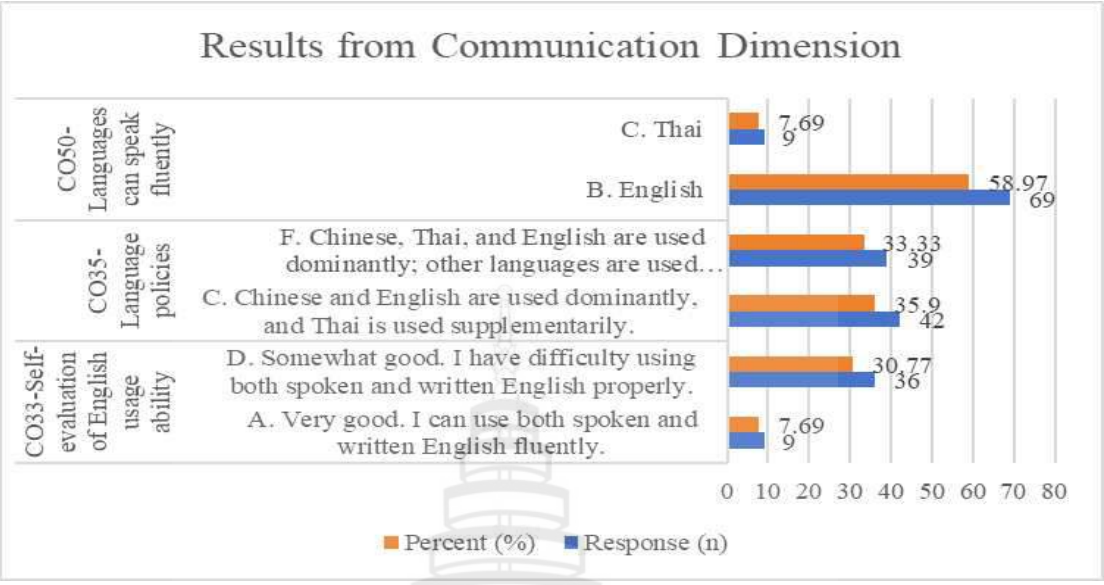


Figure 4.7 Results from Communication Dimension (PU)

The results showed 69 (58.97%) out of 117 respondents could speak English fluently. Nine respondents (7.69%) could speak Thai fluently. However, on self-evaluation of English proficiency, only 9 respondents (7.69%) expressed they could use both spoken and written English fluently, and 36 respondents (30.77%) could have difficulty in using both spoken and written English properly. When asking which language policy could promote the university's internationalization, the policy dominantly using Chinese and English, and supplementarily using Thai, was chosen by most of the respondents (n = 42, 35.9%). The policy dominantly adopting Chinese, Thai, and English, and supplementarily using other languages, was chosen with the second largest number of participants (n = 39, 33.33%).

Therefore, the results could indicate that insufficient English proficiency was one of PU's weaknesses in international cooperation. Meanwhile, over half of the participants supported a trilingual policy to promote the university's international cooperation, including Chinese, English, and Thai, to promote the university's internationalization.

8. Guarantee Mechanism (GM)

The exploration of the GM dimension mainly focused on the university's organizational setting for supporting international cooperation affairs, such as the specialized leading group for conducting international cooperation, and the office

dominantly handling international cooperation affairs.

The result from item 19, exploring the importance of establishing a specialized leading group, showed that participants agreed with the statement that the establishment was crucial to the university's internationalization (M = 4.40, SD = 0.74). However, the result from item 37 showed that less than half of the respondents (n = 50, 42.74%) expressed that they knew the university had established the leading group, although the leading group at PU had been established in 2019.

The results from item 51 (Figure 4.8), exploring the channels that can promote the establishment of international cooperative relations between PU and other international institutions, showed that multiple channels could be chosen to promote the scale of international cooperation and expand the number of cooperation partners. While the top channel was through the communication from the foreign affairs-related department that directly contacted the target institutions (n = 102, 27.7%), which chiefly demonstrated the crucial role of the specialized office handling international cooperation affairs.

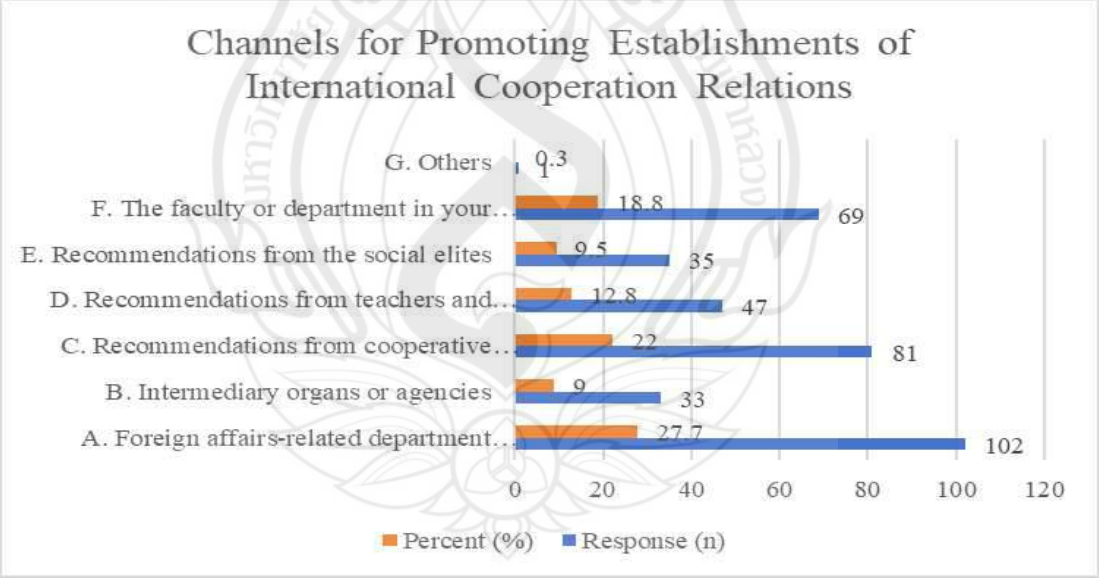


Figure 4.8 Channels for Promoting Establishments of International Cooperation Relations (PU)

The quality of the working staff at the specialized office dealing with international cooperation affairs was the driving force for enhancing the university's internationalization. However, the results from item 40, exploring the challenges faced

by PU's international cooperation, showed that incomplete divisions setting for work distribution and an insufficient number of working staff at the office handling international cooperation were one of the challenges among the three challenges with the highest frequency (n = 69, 12.3%).

The challenge was reinforced when exploring the weaknesses existing in the work related to international students' affairs, which was the top weakness chosen by 87 (19.5%) respondents. Furthermore, the obvious weaknesses of the working staff at the specialized office mentioned by respondents included the lower overall working level (n = 57, 12.8%), lack of work experience related to overseas students (n = 58, 13.0%), language communication barriers (n = 52, 11.6%), and weak awareness of cross-cultural communication (n = 55, 12.3%).

Accordingly, the results could indicate that the relatively sound working mechanism, including the establishment of a working leading group and a specialized office for conducting international cooperation affairs, was one of the strengths of PU. However, the uneven working quality for the working staff at the specialized office handling international cooperation affairs could be a significant weakness to be improved. Besides, the unclear work distribution for international cooperation affairs among the departments (n = 70, 15.7%) was another weakness existing in PU's international cooperation.

9. International Influence (II)

The results related to the II dimension could be illustrated by the indicators of the institutional international rank. When being asked which type of university rankings played the most practically guiding role for your university's internationalization construction, the participants dominantly chose Quacquarelli Symonds (QS) World University Ranking (n = 55, 47.01%). The number choosing the national university ranking (n = 43, 36.75%) was also relatively larger. The results showing the reasons why those participants chose this kind of university ranking included the good reputation (n = 62, 33.9%), the authority (n = 59, 32.2%), and the indicators adopted by the ranking system were matchable with the university's development (n = 61, 33.3%).

Additionally, the results from the II dimension could be explained by the publicity effect of the representative international activities, such as the Lancang-

Mekong Regional Education Forum and the establishment of the Chinese Language and Culture Center, which were co-created by PU and CRRU. The result from item 58 (M = 3.83, SD = 0.99) showed that although respondents agreed they knew about the relevant work of the Chinese Language and Culture Center, their responses had greater variance. When being asked about the weaknesses of the Lancang-Mekong Regional Education Forum, participants chose insufficient internal and external publicity as the top one (n = 76, 16.8%), which was followed by a single format of forum activities (n = 67, 14.8%) and a lower international influence (n = 64, 14.1%).

The results from item 66, exploring the ways that can be improved for expanding publicity of bilateral cooperation projects, the three options with the highest frequency chosen by a significant number were through the specialized department's publicity and promotion of cooperation projects among teachers and students (n = 100, 36.1%), organizing targeted language course learning to those teachers and students who registered voluntarily (n = 91, 32.9%), and selecting outstanding representatives of the projects and inviting them to introduce the projects (n = 86, 31.0%). The results for Item 59 (M = 4.21, SD = 0.93) showed even though a bigger variance among responses, the participants were willing to introduce international cooperation projects carried out by the university to their families, friends, colleagues, and students.

Accordingly, the results based on the institutional internationalization ranking could indicate that the university continued to join the internal and international competition for the internationalization ranking to raise its international influence, which could show the challenge of fierce competition from both the internal and external environments. The results in terms of the classic international cooperation activities could show that the insufficient publicity of these activities in the internal and international environments had hindered the introduction of existing cooperation projects.

10. Implementation (IM)

The results from asking participants whether they knew the work related to international cooperation had been summarized or planned in the university's annual work report showed that only 69 out of 117 respondents (58.97%) expressed that they knew. Although the comprehensive university's work report conference was held yearly for all the teachers and administrative staff, and the university valued international

cooperation work, it was unexpected that only half of the participants paid attention to international cooperation affairs. This point reinforced the weakness from the PE dimension that lower attention from participants on the university's international cooperation, which could be understood as participants passively participating in the international cooperation activities.

The results from items 42 and 64 showed the various overall achievements gained and individual achievements gained from bilateral international cooperation between PU and CRRU. The results of item 42 (Figure 4.9), exploring the overall achievements gained, showed that besides serving in international organizations, academic associations, or international academic journals (n = 24, 5%), and instructing international students to write graduation theses (n = 28, 6%), other 7 areas were chosen by over half of participants, including having academic visits (n = 82, 18%), participating in international online and offline conferences (n = 76, 16%), publishing articles or books in international journals (n = 57, 12%), participating in international joint experimental research (n = 38, 8.1%), teaching abroad (n = 51, 11%), working at an overseas cooperation site jointly established by the university and its partner (n = 54, 12%), and going abroad on business (n = 58, 12%). One respondent (1%) added that the establishment of the Chinese Language and Culture Center jointly created by PU and CRRU should be one of the achievements.

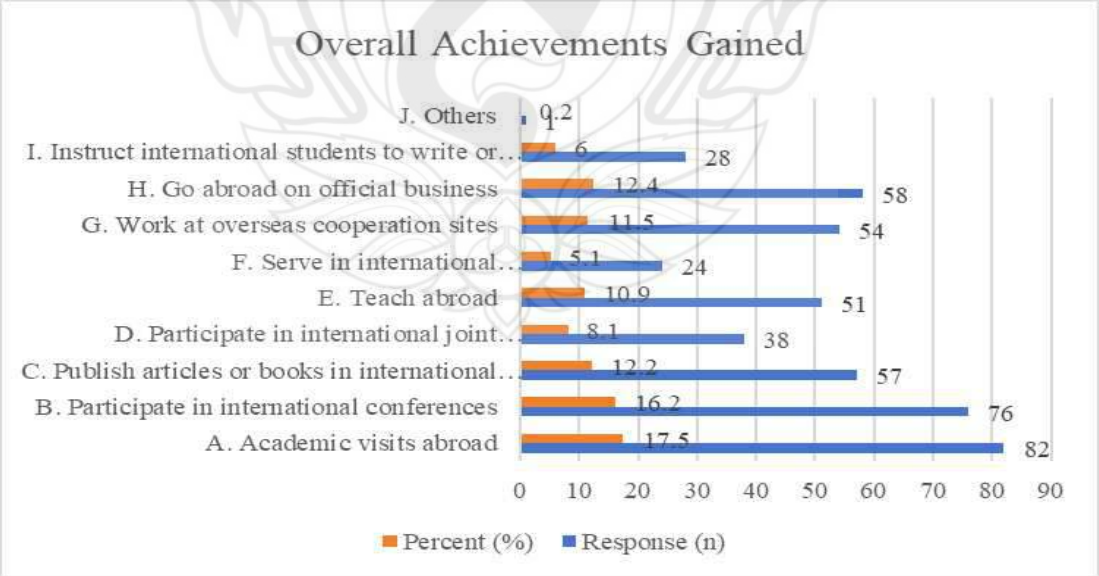


Figure 4.9 Overall Achievements Gained (PU)

The results from item 64 (Figure 4.10), exploring achievements gained through bilateral cooperation between PU and CRRU, showed that all these options had been mentioned. The three options with the highest frequency were exchange of academic staff, teachers, and students (n = 92, 19%), language teaching projects (n = 74, 15.4%), and exchange of arts and diverse culture (n = 60, 13%). The option chosen with the lowest number of respondents was the exchange of the university's publication information (n = 21, 4%).

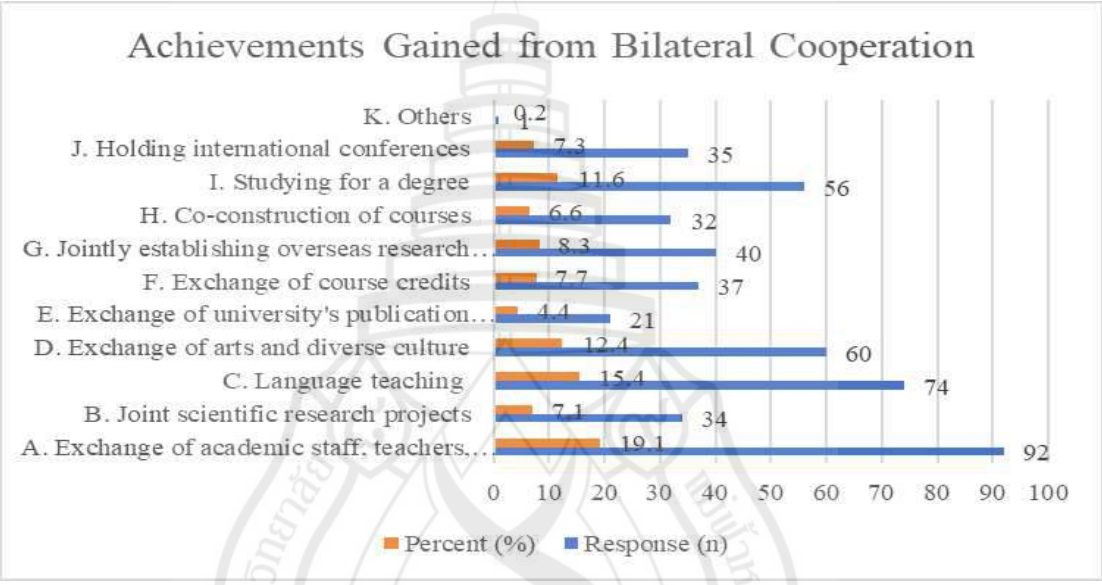


Figure 4.10 Achievements Gained from Bilateral Cooperation (PU)

Accordingly, the results from the IM dimension supported the strengths of PU's international cooperation, which were the relatively diverse forms of international cooperation and the stability of long-term cooperation with CRRU. However, the three forms with the highest percentage could indicate that the current cooperation stayed at a relatively superficial level, which could be themed as the mobility of people, language instruction, and cultural communication. Furthermore, one weakness of the PE dimension stressed was that participants passively joined the international cooperation activities.

4.1.2 Data from CRRU

4.1.2.1 Results from Likert Five-point rating scales analysis

Same to the Likert Five-point rating scales used for PU, 24 Five-point rating scales were used to explore CRRU's participants' attitudes and identify the main

contributors influencing their responses. The analysis methods adopted were supported by SPSS, including descriptive analysis, factor analysis, and correlation analysis.

The statistical results of Likert Five-point rating scales are presented in Table 4.6 below. All means were above 3.70, ranging from 3.70 to 4.53, which indicated participants agreed with positive attitudes towards the statements. The SD values ranged from 0.52 to 0.99, showing that the variance around the mean was not greater.

The highest and lowest mean values appeared on MO6 and AC58. For MO6, whose mean value was the highest (M = 4.53, SD = 0.54), this can indicate that almost all the participants agreed with the contribution of international cooperation in building a diverse and inclusive campus. However, the lowest mean value appeared in AC58 (M = 3.70) with an SD value of 0.85 suggested that participants had a relatively lower agreement and bigger difference on view of the statement, which could be indicated lower publicity or less attention to the work of the Chinese Language Center jointly by both universities although the center was built at CRRU campus. Besides, the SD value for MO8 was the highest (SD = 0.99), which could indicate participants had the most divergences on the statement that the meaning of internationalization and international cooperation are equivalent.

Table 4.6 Statistics of Likert Five-point Rating Scales (CRRU)

The 1st Dimension: Self-evaluation of the university's current internationalization situation				
Code	**Items**	**M**	**SD**	**Meaning**
MO4	I believe international cooperation in higher education is very important in today's globalized world.	4.64	.52	Strongly agree
MO5	I know about the university's international cooperation carried out at my university.	4.25	.76	Agree
MO6	I believe that international cooperation has contributed a lot to building a more diverse and inclusive campus environment.	4.53	.54	Strongly agree
MO7	I think my university integrates a global vision into the curriculum and teaching methods well.	4.21	.63	Agree

Table 4.6 (continued)

The 1st Dimension: Self-evaluation of the university's current internationalization situation				
Code	**Items**	**M**	**SD**	**Meaning**
MO8	For the relations between the internationalization of higher education and international cooperation of higher education, I very much agree with that the meanings of the two terms are equivalent.	3.89	.99	Agree
PO9	I believe establishing incentive documents for teachers and students to participate in international cooperation is very important to the university's internationalization work.	4.32	.70	Agree
PO10	I believe establishing relevant policies and regulations for teachers to study abroad is crucial for the university's internationalization work.	4.26	.68	Agree
PO11	I believe formulating relevant policies for international curriculum construction is very important for the university's internationalization work.	4.38	.63	Agree
PO12	I believe formulating relevant policies about international cooperation activities is crucial to the university's internationalization work.	4.34	.62	Agree
PO13	I believe formulating relevant management regulations for foreign teachers and foreign scientific researchers is crucial to the university's internationalization work.	4.26	.66	Agree
PO14	I believe formulating an evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics is crucial to the university's internationalization work.	4.19	.68	Agree

Table 4.6 (continued)

Code	Items	M	SD	Meaning
The 1st Dimension: Self-evaluation of the university's current internationalization situation				
PO15	I am very satisfied with the establishment of policy systems related to internationalization in my university.	3.91	.77	Agree
GM16	I am very satisfied with the work of overseas students' admission, cultivation, management, and service in my university.	3.89	.78	Agree
GM17	I believe the admission of foreign teachers and scientific researchers is crucial to my university's internationalization work.	4.30	.64	Agree
GM18	I think my university provides adequate policy support and financial support for international cooperation.	3.77	.80	Agree
GM19	I believe establishing a special international work leading group, committee, or board of trustees is crucial to the university's internationalization work.	4.28	.60	Agree
The 2nd Dimension: Evaluation of bilateral cooperation implementation				
MO52	In the international cooperation relationship between the two universities, the cooperation tasks and goals are very clear.	3.89	.85	Agree
IM53	I am generally very satisfied with the current bilateral international cooperation programs being carried out.	3.94	.72	Agree
IM54	I am satisfied with the relevant policy system construction of internationalization established in my university.	3.89	.64	Agree

Table 4.6 (continued)

The 2nd Dimension: Evaluation of bilateral cooperation implementation				
Code	**Items**	**M**	**SD**	**Meaning**
AC55	I am very satisfied with the GIP internship project for undergraduates on the "2+1+1" model of Chinese International Education jointly built by both universities.	4.08	.73	Agree
AC56	I am very satisfied with the cooperative program on the "2+2" model of Applied English jointly built by both universities.	4.15	.66	Agree
AC57	I am satisfied with the Lancang-Mekong Regional Education Cooperation Forum and its series of themed forums co-founded by both universities.	3.77	.78	Agree
AC58	I know well about the relevant works of the Chinese Language Center jointly built by both universities.	3.70	.85	Agree
II59	I am very willing to actively introduce international cooperation projects carried out by my university to my families, friends, colleagues, and students.	4.11	.80	Agree

Note n = 117

4.50 – 5.00 = Strongly Agree

3.50 – 4.49 = Agree

2.50 – 3.49 = Neutral

1.50 – 2.49 = Disagree

1.00 – 1.49 = Strongly Disagree

In the results of KMO and Bartlett's Test (shown in Appendix L), the value of KMO Measure of Sampling Adequacy was greater than 0.50 (KMO = 0.648 > 0.50), and the value of Bartlett's Test of Sphericity was significant ($p = 0.000 < 0.05$). The results showed that the data from the questionnaire were suitable for factor analysis.

In the results of total variance explained by EFA (Appendix M), 6 components were extracted, whose values of total initial eigenvalues were greater than 1, and the rate of total variance was 70.49%. After the variable rotation (Table 4.7), following the rules of naming the components reconstructed at PU, the results containing the 6 components and items within each component dimension were concluded in Table 4.8. Therefore, the main contributors influencing participants' responses on the evaluation of the university's internationalization and international cooperation involved Implementation (IM), Activities (AC), Mission and Objectives (MO), Policies (PO), Guarantee Mechanism (GM), People (PE), and Resources (RE).

Table 4.7 Rotation Pattern Matrix (CRRU)

Rotated Component Matrix[a]						
Variables	**Component**					
	1	**2**	**3**	**4**	**5**	**6**
PO12	.829					
GM17	.803					
PO11	.782					
II59	.613					
PO13	.565					
PO15		.809				
GM18		.767				
GM16		.766				
MO8		.669				
AC58		.626				
MO52			.785			
IM53			.770			
IM54			.627			
AC56			.562			
MO5				.797		
MO7				.782		
MO4				.674		
PO9				.600		

Table 4.7 (continued)

Rotated Component Matrix[a]						
Variables	**Component**					
	1	**2**	**3**	**4**	**5**	**6**
PO10					.695	
GM19					.665	
MO6					.616	
PO14					.612	
AC57						.851
AC55						.574

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 14 iterations.

Table 4.8 Linkages Between Components Extracted and Items Reconstructed (CRRU)

Component	**Items involved**	**Name (Components involved)**
1	11 – Importance of establishing policies for international curriculum construction 12 – Importance of establishing policies about international cooperation activities 13 – Importance of establishing management regulations for foreign teachers and scientific researchers 17 – Importance of introducing international teachers and researchers 59 – Willingness to introduce international cooperation projects	Policies of resources and people (PO+RE+PE)

Table 4.8 (continued)

Component	Items involved	Name (Components involved)
2	8 – Understanding of the equal meaning of the two terms 15 – Satisfaction with the establishment of the policy system 16 – Satisfaction with the work related to international students 18 – Adequate support from policy and finance 58 – Satisfaction with the work of the Chinese Language Center	Guarantees for the implementation (GM+IM)
3	52 – Clear tasks and goals in bilateral cooperation 53 – Satisfaction with bilateral cooperation programs implemented 54 – Satisfaction with the policy system constructed 56 – Satisfaction with “2+2” program	Objectives for implementation (MO+IM)
4	4 – Importance of international cooperation in higher education 5 – Understanding of the university’s international cooperation implemented 7 – Integration of global visions with curriculum and teaching methods 9 – Importance of establishing incentive documents	Guarantees from mission and objectives (GM+MO)

Table 4.8 (continued)

Component	Items involved	Name (Components involved)
5	6 – Function of international cooperation in building a diverse campus 10 – Importance of establishing policies and regulations for studying abroad 14 – Importance of establishing evaluation policy for foreign teachers and scientific researchers 19 – Importance of establishing a specialized international work leading group	Guarantees from policies (GM+PO)
6	55 – Satisfaction with "2+1+1" program 57 – Satisfaction with Lancang-Mekong Regional Education Cooperation Forum	Implementation of international activities (IM+AC)

The 6 new components merged by the function of computing variables based on results from the previous factor analysis were used for correlation analysis, which were named as POREPE, GMIM, MOIM, GMMO, GMPO, and IMAC. The results from the test of normality (listed as Appendix N) showed 4 merged components were suitable for correlation, including POREPE, MOIM, GMMO, and IMAC, whose significance values from Kolmogorov-Smirnov and Shapiro-Wilk tests were below 0.05. Since one of the significance values in Kolmogorov-Smirnov and Shapiro-Wilk tests for GMIM ($p = 0.46$, $p = 0.144$) and GMPO ($p = 0.055$, $p = 0.024$) was over 0.05, the two components could not be used for Spearman's rank-order correlation analysis.

From the concise statistical results of Spearman's rank-order correlation among main contributors (Table 4.9), 6 pairs of variables showed correlations. The correlations for POREPE and MOIM ($0 < \rho = 0.192 < 0.2$), POREPE and GMMO ($0 < \rho = 0.152 < 0.2$), as well as GMMO and MOIM ($0 < \rho = 0.179 < 0.2$) showed very

weak, which could be negligible. The correlation for POREPE and IMAC (0.2 <= ρ = 0.335 < 0.4), and IMAC and GMMO (0.2 <= ρ = 0.236 < 0.4) showed weak positive relations. The correlation between IMAC and MOIM (0.4 <= ρ = 0.473 < 0.7) showed a moderate positive relation. The statistics inferred that among these 6 pairs of variables, all 7 components involved had very weak positive correlations, including PO, RE, PE, IM, AC, GM, and MO. However, the correlations among IM, AC, and MO were moderately positive.

Table 4.9 Statistics of Coefficients from Spearman's Rank-order Correlation (CRRU)

Correlations

			POREPE	MOIM	GMMO	IMAC
Spearman's rho	POREPE	Correlation Coefficient	1.000	.192	.152	.335*
	MOIM	Correlation Coefficient		1.000	.179	.473**
	GMMO	Correlation Coefficient			1.000	.236
	IMAC	Correlation Coefficient				1.000

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

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

4.1.2.2 Results from merging quantitative data analysis

The total number of CRRU's participants was 53. The way of demonstrating the results from merging all the types of questions in the questionnaire followed the way for PU's data, which illustrated the results in terms of the relevant dimensions of the 10 components from the synthesized conceptual framework. The section presented the results sequentially from PE (People), Activities (AC), Policies (PO), Mission and Objectives (MO), Time (TI), Resources (RE), Communication (CO), Guarantee Mechanism (GM), International Influence (II), to Implementation (IM). Noticeably, the tables covering the whole statistical results of frequency of single-response and multiple-response questions are attached as Appendices O (1) and O (2).

1. People (PE)

In the PE dimension, the results of 3 single-response questions designed to inquire about the demographic information of participants are listed in Table 4.10.

Table 4.10 Demographic Information of Questionnaire's Participants at CRRU

Demographic Information		
Working years	**Number**	**Percent (%)**
A. Less than 1 year	3	5.7
B. 1-5 years	7	13.2
C. 6-10 years	11	20.8
D. More than 10 years	32	60.4
Total	**53**	**100.0**
Ages	**Number**	**Percent (%)**
A. Below 25 years old	0	0
B. 25-35 years old	11	20.8
C. 35-45 years old	26	49.1
D. Over 45 years old	16	30.2
Total	**53**	**100.0**
Job positions	**Number**	**Percent (%)**
A. Scientific researcher	0	0
B. Teaching staff	22	41.5
C. Administrator	5	9.4
D. Administrative staff or assistant	26	49.1
E. Others	0	0
Total	**53**	**100.0**

Note n = 117

The statistical results of demographic information about participants showed that most participants from CRRU had more than 10 years of working experience, accounting for 60.4%, and no participants' ages were below 25 years old. Besides, the main job distribution was chosen by teaching staff and administrative

staff/assistants, which similarly accounted for 41.5% and 49.1%. It could be inferred that more than half of the participants had rich work experience.

Results from the other 8 items (Figure 4.11), exploring the participants' attention to the university's international cooperation affairs and their experience of participating in international activities, showed that the majority of respondents out of 53 participants knew that the university had formulated the relevant policies, regulations, or documents mentioned in the statements. The result of item 36, asking whether the participants knew the university had summarized or planned the international cooperation work in the annual work report, showed that nearly half of the participants expressed they knew (n = 26, 49.06%).

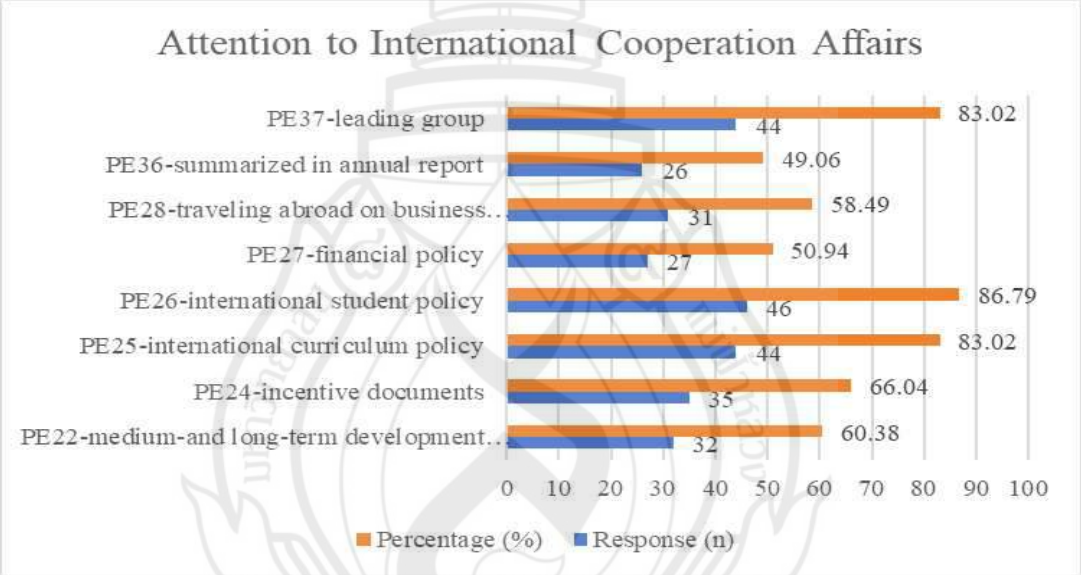


Figure 4.11 Attention to International Cooperation Affairs (CRRU)

Items 32 and 48 were designed to explore participants' experiences of participating in international activities. Item 32 asked about the participation times during their work at CRRU. Item 48 asked participants about the specific activities they had joined during their work at CRRU. The statistical results are listed in Figure 4.12 below.

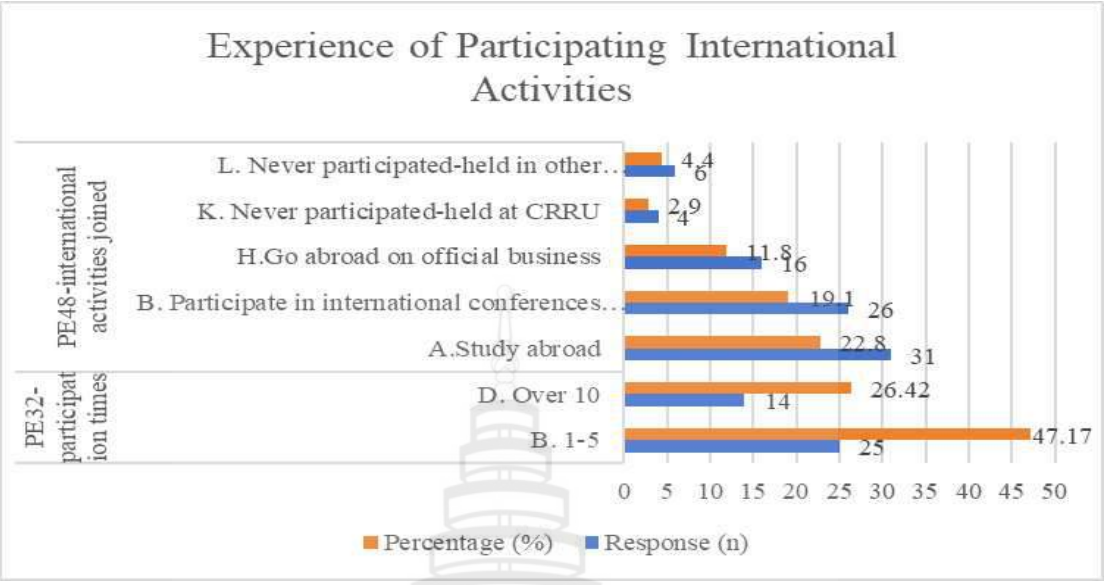


Figure 4.12 Experience of Participating in International Activities (CRRU)

Referring to item 32, the two options, including 1-5 times (n = 25, 47.17%) and over 10 times (n = 14, 26.42%), were chosen by most of the respondents, which together accounted for 73%. About item 48, the three options chosen by the participants with the highest frequency were studying abroad (n = 31, 22.8%), participating in international online and offline conferences (n = 26, 19.1%), and going abroad on official business (n = 216, 11.8%). The other two options, stating respondents hadn't participated in the activities held at CRRU (n = 4, 2.9%) and in other universities (n = 6, 4.4%), showed that 10 out of 53 participants had no experience.

Accordingly, combining the results from demographic statistics and participants' experience of participating in international activities, the results could imply that the overall staff's rich working experience and their experience of participating in international activities were the strengths of CRRU international cooperation. Moreover, the results from participants' attention to international cooperation affairs could indicate that the participants had relatively high attention on the university's international cooperation affairs, which implied that participants actively participated in international cooperation activities. Meanwhile, it could also be understood that the university conducted relatively efficient publicity for its policies, regulations, and documents.

2. Activities (AC)

The results from the Five-point rating scales (Figure 4.13), exploring participants' evaluation of the current university's international cooperation activities between PU and CRRU, showed the respondents agreed on the statements, whose mean values ranged from 3.77 to 4.15. The lowest mean value for item 57 (M = 3.77), inquiring about the evaluation of the Lancang-Mekong Regional Education Cooperation Forum and its series of themed forums, showed relatively lower satisfaction. The main reason could be explained by the insufficient internal and external publicity of the forum (n = 32, 30.2%), which was the top response chosen by the respondents in item 65, asking about the weaknesses of the forum.

Besides, in terms of the activities around international students, item 26, asking participants whether they knew that the university had formulated policies for international student affairs, the response choosing 'Yes' (n = 46, 86.79%) indicated the relatively high publicity of these policies or the relatively sound policy system at CRRU.

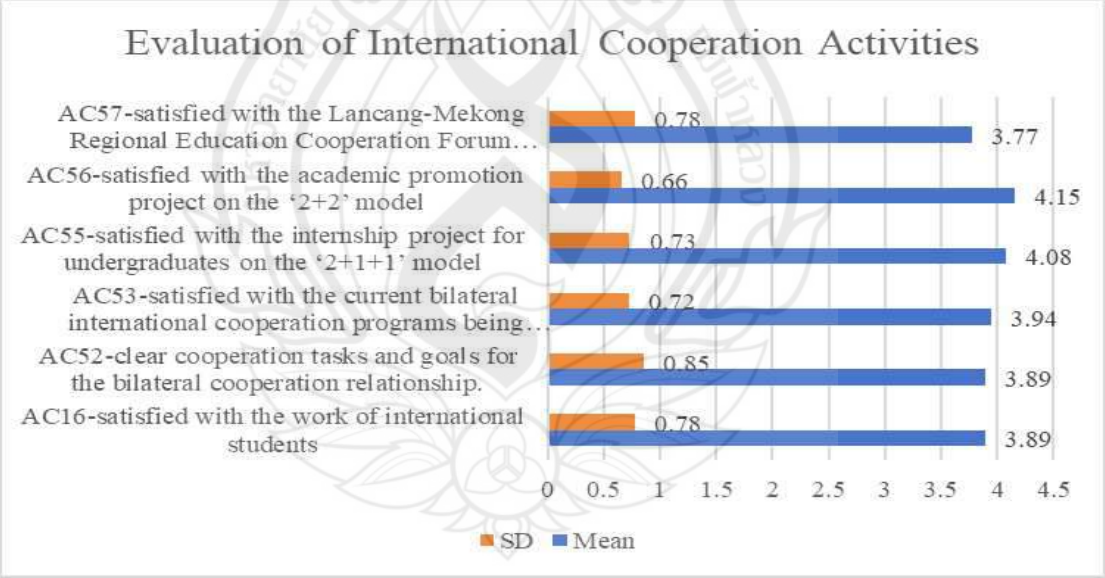


Figure 4.13 Evaluation of International Cooperation Activities (CRRU)

In the results of item 49 (Figure 4.14), exploring the expectations for future cooperation activities, the three option with the highest frequency chosen by over half participants were exchange of academic staff, teachers, and students (n = 42, 20%), language teaching cooperation projects (n = 30, 14.4%), and exchange of arts and

diverse culture (n = 28, 13.5%). The lowest percent appeared in the exchange of the university's publication information (13, 6%). The results could indicate that the main forms of international cooperation expected were the mobility of people, language instruction, and cultural exchange. And more diverse cooperation forms were also expected to be explored and expanded.

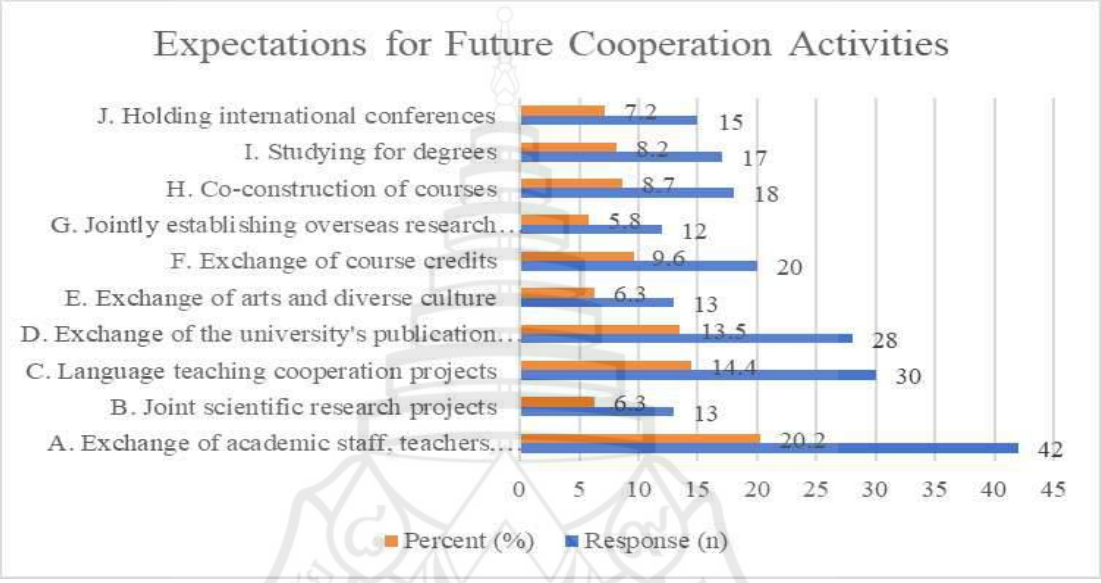


Figure 4.14 Expectations for Future Cooperation Activities (CRRU)

Therefore, similar to PU's result, the overall satisfaction with the existing international cooperation activities showed that the stability of long-term cooperation with CRRU was one of the strengths for CRRU. Meanwhile, the efficient publicity of international student affairs could be another strength. The international cooperation form was expected to be expanded, which could be a challenge for CRRU's international cooperation.

3. Policies (PO)

The results from participants' attitudes towards formulating relevant policies (Figure 4.15), whose mean values ranging from 4.19 to 4.38 and SD values ranging from 0.62 to 0.70, showed that respondents agreed without bigger differences to the importance of formulating those policies to support the university's internationalization, such as policy supporting teachers and students going abroad to study, international curriculum construction, implementation of international cooperation activities, management for international teachers and scientific researchers,

and evaluation policy for international teachers and scientific researchers.

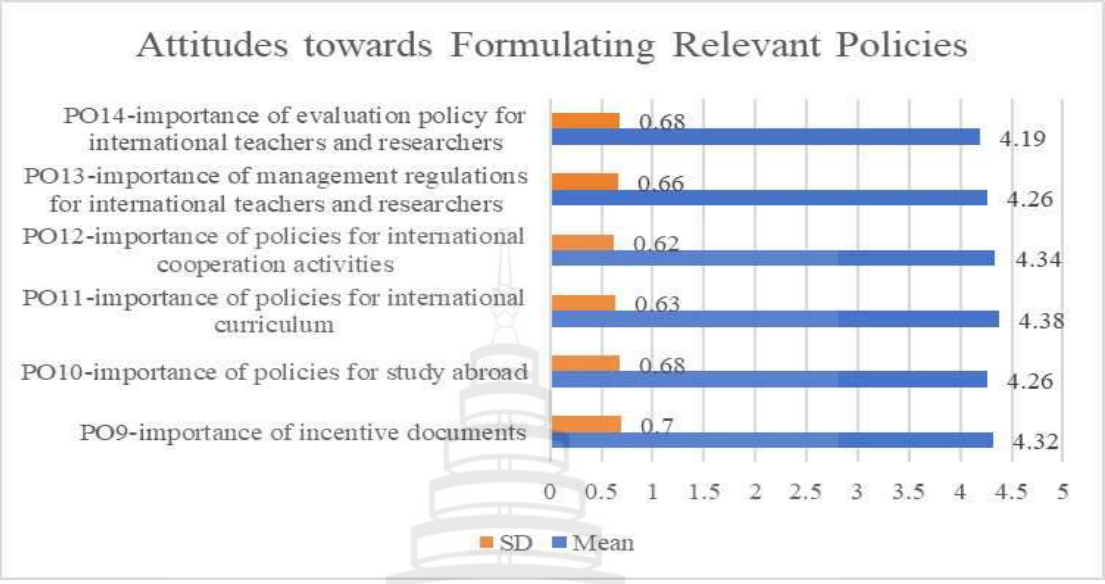


Figure 4.15 Attitudes towards Formulating Relevant Policies (CRRU)

Significantly, the results with single-response questions asking participants whether they knew about relevant international policies and regulations formulated by CRRU showed a relatively high attention paid by the participants. The responses of these single-response questions were presented in Figure 4.11 under the PE dimension above, which showed that more than half of the participants knew about the announcement and implementation of these typical policies relevant to the university's internationalization. Moreover, another controversial point was the result of item 15. Result from item 15 (M = 3.91, SD = 0.77) showed respondents were satisfied with the university's policy system relevant to internationalization.

Therefore, the results for the PO dimension revealed that the sound policy system around the university's internationalization made participants feel satisfied, which could be a strength of CRRU's international cooperation. Besides, participants' attentions to these policies could indicate higher awareness of them to participate in international cooperation activities. Meanwhile, it could reflect that the university conducted good publicity for those policies.

4. Mission and Objectives (MO)

The significant results related to the MO were supported by items 7, 8, and 52. The results for item 7 (M = 4.21, SD = 0.63) indicated that respondents agreed

without a bigger variance with the statement ‘my university integrates a global vision into the curriculum and teaching methods well’. The result could be inferred that the mission and objectives of guiding curriculum instruction had a positive effect.

The results for item 8 (M = 3.89, SD = 0.99), exploring the understanding of internationalization and international cooperation, showed that participant thought the equivalent meaning for the two terms, while there was greater variance in their responses. The results for item 52 (M = 3.89, SD = 0.85) showed that even though respondents agreed that the cooperation tasks and goals for bilateral cooperation relationships were clear, their responses had a relatively greater variance.

Accordingly, the results for the PO dimension could indicate that a gap existed between the professional academic knowledge understanding and the integration of mission and objectives into current institutional policies, such as the cooperation MOUs, which could be a challenge for CRRU’s international cooperation. However, the integration of a global vision with curriculum instruction could be a strength, promoting international cooperation.

5. Time (TI)

Due to the limited number of items designed in the TI dimension, the researcher primarily focused on item 60, which asked about the appropriate timing for bilateral teacher programs between PU and CRRU, such as teacher exchanges and teacher training. The option stating 1-3 months was chosen by the largest number of respondents (n = 27, 50.94%). The option providing 1 month was chosen by 15 respondents (28.3%). The results could indicate that CRRU’s participants preferred short-term cooperation activities for teacher programs.

6. Resources (RE)

The results of the RE dimension could be mainly explained by the results from the participants’ viewpoints on financial support. The result of item 18 showed that although respondents agreed the university provided adequate financial support for international cooperation (M = 3.77, SD = 0.80), there was a little larger variance in their responses. The result of item 27 showed that 27 (50.94%) out of 53 participants expressed that they knew the university had formulated financial management and reimbursement policies. To some extent, these two results indicated that CRRU provided relatively strong support from finance and financial policies to its

internationalization.

The results of item 46, exploring the areas that should be invested in more by the university's internationalization construction funds (Figure 4.16) showed the three options with the highest frequency were the fees supporting teachers and students to join overseas cultural communication activities (n = 33, 62.26%), the fees supporting teachers and students to have academic visits abroad (n = 27, 50.94%), and the fees supporting teachers and students to participate in international conferences (n = 26, 49.06%). Significantly, the option, stating fees for going abroad on business, was chosen with similar responses to the third place (n = 25, 47.17%). The fees for the operation and management of the overseas office were chosen by the least number of participants (n = 18, 33.96%).

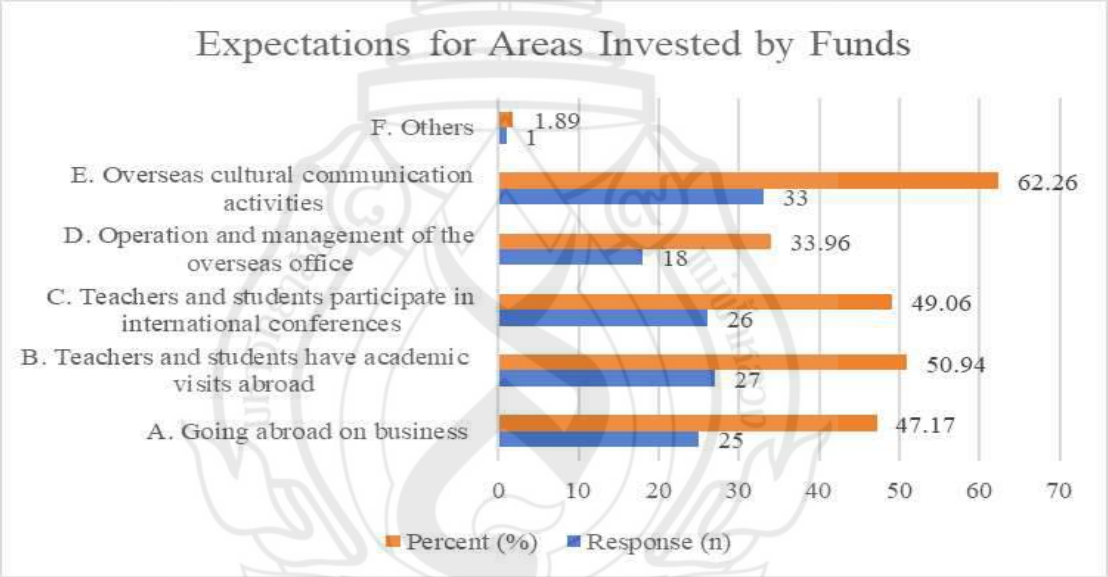


Figure 4.16 Expectations for Areas Invested by the Internationalization Construction Funds (CRRU)

Therefore, the results could indicate the financial challenge faced by CRRU. Although CRRU provided relatively strong financial support for international cooperation affairs, the current financial distributions cannot meet the needs of activities related to the teacher and student programs, and respondents expected the university to diversify financial distributions. Moreover, the suggestions provided by one respondent (1%), including allocating funds to enhance the university's international image and to support staff training aimed at strengthening

internationalization capacity, offer valuable insights for future financial planning.

7. Communication (CO)

The results from the CO dimension focused on the participants' language proficiency and suggestions for the languages used to promote international communication (Figure 4.17).

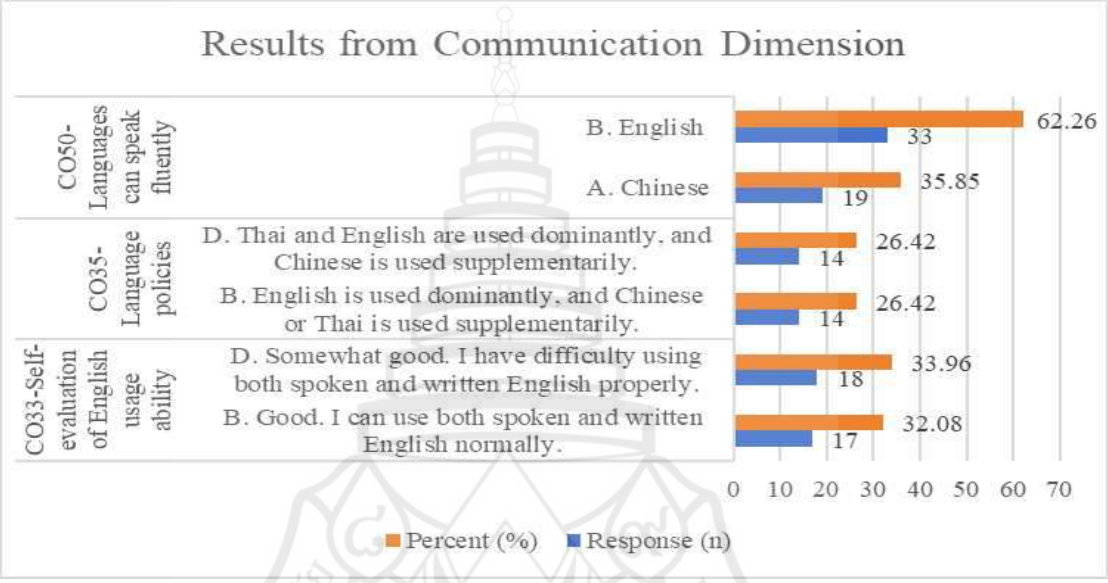


Figure 4.17 Results from Communication Dimension (CRRU)

The results of item 50 showed that besides mother tongue, 33 (62.26%) out of 53 respondents could speak English fluently, and 19 respondents (35.85%) could speak Chinese fluently. However, on self-evaluation of English proficiency, 17 respondents (32.08%) expressed they could use both spoken and written English normally, and 18 respondents (33.96%) could have difficulty in using both spoken and written English properly. When asking which language policy could promote the university's internationalization, the policy dominantly using English and supplementarily using Chinese or Thai was chosen by most of the respondents (n = 14, 26.42%). Equally, the policy dominantly using Thai and English, and supplementarily using Chinese, was chosen by the same number of participants (n = 14, 26.42%).

Therefore, the results could indicate that the overall level of participants' English proficiency was relatively moderate, which could support their normal communication for international cooperation. The number of participants who could speak Chinese fluently was a bonus for enhancing the communication and cooperation

with Chinese partners. Meanwhile, the language policies chosen by the participants, which included English, Thai, and Chinese, could indicate that participants supported a trilingual policy to promote the university's internationalization.

8. Guarantee Mechanism (GM)

The exploration of the GM dimension mainly focused on the university's organizational setting for supporting international cooperation affairs, such as the specialized leading committee for conducting international cooperation, and the office dominantly dealing with international cooperation affairs.

The result from item 19 showed that participants agreed that the establishment of a specialized international work-leading committee was crucial to the university's internationalization (M = 4.28, SD = 0.6). Moreover, the result from item 37 showed that almost all of the respondents (n = 44, 77.36%) knew the university had established the leading committee.

The results from item 51 (Figure 4.18), exploring the channels that can promote the establishment of international cooperative relations with other international institutions, showed the top one channel was through direct communication from the foreign affairs-related department with the target institutions (n = 33, 23.6%), which chiefly demonstrated the crucial role of the specialized office handling international cooperation affairs. The channels through the recommendations from cooperative institutions (n = 28, 20%) and intermediary organs or agencies (n = 24, 17.1%) were ranked second and third. All the channels provided for the item chosen by participants could indicate that diverse channels for establishing international relations were required to promote the university's international cooperation.

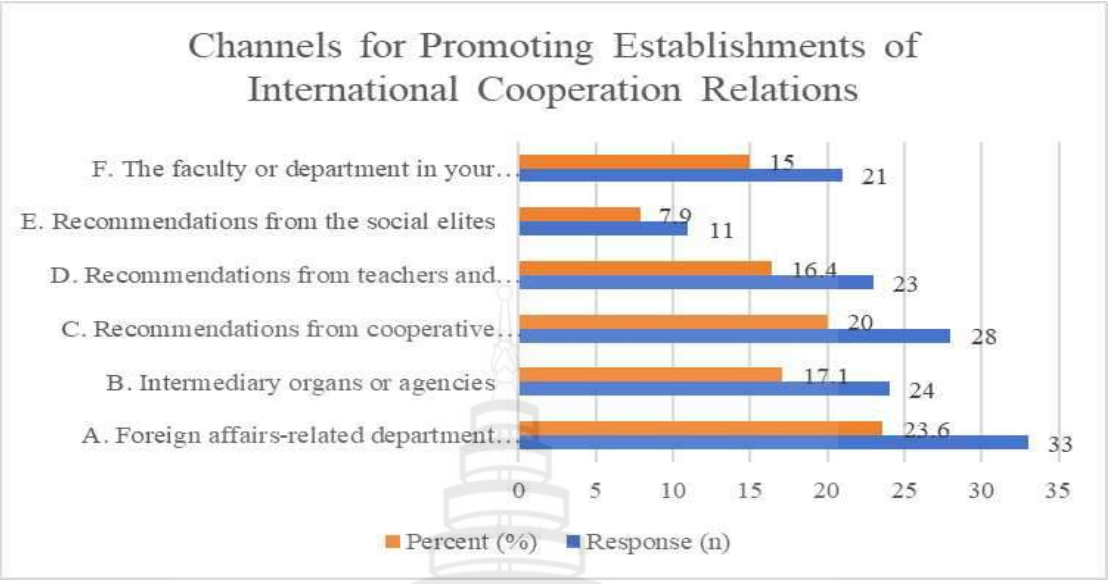


Figure 4.18 Channels for Promoting Establishments of International Cooperation Relations (CRRU)

Referring to the quality of working staff at the specialized office handling international cooperation affairs, it was one of the challenges for CRRU's international cooperation. The results from item 40, exploring the challenges faced by PU's international cooperation, showed that incomplete divisions setting for work distribution and an insufficient number of working staff at the office were the biggest challenges (n = 23, 14.4%).

The challenge was reinforced when exploring the weaknesses existing in the work related to international students' affairs. The results from items 40 and 41 showed the weaknesses and challenges existing in the current international cooperation affairs. Language communication barrier among administrative staff was the top weakness chosen by 27 (18.8%) respondents. Furthermore, the other two obvious weaknesses of the working staff included a lack of a complete management team (n = 23, 16%) and the lower overall professional level of the staff's work (n = 24, 16.7%).

Accordingly, the results could indicate that CRRU had a relatively sound working mechanism for international cooperation, including the establishment of a working leading committee and a specialized office for conducting international cooperation affairs, which was one of the strengths of PU. However, the uneven working quality for the working staff at the specialized office could be a significant

weakness. Besides, the unclear work distribution for international cooperation affairs among the departments (n = 20, 13.9%) was another significant weakness existing in CRRU's international cooperation.

9. International Influence (II)

The types of institutional international rank chosen by the participants showed that the national university ranking was preferred to play the most practically guiding role for the university's internationalization construction (n = 20, 37.74%). The Quacquarelli Symonds (QS) World University Ranking was chosen with the second highest response (n = 15, 28.3%). The results showed that the dominant reason why those participants chose this kind of university ranking was that the indicators adopted by the ranking system were compatible with the university's development (n = 34, 48.6%). The three reasons with the highest frequency still included the good reputation (n = 22, 31.4%) and the authority of the ranking (n = 10, 14.3%).

When exploring the publicity effect of bilateral representative international activities between PU and CRRU, such as the Lancang-Mekong Regional Education Forum and the establishment of the Chinese Language and Culture Center, the result from item 58 (M = 3.70, SD = 0.85) showed that although respondents agreed they knew about the relevant work of the Chinese Language and Culture Center, their responses had relatively greater variance. When being asked about the weaknesses of the Lancang-Mekong Regional Education Forum, participants chose insufficient internal and external publicity as the top one (n = 32, 30.2%), which was followed by insufficient capabilities of coordination and organization (n = 16, 15.1%) and single format of forum activities (n =13, 12.3%). The results for Item 59 (M = 4.11, SD = 0.80) showed that although a bigger variance among responses, the participants were willing to introduce international cooperation projects carried out by the university, which indicated the cooperation projects had gained some reputation.

Accordingly, the results based on the institutional internationalization ranking were similar to the PU's, which could indicate that the university faced fierce competition from both internal and international environments, since it valued the university's national and international rankings. The results in terms of the classic international activities could show that the insufficient publicity for the new cooperation programs.

10. Implementation (IM)

The results from asking participants whether they knew the work related to international cooperation had been summarized or planned in the university's annual work report showed that only 26 out of 53 respondents (49.06%) expressed that they knew. The results from items 42 and 64 showed the various achievements gained from the implementation of bilateral international cooperation between PU and CRRU.

The results of 42 (Figure 4.19), exploring the overall achievements gained, showed that the three options with the highest frequency were going abroad on official business (n = 29, 16.8%), studying abroad (n = 26, 15%), and participating in online and offline international conferences (n = 26, 15%).

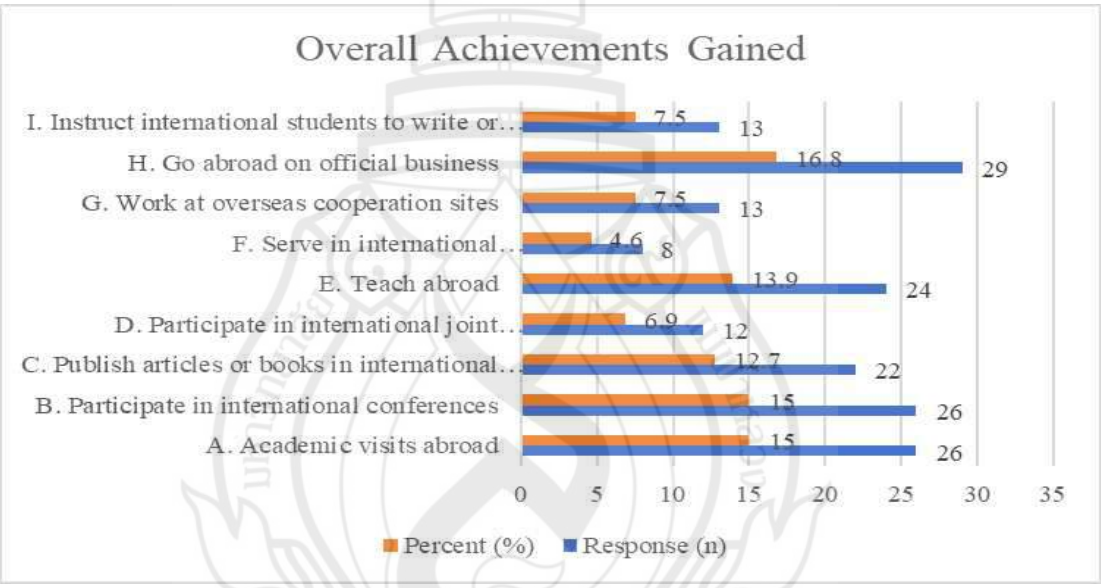


Figure 4.19 Overall Achievements Gained (CRRU)

The results from item 64 (Figure 4.20), exploring achievements gained through bilateral cooperation between PU and CRRU, showed that all these options had been mentioned. The three options with the highest frequency were exchange of academic staff, teachers, and students (n = 45, 24.2%), language teaching projects (n = 28, 15.1%), and exchange of arts and diverse culture (n = 25, 13.4%), which were same to the PU's results.

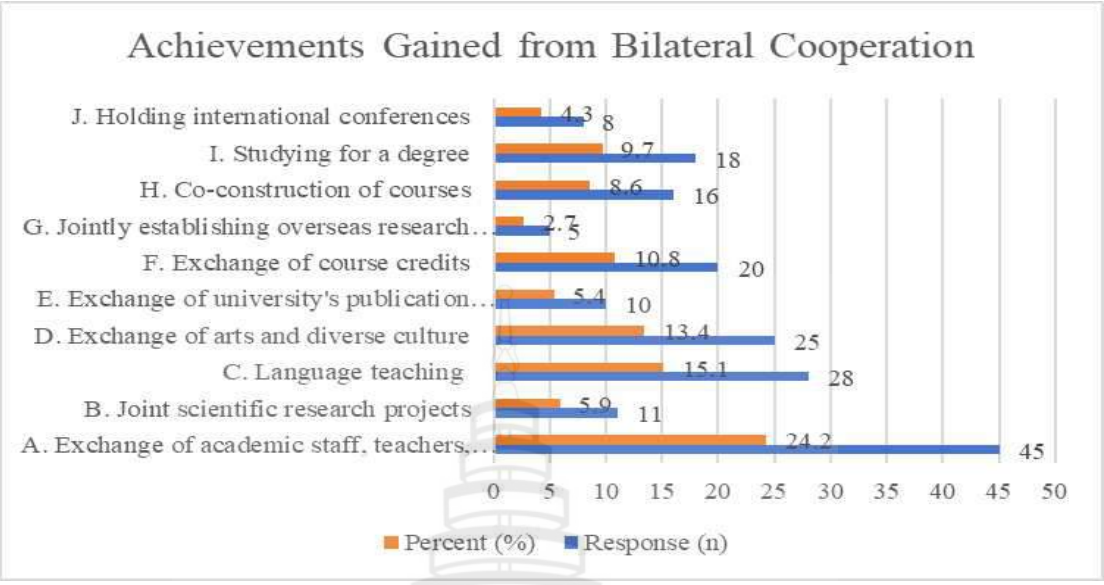


Figure 4.20 Achievements Gained from Bilateral Cooperation (CRRU)

Accordingly, the results from the IM dimension showed the strengths of CRRU's international cooperation activities, which were the relatively diverse forms of international cooperation and the stability of long-term cooperation with PU.

4.2 Results from Qualitative Data Analysis

The principal approach for analyzing interview data was content analysis assisted by MAXQDA. Overall, the results from the qualitative content analysis supported and enriched the proposed synthesized conceptual framework. All 10 constructs outlined in the framework emerged naturally in participants' discussions, without the need for direct prompting. The 10 components were dominantly used for categorizing the codes.

The content analysis of interviews was dominant in this section. The interviews aimed to further verify quantitative statistical analysis results and explore other latent factors and significant ideas regarding the challenges, strengths, weaknesses, and characteristics of each university's international cooperation, as well as the suggestions for enhancing bilateral cooperation, thereby deepening the understanding of the research objectives and answering the research questions. To link the results from

quantitative data analysis, detailed illustrations of interview analysis were individually developed around the ‘challenges’, ‘strengths’, and ‘weaknesses’ of PU’s and CRRU’s international cooperation.

4.2.1 Data from PU

4.2.1.1 Results from open-ended question analysis

Two open-ended questions were designed in the questionnaire, including items 67 and 68. The Word Cloud function in the Wenjuanxing online app supported the analysis of open-ended questions. As for item 67, stating ‘For further enhancing international cooperation between PU and CRRU, could you please provide sincere suggestions on any aspect related to international affairs, such as policymaking relevant to internationalization, management of international affairs team, innovation of ways handling international affairs, etc.’, 82 respondents answered without any suggestions, and 35 respondents provided suggestions. The Word Cloud with phrases of opinions is presented below.

Figure 4.21 (1) Original Word Cloud of Item 67 (PU)

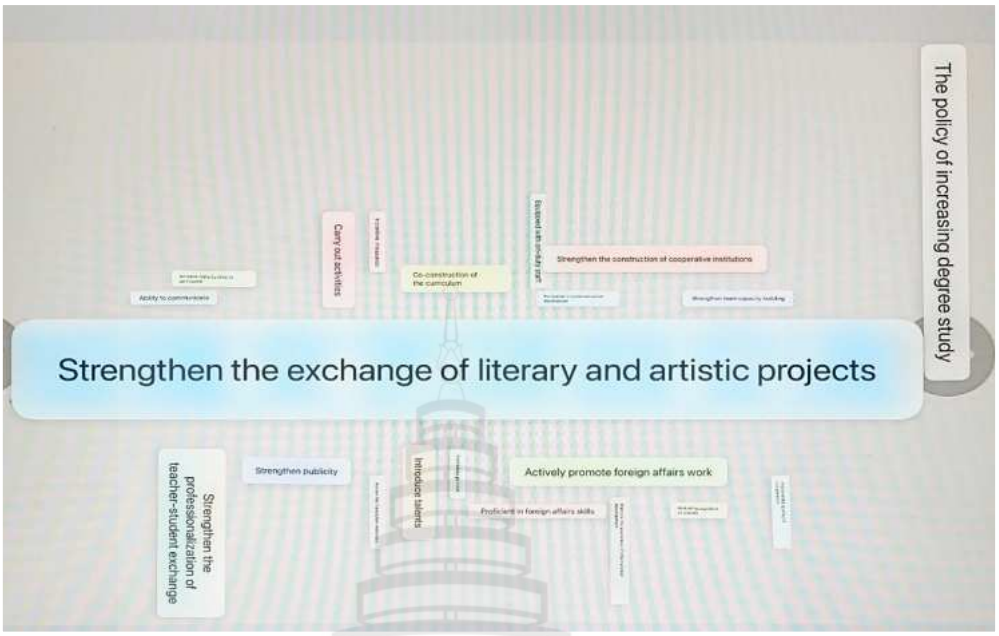


Figure 4.21 (2) Translation of Word Cloud of Item 67 (PU)

Comparing the phrases concluded automatically by the Word Cloud in Figure 4.21 (1) with the original responses recorded in the questionnaire, the researcher found that several missing statements with significant frequency statistics of participants' responses should be supplemented. Although the most significant response had been extracted, there should be some adjustments to the phrase categories and the frequency statistics of supplementary responses. The reasons for missing statements were the long sentence descriptions provided by participants, which cannot be figured out by the app. Table 4.11 below, presenting all the responses in detail, was coded manually.

Table 4.11 Relations Between Variables and Codes for Item 67 (PU)

Ranking	Frequency	Codes extracted	Variables
1	12	Strengthen activities around cultural exchange and communication, such as art programs	AC
2	4	Add a policy for supporting Ph.D. degree learning	PO

Table 4.11 (continued)

Ranking	Frequency	Codes extracted	Variables
3	3	Strengthen teamwork with sufficient personnel and professional working skills in international affairs	PE
4	2 (for each code)	Actively promote international affairs; introduce talents; advance dissemination; carry out various activities; jointly develop courses; enhance professional skills in dealing with international affairs; strengthen cooperation with scientific research institutions; make plans for internationalization	PE; II, AC; GM; PO
5	1 (for each code)	Mechanism for supporting teachers to go abroad and participate in international activities; international work distribution	GM

Consequently, after comparing these opinions extracted from responses with the variables abstracted from the synthesized conceptual framework and double-checking the results of World Cloud, 5 variables were used to categorize these key terms, including Activities (AC), People (PE), International Influence (II), Guarantee Mechanism (GM), and Policies (PO). The three phrases with the highest frequency were ‘strengthen exchange and communication of cooperative projects, and literature and art programs’, ‘add policy for supporting Ph.D. degree learning’, and ‘strengthen teamwork with sufficient personnel and professional working skills in international affairs’. It could indicate that participants paid more attention to the dimensions of AC, PO, and PE. Meanwhile, the statistical results could reveal the weaknesses of the current international cooperation, which were the existing international cooperation, policies supporting international cooperation, and the service from the teamwork related to international cooperation cannot meet participants’ growing needs.

Referring to item 68, which states ‘Besides the international cooperation plan formulated by the designated foreign affairs department at your university, should other relevant internal departments and faculties also develop their own plans or strategies for international cooperation? Please explain why’. Thirty-five respondents replied with confirmation agreeing to the argument that ‘other internal relevant departments and faculties also should make their plan or strategies for international cooperation’, among which 29 participants provided reasons. While 12 respondents expressed disagreement, 9 of them provided reasons. Moreover, 70 respondents replied with no ideas on the issue. The key opinions showing the mixed results of agreement and disagreement on the item are presented in Figure 4.22 (1) below.

Figure 4.22 (1) Original Word Cloud of Item 67 (PU)

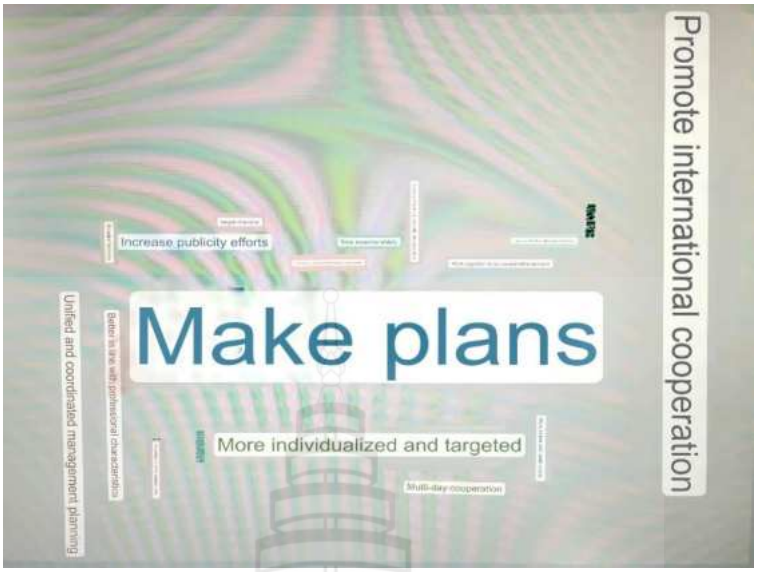


Figure 4.22 (2) Translation of Word Cloud of Item 67 (PU)

After rechecking the original text of responses, the overall statistics of key phrases containing agreement (AG) and disagreement (DIA) are demonstrated individually in Table 4.12 below.

Table 4.12 Relations Between Variables and Codes for Item 68 (PU)

Ranking	Frequency	Opinions	Codes extracted	Variables
1	9	DIA	Unified management and coordination planning	PO
2	7	AG	Promote international cooperation;	RE
	7	AG	Follow the unified management and coordination planning	PO
3	6	AG	More matchable with the features of cooperative majors;	AC
3	6	AG	More targeting of aims for cooperative programs;	AC
4	2 (for each code)	AG	Constitution of all working units; diversified cooperation; broaden horizons; know about frontier theories	GM; RE; PE;

Table 4.12 (continued)

Ranking	Frequency	Opinions	Codes extracted	Variables
5	1 (for each code)	AG	Adopt opinions for making international policy based on the investigation of relevant departments and faculties; meet the immediate needs of work	PO; RE

Accordingly, 35 respondents (30%) approved that each internal department and school should make its own international policy, while 12 respondents (10.3%) expressed disagreements. There were 5 main variables mentioned based on the conclusion from respondents' opinions, including PO, RE, AC, GM, and PE. The respondents with the highest number (n = 9) expressed disagreement and explained that internationalization policymaking should be chiefly made by the specific administrative department, which can realize the unified management and coordination of international affairs.

However, the approval of 35 respondents indicated that all the departments and schools were units that constituted the whole university, and the overall internationalization construction required all units' efforts. The process for departments and schools to make their international plans and policies could meet the unique needs of virtual work and the development of disciplines. Meanwhile, the process could also make the design for cooperative programs more matchable and targeted. Furthermore, several respondents suggested that the university should have an in-depth investigation on campus and adopt more valuable opinions from administrative staff and lecturers when executive administrators made the university's international policies.

4.2.1.2 Results from interview analysis

The demographic information about PU's interviewees and the profile of each interviewee are presented in Table 4.13 and Table 4.14 below:

Table 4.13 Demographic Information of PU's Interviewees

	Frequency	Percent (%)
Working years		
1-5 years	2	16.7
6-10 years	3	25
More than 10 years	7	58.3
Ages		
25-35 years old	1	8.3
35-45 years old	5	41.7
Over 45 years old	6	50
Job positions		
Teaching staff	1	8.3
Administrator	3	25
Administrative staff or assistant	8	66.7
Learning backgrounds		
Ph.D. degree	3	25
Master degree	4	33.3
Bachelor degree	5	41.7

Note n = 12

Table 4.14 Profiles of Interviewees at PU

Code	Categories	Department/ Job Position	Learning background	Working Years	Way of Interviews
P1	Executive administrator	President	Ph.D.	More than 10 years	
P2		Vice President	Master	More than 10 years	
P3		Vice President	Ph.D.	1-5 years	
P4	Administrative staff	OICE/Vice Director	Bachelor	More than 10 years	

Table 4.14 (continued)

Code	Categories	Department/ Job Position	Learning background	Working Years	Way of Interviews
P5		OICE/None	Master	6-10 years	
P6		SFL/Vice Dean	Master	More than 10 years	Individual
P7	Lecturer	SFL/None	Bachelor	6-10 years	
P8		SFL/None	Master	1-5 years	
P9	Administrative staff	SH/ Dean	Ph.D.	More than 10 years	
P10	Lecturer	SH/None	Master	6-10 years	
P11	Administrative staff	FD/Vice Director	Bachelor	More than 10 years	
P12		PD/Director	Bachelor	More than 10 years	

Note n = 12

The statistics of interviewees' demographic information revealed the diversity of working years, ages, job positions, and learning backgrounds. It was significant that 16.7 % of participants had worked at PU for less than 5 years, and almost half of the participants (41.7 %) obtained bachelor's degrees. Therefore, it could indicate that the overall level of management team members working for international cooperation in work experience and professional learning was relatively low.

1. Challenges of PU's international cooperation

In the dimension of challenges, there were 89 codes for Level 2 and Level 3 counted in the Code Matrix (Appendix P (1)). The larger size of the code in the Code Cloud (Figure 4.23) meant a code with a higher response frequency. Through the analysis of Code Cloud, the 3 codes with the highest response frequency appeared in the Guarantee Mechanism (GM), Activities (AC), and Communication (CO) categories, which subsequently titled as lack of a specific and routine plan for each

existing program (n = 8), academic degree education promotion at home (n = 8), and AI technology applied to translation and oral interpretation (n = 6).

Figure 4.23 Code Cloud of Challenges of PU's International Cooperation

For the interview data around challenges, the obvious code with the largest size in Code Cloud indicated that the biggest challenge of PU's international cooperation appeared in the GM category, which was described as PU lacked a specific and routine plan for each existing cooperative program. It was evident from P6's viewpoint, talking about arranging student programs.

"The plan and arrangement for students going abroad are made relatively hastily. The student programs established at the School of Foreign Languages are educational internships for students from the Applied English Major and non-common languages majors. For English major students, even if the program has not really started, we have proposed to send students to Thailand, too. However, the biggest problem is the lack of integral implementation rules. The issues of students' safety and subsequent study should have a sound arrangement." (P6)

As for the challenge of the AC category arising from the chances to gain the academic degree promotion at home, the number of students from the Applied English Major who were proposed to choose academic degree promotion abroad had decreased sharply in these years. The cooperation program around the major was also called the "2+2" program, which was one of the distinctive achievements of bilateral cooperation between PU and CRRU and had lasted over 15 years. According to the talent training program of the major, students enrolled would obtain junior college degrees after they study for 2 years at PU. If the students chose to go to CRRU for

another 2 years of learning, they would obtain Bachelor's degrees from CRRU when they graduated. This program was a classic degree promotion program for both PU and CRRU. The decrease in student numbers would have a huge impact on both universities' international cooperation. P8 commented that:

"It is not a rigid requirement for students from the "2+2" program to go abroad to learn. I think there are several reasons why students do not go abroad, including students who do not want to adapt to the new environment and the limited financial support from students' families. Compared to the overseas expense, students prefer to study in China, and some of them think they could pass the entrance exam at home. Since the flexibility on the talent training program, the university cannot have strict requirements for these students going abroad. We cannot force students to participate. That is why it is difficult to push the program." (P8)

Another challenge would be the impact of Artificial Intelligence (AI) technology on international communication. From the viewpoints of some interviewees, they were confident in the AI technology used for educational international cooperation. They thought that with the emergence of AI technology and its application in education, it could change the role of translators and oral interpreters in cultural communication and international conferences, and broaden the communication scale with AI translation. A contentious issue in higher education was whether the working staff at the office for international cooperation affairs must speak at least one foreign language. Like the discussion between the interviewer and interviewee around the role of English in the university's international cooperation and the language proficiency of the working staff at the foreign affairs department, some comments mentioned:

"With the development of various AI software, the effect of English on the university's international cooperation could be weakened." (P11)

"With the appearance of AI technology, the language barrier could be solved. Language may not be a barrier anymore." (P3)

In contrast, the interviewees with an English education background disagreed that AI technology would replace human translation and oral interpretation. The quotations from the interviewees were:

"The machine cannot replace human communication, because communication among people requires emotions." (P8)

"I believe most people think AI technology is just a tool. The working staff at OICE must obtain a foreign language proficiency, which is a basic and required quality. At least, he or she should be able to speak English." (P5)

In summary, except for the category of TI, the other 9 categories of the synthesized conceptual framework have been covered in the Code Matrix of challenges. The three challenges with the highest frequency were mainly related to GM, AC, and CO categories, indicating that the source of challenges contained the external and internal aspects.

It could reveal that in terms of GM, PU lacked specific and routine mechanism for managing, supervising, and implementing each existing cooperative programs; regarding AC, the changeless cooperation programs cannot meet with students' future learning needs and would affect the number of student participants; concerning CO, the AI technology could support international communication, but it cannot replace human's communication. However, the unsound internal GM around international cooperation should be highlighted as the biggest challenge. Additional evidence highlighting the need for a sound Guarantee Mechanism (GM) was provided by the single-response items related to PU's self-evaluation dimension in the questionnaire. For example, for the GM19 inquiring about the attitudes toward establishing a special international work leading group, the mean value of the Five-point rating scale item was 4.4 (SD = 0.74), which indicated the important role of the leading group as the guarantee for international cooperation was required.

2. Strengths of PU's international cooperation

In the dimension of strengths, 107 codes were extracted and listed in the appendix (Appendix P (2)). Combined with the results of Code Cloud in the figure below, the three codes with the highest frequency were geographical advantages including two subcodes in Resources (RE) category (n = 10), long good cooperation

relationships of People (PE) category (n = 6), and support from national policies as guidelines of Policies (PO) category (n = 6).

Figure 4.24 Code Cloud of Strengths of PU's International Cooperation

Regarding geographic advantages, PU benefits from its location in Pu'er City, which borders three countries and offers convenient transportation links to Southeast Asian nations. One of the comments was:

"Our university does enjoy geographic advantages in cooperation with nearby countries. PU is the first public university met by these countries coming through Pu'er City. With the convenient transportation of the China-Laos railway, people can go from Laos to Pu'er City in 2 hours. And in another 3 hours, they can arrive at Kunming City." (P2)

However, some interviewees also mentioned that geographic advantages could be turned into disadvantages in the next dimension of the weaknesses of PU's international cooperation. Since the China-Laos railway was implemented successfully, international students and other talents from Southeast Asian countries could go to any other city in China.

Referring to the strength of long and good cooperation relationships of the PE category, both universities have mutual trust, which has been a solid base for bilateral international cooperation between PU and CRRU. P1 said:

"In my opinion, the strength is contributed by bilateral long-term communication and cooperation, especially for the student programs. Taking the

programs for Chinese International Education and Applied English majors as examples, both universities have established highly-trusted relationships. The two majors are highly recognized by the Thai and Chinese. The cooperation is continuous without interruption." (P1)

In the category of PO, national policies have provided direction for the university's international development. The quotation from P12 identified the strengths well:

"From the national level aspect, President Xi Jinping has inspected Yunnan twice and put forward suggestions on the openness of Yunnan Province to build a radiation center facing Southeast Asia. Yunnan Province earnestly implements the requirements for openness and actively participates in the national development plan. PU, located on the borderline, actively participates in the planning, which is also one of the functions of universities. Hence, PU should fully exploit the geographic advantages to serve local social and economic development." (P12)

In contrast, when inquiring about the role of international policy made by governments at different levels in international cooperation on higher education designed in the questionnaire, the option stating 'Both facilitating and hindering' of PO23 in the single-response questions was chosen by 33 participants out of 117 (28.21%). From the participants' points of view, partial policy could hinder or limit the development of international cooperation in higher education.

In summary, the category of TI was not involved, while the other 9 categories of the synthesized conceptual framework have been covered in the Code Matrix of strengths. The three categories with the highest frequency that appeared in strength dimensions were RE, PE, and PO, which indicated that geographic advantages, cooperation relationships, and policy supports were the dominant strengths for PU's international cooperation. However, the strengths of geographic advantages can be turned into hindering factors, and national policy support can limit PU's international cooperation to some extent.

3. Weaknesses of PU's international cooperation

From the results of the Code Matrix (Appendix P (3)) and Code Cloud (Figure 4.25) of the weaknesses of PU's international cooperation, 388 codes were extracted based on grounded theory. Comparing the results, the three codes with the highest response frequency were insufficient dissemination of the international cooperation affairs at home and abroad (n = 19), PU lacked a specific and systematic plan for each program (n = 18), and limited cooperative programs causing superficial communication at PU (n = 16). The three codes mainly involved the categories of Implementation (IM), Guarantee Mechanism (GM), and Communication (CO), which had also been identified by the data from the questionnaire around the PU's self-evaluation dimensions.

Figure 4.25 Code Cloud of Weaknesses of PU's International Cooperation

The first highest code was insufficient dissemination of international cooperation affairs at home and abroad during the implementation, which was one of the subcodes of unclear internal working mechanisms on international affairs. After viewing all the responses from the interviewees, the code could be treated as the main reason why there was not much improvement in PU's international cooperation. Even though the participants were purposively chosen from the university's internal departments that were closely linked to international affairs, some of them had no idea

about the international cooperation established or featured. Some quotations from interviewees were:

"We should strengthen the dissemination of international cooperation to broaden the scale of international students' cultivation and improve the quality of student education. Building the brand of PU on international cooperation is based on the accumulation of publicity of the university's reputation, so that more international students, including Laos, could choose PU first. Hence, I think there is insufficient dissemination of PU's international affairs." (P3)

"I do not know the specific contents of the MOUs signed by PU. This is a big shortage for OICE, which has led to the insufficient dissemination of international cooperation affairs on campus." (P11)

The insufficient dissemination of international cooperation programs was also validated by item 65 of the multiple-response questions, which asked about the disadvantages of the Lancang-Mekong Regional Education Cooperation Forum. The option of 'insufficient internal and external publicity' was chosen by most respondents (n = 76, 16.8%). Even though the forum was jointly created by PU and CRRU in 2019, which was the featured international cooperation achievement at PU, the publicity effect of the forum within PU needed to be enhanced.

For the second code with the highest frequency, PU lacked a specific and systematic plan for each international cooperation program. This code was also a challenge mentioned above. Most interviewees expressed that they were not familiar with the general information about international cooperation at PU. Some of them who assisted the international work from different departments and schools only knew the most distinctive one or two cooperation programs organized by PU. Even the teachers who were administrative staff members in charge of the Chinese International Education Major, the class advisors of the Applied English Major, and administrative staff members assisting OICE to send students abroad did not know the specific regulations for this student program. They said:

"For the whole year of the student's internship at CRRU, the process of students staying in Thailand is managed by CRRU. We listen to and follow their

suggestions. However, as a teacher responsible for this major, I do not know about the regulations and plans in detail, including the specific information about how to manage students in Thailand, what the specific learning and internship plans for the students are, etc. All this information cannot be passed to me. Only the dean or vice dean knows it. The specific plan around the cooperation program is firstly and mainly supported by the dean, or maybe by the director of OICE. So, I do not know how our two universities negotiate." (P10)

"The first weakness of current international cooperation is that we do not know the related policy. Secondly, we do not know who the target groups can join the exchange, such as the student internship program. Which majors can participate? There is no public notice or introduction. Lastly, there are unclear items listed in the MOU for the cooperation programs." (P7)

Referring to the third highest code, limited cooperative programs, was set as a sub-code of superficial communication, which has limited the development of international cooperation on forms, target groups, and scales. Some comments were:

"Our international cooperation is limited to purely language instruction. We focus on the student cultivation programs. Generally speaking, the contents of international cooperation are not rich." (P2)

"Even for the joint cultivation of teachers, we still lack international cooperation plans." (P4)

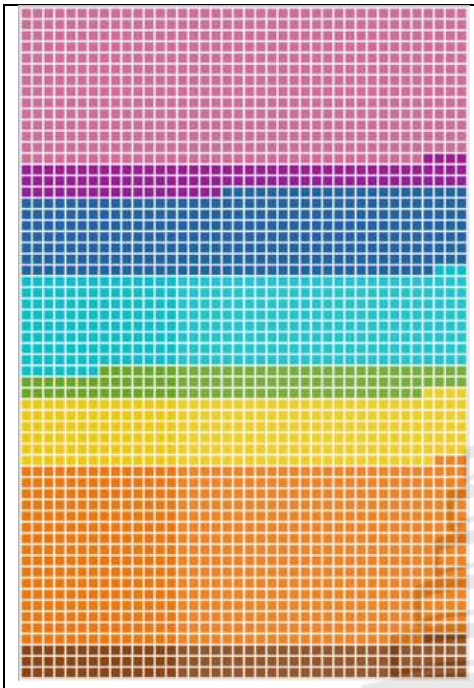
In summary, all 9 categories of the synthesized conceptual framework have been mentioned in the weaknesses dimension except for TI. Besides these three weaknesses with the highest frequency, the codes with response frequency number over 10 included the language barrier of teacher and student programs, insufficient communication scopes, lack of talents with international cooperation mind and vision also professional knowledge to support international cooperation, lack of supervision and management from schools to students staying abroad, insufficient implementation on MOU signed, and passive participation of some departments and schools. It was evident there were a lot of areas that needed to be improved in PU's international cooperation.

The three main weaknesses indicated that the insufficient publicity of international cooperation activities at PU was urgent to be improved to expand the scope of cooperation. Meanwhile, exploring the mechanism to guarantee existing cooperation programs was crucial for enhancing stable development. Furthermore, the limited cooperation forms around student programs and language instruction needed to be broadened and meet the updated needs of both teachers and students.

4.2.1.3 Results from analysis of PU's Five-Year Plans

After reviewing the contents of PU's Five-Year policy documents, it was found that the methods of constructing and describing the internationalization plans differed. That meant there were two forms of the chapter contents being depicted and organized. In the first Five-Year Plan (2016-2020), the content of the internationalization scheme was outlined in Chapter 6 with 3 subtitles. In the second Five-Year Plan (2021-2025), the content of the internationalization scheme was stated in Chapter 2 and presented as several independent paragraphs themed by different key goals for international development.

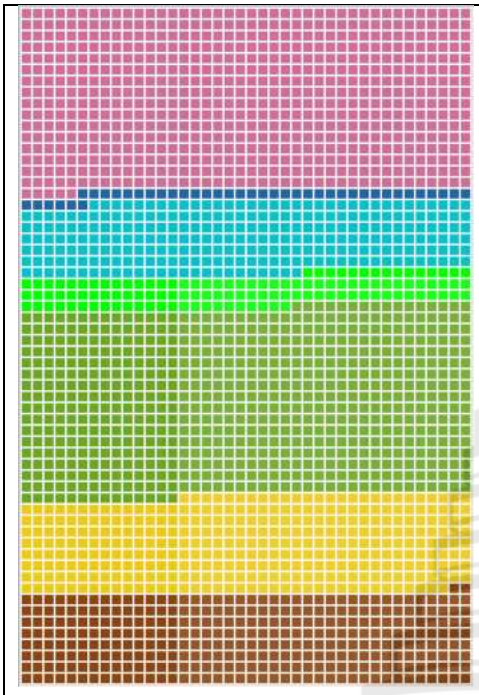
Referring to the contents of the internationalization plan, based on the results of the Code Matrix (Appendix Q (1)), 24 codes were marked for PU's first Five-Year Plan for international development. Moreover, these codes were linked to the categories of AC, AU, PO, PE, RE, II, MO, and GM from the synthesized conceptual framework. And the dimensions of IM, CO, and TI were not involved. In the Document Portrait of PU's first Five-Year Plan (Figure 4.26), it was obvious that AC and MO took larger proportions, indicating that the Mission and Objectives heavily influenced the goals set for the Activities. It can be inferred that PU truly followed the government's policy orientations and integrated them into the university's MO. Meanwhile, more specific Activities were expected to be implemented in those five years.



Light purple: Activities (AC)
Dark purple: Academic concept understanding (AU)
Dark blue: Policies (PO)
Light blue: People (PE)
Dark green: Resources (RE)
Light yellow: International Influence (II)
Orange: Missions and objectives (MO)
Brown: Guarantee Mechanism (GM)

Figure 4.26 Document Portrait of PU's First Five-Year Plan (2016-2020)

Based on the results of the Code Matrix (Appendix Q (2)), 27 codes were marked for PU's second Five-Year Plan for international development. These codes were related to the categories of AC, PO, PE, CO, RE, II, and GM in the synthesized conceptual framework. While the categories of IM, TI, and MO were lacking. Furthermore, among the codes abstracted in Figure 4.27, AC and RE took larger proportions, while PO took the least proportion. The larger proportions of AC and RE could indicate that the second Five-Year Plan focused on the specific activities to be implemented and more resource integration. The lowest proportion of PO could indicate that PU redesigned the top-level plan orientation and started from the immediate needs for the university's development.



Light purple: Activities (AC)
Dark blue: Policies (PO)
Light blue: People (PE)
Light green: Communication (CO)
Dark green: Resources (RE)
Light yellow: International Influence (II)
Brown: Guarantee Mechanism (GM)

Figure 4.27 Document Portrait of PU's Second Five-Year Plan (2021-2025)

In summary, from the results of MAXQDA, the category of Activities (AC) was commonly shared by both documents, which took a larger proportion of the whole content and could be treated as the specific indicators to evaluate the goals. Meanwhile, it could indicate that PU expected more international cooperation to be accomplished. The greater proportion of Resources (RE) in the second Five-Year Plan could indicate that PU gradually turned to value the integration of resources to support its international cooperation, such as establishing research platforms to attract more international talents.

4.2.2 Data from CRRU

4.2.2.1 Results from open-ended question analysis

In terms of the approach for analyzing open-ended questions, being different from content analysis with PU's data, Word Cloud was not adopted for CRRU's data. Because the questionnaire was designed in Thai, the Word Cloud cannot identify the Thai words. Hence, the content analysis was done manually.

Two items were designed as open-ended questions, including items 67 and 68. The results of item 67 (Table 4.15), stating 'For further enhancing international cooperation between PU and CRRU, could you please provide sincere suggestions on

any aspect related to international affairs, such as policy-making relevant to internationalization, management of the international affairs team, innovation of international affairs, etc.', showed that only some of the 53 respondents provided suggestions. After coding and grouping, 8 parameters were extracted and paid high attention, excluding Mission and Objectives (MO) and Time (TI).

The three variables with the highest frequency were Policies (PO), Activities (AC), and Communication (CO). The top one was PO (n = 10), which could indicate that Policy played a chief role in promoting bilateral cooperation, since policies gave directions for the university's international cooperation. The frequency statistics appeared on AC and CO were the same (n = 5). An example was provided to illustrate the close relationship between AC and CO, based on participants' views that cooperative activities should be further disseminated both within and outside the two universities. That indicated insufficient publicity on international cooperation programs, and not all the working staff from relevant international departments and faculties knew about the university's international programs.

Table 4.15 Relations Between Variables and Codes for Item 67 (CRRU)

Ranking	Frequency	Variables	Codes extracted
1	10	PO	Guidelines; making operations consistent with policies; clear internationalization policy; no official policy set; policy-making in pushing for concreteness; future development guideline; setting international policy; policy; policy to strengthen long-term cooperation; a concrete international policy; policy being comprehensive, clear, and practical;

Table 4.15 (continued)

Ranking	Frequency	Variables	Codes extracted
3	4	GM	Self-analysis; foreign affairs team; management of international coordination teams;
2	5	AC	Academic work; creating a research network; foreign students being taught about Thai culture; a variety of exchange activities; exchange in more various fields;
2	5	CO	Learning and listening to opinions or suggestions; publicizing and involving more teachers; publicizing cooperation programs to relevant agencies, including the budget; communicating often; cooperation between the two institutions in determining the academic calendar;
6	1	IM	Continuously coordinate to expand the results;
4	3	RE	Develop a curriculum together; the quality of learning; mutual benefits;
6	1	PE	Policy determination by university administrators;
5	2	II	Projects been publicized; press releases;

Referring to item 68, it described ‘Besides the international cooperation plan formulated by the designated foreign affairs department at your university, should other relevant internal departments and faculties also develop their own plans or strategies for international cooperation? Please explain why’. The item tried to explore the

respondents' agreement or disagreement with the statement. The correlation between variables and codes extracted from respondents' answers is listed in Table 4.16.

The results showed that 25 respondents replied with approval, 27 respondents answered without any comments, and 1 respondent showed neutrality. Since in a participant's answers, multiple variables could be included, the frequency in the Table was not the number of participants. It represented the number of codes extracted from participants' viewpoints. Based on the results, 8 parameters were involved, including Guarantee Mechanism (GM), Communication (CO), People (PE), Resources (RE), Mission and Objectives (MO), Policies (PO), Time (TI), and Activities (AC). The three variables with the highest frequency were PO (n = 11), PE (n = 10), and GM (n = 7). Notably, PE played an almost equally dominant role as PO in influencing the formulation of international policies at the departmental and faculty levels.

Table 4.16 Relations Between Variables and Codes for Item 68 (CRRU)

Ranking	Variables	Frequency	Opinions	Codes extracted
3	GM	7	AG	Department of foreign affairs; faculty level related to cooperative programs, academic department, and personnel department; international department having strong academic strength; no need for all faculties; relevant agencies; all help each other; the main responsible unit should be the foreign department of the university;

Table 4.16 (continued)

Ranking	Variables	Frequency	Opinions	Codes extracted
4	CO	5	AG	Understand each other and their roles; everyone must come and talk with each other to understand the strategy; share information; understand each other's educational systems; Chinese should be used for communication;
2	PE	10	AG	Instructor; the people handling international affairs must grasp the real situation; coordinate cooperation; personnel and staff with international knowledge; appoint a person as a direct liaison; international students are interested in various faculties; the greatest benefits of people involved; teachers and foreign students obey regulations; graduates; to accommodate the needs of project participants;
6	RE	3	AG	Curriculum; research budgets; meet the needs of the international market;
6	MO	3	AG	same goals; all parties being aware of same objectives; achieve the objectives;

Table 4.16 (continued)

Ranking	Variables	Frequency	Opinions	Codes extracted
1	PO	11	AG	A defined strategy provided by the university; big-picture and small-picture strategies at both the university and faculty levels; plan based on international cooperation; strategy for foreign cooperation; set up policy; regulations and rules for international students; strategic planning; policy plan being made according to university's policy; plan or establish strategies; policy for university personnel to study Chinese; a plan or strategy for a joint research agreement;
7	TI	1	AG	Short-term or long-term activity;
5	AC	4	AG	cultural exchange; the forms of activities; meet needs of organizing activities; diversity in learning, teaching and international research;
7		1	Neutral	
		27	No comment	

Therefore, comparing the results from the content analysis of the 2 open-ended questions, all 10 variables were concluded. Moreover, the variable with the highest frequency was PO (n = 10 + 11), and PE (n = 11) was in the second rank. Significantly, besides Policy, more and more attention had been paid to People. The

key reason why the People had been highlighted could be that participants realized that the People were the final implementers whose participation could influence the effects of cooperative programs, and the People were the final beneficiaries whose needs should be met by international cooperation. Although the parameter of TI was mentioned once, the idea around program forms to be short-term or long-term was valued for establishing future cooperative programs.

4.2.2.2 Results from interview analysis

The demographic information of CRRU's interviewees and the profiles of each interviewee were presented in Table 4.17 and Table 4.18 below:

Table 4.17 Demographic Information of CRRU's Interviewees

	Frequency	**Percent (%)**
Working years		
More than 10 years	12	100
Ages		
35-45 years old	5	41.7
Over 45 years old	7	58.3
Job positions		
Teaching staff	2	16.7
Administrator	2	16.7
Administrative staff or assistant	8	66.6
Learning backgrounds		
Ph.D. degree	4	33.3
Master degree	8	66.7

Note n =12

Table 4.18 Profiles of Interviewees at CRRU

Code	Categories	Department/Job position	Learning background	Working Years	Way of Interviews
C1	Executive administrator	Assistant to the President	Ph. D.	More than 10 years	Individual
C2		Vice President (Appointing Director of LIGA as representative)	Ph. D.		
C3	Administrative staff	LIGA/Vice Director	Master		Individual
C4		LIGA/None	Master		Group
C5			Master		
C6			Master		
C7		ISEM/Director	Ph. D.		Individual
C8		SH/Dean	Master		
C9	Lecturer	SH/None	Master		
C10		SH/None	Ph. D.		
C11	Administrative staff	FD/None	Master		
C12		PD/None	Master		

Note n = 12

Based on the statistics of demographic information and profiles of CRRU's interviewees, it was noticeable that all the interviewees had worked at CRRU for more than 10 years, and the lowest learning background of these interviewees was a Master's degree. Compared to the profiles of PU's interviewees, the professional level of the management team of CRRU related to international cooperation, including working experience and learning background, could be better than PU's team.

1. Challenges of CRRU's international cooperation

In the dimension of challenges, 84 codes for Levels 2 and 3 were counted in the Code Matrix (Appendix R (1)). The results of Code Cloud in the figure

below show the obvious three codes with the highest response frequency were the president's attitudes and attention to international cooperation (n = 18), uncertainty on international policy decided by presidents (n = 10), and fierce international competition (n = 7), which appeared in People (PE), Policies (PO), and Resources (RE) dimensions.

Figure 4.27 Code Cloud of Challenges of CRRU's International Cooperation

For the code with the highest frequency of the president's attitudes and attention to international cooperation, the number of codes (n = 18) was almost double the number of the other two codes. From the viewpoints of all related interviewers, they stated the word 'president' directly without any hesitation and did not use another pronoun to replace the 'president' when they explained the dominant role of the president in affecting the university's international policy and regulations. And some of the interviewees further declared that the top administrators' policies meant the president's policy (C6, C8).

"It is the president's policy. We have the team. Right? But we get the policy from the top management. The one way that we could rely on is to follow the police. So, if the arrangement from the top management policy is to do more collaboration, do some activities, and more activities with the PU, then we would create that. But if they say that we should focus on the Thai students, not the international students, we cannot do anything." (C4-C5)

"Whether you have the risks or the challenges in your department work would be influenced more by the president's policy, which directly shows the president's attitudes toward international cooperation." (C4-C6)

Referring to uncertainty on international policy decided by the president, there was an outstanding specific example from C11, which could explain well the uncertainty of international policy caused by the immediate changes from the president's ideas when related departments implemented the predetermined international policy.

"One example of uncertainty in international policy related to student programs is providing school uniforms to students. With the same tuition fees, the previous batch of students can have two sets. While the latter batch of students only has one set. So, students' interests cannot be guaranteed. There are differences in students' treatment. I hope the university can keep updated on the MOUs' contents every year. Because the national economic policies keep changing. I hope the university can keep updated on academic service policies in time." (C11)

About the code of fierce international competition, with the decrease in students enrolling in Thailand, more Thai universities set strategies aiming at China. As C1 mentioned that:

"From the perspective of international academic cooperation, both China and Thailand focus on the direction of going out. Especially, more and more Thai universities are paying more attention to cooperation with China. Looking around, many universities in 77 provinces of Thailand have cooperated with China to expand their academic cooperation. So, CRRU really faces more competitors. When Chinese students come to Thailand, they have a broader scope to choose where to study." (C1)

Another comment from C7 also highlighted more challenges from external competition faced by CRRU.

"When talking about challenges, we realize that the current competition is strong, and the competition among universities is strong too. So, we need to run our university with openness." (C7)

Accordingly, from the results of the Code Matrix of Challenges of CRRU's international cooperation, only the dimension of CO from the synthesized conceptual framework has not been mentioned. Among the other 9 dimensions, the dimension of PE coded by the president's attitudes and attention to international cooperation was the top challenge faced by CRRU, which could indicate that the power of the president at CRRU played a determinant role in its international cooperation. Meanwhile, although the policies had been formulated, the authority's power could affect the implementation of the policies, which revealed the privilege of CRRU's president in influencing the university's policies. Furthermore, the fierce competition from domestic and external universities made CRRU orient its cooperation with Chinese universities and institutions.

2. Strengths of CRRU's international cooperation

In the results of the Code Matrix (Appendix R (2)) and the Code Cloud (Figure 4.28) of Strengths of CRRU's International Cooperation, there were 73 codes for CRRU's strengths. The three codes with the highest frequency were long good cooperation relationships (n = 11), experience and achievement in internationalization management (n = 5), and flexible cooperation models to meet partners' needs (n = 5), which covered People (PE), Resources (RE), and Guarantee Mechanism (GM) categories.

Figure 4.28 Code Cloud of Strengths of CRRU's International Cooperation

With similar results to PU's strengths, cooperation relationships were crucial to promoting international cooperation. During long-term communication, the

bilateral working staff felt like family members, which provided more chances to negotiate frankly on cooperation development. The common opinions from the group interview showed that:

"I think the strength of our relationships is the advantage of our university. All cooperation partners think that we are families, and they would like to send a lot of students to study here with our programs, even if we have just one or two programs for them. But they try to send students here to exchange and do the activities. As I said, the advantage was the strong relationship." (C4-6)

When asked how many scores for evaluating bilateral international cooperation in the interviews, compared to a full score of 5, the scale for evaluation scores ranged from 4 to 5 points, which showed high satisfaction with the bilateral cooperation. The citation from C2 expressed the dominant role of long-term good cooperation relationships in establishing PU and CRRU's international cooperation.

"I score 4. Because we have been working together for more than ten years, or longer than that. The evidence for 4 scores comes from the foundation of number one: the years of our cooperation and the duration of our established relationship. It has been built up for a long, long time from one president to another. I think we have been working together for more than three presidential terms till now." (C2)

For the second top code, experience and achievements in internationalization management, it benefited from the early start of international cooperation with other countries. During the long-term development, CRRU had formed relatively mature cooperation models and working teams to support the university's internationalization, as well as harvested considerable achievements, which were honored by interviewees.

"I think we have accumulated many years of experience in running an international university and establishing social recognition, especially with many Chinese alumni. Our Chinese alumni constantly introduce new students to us. They also constitute a great mass base for CRRU's reputation in many aspects. So, being an

international university and establishing international relationships with more Chinese universities are the advantages for CRRU." (C6)

"For the advantages of CRRU's international cooperation, CRRU has had rich experience in international affairs and international education and instruction." (C11)

The third code, providing flexible cooperation models to meet cooperative partners' needs, had the same response frequency as the second one. During the interviews, the outstanding evidence showed that CRRU understood the needs of most Chinese students who cannot pass the university entrance examination. And CRRU quickly oriented the Chinese education market and created programs for Chinese students studying abroad, which could be interpreted effectively by the establishment of ISEM.

"For the creation of ISEM, one reason is that we understand many Chinese students could not pass the entrance exam to Chinese universities every year. For those students with lower scores, they would apply to study abroad. So, we know well about the students' needs, and this is the reason why ISEM was created…It is just like you can come to Thailand and study the West, and we teach in Chinese in Thailand like that. But actually, teaching is happened in Thai, but the translation could make everything possible. This is actually a new creation, a creation indeed." (C9)

"The first advantage of CRRU is the openness of the university, which runs with more flexible cooperation models. For example, if the Chinese cooperative university makes requests on cooperation models, we would negotiate with internal departments and faculties. If there is no bigger problem, we could create a model to comply with both Chinese and Thai requirements." (C7)

Except for the dimensions of TI and IM, the other 8 components in the synthesized conceptual framework were involved. It was noted that the second code of experience and achievement in internationalization management was also recognized by the results from items 53 (M = 3.94, SD = 0.72) and 54 (M = 3.89, SD = 0.64) in the rating scales data, with moderate SD and high mean values. These two items inquired about the satisfaction with the implementation of international cooperation established

and the supporting policy system formed at CRRU, which could indicate that the majority of participants felt satisfied with CRRU's current international achievements.

Accordingly, the three most frequently occurring codes appeared on PE, RE, and GM dimensions, which could indicate that good key personal relationships could promote bilateral cooperation; a relatively mature management team was the solid base to assist international cooperation; and a flexible mechanism could provide more chances for innovating cooperation.

3. Weaknesses of CRRU's international cooperation

From the results of weaknesses of CRRU's international cooperation, 105 codes had been marked in the Code Matrix (Appendix R (3)). The three codes with the highest frequency were presented in the Word Cloud (Figure 4.29), including lack of clear and specific policy for international cooperation from the president (n = 13), limited cooperative programs with China and other countries (n = 10), and lack of specific and routine regulation for existing programs (n = 8) which covered Policies (PO), Resources (RE), and Guarantee Mechanism (GM) categories.

Figure 4.29 Code Cloud of Weaknesses of CRRU's International Cooperation

Referring to the first code, the lack of a clear and specific policy for international cooperation from the president, almost all the interviewees expressed that the president's policy was crucial for making a plan, making the budget, and implementing CRRU's international cooperation. Unclear policy guidance, vague work distribution on international affairs, or the deficiency of the president's policy had made the LIGA's work tougher, whose main jobs were set to focus on international cooperation and international language training. When being asked about why CRRU's

orientation was set as the local university serving for local development, while not the international university, the responses cited were:

"The issue comes directly from the policy of the university. All the policies come from the president, indeed. If it is not clear, then it may be difficult for the other faculties to participate in internationalization." (C2)

"I think that because we are really not sure about our university and the international policy for international collaboration at our university. I think we have the policy from the government, then we choose the third group supporting the development of the local area, and we haven't seen the university policy yet. The topic of international development for international collaboration in the university policy is not clear, I think. So, we are not sure what the way is for us to develop." (C4)

For the second code of the limited cooperative programs with China and other countries, some interviewees felt that the current cooperation programs could not meet the needs of cooperative partners. And they required CRRU to have more MOU signings with China and other countries.

"The weakness, the disadvantage, is our insufficient ability, like we have fewer programs, like we have just two or three programs for foreign students, like the Thai language for culture, law, and culture, and English for communication, something like that. Only two and one for the short-term courses. The number of programs may need to be improved." (C4-C5)

"I think CRRU has less cooperation with China and other countries. I suggest that CRRU can explore more cooperation scopes as much as possible, such as academic cooperation, student exchanges, or other cooperation that can be achieved. All these activities should be signed with MOUs." (C8)

Regarding the third code, the lack of specific and routine regulations for existing programs, an obvious clue was the issues of MOUs.

"The contents listed in the current MOU are not specific enough. For example, in the first version of the MOU, the contents specify the students' tuition fees, accommodation fees, electricity fees, and water fees. The second version of the MOU

only mentions the total amount of the fees, while not specifying each item in detail. And on the third and fourth versions, even the total amount of the fees has been omitted. So, the contents are not comprehensive and sound, and also not unified." (C11)

"But the disadvantages are that the supporting mechanisms are not yet well established. We need more room for improvement in that aspect of the disadvantages." (C2)

The weaknesses of CRRU's international cooperation had also been certified by a multiple-response question, item 45, which explored the shortcomings of implementation. The option stating 'the implementation of specific cooperation projects lacks supervision and evaluation feedback' was chosen by most respondents (n = 23, 17.0%). The option stating 'lack of funds, teachers, and other resources' was chosen by the second largest number (n = 21,15.6%). These statistics further proved the unsound supervision mechanism and limited resources for supporting CRRU's international cooperation.

Consequently, on the results of the Code Matrix of Weaknesses (Appendix 4-18), only the dimension of MO in the synthesized conceptual framework was lacking. The three codes with the highest frequency involved PO, RE, and GM dimensions, which revealed that the main reason for the lack of a clear and specific policy for international cooperation was heavily influenced by the president. The limited cooperative programs were mainly around language teaching and students' academic promotion forms. The lack of specific and routine regulations for existing programs hindered the development of CRRU's international cooperation.

4.2.2.3 Results from analysis of CRRU's Five-Year Plans

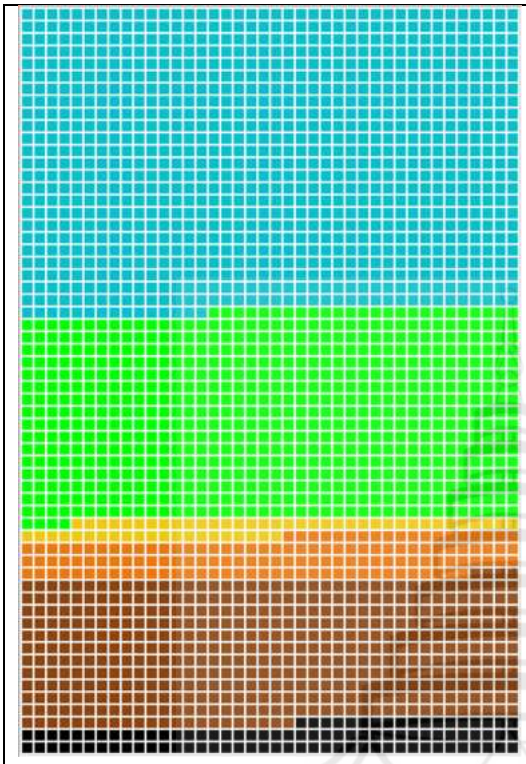
It was noticeable that there was a change in the department's name in the CRRU policy, which was authorized as the specialized department to handle international cooperation affairs. In the first Five-Year Plan (2017-2021), the institution's name was the Institution of Foreign Languages and Culture. Following the president's decision, the institution changed its name to Language Institution and Global Affairs Center (LIGA) in the second Five-Year Plan (2022-2026). Noticeably, no matter the change of the department's name, the policy documents selected and provided were from the same one with the current name, LIGA. LIGA was currently

treated as the core department responsible for international cooperation affairs at CRRU.

From the results of the Code Matrix in Appendix S (1) and Appendix S (2), 79 codes were marked in CRRU's first Five-Year Plan, and 122 codes were marked in CRRU's second Five-Year Plan. The categories of PE, CO, II, MO, and GM were mentioned in the first Five-Year Plan. The categories of TI, AC, PE, CO, RE, II, MO, and GM were included in the second Five-Year Plan.

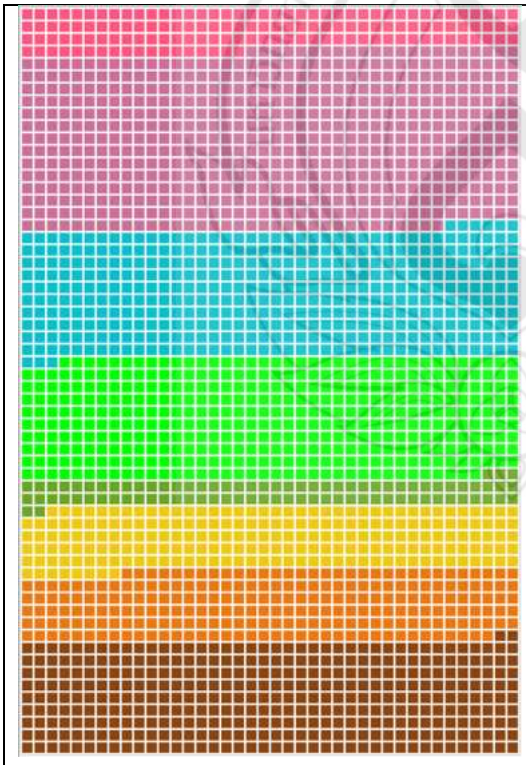
On the results of the Document Portrait in Figure 4.30, the categories of PE and CO took the greater proportions in the first Five-Year Plan, which revealed the close integration of the university's orientation and the policy plan, serving for local development and people's language promotion. The results in Figure 4.31 showed that the categories of AC, PE, and CO accounted for higher proportions in the second Five-Year Plan, which indicated close integration of the university's orientation and the policy plan, supported by clearer indicators from specific activities.

The common categories existing in the two documents were PE and CO, which could confirm that the orientation of LIGA had been regulated to focus on improving and developing internal and external people's language ability, not only international cooperation affairs. It might explain why interviewees felt unclear guidance from the president on international cooperation in recent years. There was a change in the second Five-Year Plan that specific activities and projects were added as indicators to support the goals for each strategic point, which were illustrated in detail and could indicate the improvement of the international cooperation-related supporting mechanism.



Light blue: People (PE)
Light green: Communication (CO)
Light yellow: International Influence (II)
Orange: Missions and objectives (MO)
Brown: Guarantee Mechanism (GM)
Black: Title description

Figure 4.30 Document Portrait of CRRU's First Five-Year Plan (2017-2021)



Pink: Time (TI)
Light purple: Activities (AC)
Light blue: People (PE)
Light green: Communication (CO)
Dark green: Resources (RE)
Light yellow: International Influence (II)
Orange: Missions and objectives (MO)
Brown: Guarantee Mechanism (GM)

Figure 4.31 Document Portrait of CRRU's Second Five-Year Plan (2022-2026)

In summary, the results from MAXQDA showed that the ways of CRRU's policymaking on international cooperation affairs and formulations of corresponding mechanisms were relatively mature. The PE and CO were the shared categories in the two Five-Year Plans, which required LIGA to value the improvement of internal and external people's language abilities. Even though one of the functions of LIGA was around international cooperation affairs formulated in the policies, the detailed plans or strategies about international cooperation were underestimated in the documents. The shift of LIGA's functions could be certified by the responses from interviewees who realized the unclear guidance from the president on international cooperation and the president's uncertainty on obstructing the implementation of international cooperation programs. Meanwhile, it also confirmed the challenge from interview data that the fierce competition and unclear task division between LIGA and ISEM on international cooperation affairs.

4.2.3 Results from Analyzing MOUs Signed by PU and CRRU

Given the limited number of codes extracted from the MOUs, which could not be visualized using MAXQDA's functions, the content analysis of the MOU texts was conducted manually. There were two rounds of coding. During the coding, the researcher followed the rules of using MAXQDA: (1) for the first round of coding, the codes were extracted directly from the original texts or be created based on the common description of target texts; (2) for the second round of coding, adopting the function of merging in MAXQDA, the researcher carefully checked the codes and its original texts, and then combined these codes with similar or same descriptions in a more abstract term; (3) the frequency of appearance for those codes merged was counted individually that meant the frequency of the codes merged showed a total number of all these codes combined; (4) the components from the synthesized conceptual framework were used to group the codes in the second round into different dimensions.

The comparison of codes extracted from the MOUs showing the frequency of these codes is presented concisely in Table 4.19 below. The detailed coding system with frequency is attached as an appendix (Appendix T).

Table 4.19 Comparison of Codes Extracted from MOUs

	MOU (2014-2018)	**MOU (2018-2023)**	**MOU (2023-2028)**
Codes	**Frequency**	**Frequency**	**Frequency**
1. PE	3	1	1
2. AC	2	6	6
3. PO	0	0	0
4. MO	0	0	0
5. TI	7	0	0
6. RE	2	0	0
7. CO	4	0	0
8. GM	23	3	3
9. II	0	0	0
10. IM	1	0	0
Total number of codes	44	10	10
Languages used	Trilingual versions: Chinese, Thai, and English	Monolingual version: English	Monolingual version: English

From the comparison results among the MOUs, the codes from the MOU (2014-2018) obtained the highest number (n = 44), and the codes from the other two MOUs kept the same number (n = 10). Referring to the components mentioned among the codes, except the Policies (PO), Mission and Objectives (MO), and International Influence (II), the other 7 components were involved in the MOU (2014-2018). However, only 3 components of PE, AC, and GM were referred to in the other two MOUs.

To some extent, the results could indicate that the scope of bilateral cooperation contents was richer and broader in the first version of the MOU (2014-2018). The description of the cooperation was more detailed in the first version than in the other

two versions, signed for the years 2018-2023 and 2023-2028. One of the reasons why the contents in the latter two versions were more concise than in the 1st version could be explained by C2 during the interview that both universities believed the departments and schools/faculties involved in international cooperation affairs knew well about these cooperation programs, especially these students' and teachers' cooperation programs that lasted over 15 years routinely. He believed those key stakeholders should already have a good understanding of bilateral cooperation programs, such as the presidents, administrators, and administrative staff from international affairs-related departments.

In contrast, the concise description of contents also brought problems to the working staff dealing with international affairs when both universities implemented the specific program. The response from interviewee C7, when asked about the weaknesses of bilateral cooperation, indicated that unclear fee structures and program regulations made budgeting and financial calculations difficult due to fluctuations in exchange rates. C7 suggested that the fees should be listed clearly in the MOU, and the appointed person who played a key role in drafting the MOU should value this issue to have a win-win cooperation. This was also confirmed by the responses of interviewees C10 and P10, who stated that they had no opportunity to view the contents of the MOU and were unaware of the detailed information regarding the international cooperation programs between PU and CRRU.

Moreover, one obvious change among these three MOU versions was the language used to record. For the first MOU version, trilingual versions, including Chinese, Thai, and English, were adopted. While for the 2nd and 3rd MOU versions, the language was kept monolingual in English only. In the interview inquiring about suggestions for bilateral cooperation, C12 stated that the MOU with a Thai version was needed for them to check and evaluate the contents, since no one in the department could read professional English terms. They needed to wait for a translated version from LIGA, and that could reduce their working efficiency. Although the language used for recording the content of the MOU was not mentioned by PU's interviewees, the Chinese version of the MOU was suggested to be provided. During the implementation of specific programs, such as visa applications, the Chinese translation was required by embassies and consulates. The usual way at PU to solve this problem was that OICE

translated the MOU into Chinese. Compared to the formal version signed, the accuracy needed to be further confirmed.

Accordingly, in the 1st version of the MOU, almost all the components were mentioned and depicted in detail, except the components of PO, MO, and II. In the other two versions, the focus was limited to PE, AC, and GM, which indicated that more purposeful and concise MOU contents were provided for guiding the subsequent cooperation programs. And the scales of cooperative activities were stated clearly and directly. However, the points that should be highlighted were the considerations of the languages used for content records that could affect the work efficiency of workers in the related departments who handled or supported the implementation of MOUs. It was suggested that trilingual versions of the MOU be used in Chinese, Thai, and English. Meanwhile, the dissemination of the MOU contents, especially the detailed information about specific programs, should be broadened and have unified publicity to the working staff within the relevant departments, which could promote mutual understanding and then improve work efficiency.

Considering the complexity and massiveness of all data findings, the summaries of individual quantitative and qualitative data analysis from PU and CRRU are presented in the Appendices (Appendices U (1) and U (2)).

4.3 Findings

According to the results of quantitative data analysis, bilateral respondents expressed satisfaction with individual internationalization and bilateral international cooperation. However, combining the results from both quantitative and qualitative data analysis, there were differences in evaluations towards the approaches of individual internationalization. Therefore, the findings pertaining to each main research question proposed in this study were concluded based on the merging of results from quantitative and qualitative data analysis.

4.3.1 Finding One: The Current Challenges, Strengths, and Weaknesses of PU's and CRRU's International Cooperation

Research Question 1 (RQ1): How do these two universities conduct their

international cooperation individually?

1. What are the challenges in each university's international cooperation?

2. What are the strengths and weaknesses of each university that affect their international cooperation?

To respond to RQ1, the merging of data analysis results from quantitative and qualitative sources, was triangulated through multiple data sources, including statistical results from the questionnaire, content analysis of open-ended questions, interviews, and policy texts.

4.3.1.1 The Current challenges, strengths, and weaknesses of PU's international cooperation

1. Challenges of international cooperation (PU)

The present challenges faced by PU's international cooperation, listed in Table 4.20, involve AC, MO, II, GM, and CO dimensions. The multiple challenges faced by PU indicate that PU is undergoing pressure from international, national, and institutional levels.

Table 4.20 Challenges from Merging Results (PU)

Challenges	**Sources of data analysis**	
AC: The majority of respondents selected insufficient publicity of international student affairs as a challenge; diverse forms of international cooperation activities were needed; the unchanged cooperation programs cannot meet students' future learning needs, and would affect the number of student participants.	Statistical results of the questionnaire	Content analysis of interviews
MO: A gap was identified between the integration of professional academic knowledge and the formulation of missions and objectives in current institutional policies and cooperation MOUs.	Statistical results of the questionnaire	Content analysis of interviews/ Five-Year Plans/ MOUs

Table 4.20 (continued)

Challenges	Sources of data analysis	
II: PU faced fierce competition from both the internal and external environment.	Statistical results of the questionnaire	
GM: There was a lack of specific and routine mechanisms for managing, supervising, and implementing each existing cooperative program.		Content analysis of interviews
CO: Respondents had a lower evaluation of their own and the university's overall English proficiency; AI technology could support international communication, but it cannot replace human communication.	Statistical results of the questionnaire	Content analysis of interviews

According to the data analysis in the previous sections, the results from PU showed that the insufficient publicity of international cooperation activities and limited forms of international cooperation had directly influenced the decrease in the number of participants. A gap existed in the integration between leadership's professional academic knowledge obtained and the formulation of mission and objectives in current institutional policies and MOUs, which led to the limited cooperation programs and the lack of specific and routine mechanisms for managing, supervising, and implementing each existing cooperative program at PU. Although some programs have been conducted for over 15 years, there was a lack of established mechanisms for conducting specific cooperation programs between PU and CRRU.

Furthermore, PU faced fierce competition from both the internal and external environment. The uneven English proficiency of the working staff at PU, especially the staff at the specialized office handling international cooperation affairs, had hindered the university's international cooperation. Meanwhile, the results from interviews reflected that the challenge caused by the emergence of AI cannot be neglected, although interviewees held negative attitudes towards AI's translation.

Therefore, the challenges faced by PU at the current time could be included into 5 points: (1) insufficient publicity and limited forms of international cooperation affected the number of students' participation; (2) leadership's understanding of professional knowledge about internationalization and international cooperation could affect the integration of the goals of internationalization into the university's mission and objectives; (3) PU's international cooperation faced fierce competition from both the internal and external environment; (4) specific regulations for conducting existing cooperation programs should be supplemented as part of the working mechanisms to ensure routine work; (5) AI technology could support international communication to deepen cooperation, while language proficiency using English or other languages was also required for the working staff at the office handling international cooperation affairs.

2. Strengths of international cooperation (PU)

The strengths of PU's international cooperation (Table 4.21) include AC, GM, RE, PE, and PO dimensions.

Table 4.21 Strengths from Merging Results (PU)

Strengths	Sources of data analysis
AC: Respondents were satisfied with the current university's international cooperation, including the stability of long-term cooperation and relatively diverse forms of international cooperation.	Statistical results of the questionnaire
GM: Respondents were satisfied with the current university's relatively sound leadership working mechanism, including the establishment of a work leading group and a specialized office for conducting international cooperation affairs.	Statistical results of the questionnaire

Table 4.21 (continued)

Strengths	Sources of data analysis
RE: The majority of interviewees stated that the obvious strength was the geographic location of PU.	Content analysis of interviews, Five-Year Plans
PE: Almost all interviewees expressed that friendly and long-term cooperation relationships were one of the significant strengths.	Content analysis of interviews
PO: The majority of interviewees admitted that PU's international cooperation had the policy support released by various governmental levels. The policy support was described in the university's Five-Year Plans.	Content analysis of interviews, Five-Year Plans

The results from content analysis of interviews and the university's Five-Year Plans revealed that policies released by governments at various levels encouraging universities to participate in internationalization guided PU's international cooperation, which was stated in the university's Five-Year Plans. The significant policies were providing provincial and municipal government scholarships to attract international students. Meanwhile, the university's policy establishing a work leading group for international cooperation affairs and the OICE handling international cooperation affairs had provided a guarantee mechanism for implementing the international cooperation activities. Moreover, the advantages of PU's geographic location and long-term cooperation relationship made bilateral cooperation stable.

Therefore, the strengths of PU's international cooperation could be concluded as 2 points: (1) the friendly cooperation relationships between PU and CRRU and relatively diverse forms of international cooperation contributed to the stability of long-term cooperation; (2) the relatively sound institutional leadership mechanism and

the support from multiple governmental policies were the escorts of PU's international cooperation.

3. Weaknesses of international cooperation (PU)

The weaknesses of PU's international cooperation (Table 4.22) involve PE, CO, PO, RE, GM, IM, and AC dimensions, which are complex and multiple.

Table 4.22 Weaknesses from Merging Results (PU)

Weaknesses	**Sources of data analysis**	
PE: There was a lack of professional knowledge and experience in international cooperation affairs among administrative staff working at the specialized department handling international cooperation affairs; the majority of participants passively participated in international cooperation activities.	Statistical results of the questionnaire	Profiles of interviewees
CO: PU lacked publicity for policies, regulations, and documents related to international cooperation affairs within the university; the overall level of English proficiency of working staff was relatively low; PU lacked sufficient publicity for classic international cooperation activities.	Statistical results of the questionnaire	Content analysis of interviews
PO: PU's policy system was unsound; PU lacked sufficient publicity for relevant financial policies.	Statistical results of the questionnaire	
RE: PU's financial support for international cooperation activities was limited, and the budget distribution of international cooperation programs was unbalanced.	Statistical results of the questionnaire	

Table 4.22 (continued)

Weaknesses	Sources of data analysis	
GM: The working ability and quality of the staff at the specialized office handling international cooperation affairs were uneven; the work distribution for international cooperation affairs among the departments was unclear; the mechanisms to guarantee the stable development of existing cooperation programs were unsound.	Statistical results of the questionnaire	Content analysis of interviews
IM: The current level of cooperation remained relatively superficial, and the forms of collaboration needed to be innovated to meet the evolving needs of both faculty and students.	Statistical results of the questionnaire	Content analysis of open-ended questions, interviews
AC: The cooperation forms were limited to student programs and language instruction.		Content analysis of interviews, Five-Year Plans

The results from both quantitative and qualitative data analyses revealed a language barrier, primarily attributed to the insufficient English proficiency of the university's working staff, especially staff members from OICE. The weakness mentioned with the highest frequency was the lack of publicity of international cooperation policies, regulations, documents, and programs within the campus. Besides, Cooperation forms limited to student programs and language instruction were insufficient to meet the evolving needs of both faculty and students, which led to a superficial level of PU's international cooperation. The weakness caused by unsound mechanisms supporting the implementation of international cooperation activities was also obvious at PU. Moreover, the limited financial support and unbalanced distribution of international cooperation affairs heavily restricted PU's international cooperation.

Therefore, the significant weaknesses of PU's international cooperation could be concluded as: (1) limited proactive engagement of staff in the university's international

efforts; (2) unqualified professional capabilities of working staff at OICE; (3) the lack of publicity of international cooperation policies, regulations, and programs; (4) superficial cooperation lacking of in-depth collaboration; (5) unsound guarantee mechanisms supporting international cooperation implementation; (6) limited financial supports.

4.3.1.2 The Current challenges, strengths, and weaknesses of CRRU's international cooperation

1. Challenges of international cooperation (CRRU)

The challenges related to international cooperation faced by CRRU are identified across the dimensions of AC, MO, RE, II, and PE, as summarized in Table 4.23.

Table 4.23 Challenges from Merging Results (CRRU)

Challenges	Sources of data analysis	
AC: The majority of respondents expressed that the international cooperation form was expected to be expanded.	Statistical results of the questionnaire	
MO: A gap of alignment existed between the university's mission and objectives and the execution of current institutional policies.	Statistical results of the questionnaire	Content analysis of interviews/ Five-Year Plans/MOUs
RE: The financial distribution of international cooperation programs was unbalanced.	Statistical results of the questionnaire	Content analysis of interviews
II: CRRU faced fierce competition from both internal and international environments.	Statistical results of the questionnaire	Content analysis of interviews

Table 4.23 (continued)

Challenges	Sources of data analysis
PE: There was a determinant role of the president's power in conducting international cooperation affairs, which was revealed by the privilege of the CRRU's president in influencing the university's policies.	Content analysis of interviews

One challenge mentioned by CRRU's interviewees was fierce competition from internal and international dimensions. They expressed that the reasons for keen competition among Thai universities for the intake of Chinese students included the obvious decrease in Thai student enrollment and limited financial support from the government for international cooperation. Another significant challenge was the alignment between the university's mission and objectives and the execution of its policies. The content analysis of the internationalization part in CRRU's Five-Year Plans showed clear and specific goals for international cooperation affairs to be accomplished by LIGA. However, during the implementation of specific cooperation affairs, the privilege of president could affect the policy execution. Interviewees mentioned that if the plan for international cooperation was not approved by the president, even if it was attached to the policy document, LIGA could not conduct it.

Therefore, the significant challenges of CRRU's international cooperation could be concluded as: (1) fierce competition from internal and external dimensions in occupying the Chinese education market; (2) administrative constraints hindering the integration of the university's mission and objectives with policy execution.

2. Strengths of international cooperation (CRRU)

The strengths of CRRU's international cooperation involve PE, CO, PO, MO, and GM dimensions, which are presented in Table 4.24.

Table 4.24 Strengths from Merging Results (CRRU)

Strengths	Sources of data analysis	
PE: Working staff had rich working experience and the experience of participating in international activities; staff actively participate in the university's international cooperation activities; overall English proficiency of staff was relatively moderate; the number of participants who could speak Chinese fluently was a bonus for enhancing the communication and cooperation with Chinese partners; good personal relationships could promote bilateral cooperation; CRRU had a relatively mature management team working for international cooperation.	Statistical results of the questionnaire	Content analysis of interviews
CO: CRRU had relatively efficient publicity for its policies, regulations, documents, and international student affairs.	Statistical results of the questionnaire	
AC: CRRU had long-term stable cooperation relationships and relatively diverse forms of international cooperation.	Statistical results of the questionnaire	Content analysis of interviews
PO: CRRU had established a sound policy system around the university's internationalization.	Statistical results of the questionnaire	
MO: There was an integration of a global vision with curriculum instruction; there was a close integration of the university's orientation and the policy plan.	Statistical results of the questionnaire	Content analysis of Five-Year Plans

Table 4.24 (continued)

Strengths	Sources of data analysis	
GM: CRRU had a relatively sound working mechanism; a flexible mechanism could provide more chances for innovative cooperation forms.	Statistical results of the questionnaire	Content analysis of Five-Year Plans

The long-term stability of cooperation relationships was a prior strength for CRRU and PU's cooperation admitted by bilateral participants. Interviewees noted that bilateral communication was smooth and sincere, often described as family-like. Additionally, the presence of a relatively well-established teamwork structure supported by staff with moderate English proficiency and a strong awareness of the importance of active participation in international cooperation had significantly contributed to the advancement of CRRU's international cooperation efforts. Furthermore, the relatively sound policy system and mechanisms, as well as the publicity of international cooperation affairs within the university, further support the university's international cooperation. Although interviewees stated that the orientation of CRRU was to serve local education and development, CRRU also actively participated in internationalization through growing English-medium instruction and Chinese-medium instruction programs. To equip the staff with English and Chinese proficiency, interviewees expressed that CRRU provided language training mechanisms to enhance all the staff's language learning each year.

Therefore, CRRU's strengths of international cooperation could be concluded as: (1) CRRU had a relatively high capability of conducting international cooperation activities; (2) the working staff had a relatively high awareness participating in international activities and a relatively high capability of international communication; (3) CRRU had a relatively sound policy system and mechanism supporting international cooperation.

3. Weaknesses of international cooperation (CRRU)

The weaknesses of CRRU's international cooperation are mainly related to the PE, GM, and AC dimensions, which are listed in Table 4.25.

Table 4.25 Weaknesses from Merging Results (CRRU)

Weaknesses	Sources of data analysis	
PE: The working quality for the staff at LIGA was uneven; the primary reason for the absence of a clear and specific policy on international cooperation was the strong influence of the university president.	Statistical results of the questionnaire	Content analysis of interviews
GM: The work distribution for international cooperation affairs among the departments was unclear; there was a lack of specific and routine regulations for existing programs.	Statistical results of the questionnaire	Content analysis of interviews/ Five-Year Plans
AC: There was insufficient publicity for the new bilateral cooperation programs at CRRU; limited forms of cooperation programs were mainly around language teaching and students' academic promotion.	Statistical results of the questionnaire	Content analysis of interviews

One of the weaknesses identified in the interview findings at CRRU was the lack of clear policies on international cooperation, attributed to the influence of the university president. This ambiguity resulted in several negative impacts on LIGA's operations, including unclear distribution of responsibilities among departments involved in international cooperation and limited budget allocation for the implementation of international programs.

The function of LIGA described in the university's Five-Year Plans, was that LIGA should to support and improve the local people's language proficiency, including students and talents from various fields, and strengthen internal and external communication, which covered student exchanges. However, in the real work environment, there appeared to be a work overlap in the international student exchange program among LIGA, ISEM, and FH. Meanwhile, the arrangement of student exchange programs was shifting to the relevant faculty. LIGA was treated as a core and specialized department to handle international cooperation during the cooperation with

PU in the past 15 years. The sudden change in LIGA's role without any official announcement had led to unsmooth communication between the two universities. The interviewees from LIGA expressed that they felt unclear guidance from the president on international cooperation affairs.

Both quantitative and qualitative data analysis revealed that the uneven capabilities of the working staff from all the related departments and faculties, and insufficient publicity of newly established bilateral programs, could hinder PU and CRRU's international cooperation. The limited English proficiency of administrative staff led to inefficient work in international cooperation affairs. The interviewee from PD stated that the staff were unable to read in English and had to wait for the translated version of the MOU from LIGA before taking action. Meanwhile, the participants expected more diversified cooperation forms.

Therefore, the outstanding weaknesses of CRRU's international cooperation could be concluded as: (1) unclear work distribution on international cooperation affairs; (2) uneven English proficiency for administrative staff; (3) lack of routine regulations for existing international cooperation programs; (4) insufficient publicity of new cooperation programs; (5) limited international cooperation forms.

4.3.2 Finding Two: The Characteristics of PU's and CRRU's International Cooperation

Research question 2 (RQ2): What are the characteristics of international cooperation in each target university?

The way of concluding the outstanding characteristics of PU's and CRRU's international cooperation is based on the statistics of the three codes with the highest response frequency of interview data analysis and content analysis results of the university's Five-Year plans. The number in Figure 4.32 is the accumulation of frequency for each code occurrence. To some extent, the higher frequency of components mentioned in the statistical results could indicate the greater importance of the components valued by PU or CRRU.

There are 3 primary reasons for selecting only the interview data and the Five-Year Plans for analysis. Firstly, the primary function of the quantitative data is to test the reliability of the synthesized conceptual framework and to identify the main contributing factors to each university's international cooperation. Secondly, since the

questionnaire was developed by the researcher, the relationships between the tentative variables and individual items need to be validated through EFA. Thirdly, the content of the MOUs is jointly negotiated and approved by both universities before signing, making their analysis more reflective of shared agreements rather than the distinctive characteristics of each institution.

The statistical results (Figure 4.32) show that Time (TI) and International Influence (II) are not mentioned with the highest frequency in either university interviews or policy text analysis data. Compared to CRRU's result, PU values Activities (AC), Mission and Objectives (MO), and Implementation (IM) more, while CRRU pays more attention to People (PE), Policies (PO), and Resources (RE). Both universities pay equal attention to the dimensions of Communication (CO) and Guarantee Mechanism (GM).

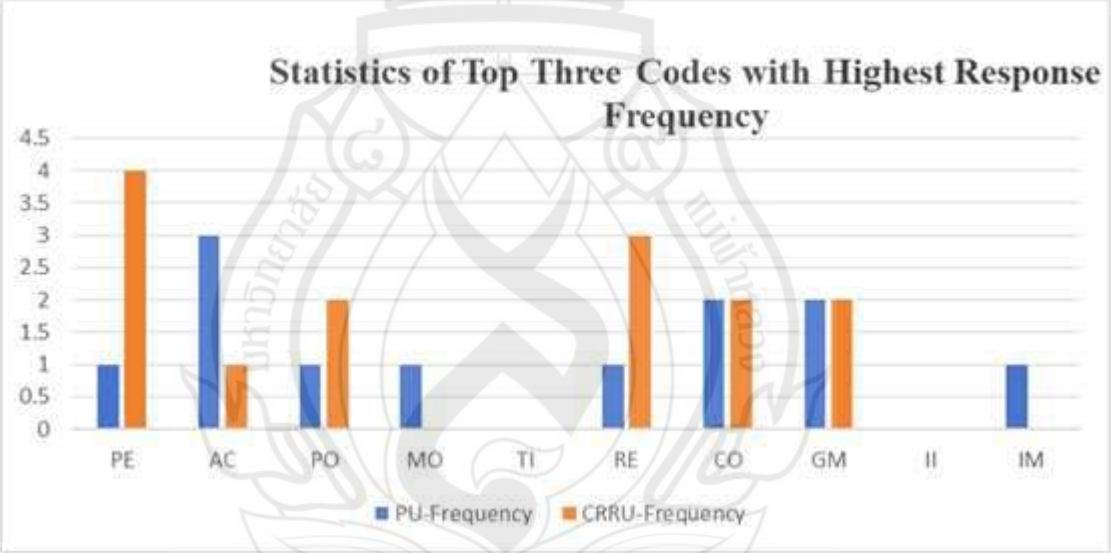


Figure 4.32 Comparison of the Frequency of Component Occurrences

4.3.2.1 The characteristics of PU's international cooperation

The characteristics of PU's international cooperation, based on the statistics from Figure 4.32 above, are represented by 3 components, including Activities (AC), Mission and Objectives (MO), and Implementation (IM).

In terms of Activities (AC), the form of PU's international cooperation was primarily focused on language instruction, and more attention was paid to programs that sent students abroad, including internships and academic promotions. The featured

international cooperation programs at PU were represented by those with CRRU, which were numbered and limited to several programs, such as '2+2' academic promotion, Chinese International Education internship program, Thai teacher exchange, and international conferences. For the descriptive analysis of item 47 in the questionnaire, exploring the factors restricting PU's international cooperation, the option describing 'the forms of international cooperation are not diverse enough' was chosen by 58 respondents out of 117 (12.4%). Another descriptive analysis result of item 49 in the questionnaire showed that the top 3 expectations of future international cooperation projects provided by the participants was 'exchange of academic staff, teachers, and students' (n = 102, 15.2%), 'language teaching' (n = 90, 13.5%), and 'joint scientific research projects' (n = 72, 10.8%). The responses suggested that, although some participants recognized new forms of scientific research collaboration, participants at PU were more accustomed to traditional forms of international cooperation, such as student exchanges, joint student programs, and language teaching.

The responses from the content analysis of interviews revealed the weaknesses of current PU's internationalization, which included the lack of innovative programs and single forms of programs. During the interviews, it was said that PU signed over 10 MOUs with overseas universities within these years. Although the number of MOUs signed was small, taking the relationships between PU and CRRU as an example, it could be viewed that PU's international cooperation was valued in-depth cooperation, while not the quantity of cooperation partners. Over half of the interviewees noted that the limited forms of international cooperation had constrained PU's internationalization efforts, which need to be enhanced to attract more international students and foster a more internationalized campus.

Another feature about AC was that PU's international student programs relied on scholarships provided by various governments, which provided insufficient financial support for international cooperation. From the viewpoints of PU's interviewees, the main way to attract students from Southeast Asian countries was by providing several kinds of scholarships for the students each year, which decisively affected PU's international student enrollment. According to interviewee P11, the Vice Director of the Finance Department at PU, the costs associated with educating international students at PU were primarily funded by government sources. During the

COVID-19 pandemic period, the financial strain of the municipal local government led to the delay of grants to PU, which required PU to make up this blank by themselves, and made a huge burden on PU's finances. P11 also suggested that PU should enroll more international students without scholarship support, so that the fees could support PU's international cooperation.

Regarding the Mission and Objectives (MO), the MO for guiding PU's internationalization had been affected by policies formulated by various governments. The content analysis of PU's first Five-Year Plan showed PU had a clear orientation for its internationalization, which was heavily influenced by the policies from different administrative levels. In the results of the content analysis for the PU's internationalization policy, following the national and provincial policy guidance, PU's strategy was to focus on Southeast Asian countries. In the first Five-Year Plan, one of the missions of PU's internationalization was to establish a platform supporting talent cultivation in Southeast Asian countries. In the Document Portrait of PU's first Five-Year Plan (Figure 4.26), the proportion of MO took a large space, indicating that MO heavily influenced the goals set for PU's internationalization plan. Besides, the results from item 52 in the questionnaire stating 'In the international cooperation relationship between PU and CRRU, the cooperation tasks and goals are very clear' showed a relatively high score to gain 'Agree' level (M = 4.19, SD = 0.81), which indicated participants were satisfactory with the MO shared by PU and CRRU together on MOUs.

However, the questionnaire data analysis results revealed a controversial argument between the role of MO in implementing international cooperation activities at PU and the overall evaluation of the importance of formulating policies related to international cooperation affairs. The results showed that the degree of integration of MO with the internal implementation of international cooperation affairs was not enough. The mean value of item 7 (MO7), stating 'I think my university integrates global vision into the curriculum and teaching methods well', was the lowest one among all the Five-point scale items (M = 3.77, SD = 1.00). It indicated that even though the participants agreed with the statement, there was a big variance of responses, which could reflect that not all the respondents agreed with the statement. The formulation of policies related to internationalization could be a way to combine MO

with specific activities. The results of participants' attitudes toward policies explored in the Five-point rating scales, including item 10 to 14, showed participants 'Strongly agreed' with these statements that formulating policies related to international curriculum construction, international cooperation activities, management regulations for foreign teachers and scientific researchers, and evaluation to foreign teachers' teaching and scientific research were crucial to the university's internationalization work. However, the results from single-response questions asking whether participants knew the university had formulated these kinds of international policies showed most participants were not clear about the situation.

Concerning the component of Implementation (IM), PU's IM showed the features of lacking systematic coordination among related departments and schools, and lacking supervision of the progress of each international cooperation activity. The results from item 40 in the questionnaire asking the obstacles to PU's international cooperation revealed the 3 options with the highest responses, including 'each department in the university performs its function, lacking systematic and collaborative work' (n = 76, 13.6%), 'the international awareness of teacher and students in your university is not high enough, and their attention and participation in international cooperation activities is not high enough'(n = 77, 13.8%), and 'the team working on foreign affairs is incomplete, and the number of the staff is insufficient'(n = 69, 12.3%).

The response with the highest frequency of item 40 could be certified by the results from individual interviews with P6 and P8. When talking about the evaluation of student programs, both P6 and P8 felt the work distribution on students' management was unclear. They reflected that in the process of implementing student programs, such as sending Chinese students to CRRU for internship and learning, once the students had been sent to CRRU, the management of the students was automatically related to CRRU. They expressed that if students encountered problems while living in Thailand, students should first ask for help from CRRU. The interview with C9 also showed that the management of Chinese students in Thailand lacked assistance from PU.

Accordingly, the characteristics of PU's international cooperation, based on the top three components of AC, MO, and IM, can be summarized as follows: (1) the form of cooperation is limited, primarily focused on language instruction and student programs, and heavily dependent on government scholarships; (2) the direction of PU's

international cooperation is largely shaped by policies issued by various governments; (3) there is an insufficient integration of the institution's mission and objectives with the implementation strategies for international cooperation; and (4) the implementation of each program lacks systematic coordination and process supervision.

4.3.2.2 The characteristics of CRRU's international cooperation

The characteristics of CRRU's international cooperation, in terms of the statistics from Figure 4.32, are represented by 3 components, including People (PE), Policies (PO), and Resources (RE).

Regarding People (PE), CRRU's international cooperation showed the features of the privilege and dictatorship of CRRU's president. During the interviews inquiring about the strengths, weaknesses, and challenges faced by CRRU, the codes marked by the role of the president were mentioned in significant numbers, such as 'the president's abilities of English proficiency and foresight on the trend of international cooperation development' (n = 4), 'uncertainty on the international policy decided by the president' (n = 4), and 'president's attitudes and attention to international cooperation' (n = 18). The interviewees stated that with the creation of ISEM, the specific and unique role of LIGA in dealing with international affairs had disappeared. Because there were duplications of the work distribution between LIGA and ISEM, such as the authorization empowered by the president to sign the MOU, enrollment of international students, arrangement of students' courses, teaching and learning, as well as the graduation of international students, etc. These works were finished by LIGA before. When the researcher asked whether there were specific policy documents on the international task division or work distribution between LIGA and ISEM, the interviewees from LIGA said no, while the interviewee from ISEM said maybe.

Moreover, the lack of clear work distribution and the ambiguity surrounding international policies, determined solely by the university president, reflected a pattern of arbitrary decision-making. This approach has resulted in LIGA's passive engagement in international affairs and, to some extent, fostered internal competition between LIGA and ISEM. In CRRU's Five-Year Plans on internationalization, both documents stated that one of the missions of LIGA was to be the management center for supporting internal and international student exchanges. However, the interviewees' viewpoints revealed a different situation. The interviewees from LIGA expressed that the president

had reduced their annual budgets for international affairs, as the annual international cooperation plans had been rejected. They felt the president fully supported the international work at ISEM, but not LIGA. The interviewee from ISEM also stated that the main difference between LIGA and ISEM was that LIGA maintained cooperation with the previous international cooperation programs, such as the cooperation with PU. And ISEM focused on the new international cooperation programs. The interviewee supplemented that if there were new cooperation plans proposed by PU and CRRU together, PU could negotiate with ISEM directly.

Concerning the component of Policies (PO), CRRU had clear orientations on the university's strategic plan and more autonomy in making the university's international policies. The results from item 43 in the questionnaire, exploring the regions for CRRU to cooperate, showed that 'Southeast Asia' (n = 37, 31.1%) and 'East Asia' (n = 22, 18.5%) were chosen with the highest response. During the interviews with C1, C2, and C7, they mentioned that CRRU's President had clear guidance on the strategic plan, which focused on Southeast Asian countries and China mainly. After the COVID-19 pandemic, the number of Thai students enrolled at CRRU sharply decreased. The way to solve this tricky problem, as decided by the President, was to enroll Chinese students.

It was noticeable that compared to the president's policy at CRRU, the power of Thai national government policies was relatively smaller than the president's policy. Interviewees argued that one weakness of CRRU's international cooperation was insufficient financial support from the national government, which was chiefly influenced by the orientation of university development from national policy. The Thai national policy positioned CRRU as a university serving local development, not international development. Hence, the goals set for LIGA in the Five-Year Plans were changed to mainly improve local people's language proficiency. However, the lower enrollment rate of Thai students and high competition among Thai universities had made CRRU's president seek international education. During the implementation of international cooperation affairs, uncertainty on international policy decided by the president and a lack of clear and specific policy for international cooperation from the president made international work more difficult. The example provided by C1 and the group interview of C4, C5, and C6 convinced the dominant role of the president's policy

that if the cooperation programs were not approved in the annual department plan, the relevant department could not implement them, and the budgets for international cooperation affairs would be cut.

Considering the component of Resources (RE), CRRU's international cooperation focused on attracting external resources into the campus while not investing or sending students abroad. Meanwhile, the flexible management enabled CRRU to have the strength to grab resources. During the interview with C1, C2, C7, and the group interview of C4, C5, and C6, they expressed that the resources of students had been given high attention at CRRU. CRRU was facing fierce international competition among Thai universities in developing international cooperation, which meant that more Thai universities cooperated with Chinese universities and provided more choices for Chinese students. The international cooperation programs organized by ISEM have provided flexible and various models to meet partners' needs.

Moreover, the interview with C3 revealed that CRRU focused on attracting international students to the campus, which could be seen by the internal workers and be a representative of international achievement. This opinion was similar to the feedback from item 38 in the questionnaire, which explored key factors for ranking a university's internationalization. The option describing 'composition of international students' had the highest response (n = 39, 23.9%).

Consequently, the characteristics of CRRU's international cooperation could be concluded as: (1) the privilege and autonomy of CRRU's president in administrative management; (2) although the policy related to international cooperation has strategic goals to support, there is unclear work distribution among departments and faculties in international cooperation affairs; (3) CRRU's international cooperation focused on 'at home' dimension, introducing and cultivating international students on its campus.

4.3.3 Finding Three: Key Factors Constituted into the Guidelines for Enhancing PU and CRRU's International Cooperation

Research question 3 (RQ3): What are the key factors that should be integrated into the guidelines for improving PU and CRRU's international cooperation?

To extract key factors integrated into the guidelines for bilateral international cooperation, the results are mainly from 2 contributors, including 1 open-ended

question and 2 interview questions. These 3 questions are designed to ask suggestions for enhancing bilateral international cooperation and to explore requests for mutual support. Following the rules of analyzing qualitative data in this study, only the three codes with the highest response frequency out of all the codes extracted from open-ended questions and interviews are discussed.

The suggestions for improving bilateral cooperation between PU and CRRU are based on the data analysis of an open-ended question in the questionnaire and interview questions, which directly investigate the requests for mutual support. Since the number of participants who shared their ideas for the open-ended questions was limited, all of their opinions were coded manually. Unlike the method used to identify the top three codes in other qualitative data, the three codes with the highest frequency in Table 4.26 were not ranked by the number of components, but by the cumulative frequency of individual codes within each dimension. For example, the AC dimension contained 11 codes, making it the highest in response frequency. Codes belonging to the same category were grouped under a single dimension.

The results (Table 4.26) showed that the 3 codes with the highest response frequency were involved in the dimensions of AC (n = 11), PO (n = 5), and PE (n = 3) in PU's data and PO (n = 11), AC (n = 5), and CO (n = 5) in CRRU's data.

Table 4.26 Top Three Variables from Open-ended Question Analysis

PU		**CRRU**	
Codes with frequency	**Parameters with frequency**	**Codes with frequency**	**Parameters with frequency**
strengthen activities around cultural exchange and communication, such as art programs (1); friendly cooperation communication (3);	AC (11)	future development guideline (3); make operations consistent with policies (1); no official policy set (1); policymaking should push for concrete activities (1); formulate specific	PO (11)

Table 4.26 (continued)

PU		CRRU	
Codes with frequency	**Parameters with frequency**	**Codes with frequency**	**Parameters with frequency**
communication among talents; student/teacher exchange and communication (6); communication with provincial institutions (1)		international policy (2); policy to strengthen long-term cooperation (1); policy should be comprehensive, clear, and practical (2);	
lack of concrete plan (1); formulate international policy with incentive measures (1); strengthen policy research (1); add a policy of supporting teachers with Ph.D. degrees promotion chances (2);	PO (5)	jointly support academic work (1); create a research network supporting all kinds of academic activities (1); foreign students being taught about Thai culture (1); provide exchange activities in various fields (2);	AC (5)
strengthen teamwork with sufficient personnel and professional working skills in international affairs (3)	PE (3)	learn and listen to opinions or suggestions (1); publicize and involve more teachers (1); publicize cooperation programs to relevant	CO (5)

Table 4.26 (continued)

PU		CRRU	
Codes with frequency	**Parameters with frequency**	**Codes with frequency**	**Parameters with frequency**
		agencies, including the budget (1); have bilateral communication often (1); cooperation between the two institutions in determining the academic calendar (1);	

In terms of suggestions extracted from interviews, since the comments described by participants were specific and the same frequency could appear on several codes, the function of Word Cloud from MAXQDA was adopted to orient the three suggestions with the highest frequency for enhancing bilateral international cooperation. Two interview questions were specifically designed to elicit suggestions for PU and CRRU individually, as well as to gather recommendations for mutual support aimed at enhancing bilateral international cooperation.

According to the interview data analysis, 16 codes were extracted from PU's responses as suggestions for enhancing bilateral international cooperation between PU and CRRU, which was attached as an appendix (Appendix V). With the assistance of the Word Cloud, the 3 codes with the highest response frequency were listed in Figure 4.33 below, including 'strengthen the communication between bilateral senior administrators' (n = 3), 'broaden programs for teachers' academic promotion' (n = 3), and 'provide a clear work mechanism on foreign affairs' (n = 2). These three codes were categorized as Communication (CO), Activities (AC), and Guarantee Mechanism (GM) components.

Figure 4.33 Three Codes with the Highest Frequency of the Suggestions (PU)

The data showing the results of requesting CRRU to support bilateral international cooperation contained 56 codes listed in the appendix (Appendix W). The codes listed as the top three (Figure 4.34) were 'teacher exchange program including sending Thai lecturers to PU' (n = 6), 'have joint scientific research' (n = 6), and 'support academic degree promotion chances for PU's students' (n = 4). These codes belonged to the Activities (AC) category.

Figure 4.34 Three Codes with the Highest Frequency of Requests to CRRU (PU)

Similarly, the interview data results from CRRU contained the suggestion to enhance bilateral international cooperation and the request for PU's support. Twenty-two codes were extracted as suggestions and listed in an appendix (Appendix X). The three codes with the highest response frequency presented in Figure 4.35 were 'appoint a specific person to follow and communicate the cooperation programs' (n = 5), 'provide a platform involving all related parties working for international cooperation affairs' (n = 3), and 'encourage courses co-construct' (n = 3), which were involved People (PE), Guarantee Mechanism (GM), and Activities (AC) components.

Figure 4.35 Three Codes with the Highest Frequency of the Suggestions (CRRU)

About the request for PU's support, 19 codes were extracted (Appendix Y). The top three with the highest response frequency (Figure 4.36) were 'send more international students to CRRU' (n = 4), 'keep good cooperation relationship' (n = 3), and 'jointly supervise internship students in China' (n = 2), which were categorized in Activities (AC), People (PE), and Guarantee Mechanism (GM) components.

Figure 4.36 Three Codes with the Highest Frequency of Requests to CRRU (CRRU)

Comparing the data analysis illustrated above about PU and CRRU on providing suggestions to enhance bilateral international cooperation and requesting mutual support, the common codes based on the statistics of the 3 codes with the highest frequency from each university's data are concluded in Table 4.27 below, which indicate both PU and CRRU highly value on 'strengthen bilateral communication, involving top administrators and the people implementing international cooperation affairs', 'strengthen teacher exchange programs', 'provide a platform for international cooperation affairs sharing mutual clear working mechanism', and 'strengthen teamwork and appoint specific people to follow up on each cooperation program'. These suggestions involve Communication (CO), Activities (AC), Guarantee Mechanism (GM), and People (PE) dimensions.

Table 4.27 Common Codes of Suggestions Shared by PU and CRRU

Codes	Parameters
Strengthen bilateral communication, including top administrators and the people implementing international cooperation affairs	CO
Strengthen teacher exchange programs	AC
Provide a platform for international cooperation affairs, sharing a clear working mechanism	GM
Strengthen teamwork and appoint specific people to follow up on each cooperation program	PE

Moreover, the request for AC dimension from PU and CRRU could reflect compensation for mutual demand (Table 4.27), which provides evidence for the continuing advancement of the academic degree promotion program. Meanwhile, the mutually beneficial requests for enhancing bilateral international cooperation reflect a key characteristic of individual cooperation approaches that PU primarily focuses on sending students abroad, whereas CRRU mainly emphasizes attracting international students to its campus.

Table 4.27 Requests Aligned with Mutual Needs

Codes		Parameters
PU	CRRU	
Support academic degree promotion chances for PU's students;	Send more international students to CRRU	AC

Therefore, according to the results from Table 4.27 and Table 4.28, the suggestions highlighted as key factors for improving bilateral international cooperation include: (1) both universities should strengthen bilateral communication, including administrators and the people implementing international cooperation affairs; (2) forms of cooperation should be expanded, which could provide more programs related to academic degree promotion and teacher exchange; (3) both universities could create a communication platform for identifying individual working responsibilities

and mutual working mechanisms; (4) both universities should strengthen teamwork and appoint specialized people to follow up on each cooperation program.

4.4 Summary

This phase of the study demonstrates the results and findings regarding the main research questions. The quantitative data from the questionnaire were triangulated with multiple kinds of qualitative data, including open-ended questions, interviews, and institutional policy texts. All the data could be measured by the 10 components of the synthesized conceptual framework. The quantitative data concentrate on evaluating the proposed synthesized conceptual framework and identifying the main contributors affecting the challenges, strengths, weaknesses, and characteristics of the target universities' internationalization and bilateral international cooperation. The qualitative data serve as supplementary sources, offering in-depth insights to support the investigation of the research questions. The integrated results from both quantitative and qualitative data analyses form the basis of the findings and offer robust evidence for addressing the research questions.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATION

This chapter presents the conclusions of this study and discusses the findings concerning previous research. Additionally, it outlines the study's limitations and recommendations for future research.

5.1 Conclusion of This Study

Following the three main research questions designed for this study, three research objectives are chiefly set. The 1st research objective is to examine how these two universities conduct international cooperation, which is accompanied by (1) identifying the challenges hindering international cooperation in each university and (2) identifying the strengths and weaknesses of each university that affect international cooperation between these two universities. The 2nd research objective is to compare international cooperation in each target university. The 3rd research objective is to identify crucial factors integrated into the guidelines to enhance PU and CRRU's international cooperation.

5.1.1 The Current Challenges, Strengths, and Weaknesses of PU's and CRRU's International Cooperation

The merging results of quantitative and qualitative data analysis, triangulated with multiple data sources, contribute to the findings around PU's and CRRU's challenges, strengths, and weaknesses on international cooperation.

1. PU's challenges, strengths, and weaknesses

The multiple challenges faced by PU on international cooperation could be concluded as: (1) insufficient publicity and limited forms of international cooperation affected the number of students' participation; (2) leadership's understanding of professional knowledge about internationalization and international cooperation could affect the integration of the goals of internationalization into the university's mission and objectives; (3) PU's international cooperation faced fierce competition from both

the internal and external environment; (4) specific regulations for conducting existing cooperation programs should be supplemented as part of the working mechanisms to ensure routine work; (5) AI technology could support international communication to deepen cooperation, while language proficiency using English or other languages was also required for the working staff at the office handling international cooperation affairs.

The strengths of PU's international cooperation could be concluded as: (1) the friendly relations of cooperation between PU and CRRU and relatively diverse forms of international cooperation contributed to the stability of long-term cooperation; (2) the relatively sound institutional leadership mechanism and the support from multiple governmental policies were the escorts of PU's international cooperation.

The significant weaknesses of PU's international cooperation could be concluded as: (1) limited proactive engagement of staff in the university's international efforts; (2) unqualified professional capabilities of working staff at OICE; (3) the lack of publicity of international cooperation policies, regulations, and programs; (4) superficial cooperation lacking of in-depth collaboration; (5) unsound guarantee mechanisms supporting international cooperation implementation; (6) limited financial supports.

2. CRRU's challenges, strengths, and weaknesses

The challenges of CRRU's international cooperation could be concluded as: (1) fierce competition from internal and external dimensions in occupying the Chinese education market; (2) administrative constraints hindering the integration of the university's mission and objectives with policy execution.

CRRU's strengths of international cooperation could be concluded as: (1) CRRU had a relatively high capability of conducting international cooperation activities; (2) the working staff had a relatively high awareness participating in international activities and a relatively high capability of international communication; (3) CRRU had a relatively sound policy system and mechanism supporting international cooperation.

The outstanding weaknesses of CRRU's international cooperation could be concluded as: (1) unclear work distribution on international cooperation affairs; (2) uneven English proficiency for administrative staff; (3) lack of routine regulations for

existing international cooperation programs; (4) insufficient publicity of new cooperation programs; (5) limited international cooperation forms.

5.1.2 The Characteristics of PU's and CRRU's International Cooperation

The approach to identifying the characteristics of international cooperation at PU and CRRU is based on the statistics of the three most frequently occurring codes from the content analysis of interviews and the university's Five-Year Plans. Adopting the 10 components from the synthesized conceptual framework developed in this study as evaluation standards to group all the data, the statistics reveal that PU and CRRU values different dimensions in individual international cooperation.

1. PU's characteristics of international cooperation

The characteristics of PU's international cooperation, based on the top three components of AC, MO, and IM, can be summarized as follows: (1) the form of cooperation is limited, primarily focused on language instruction and student programs, and heavily dependent on government scholarships; (2) the direction of PU's international cooperation is largely shaped by policies issued by various governments; (3) there is an insufficient integration of the institution's mission and objectives with the implementation strategies for international cooperation; and (4) the implementation of each program lacks systematic coordination and process supervision.

2. CRRU's characteristics of international cooperation

The characteristics of CRRU's international cooperation could be concluded as: (1) the privilege and autonomy of CRRU's president in administrative management; (2) although the policy related to international cooperation has strategic goals to support, there is unclear work distribution among departments and faculties in international cooperation affairs; (3) CRRU's international cooperation focused on 'at home' dimension, introducing and cultivating international students on its campus.

5.1.3 Key Factors Integrated into the Guidelines for Enhancing PU and CRRU's International Cooperation

The crucial factors contributing to the guidelines for enhancing bilateral international cooperation between PU and CRRU are predominantly extracted from the results of 1 open-ended question and 2 interview questions. These questions are designed to explore the suggestions for enhancing bilateral cooperation and the requests for mutual support. Following the approaches of analyzing qualitative data in the

current study, only the three most frequently occurring codes are extracted for consideration.

Therefore, the suggestions highlighted as key factors for improving bilateral international cooperation include: (1) both universities should strengthen bilateral communication, including administrators and the people implementing international cooperation affairs; (2) forms of cooperation should be expanded, which could provide more programs related to academic degree promotion and teacher exchange; (3) both universities could jointly create a communication platform for identifying individual working responsibilities and mutual working mechanisms; (4) both universities should strengthen teamwork and appoint specialized people to follow up on each cooperation program.

5.2 Discussion of Key Issues

According to the significant findings aiming around the 3 main research objectives of this study, the discussion section linking to previous studies is constituted by 4 prominent aspects: (1) diversified imperatives for Chinese and Thai universities participating in international cooperation require targeted and concise missions and objectives designed into a university's internationalization plan; (2) the role of leadership assisted by professional international teamwork in a university is crucial for promoting its international cooperation; (3) balancing English's dominant role with multilingual communication is required to enhance international cooperation; (4) a specialized department with a professional team of rich international working experience empowered by authorities on handling international affairs is needed. The following parts will discuss these 4 aspects sequentially.

1. Diversified imperatives for Chinese and Thai universities participating in international cooperation require targeted and concise missions and objectives designed into the university's internationalization plan.

According to the questionnaire results examining the perceived benefits of engaging in international cooperation, participants acknowledged advantages across multiple dimensions, such as enhancing the quality of education, exposing students to

diverse perspectives and cultures, strengthening the university's global reputation, etc. That could explain why almost all the universities in the world participate in the trend of internationalization. The internationalization of higher education extends globally, encompassing numerous countries that act as both recipients and providers of students and staff (Tight, 2022). A global network analysis examining the movement of international students across 210 countries (Barnett et al., 2016) revealed that the U.S. holds the most dominant position in this flow, followed by China, the U.K., France, Germany, Australia, and India. The factors influencing these flows differ across institutional and national contexts, ranging from economic and market-driven pressures to aspirations for establishing 'world-class' universities (Tight, 2022), which could be considered as factors related to economic and academic factors mainly.

Economic imperatives are still driving forces for Thai universities to pursue international cooperation. Thailand's higher education institutions have increasingly engaged in international cooperation to enhance their academic quality, research outcomes, and global competitiveness (Yodmongkol & Tang, 2017). While many Thai institutions lack sufficient funding to support large-scale international research cooperation or student exchange programs (Pholphirul, 2018). The limited national financial support compels Thai universities to compete in the global education market. This economic pressure has led Thai universities to prioritize international cooperation as a strategic response to an increasingly competitive market (Lin & Nguyen, 2021). The CRRU's interview analysis results revealed that the limited national financial support to the university's internationalization made the university president orient Chinese education. Due to the increasing demand among Chinese students for overseas academic advancement, the flexible cooperation programs offered by ISEM have become attractive, despite their tuition fees being nearly three times higher than those of previously existing cooperation programs at LIGA. Chaiprasit (2013) states that one reason for internationalizing Thai universities is to increase national economic competitiveness. To some extent, the motivation behind establishing international cooperation in most Thai universities is largely driven by the pursuit of economic benefits. This observation aligns with the findings of Nilphan (2005), who notes that economic demands serve as a primary driving force behind the internationalization of Thai universities.

Further evidence supporting the argument that Thai universities prioritize economic benefits can be drawn from the perspectives of interviewees at CRRU. They observed the university president's lack of engagement with LIGA's responsibilities related to existing international cooperation programs, in contrast to the considerable attention given to tasks assigned to ISEM. According to the interviewees, this disparity in presidential support was primarily attributed to the financial returns generated by the programs, as ISEM charged tuition fees that were up to three times higher than those offered by LIGA. Enrolling international students has been the main tool to increase CRRU's revenues. This argument is confirmed by Nguyen and Tran (2020), who state that Asian universities increasingly treat international partnerships as essential resources to diversify their revenue, especially through recruiting international students and providing transnational education programs.

Thai universities also benefit economically from developing innovative programs or cultivation models targeting international student education. The cooperation programs and models developed by ISEM at CRRU serve as effective examples of the university's capacity to design flexible educational initiatives. In response to the educational needs of Chinese students, ISEM has introduced specialized student development programs that use English or Thai as the medium of instruction and provide both Thai and Chinese interpreters to support course delivery. Huang (2019) discusses that offering English Medium Instruction (EMI) programs has proven to be financially rewarding for many Asian universities since these programs tend to attract more students from neighboring countries who seek affordable tuition fees and a high reputation for overseas education. Similarly, providing interpreters during the course instruction would be a stunt to increase the cost of learning.

Unlike the factors influencing Thai universities to establish international cooperation, the motivations driving Chinese universities to engage in international cooperation are comparatively more multi-dimensional. Notably, the internationalization of Chinese universities is strongly shaped by national strategies that state-directed efforts aimed at enhancing China's distinct international political and academic presence (Pan, 2013). This endeavor is relatively centered on certain universities and colleges that have enrolled international students (Jokila, 2015; Tight, 2022). The results from analyzing PU's 1st Five-Year Plan showed that PU adopted the

initiatives from the government's policy as the university's Mission and Objectives, which took a large proportion in the whole plan. Moreover, financial interests are not the dominant motives for Chinese universities' internationalization, while building 'world-class universities', and seeking research and development focusing on top institutions from the West and STEM (science, technology, engineering, and mathematics) subjects are the core purposes (Bamberger et al., 2019, p. 209; Tight, 2022). This is supported by responses from PU participants regarding the perceived benefits of engaging in international cooperation. Notably, the option 'strengthening the university's global reputation' was selected by 100 out of 117 respondents, representing 17.3% of the total.

However, one of the challenges faced by PU is the integration of the university's mission and objectives with policy formulation, which is influenced by the leadership's academic understanding of internationalization. Institutional internationalization is required to integrate global perspectives into the institutional mission and ethos, as well as framework (Hudzik, 2011; Qiu, García-Aracil, & Isui-Fagoaga, 2025). Chinese higher education institutions benefited from strong governmental policies promoting internationalization, such as the 'Belt and Road' Initiative. National strategies provide a framework for partnerships, student exchange, and other cooperation programs. While institutional policies sometimes lack clarity or flexibility, leading to misalignment between national directives and institutional execution, which could be heavily affected by the capacity of the university's leadership in drafting the mission and objectives for its internationalization. Misalignment between institutional missions, such as differing emphases on research versus teaching, can undermine cooperative efforts and reduce the potential for long-term collaboration (Yang, 2020b).

In the content of PU's Five-Year Plans, the macro goals relating to provincial ambitions are established, such as to support building Yunnan Province as the radiation center of culture facing Southeast and South Asia, and to support the construction of 'the Belt and Road' initiative. In contrast, a gap may exist between the university's internationalization goals and its actual institutional capacity. As a regional university in southeastern China, PU began engaging in international cooperation relatively late. Compared to elite institutions, regional universities such as PU face

significant challenges, including limited institutional capacity, inadequate financial resources, and insufficient staff competencies in international course delivery and academic research necessary to support international cooperation. This challenge from the mission and objectives dimension is in accord with the many regional universities in China, which adopt generic internationalization missions without tailoring objectives to local strengths (Yang, 2020). This leads to symbolic rather than substantive engagement (Hayhoe et al., 2022).

Returning to the topic of imperatives for Chinese universities participating in international cooperation, a primary driving force for Chinese universities to pursue international cooperation could be the aspiration to enhance their academic excellence and international reputation. Policymakers from developing and developed countries are fond of seeing their top universities playing roles in cutting-edge science and intellectual development by encouraging the building of world-class universities to better equip them capacity for world-class research (Luo, 2013; Yang, 2014; Liu, 2024). Establishing collaborative programs with world-class institutions enables Chinese universities to enhance their academic performance and attract more talent and international students (Huang & Marginson, 2020). Moreover, participating in international cooperation through various kinds of activities, such as joint degree education programs, research collaborations, and student exchange, could show that Chinese universities align with international norms and contribute to their long-term goal of academic reputation (Luo & Wang, 2021).

National initiatives and policy guidance provide orientations for Chinese universities' international cooperation. Following the national initiative of fostering an innovation-driven economy and creating a skillful workforce, more and more Chinese universities are establishing cooperation with international universities in fields such as artificial intelligence, renewable energy, and biotechnology, which have enabled Chinese universities to advance national development goals and improve their global economic positions (Wen & Hu, 2020). Additionally, enrolling international students and establishing international cooperation programs could generate economic benefits for Chinese universities, which further incentivizes their engagement in international cooperation relationships (Li & Tian, 2022).

Moreover, international cooperation serves as a platform for Chinese universities to promote cultural exchange. One of the education missions proposed in 'the Belt and Road' Initiative is to promote the common prosperity of education and cultural exchange, which stresses the mission to meet the needs of mutually beneficial cooperation between China and the countries along with 'the Belt and Road', and to mirror the needs of China's education reform and development (BELT AND ROAD PORTAL•YIDAIYILU. GOV.CN, 2017). By integrating 'the Belt and Road' Initiative into universities' internationalization strategies, Chinese universities can not only expand their global presence but also create opportunities for cross-cultural communication through multiple activities. Meanwhile, this can enrich the academic and social experiences of both domestic and international students.

Accordingly, economic motivations have become the imperative driving force for Thai universities to compete in the global education market. Through developing flexible cultivation programs, Thai universities can enroll more international students to achieve both economic sustainability and academic enhancement. However, the quality of education should be confirmed dominantly. Furthermore, pursuing an international academic reputation is the main driving force behind the participation of Chinese universities in international cooperation. when comparing the imperatives for international cooperation between Thai and Chinese universities, a critical issue to consider is the balance between achieving immediate financial gains and pursuing long-term collaboration objectives.

2. The role of leadership assisted by professional international teamwork in a university is crucial for promoting its international cooperation.

The capability of institutional leaders and departmental staff is crucial for pushing the university's international cooperation. The results of the weaknesses and characteristics of CRRU's international cooperation revealed the dominant role of the university leadership in affecting international cooperation. The role could promote or hinder the implementation of international cooperation activities. Leadership is recognized as a crucial factor in fostering adaptable organizations capable of addressing emerging challenges effectively (Colpitts, 2023). Albach and Knight (2007) state that one of the crucial factors contributing to the development of internationalization in higher education is the role of leaders of an institute, including presidents and directors.

According to Lumby and Foskett (2016), educational leadership plays a critical role in mitigating unethical practices and maintaining oversight of cultural diversity within the framework of higher education internationalization. It is suggested that educational leaders should consider the complexities of modern education and have a global vision for creating intercultural connections and university partnerships (Larse & AI Haque, 2016), which could provide students with more thinking about their future careers and enhance internationalization with support from overall participation of working staff (Gul et al., 2019).

Effective leadership in higher education institutions necessitates a deep understanding of the internationalization process and the ability to navigate complex global landscapes. Colpitts (2023) stresses the significance of transformational leadership in facilitating internationalization, highlighting the need for leaders to inspire and motivate stakeholders toward shared international goals. Leaders should be equipped with professional knowledge of international education policies, cross-cultural communication, and global academic standards. The study conducted by Egitim (2022) exploring the role of leadership in facilitating higher education internationalization in Japan reveals that leadership addressing individuals' social and sentimental needs through inclusive practices is positive for the university's internationalization. Due to the increasing number of international lecturers and students joining the university's education, having an inclusive and open mind is required for the university leadership to meet the needs of cross-cultural communication. Another study exploring the role of the university president in the context of Canadian education points out that facing a much larger and more diversified population of students, staff, and faculties, university presidents are required to balance all the needs and interests of these populations who should equip strong communication skills, masterful management capability, and the ability to adopt updated needs of learners (White, 2023).

Moreover, educational leaders are expected to focus on enhancing individuals' skills to effectively address the needs and requirements of international institutions (Gul et al., 2019). Relational competence, which constitutes a part of the partnership in international higher education and is emphasized as an effective competence (Williams, 2021), is defined as the competence to establish cooperation,

partnerships, collaboration, strategic alliances, and networking among universities globally (EI Junusi et al., 2024). One of the representatives of university leadership is the president, who is expected to deal with the relationship from both external and internal aspects of the university's development. Besides, to implement international programs effectively, a specialized workgroup facilitating the involvement of faculty with clear plans is positive to accomplish the internationalization plans (de Wit, 2002; Gul et al., 2019). In the interview data analysis of both PU and CRRU, which explored the function of the specified departments handling international affairs, the results revealed that having a specified department equipped with internationalized professional teamwork was urgently needed to enhance the university's international cooperation. The suggestions provided by participants for improving the professional working ability of staff members who had been working in the department specified were much more demanding.

The university president holds responsibility for ensuring the efficient management of the institution and achieving its strategic objectives (White, 2023). It could be understood that the university president plays a crucial role in formulating the university's internationalization plan or policy and establishing a supporting mechanism for ensuring the implementation of international cooperation affairs. However, there could be a problem between centralization and decentralization in the university leadership. Brandenburg and de Wit (2015) emphasize that a decentralized organizational structure poses significant challenges in developing internationalization programs. Additionally, de Wit (2017) identifies the absence of senior leadership as a critical barrier that can obstruct the implementation of internationalization strategies within higher education institutions. The bilateral participants pointed out that one of the weaknesses in the university's international cooperation was the lack of a clear work distribution of departments in international cooperation affairs, which was much more influenced by the president at CRRU than at PU.

Consequently, university leadership is the backbone of successful international cooperation in higher education. As higher education continues to internationalize, a leadership with comprehensive capabilities, masterful management skills, and an open mind to balance all the needs from external and internal aspects will remain pivotal in ensuring the university's internationalization development.

3. Balancing English's dominant role with multilingual communication is required to enhance international cooperation.

The statistical results of the questionnaire revealed that participants from both PU and CRRU had a language barrier when they implemented the cooperation activities. Although over half of the respondents cannot use English fluently, the language used for the MOU was changed to English. Almost all respondents agreed that using multilingual communication, including English, Chinese, and Thai, could advance bilateral communication and improve international cooperation. As the umbrella term for all kinds of international activities in education, internationalization is pursued by almost all universities in the world that increasingly project themselves as international universities, although their English language policies do not necessarily meet their real competencies (Jenkins, 2014), especially for a university located near a boundary with geographic advantages in international communication. In the results of the questionnaires, only 36 (7.69%) participants out of 117 from PU and 7 (13.21%) participants out of 53 from CRRU expressed that they can use both spoken and written English fluently. Most responses from PU (n = 36, 30.77%) and CRRU (n = 18, 33.96%) expressed that their English was somewhat good, and they had difficulty using both spoken and written English properly.

Moreover, the responses from both PU and CRRU to the single-response question asking about which language policies should be advocated in the target university to promote the university's internationalization showed a tendency to use multilingual languages. Most participants (n = 42, 35.9%) from PU chose 'Chinese and English are used dominantly, and Thai is used supplementarily'. The options expressing 'English is used dominantly, and Chinese or Thai is used supplementarily' and 'Thai and English are used dominantly, and Chinese is used supplementarily' were chosen with the same number from CRRU (n = 14, 26.42%).

When talking about the multilingual communication platform, it is required first to ensure the relationship between internationalization and English or Westernization. English has played a crucial role in promoting internationalization in education since the emergence of globalization and internationalization, especially in higher education.

The internationalization of higher education is often regarded as a modern phenomenon led by developed Western nations, where elite models of education predominantly delivered in English are perceived to have shaped practices worldwide (Tight, 2022). One finding of inquiring about undergraduates' viewpoints on internationalization reveals that students make internationalization equal to Westernization, which has raised concern about unequal access to internationalization (Guo et al., 2021). Majority of academics admit that internationalization is understood as aligning with Western higher education models by adopting their standards and practices, which reveals a shared acceptance among these academics of an academically dependent relationship with Western institutions, along with a reinforcement of Western dominance in global higher education (Wang et al., 2020). Studies on China's experience with the internationalization of higher education do highlight concerns regarding its quality and objectives while also questioning the strong linkage between internationalization and Westernization (Tight, 2022).

Similar critiques about the relationship between internationalization and Westernization, or English, also exist in other Asian countries. The strategies for internationalization adopted by Singapore and Malaysia appear to emphasize collaboration with foreign education providers and integrating their institutions into the global education system (Chan, 2013). Richards (2019) identifies Singapore's version of the 'Asian education hub policy' as a featured higher education model with economic motivations, which is heavily affected by the Western context. For Malaysia, it aims to reverse the flow of international students to Western countries, whose higher education objective is congruent with national capacity development plans (Richards, 2019). Aizawa and Rose (2019) conclude in their study of English medium instruction at a Japanese university that its internationalization strategy is primarily influenced by national and institutional policies while overlooking the challenges faced by both students and staff.

Another arguable issue is around the language policy chosen for promoting international cooperation programs in higher education. When stating the policy turning point of the Australian White Paper on Asian areas, there is a bias towards Asia. Kirkpatrick (2014) points out that Asia is treated as a main provider of international fee-paying students, while not a source of advanced knowledge, which undervalues the

role of Asian languages in higher education and research. Kirkpatrick (2017) analyzes language policy in Southeast Asian countries and raises a concern that, in the context of implementing international cooperation activities in higher education, promoting only English alongside the national language may shift national language policy toward bilingualism rather than fostering true multilingualism. English supports global engagement, and over-reliance on it risks devaluing linguistic diversity and creating inequities for non-English native speakers (Macaro et al., 2018). The role of English in the internationalization of higher education in Europe is in a dilemma between the increased courses taught in English and the limited use of local languages (Haberland, 2011). The concept of 'complementary languages', which involves using English and the relevant language, is proposed by Preisler (2009) in the context of Danish education. Preisler (2009) further argues that the way languages complement each other relies on the specific characteristics of each program, such as the scale of the academic content and students' orientation.

Furthermore, multilingual education addresses the limitations of English as a medium of instruction by fostering regional inclusivity and cultural exchange. Some universities in Southeast Asian countries, such as Thailand and Vietnam, offer programs in local languages plus English, which shows respect for linguistic diversity, promotes regional partnerships, and strengthens cultural diplomacy (Rose & Galloway, 2019). Universities can adopt complementary language policies where English serves as the primary medium for international engagement while local languages address regional academic and cultural needs, which can promote equity and ensure universities remain globally and locally (Doiz et al., 2020).

Consequently, the research above highlights the role of English as an academic lingua franca to attract international students and establish international cooperation programs. However, this dominance has drawn criticism for potentially marginalizing non-English languages and homogenizing global higher education. Universities aiming at sustainable internationalization should adopt balanced language policies that respect linguistic diversity while balancing the role of English.

4. A specialized department with a professional team of rich international working experience, empowered by authorities on handling international affairs, is needed.

As the crucial organ constituting a sound management mechanism, a department with a well-coordinated and professionally trained international team can provide the foundation for effective communication and ensure the orderly implementation of cooperation programs. The results of the multiple-response question inquiring about 'which ways can promote the establishment of international cooperative relationships between the university and other overseas institutions' showed the urgent requirement for a professional and specialized department for handling international cooperation affairs. The participants from PU chose 'Foreign affairs-related department directly contacts the target institutions' with the highest frequency (n = 102, 87.18%). The participants from CRRU chose the same option with the highest frequency (n = 33, 62.26%).

The results from bilateral interviews revealed that professional teamwork in international cooperation affairs as a routine mechanism was required to enhance bilateral cooperation, including making plans for programs, implementing programs, and supervising programs during the implementation process. All these activities mentioned around programs should be a routine of the Guarantee Mechanism. Knight (2020) emphasizes that specialized teamwork brings critical expertise in navigating legal, logistical, and cultural aspects to international partnerships, which makes the relationships unique. Given that the current quality assurance system in Chinese higher education does not adequately address the specific conditions of individual universities, particularly in the context of internationalization, Chinese experts propose continuous improvement and refinement of the quality assurance system for educational internationalization. It has been explained in detail that Chinese universities initially should strictly implement national education internationalization standards, make references to international well-known universities, combine the university's characteristics to make its quality assurance standards, and establish a series of teaching management systems and supporting mechanism to ensure the stable development of educational internationalization (Li & Zhong, 2019). This viewpoint has confirmed the deficiency of supervision on the quality of programs, which is a key component of supporting the Guarantee Mechanism related to educational internationalization among Chinese universities.

Moreover, professional teamwork supports the management and sustainability of effective cross-border relationships. The results from bilateral interviews showed that the personnel changes and the lack of appointed people to follow up on international cooperation programs had led to disconnected supervision of the programs, which indicated the insecurity of an unsound mechanism for international cooperation led by changeable teamwork. Cross-border partnerships entail not only academic collaboration but also significant administrative and operational coordination. Universities can ensure consistent communication, monitor the progress of partnerships, and maintain the accountability of related parties by supporting professional teams dedicated to internationalization (Chen et al., 2019). The teams play the roles of liaisons between the university and its cooperative partners, which address key issues related to resource allocation, academic alignment, and win-win situations. Meanwhile, specialized teams streamline the complex processes of international cooperation by centralizing communication, resource management, and planning. It is suggested that institutions with dedicated teams for international cooperation affairs experience higher rates of sustained partnerships and greater satisfaction among international stakeholders (Luo & Yang, 2020). Professional teams are also pivotal in ensuring that institutions' endeavors on internationalization are inclusive and aligned with global practice, which increases the institutions' appeal to a diverse range of international partners (Kang & Jiang, 2020). The results of open-ended questions from PU confirmed the unique and pivotal role of specialized department teamwork in handling international cooperation affairs at a university.

Accordingly, establishing a specialized department with a professional team handling the university's international cooperation affairs is vital and urgent, due to the multifaceted functions empowered for higher education institutions, such as navigating the complexities of global engagement, providing highly efficient communication, and monitoring the implementation of cooperation programs.

5.3 Limitations of the Study

The limitations of this study are acknowledged as follows:

Firstly, the research instruments used in the study were designed by the researcher herself, which were synthesized from several relevant theories and a questionnaire on internationalization in higher education. Although 4 experts were invited for IOC evaluation, and the pilot test of the questionnaire was conducted to evaluate the reliability and validity of research instruments before the data collection, there were still some improvements could be made on the questionnaire design and questions for interviews, such as the connection between research focus and dimensions, the number of questions designed for each kind of type, and the total number of questions.

Secondly, the participants involved in the study were executive administrators, administrative staff members, and lecturers. The study mainly focused on their perspectives on the university's international cooperation and internationalization. As the key players in international cooperation, students are the main supporters and recipients of international cooperation activities. Their perspectives are also valuable for universities to consider when developing international cooperation, particularly in providing feedback on program implementation and evaluating cooperation outcomes.

Thirdly, the questions used to test the stability of the synthesized conceptual framework are designed within the context of higher education internationalization of Chinese and Thai regional universities, especially the international cooperation between PU and CRRU. There could be a limitation to using the framework.

5.4 Recommendations for Future Research

Recommendations for future research in terms of the current study are presented as follows:

Firstly, for improving the research instruments, more academic experts relevant to international cooperation or internationalization in the field of higher education should be invited for IOC (Item Objective Congruence) evaluation. As some items

designed in the study are too specific, pilot studies involving a broader range of universities are needed to refine the research instrument by screening and reducing the number of questions.

Secondly, as teachers and students are the main supporters for the university's international cooperation, it is recommended to involve students in future studies, which could provide multi-dimensional perspectives and insights for enhancing international cooperation, especially in the improvement of the monitoring process of program implementation.

Furthermore, the synthesized conceptual framework tailored in the study is based on the specialized investigation of the cooperation relationship between PU and CRRU. Its application of the framework could be limited to the Chinese and Thai local universities that have similar development histories and similar geographic locations near the border. It is suggested to combine the university's unique characteristics and the immediate needs of its development when referring to this study.

5.5 Summary

This chapter mainly presents the summary of the findings in terms of the research questions and objectives proposed for the study, discussions around highlighted issues, limitations of this study, and recommendations for future study.

The summary of findings directly provides the answers to the research questions and objectives, which include 3 aspects: (1) challenges, strengths, and weaknesses of PU's and CRRU's international cooperation; (2) characteristics of PU's and CRRU's international cooperation; (3) insightful factors integrated into guidelines for enhancing PU and CRRU's future international cooperation.

The discussion is presented around 4 prominent issues: (1) diversified imperatives for Chinese and Thai universities participating in international cooperation require targeted and concise missions and objectives designed into a university's internationalization plan; (2) the role of leadership assisted by professional international teamwork in a university is crucial for promoting its international cooperation; (3) balancing English's dominant role with multilingual communication is required to

enhance international cooperation; (4) a specialized department with a professional team of rich international working experience empowered by authorities on handling international affairs is needed.

Due to limitations in the research instrument design, the scale of participant involvement, and the use of the synthesized conceptual framework, three recommendations are proposed for future studies: (1) enhance the validity and reliability of the research instruments by involving more academic experts in IOC evaluation and conducting additional pilot studies; (2) expand the scope of participant inclusion; and (3) consider the unique characteristics and immediate developmental needs of each university when applying the synthesized conceptual framework to guide international cooperation.

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APPENDIX A

THE LINKAGES AMONG KNIGHT'S TWO PILLARS, CHAN'S RELEVANT SUCCESSFUL FACTORS, SPENCER-OATEY AND DAUBER'S FRAMEWORK, AND CHINA ASSOCIATION OF HIGHER EDUCATION FRAMEWORK

	International cooperation on higher education										
	Parameters										
Theory/ Framework	**People**	**Activities**	**Policies**	**Mission and Objectives**	**Time**	**Resources**	**Communication (tools, bidirectional, multi-directional communication, languages)**	**Guarantee Mechanism**	**International influence**	**Regional area**	**Note**
Knight's Two Pillars Theory	People: students, professors/ scholars, researchers/experts, experts/consultants;	Programs: course, program, sub-degree, degree, postgraduate;	academic, management, institutional and national							Abroad/ cross-border	
	Providers: institutions, organizations, companies	Projects: academic projects, services								Abroad/ cross-border	
	Domestic student/faculty; International students/scholars;	Teaching/learning; Open access education; Extracurricular activity; Research				Curriculum				At home	
Chan's Relevant Successful	Partners: should be selected in accordance with the Mission and	Projects: as it is unrealistic that a network involves the		a shared identity	such as long or short-	such as the cost	Tool: networks are advised to involve key players and set up a				

Theory/ Framework	International cooperation on higher education										
	Parameters										
	People	Activities	Policies	Mission and Objectives	Time	Resources	Communication (tools, bidirectional, multi-directional communication, languages)	Guarantee Mechanism	International influence	Regional area	Note
Factors Theory	Objectives of the network. People: 'project champions' who have the relevant expertise and who support the project	entire institution, networks trying to satisfy too many customers may end up in failure and disillusionment. Leaders should recognize potential discrepancies between partnership needs and those at the decentralized level and accept the fact that departments, centers, and schools will have their own networks.			term		listserver to keep as many participants in frequent contact as possible.				
Spencer-Oatey and Dauber's Framework	International students and staff	Incoming and outgoing student mobility				International diversity (culturally diverse community,					Parameters for ranking internationalization

Theory/ Framework	International cooperation on higher education										
	Parameters										
	People	Activities	Policies	Mission and Objectives	Time	Resources	Communication (tools, bidirectional, multi-directional communication, languages)	Guarantee Mechanism	International influence	Regional area	Note
						intercultural interaction)					
		International joint publications				International student support (religious facilities)					
China Association of Higher Education Framework	Teachers, students	Talent cultivation: discipline, major, and course; cooperation in running schools; running schools abroad		Talent cultivation goals				Organization of school's operation, management system, funds	International indication		
		Academic international exchange and cooperation: exchange, conference, cooperation and communication							Cultural exchange		

APPENDIX B

(1) CONSTRUCTION OF QUESTIONNAIRE

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
Part I Demographic information Format: Single-response								
Demographic information	Constitutions of participants	1. To examine how these two universities conduct international cooperation;	People	3	1-3	Single-response	1. 您在本校的工作年限是？A. 少于1年 B. 1-5年 C. 6-10年 D. 10年及以上 How long have you worked in your university? A. Less than 1 year B. 1-5 years C. 6-10 years D. More than 10 years	At Home
						Single-response	2. 您的年龄在哪个范畴？ A. 25岁以下 B. 25-35岁 C. 35-45岁 D. 45岁以上 Your age belongs to which range? A. Below 25-year-old B. 25-35 years old C. 35-45 years old D. Over 45-year-old	At Home
						Single-response	3. 您在本校的主要工作岗位性质是？ A. 科研人员 B. 教学工作人员 C. 行政管理人员 D. 行政科员或助理 E. 其他（请注明） What is your main job position in your university? A. Scientific researcher B. Teaching staff C. Administrator D. Administrative staff or assistant E. Others: (Please specify)	At Home
Part II Self-evaluation of the university's internationalization Format: Rating scales (1-5 points; 5=strongly agree, 4= agree, 3=neutral, 2=disagree, 1=strongly disagree)								

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
Self-evaluation of the university's internationalization	Degree of awareness of internationalization from participants	(1) To identify the challenges hindering international cooperation in each of these two universities;	Mission and Objectives	5	4-8	Rating scales (1-5)	4. 我认为高等教育领域的国际合作在当今全球化世界中很重要。 I believe international cooperation in higher education is very important in today's globalized world.	Both
						Rating scales (1-5 points)	5. 我了解本校已开展的国际合作情况。I know about the university's international cooperation carried out in my university.	Both
						Rating scales(1-5 points)	6. 我认为国际合作对打造更加多元化和包容性的校园环境有很大作用。 I believe that international cooperation has contributed a lot to building a more diverse and inclusive campus environment.	Both
						Rating scales(1-5 points)	7. 我认为本校将全球视角很好地融入到了本校课程和教学方法。 I think my university integrates global vision into the curriculum and teaching methods well.	At Home (curriculum/teaching/learning)
						Rating scales(1-5 points)	8. 关于高等教育国际化和高等教育国际合作二者的关系，我很赞同二者在含义上是等同的。 For the relations between the internationalization of higher education and international cooperation of higher education, I very agreewith that the meanings of the two terms are equivalent.	Other: academic conception understanding
Self-evaluation of the university's internationalization	Tendency of participants' attitudes toward policies related to internationalization	(1) To identify the challenges hindering international cooperation in each of these two universities;	Policy	6	9-15	Rating scales(1-5 points)	9. 我认为建立对师生参与国际合作的激励性文件，对本校的国际化工作很重要。 I believe establishing incentive documents for teachers and students to participate in international cooperation is very important to the university's internationalization work.	Cross-Border (policy)

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
						Rating scales(1-5 points)	10. 我认为建立对教师出国留学的相关政策规定，对本校的国际化工作很重要。 I believe establishing relevant policies and regulations for teachers to study abroad is crucial for the university's internationalization work.	Cross-Border (policy)
						Rating scales(1-5 points)	11. 我认为制定国际化课程建设相关政策规定，对本校的国际化工作很重要。 I believe formulating relevant policies for international curriculum construction is very important for the university's internationalization work.	Cross-Border (policy)
						Rating scales(1-5 points)	12. 我认为制定国际合作相关活动的政策规定，对本校的国际化工作很重要。 I believe formulating relevant policies about international cooperation activities is crucial to the university's internationalization work.	Cross-Border (policy)
						Rating scales(1-5 points)	13. 我认为制定外籍教师和外籍科研人员相关管理规定，对本校的国际化工作很重要。 I believe formulating relevant management regulations for foreign teachers and foreign scientific researchers is crucial to the university's internationalization work.	Cross-Border (policy)
						Rating scales(1-5 points)	14. 我认为建立对外籍教师和外籍科研人员相关教学工作、科研或师德师风的评价政策，对本校的国际化工作很重要。 I believe formulating an evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics is crucial to the university's internationalization work.	Cross-Border (policy)

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
						Rating scales(1-5 points)	15. 我对本校国际化相关政策制度体系建设很满意。 I am very satisfied with the establishment of policy systems related to internationalization in my university.	Cross-Border (policy)
Self-evaluation of the university's internationalization	Self-evaluation of existing activities related to the university's internationalization.	(1) To identify the challenges hindering international cooperation in each of these two universities;	Guarantee Mechanism	3	16-18	Rating scale(1-5 points)	16. 我对本校关于留学生招收、培养、管理、服务等相关工作很满意。 I am very satisfied with the work of overseas students' admission, cultivation, management, and service in my university.	At Home (international student/scholars)
						Rating scales(1-5 points)	17. 我觉得引进外籍教师和外籍科研人员，对本校的国际化工作很重要。 I believe the admission of foreign teachers and scientific researchers is crucial to my university's internationalization work.	At Home (international student/scholars)
						Rating scales(1-5 points)	18. 我觉得本校对国际合作提供了足够的政策支持和充足的财政支持。 I think my university provides adequate policy support and financial support for international cooperation.	Other: Guarantee Mechanism
Self-evaluation of the university's internationalization	Attitudes toward top-level planning in the university	(1) To identify the challenges hindering international cooperation in each of these two universities;	Guarantee Mechanism	1	19	Rating scales(1-5 points)	19. 我认为成立专门的国际化工作领导小组、委员会或董事会等机构，对本校的国际化工作很重要。 I believe establishing a special international work leading group, committee, or board of trustees is crucial to the university's internationalization work.	Other: Guarantee Mechanism
Self-evaluation of the university's internationalization	Attitudes toward the university's ranking of internationalization	(1) To identify the challenges hindering international cooperation in each of these two universities;	International influence	2	20-21	Filter question with single-response	20. 结合本校的发展情况，您认为以下哪种类型的大学排名，对本校的国际化建设最有实际性的激励与指导作用？ A. QS世界大学排名 B. 泰晤士高等教育世界大学排名 C. 全球多维大学排名 D. 本国大学排名 Based on the development of your university, which type of the following university rankings do you think plays the most practical incentive and guiding role for your internationalization construction?	Other: academic conception understanding

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							A. Quacquarelli Symonds (QS) World University Ranking B. Times Higher Education (THE) World University Rankings C. U-Multirank D. Your national university ranking	
						Multiple choices (more than one answer)	21. 继续上一个问题，为什么您选择该类大学排名？ A. 该排名的良好声誉 B. 该排名的权威性 C. 该排名系统所采用的指标与本校的发展相匹配 D. 其他：（请注明） Continuing with the last question, why do you choose the type of university ranking? A. The good reputation of the ranking. B. The authority of the ranking. C. The indicators adopted by the ranking system are matchable with your university's development. D. Others: (Please specify)	Other: academic conception understanding
Format: Single-response								
Self-evaluation of the university's internationalization	Attention to the university's internationalization work	(1)-To identify the challenges hindering international cooperation in each of these two universities;	Policy	7	22-28	Single-response;	22. 您知道在学校总体发展战略规划中，学校是否制定了教育国际化战略以及中长期国际化发展规划？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated an educational internationalization strategy and a medium- and long-term development plan of internationalization in the university's overall strategic development plan? A. Yes B. No C. Not clear	Cross-Border (policy)
						Single-response	23. 您认为各级政府相关国际化政策在高等教育国际合作中扮演一个什么角色？ A. 促进 B. 阻碍 C. 促进和阻碍都有 D. 促进和阻碍都没有 E. 很难评估 What kind of role for relevant policies of internationalization released by governments at all levels in international cooperation of higher education?	Cross-Border (policy)

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							A. Facilitating B. Hindering C. Both facilitating and hindering D. Either facilitating or hindering E. Hard to judge of the roles	
						Single-response	24. 您知道本校是否建立了鼓励师生参与国际合作交流的相关激励性文件吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has established relevant incentive documents to encourage teachers and students to participate in international cooperation and exchanges? A. Yes B. No C. Not clear	Cross-Border (policy)
						Single-response	25. 您知道本校是否制定了国际化课程建设的相关政策规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated relevant policies for international curriculum construction? A. Yes B. No C. Not clear	Cross-Border (policy)
						Single-response	26. 您知道本校是否制定了有关留学生招收、培养、管理等系统性的政策规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated a series of relevant policies for international students including admission, cultivation, management, etc.? A. Yes B. No C. Not clear	Cross-Border (policy)
						Single-response	27. 您知道本校是否制定了与国际化工作开展相关的财务管理、报销政策规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated financial management and reimbursement policies related to internationalization work?	Cross-Border (policy)

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							A. Yes B. No C. Not clear	
						Single-response	28. 您知道学校是否制定了因公出国境相关管理规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated regulations related to traveling abroad on business? A. Yes B. No C. Not clear	Cross-Border (policy)
Self-evaluation of the university's internationalization	Attention to the university's internationalization work	(1)-To identify the challenges hindering international cooperation in each of these two universities;	Guarantee Mechanism	4	29-32	Single-response	29. 您觉得本校的双语课程数量大概在哪个范围？ A. 50门以下 B. 50-100门 C. 100-150门 D. 150门以上 What do you think is the approximate number of bilingual courses in your university? A. Less than 50 B. 50-100 C. 100-150 D. More than 150	At Home (curriculum/teaching/learning)
						Single-response	30. 您了解到的本校已经正式签署的境外院校合作协议数量范围是多少？ A. 10个以下 B. 10-50个 C. 51-100个 D. 100个以上 How many overseas university cooperation agreements have been signed by your university? A. Less than 10 B. 10-50 C. 51-100 D. More than 100	At Home (curriculum/teaching/learning)
						Single-response	31. 根据近来学校自身国际化发展的状况，您觉得正式签署的境外院校合作协议数量在多少范围合适？ A. 10个以下 B. 10-50个 C. 51-100个 D. 100个以上 Based on your current international development, what do you think is an appropriate number of formally signed cooperation agreements with overseas institutions? A. Less than 10 B. 10-50 C. 51-100 D. More than 100	Both
						Single-response	32. 自您在本校工作以来，您参加国际交流合作活动的次数是？ A. 0次 B. 1-5次 C. 6-10次 D. 10次以上 How many times have you participated in international exchange	Cross-Border (program, projects/service)

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							and cooperation activities since you started working at your university? A. Zero B. 1-5 C. 6-10 D. Over 10	
Self-evaluation of the university's internationalization	Language policy working for the university's internationalization	(1)-To identify the challenges hindering international cooperation in each of these two universities;	Communication	3	33-35	Single-response	33. 在您所处的工作环境中，您如何评价您的英语运用能力？ A. 非常好，可以熟练使用口语和书面语 B. 好，可以正常使用口语和书面语 C. 一般，口语或书面语能正常使用其中一者 D. 不太好，口语和书面语不太能正常使用 E. 不好，口语和书面语都不能使用 In your working environment, how do you evaluate your English usage ability? A. Very good. I can use both spoken and written English fluently. B. Good. I can use both spoken and written English normally. C. Moderately good. I am able to use either spoken or written English normally. D. Somewhat good. I have difficulty using both spoken and written English properly. E. Not good. I cannot use both spoken and written English.	Other: communication
						Single-response	34. 您认为学校为留学生提供哪种形式的教学更为合适？ A. 线下教学 B. 线上教学 C. 线上线下相结合的教学 Which form of teaching provided for international students do you think is more suitable? A. Offline teaching B. Online teaching C. Combination of online and offline teaching	At Home (international student/scholars)
						Single-response	35. 为了促进本校国际化建设，您认为应该倡导以下哪种语言政策？ A. 中文或泰语为主，英文为辅 B. 英文为主，中文或泰语为辅	Cross-Border (policy); Other: communication

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							C. 中文和英文为主，泰语为辅 D. 泰语和英文为主，中文为辅 E. 中文和泰语为主，英语为辅 F. 中文、泰语和英文为主，其他语种为辅 G. 其他（请注明） To promote your university's internationalization, which of the following language policies do you think should be advocated? A. Chinese or Thai is used dominantly, and English is used supplementarily B. English is used dominantly, and Chinese or Thai is used supplementarily C. Chinese and English are used dominantly, and Thai is used supplementarily D. Thai and English are used dominantly, and Chinese is used supplementarily E. Chinese and Thai are used dominantly, and English is used supplementarily F. Chinese, Thai, and English are used dominantly, other languages are used supplementarily G. Others: (Please specify)	
Self-evaluation of the university's internationalization	Attention to the university's international cooperation activities	(1)-To identify the challenges hindering international cooperation in each of these two universities;	Implementation	2	36-37	Single-response	36. 您知道本校的年度工作报告中是否对国际合作相关情况进行总结部署？ A. 是 B. 否 C. 不清楚 Do you know whether the international cooperation has been summarized or planned in your university's annual work reports? A. Yes B. No C. Not clear	Other: Guarantee Mechanism
						Single-response	37. 您知道本校是否设立了专门的国际化工作领导小组、委员会或董事会等机构，负责国际合作规划的制定、实施与保障	Other: Guarantee Mechanism

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has established a special international work leading group, committee, or board of trustees etc. to formulate, implement and guarantee international cooperation plans? A. Yes B. No C. Not clear	
Format: multiple choices (more than one answer)								
Self-evaluation of the university's internationalization	Attitudes toward university's international ranking	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	International influence	1	38	Multiple choices (more than one answer)	38. 您认为用于高校国际化排名的主要指标有哪些？ A. 国际学生构成 B. 国际教职工构成 C. 国际多样性构成 D. 引进和送出学生的流动性 E. 对国际学生的支持（宗教设施方面） F. 国际联合出版物 What are the main parameters you think for ranking a university's internationalization? A. Composition of international students B. Composition of international staff C. Composition of international diversity D. Incoming and outgoing student mobility E. International student support (religious facilities) F. International joint publications	Other: academic conception understanding
Self-evaluation of the university's internationalization	Motivations for participating in the university's international cooperation activities	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	Resources	3	39-41	Multiple choices (more than one answer)	39. 您认为本校开展国际合作的主要益处有哪些？ A. 提高教育质量 B. 让学生接触不同的观点和文化 C. 吸引顶尖人才（包括教师和学生） D. 扩大国际研究机会 E. 加强学校的全球声誉 F. 增加学校经费收入 G. 其他：（请注明） What do you believe are the main benefits of carrying out international cooperation in your university? A. Enhancing the quality of education B. Exposing students to diverse perspectives and cultures C. Attracting top talent (faculty and students) D. Expanding international research opportunities E. Strengthening the university's global reputation F. Increase	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							university's income G. Others (Please specify):	
-	Motivations for participating in the university's international cooperation activities	-	-			Multiple choices (more than one answer)	40. 您认为本校的国际合作主要面临的挑战或存在的障碍有哪些？ A. 缺乏国家教育层面的政策引导 B. 缺乏省内教育管理部门的相关指导性文件 C. 省厅部门各司其职，缺乏高等教育国际化工作的系统性和连贯性 D. 本校关于国际合作的顶层设计不全面具体、分工不明细 E. 本校各部门各司其职，缺乏工作的系统性和协作性 F. 本校师生的国际化意识不够高，对国际合作活动的关注度和参与度不够 G. 本校主管外事的部门工作专业性不够、缺乏外事经验 H. 本校外事工作队伍不完备、人数不足 I. 本校的外语教育教学水平不高 J. 其他：（请注明） In your opinion, what are the main challenges or obstacles to international cooperation in your university? A. Lack of policy guidance at the national education level B. Lack of relevant guiding policy documents from the provincial education management departments C. Provincial departments perform their duties individually, lacking systematic and coherent work related to the internationalization of higher education D. The top-level design of the university's international cooperation is not comprehensive and specific, and the division of labor is not clear E. Each department in the university performs its function, lacking systematic and collaborative work F. The international awareness of teacher and students in your university is not high enough, and their attention and participation in international cooperation activities is not high enough G. The department in charge of foreign affairs of your university is	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							not professional enough and lacks working experience dealing with foreign affairs H. The team working on foreign affairs is incomplete, and the number of the staff is insufficient I. The level of foreign language teaching and learning in your university is not high enough J. Others: (Please specify)	
-	Motivations for participating in the university's international cooperation activities	-	-			Multiple choices (more than one choice)	41. 您认为本校留学生招收、教学、管理等工作中，存在的不足有哪些？ A. 缺乏完备的管理队伍 B.工作人员的整体业务水平不高 C. 留学生相关工作经费缺乏 D. 留学生相关工作经验缺乏 E. 校内国际化建设工作分工不明细 F. 行政工作人员语言交流障碍 G. 相关人员跨文化沟通意识不强 H. 其他：（请注明） What do you think are the deficiencies in your university's work of overseas students' admission, teaching, management, etc.? A. Lack of a complete management team B. The overall professional level of the staff is not high C. Lack of funds for work related to overseas students D. Lack of work experience related to overseas students E. The division of departments' work for internationalization construction is not clear and not specific F. Language communication barriers among administrative staff G. The relevant staff's awareness of cross-cultural communication is not strong H. Others: (Please specify)	At Home (international student/scholars)
Self-evaluation of the university's internationalization	Attention to international cooperation activities; evaluation on implementation	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between	Implementation	2	42-43	Multiple choices (more than one answer)	42. 您了解到本校已经取得的国际合作成果集中在哪些方面？ A. 境外访学 B. 参加国际会议（含线上线下） C. 在国际刊物发表文章或著作 D. 参加国际联合实验科研 E. 境外教学 F. 在国际组织/学术性协会/国际学术刊物担任职务 G. 到本校与合作伙伴共同创建的境外合作点工作 H. 因公出国境任务 I. 指	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
		these two universities;					导国际学术毕业论文或设计 J. 其他：（请注明） Do you know what aspects of international cooperation in your university have been achieved? A. Study abroad B. Participate in international conferences (including online and offline) C. Publish articles or books in international journals D. Participate in international joint experimental research E. Teach abroad F. Serve in international organizations/ academic associations/ international academic journals position G. Work at an overseas cooperation site jointly established by your university and its cooperative partner H. Go abroad on official business I. Instruct international students to write or design their academic graduation thesis J. Others: (Please specify)	
-	Motivations for participating in the university's international cooperation activities	-	Implementation			Multiple choices (more than one answer)	43. 如果合作院校或机构限制在亚洲，您觉得本校国际合作应该更多倾向于哪些地区？ A. 北亚 B. 南亚 C. 西亚 D. 东亚 E. 东南亚 F. 中亚 If cooperative universities or institutions are limited to Asia, which regions do you think your university should focus more on in international cooperation? A. North Asia B. South Asia C. West Asia D. East Asia E. Southeast Asia F. Central Asia	Both
Self-evaluation of the university's internationalization	Motivations for participating in the university's international cooperation activities	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	Resources	2	44-45	Multiple choices (more than one answer)	44. 继续上一个问题，您觉得为什么选择这些地区？ A. 教育高度发达 B. 科学技术高度发达 C. 多样而独特的传统文化 D. 与本国良好的外交关系 E. 便利的交通 F. 相似的民族民俗文化 G. 其他：（请注明） Continuing with the last question, why do you think should choose the regions? A. High-developed education B. High-developed scientific	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							technology C. Various and special traditional culture D. Good diplomatic relationship with your country E. Convenient transportation ways F. Similar national and folk culture G. Others: (Please specify)	
-	Attention to international cooperation activities; evaluation on implementation	-	Resources			Multiple choices (more than one answer)	45. 您觉得本校与正式签署国际合作协议院校开展的实际工作存在哪些不足？ A. 合作形式单一，缺乏创新 B. 具体合作项目的实施缺乏监管与评估反馈 C. 合作对象上倚重文科 D. 合作对象上倚重非文科 E. 双方沟通交流效率低下 F. 缺乏资金、师资等资源 G. 具体合作项目的开展时长不合理 H. 具体合作项目收费不合理 I. 合作目标不够明确 J. 其他：（请注明） What do you think are the deficiencies in the actual work carried out by your university and institutions that have formally signed international cooperation agreements? A. The form of cooperation is single and lacks innovation B. The implementation of specific cooperation projects lacks supervision and evaluation feedback C. Cooperation partners rely heavily on liberal arts majors D. Cooperation partners rely heavily on liberal arts E. The low efficiency of both communication F. Lack of funds, teachers, and other resources G. The duration of the specific cooperation project is unreasonable H. The charges for the specific cooperation are unreasonable I. Cooperation goals are not clear enough J. Others: (Please specify)	Both
Self-evaluation of the university's internationalization	Future guideline	(1)-To identify the strengths and weaknesses of each university that affect international	Guarantee Mechanism	1	46	Multiple choices (more than one answer)	46. 您认为本校国际化建设相关办公经费，应该更多地投入到以下哪些方面？ A. 因公出国境 B. 师生出国访学 C. 师生参加国际会议 D. 学校在境外的办公场地运营及管理 E. 本校师生在境外开展的文	Other: Guarantee Mechanism

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
		cooperation between these two universities;					化交流活动 F. 其他：（请注明） In your opinion, which of the following aspects should be invested more by your university's funds related to internationalization construction? A. Fees for going abroad on business B. Fees for teachers and students having academic visits abroad C. Fees for teachers and students participating in international conferences D. Fees for operation and management of the university's overseas office E. Fees for cultural communication activities of teachers and students going abroad F. Others: (Please specify)	
Self-evaluation of the university's internationalization	Evaluation on implementation; future guideline	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	Resources	1	47	Multiple choices (more than one answer)	47. 您认为除了相关国际化政策影响外，以下哪些选项制约本校的国际合作？ A. 缺乏完备的涉外管理队伍 B. 涉外工作部门成员的整体业务水平不高 C. 国际化工作经费缺乏 D. 校内各部门的国际协作意识不强 E. 校内国际化建设工作分工不明细 F. 师生对国际化建设的积极性与参与度不高 G. 国际合作形式不够多样 H. 其他：（请注明） In addition to the impact of relevant internationalization policies, which of the following options do you think restricts your university's international cooperation? A. Lack of a complete foreign-related management team B. The overall professional level of the member working for foreign affairs is not high C. Lack of funds for internationalization work D. The awareness of various departments within the university to support international cooperation is not strong E. The division of departments' work for internationalization construction is not clear and specific F. The enthusiasm and participation of teachers and students in internationalization construction is not high G. The forms of international cooperation are not diverse enough H.	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							Others: (Please specify)	
Self-evaluation of the university's internationalization	Motivations for participating in the university's international cooperation activities, future guideline	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	People	1	48	Multiple choices (more than one answer)	48. 自您在本校工作以来，您有过以下哪些国际交流合作活动？（注：若选择K项或L项，须同时选择J项，并注明"未参加过"） A. 境外访学 B. 参加国际会议（含线上线下） C. 在国际刊物发表文章或著作 D. 参加国际联合实验科研 E. 境外教学 F. 在国际组织/学术性协会/国际学术刊物担任职务 G. 到本校与合作伙伴联合创建的境外合作点工作 H. 因公出国境任务 I. 指导国际学术毕业论文或设计 J. 其他：（请注明）____ K. 没有参加过 Which of the following activities did you participate in since you have worked in your university? A. Study abroad B. Participate in international conferences (including online and offline) C. Publish articles or books in international journals D. Participate in international joint experimental research E. Overseas teaching F. Served in international organizations/ academic associations/ international academic journals position G. Work at an overseas cooperation site jointly established by your university and its cooperative partner H. Go abroad on official business I. Instruct international students to write or design their academic graduation thesis J. Others: (Please specify)_____ K. Haven't participated in any international cooperation activities	Both
Self-evaluation of the university's internationalization	Motivations for participating in the university's international cooperation activities, future	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between	Activities	1	49	Multiple choices (more than one answer)	49. 您希望未来本校国际合作项目更多向哪些方面侧重？ A. 学术人员、师生交流互换 B. 联合科研项目 C. 语言教学合作项目 D. 艺术文化交流 E. 学校出版物信息的交流 F. 课程学分互换 G. 海外研究基地和实训基地共建 H. 课程共建 I. 攻读学位 J. 举办国际会议	

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
	guideline	these two universities;					K. 其他：（请注明） What are your expectations for the future projects of your university's international cooperation could be stressed on? A. Exchange of academic staff, teachers, and students B. Joint scientific research projects C. Language teaching cooperation projects D. Exchanges of arts and diverse culture E. Exchange of university's publication information F. Exchange of course credits G. Jointly establishing overseas research bases and practical training bases H. Co-construction of courses I. Studying for a degree J. Holding international conferences K. Others: (Please specify)	
Self-evaluation of the university's internationalization	Language policies working for the university's international cooperation; future guideline	-To identify the challenges hindering international cooperation in each of these two universities;	Communication	2	50-51	Multiple choices (more than one answer) for Thai; single-response for Chinese	50. 在您所处的工作环境中，您能熟练使用以下哪几种语言？ A. 中文 B. 英语 C. 泰语 D. 其他语种：（请注明） In your working environment, what kind of languages can you speak fluently? A. Chinese Mandarin B. English C. Thai D. Other: (Please specify)	Other: communication
						Multiple choices (more than one answer)	51. 您认为以下哪些方式能促进本校与境外院校或机构建立起国际合作关系？ A. 学校外事工作部门直接联系目标院校 B. 通过中介机构 C. 通过已合作的院校引荐 D. 通过校内师生推荐 E. 通过社会人士引荐 F. 学校有国际合作需求的学院或部门直接联系目标院校 G. 其他：（请注明） Which of the following ways do you think can promote the	Cross-Border (program, projects/services)

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							establishment of international cooperative relations between your university and other overseas institutions? A. Foreign affairs-related department directly contacts the target institution B. Through intermediary organs or agencies C. Through recommendations from cooperative institutions D. Through recommendations from teachers and students on your university E. Through recommendations from the social elite F. The faculty or department in your university contact directly with the target institution G. Others: (Please specify)	
Part III Evaluation of cooperative programs of IC between PU and CRRU Format: Rating scales(1-5 points: 5=strongly agree, 4= agree, 3=neutral, 2=disagree, 1=strongly disagree)								
Evaluation of cooperative programs of international cooperation	Evaluation of objectives of international cooperation programs	(2) To compare the international cooperation in each target university;	Mission and Objectives	1	52	Rating scales(1-5 points)	52. 在两校的国际合作关系中，双方的合作任务和目标很清晰。 In the international cooperation relationship between the two universities, the cooperation tasks and goals are very clear.	Both
Evaluation of cooperative programs of international cooperation	Evaluation of policy system of international cooperation programs	(2) To compare the international cooperation in each target university;	Implementation	2	53-54	Rating scales(1-5 points)	53. 我对目前双方开展的国际合作项目总体上很满意。 I am generally very satisfied with the current bilateral international cooperation programs being carried out.	Both
						Rating scales(1-5 points)	54. 我对本校已经形成的校内国际化相关政策制度体系建设很满意。 I am satisfied with the relevant policy system construction of internationalization established in my university.	Cross-Border (policy)
Evaluation of cooperative programs of international cooperation	Evaluation of implementation of international cooperation programs	(2) To compare the international cooperation in each target university;	Activities	4	55-58	Rating scales(1-5 points)	55. 我对双方共建的、以“2+1+1”模式开展的汉语国际教育本科专业实习(GIP)项目很满意。 I am very satisfied with the IIP internship project for undergraduates on the “2+1+1” model of Chinese International Education jointly built by both universities.	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
						Rating scales(1-5 points)	56. 我对双方共建的、以“2+2”模式开展的应用英语合作项目很满意。 I am very satisfied with the cooperative program on the “2+2” model of Applied English jointly built by both universities.	Both
						Rating scale(1-5 points)	57. 我对双方共创办的澜湄流域教育合作论坛及系列主题论坛很满意。 I am satisfied with the Lancang-Mekong Regional Education Cooperation Forum and its series of themed forums co-founded by both universities.	Both
						Rating scale(1-5 points)	58. 我对双方共建的中国语言文化中心开展的工作很了解。 I know well about the relevant works of the Chinese Language Center jointly built by both universities.	Both
	Tendency of branding publicity of international cooperation programs	(2) To compare the international cooperation in each target university;	International influence	1	59	Rating scales(1-5 points)	59. 我很愿意积极地向身边的家人朋友同事学生介绍本校已开展的国际合作项目。 I am very willing to actively introduce international cooperation projects carried out by my university to my families, friends, colleagues, and students.	Both
Evaluation of cooperative programs of international cooperation	Motivations for participating in the university’s international cooperation activities	(1)-To identify the challenges hindering international cooperation in each of these two universities;	Time	1	60	Single-response	60. 如果有机会参加两校共同组织的教师互换交流、师资培训等教师培养项目，您觉得合适的活动时长是多长？ A. 1个月以内 B. 1-3个月 C. 3个月以上 If you have opportunities to participate the projects for teachers jointly organized by both universities, such as the exchange of teachers and teachers’ training, how long do you think is the appropriate time for these projects? A. Within 1 month B. 1-3 months C. Over 3 months	Cross-Border (program, projects/services)
Evaluation of cooperative programs of	Language policies working for the university’s	3. To develop a guideline to enhance Pu’er University’s	Communication	1	61	Single-response	61. 本校与CRRU/PU在开展国际合作相关活动时，您认为哪种或哪些语言可以提升双方沟通交流的效率？ A. 泰语 B. 中文 C. 英语 D. 泰语和中文 E. 泰语和英语 F. 中	Other: communication

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
international cooperation	international cooperation	international cooperation development.					文和英语 G. 泰语、中文和英语 When you are carrying out the work related to international cooperation with CRRU/PU, which languages do you think can improve the efficiency of bilateral communication? (when you are carrying out the work related to international cooperation with CRRU, which languages do you think can improve the efficiency of bilateral communication?) A. Thai B. Chinese C. English D. Thai and Chinese E. Thai and English F. Chinese and English G. Thai, Chinese and English	
Format: Multiple choices (more than one answer)								
Evaluation of cooperative programs of international cooperation	Motivations for participating in the university's international cooperation activities	3. To develop a guideline to enhance Pu'er University's international cooperation development.	Policy	1	62	Multiple choices (more than one answer)	62. 您认为在制定本校相关国际合作政策时，哪些因素是必须考虑的？ A. 跨文化交际的差异 B. 合作院校双方或多方所处的国内背景 C. 目标院校的特色学科和专业优势 D. 目标院校的地理区位 E. 便捷的交通方式 F. 目标院校的国际化成果 G. 目标院校相关国际事务处室的工作专业性和效率 H. 其他：（须注明名目） What factors do you think must be considered when formulating relevant international cooperation policies in your university? A. Differences in cross-cultural communication B. Domestic background of both or more cooperative institutions C. Characteristic disciplines and professional advantages of the target institution D. Geographic location of the target institution E. Convenient transportation F. Achievements on international education of the target institution G. The professionalism and efficiency of the relevant international affairs office in the target institution H. Others: (Please specify)	Cross-Border (policy)
Evaluation of cooperative	Evaluation on judging successful	(2) To compare the international	Implementation	3	63-65	Multiple choices	63. 您觉得以下哪些因素在对双方国际合作项目进行评价时，	Cross-Border (program)

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
programs of international cooperation	international programs	cooperation in each target university;				(more than one answer)	有重要的参考价值？ A. 在合作使命和目标上，双方具有一致性 B. 合作的一方具有相关专业知识优势，来支持双方的合作项目 C. 在合作项目管控上，双方校领导权力下放，校内有各自的管理部门 D. 在国际合作项目计划中，设置合理的项目时长和经费投入 E. 针对国际合作项目，既有专人负责，又建立了完善的联系沟通服务网络，以保持定期、尽可能多的参与者频繁联系 F. 包含以上所有选项 Which of the following factors do you think have important references for evaluating the international cooperation projects carried out by both universities? A. Both parties have a shared identity of Mission and Objectives B. The cooperative partners have the advantage of relevant expertise to support the projects C. On management and control of international cooperation projects, bilateral leaders in each university decentralize its power and set up specific departments to handle cooperative works D. On the plan for international cooperation, there are appropriate investments in both time and money on each project E. For international cooperation projects, not only having an appointed key player but also establishing a complete communication network to keep as many participants in frequent and regular contact as possible F. All of the above answers	
	Attention to the university's international cooperation; evaluation on implementation	(1)-To identify the challenges hindering international cooperation in each of these two universities;				Multiple choices (more than one answer)	64. 您了解到的两校已经在哪些方面建立和国际合作关系？ A. 学术人员、师生交流互换 B. 联合科研项目 C. 语言教学合作项目 D. 艺术文化交流 E. 学校出版物和信息的交流 F. 课程学分互换 G. 海外研究基地和实训基地共建 H. 课程共建 I. 攻读学位 J. 国际会议	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							K. 其他：（请注明） What aspects of international cooperation do you think have been established by both universities? A. Exchange of academic staff, teachers, and students B. Joint scientific research projects C. Language teaching cooperation projects D. Exchange of arts and diverse culture E. Exchange of university's publication information F. Exchange of course credits G. Jointly establishing overseas research bases and practical training bases H. Co-construction of courses I. Studying for a degree J. Holding international conferences K. Others: (Please specify)	
	Attention to the university's international cooperation; evaluation on implementation	(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;				Multiple choices (more than one answer)	65. 您觉得由普洱学院举办的澜湄流域教育合作论坛及系列主题论坛的开展，主要存在哪些不足？ A. 内外宣传力度不够 B. 筹备方的协调组织能力不够 C. 主旨演讲内容的深度、广度不够 D. 论坛活动形式单一 E. 会场互动活动较少 F. 论坛成果记录形式单一 G. 会场翻译质量不高 H. 论坛相关宣传材料审核不严、内容有少许错误 I. 论坛前期沟通不顺畅 J. 论坛相关信息发布迟缓 K. 会场秩序有点混乱 L. 国际影响力不够高 M. 其他：（请注明） What do you think are the main shortcomings in the development of the Lancang-Mekong Regional Education Cooperation Forum held by PU and its series of themed forums? A. Insufficient internal and external publicity B. Insufficient capabilities of coordination and organization C. Insufficient depth and breadth of keynote speech content D. Single format of forum activities E. Few interactive activities during the forum F. Single format of forum results recording G. Low quality of translation	Both

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
							during the forum H. The review of publicity materials related to the forum is not strict, and there are some errors in the content I. The communication in the early stage of preparation for the forum is not smooth J. The release of forum-related information is too late K. The order at the venue is a bit chaotic L. The International Influenceis not high enough M. Others: (Please specify)	
Evaluation of cooperative programs of international cooperation	Motivations for participating in the university's international cooperation activities; future guideline	(3) To develop a guideline to enhance Pu'er University's international cooperation development.	International Influence	1	66	Multiple choices (more than one answer)	66. 为扩大对双方合作项目的宣传，您认为哪些因素是双方在学校层面可以进一步改进的？ A. 外事工作管理部门在师生中积极宣传双方的合作项目 B. 在双方校园内开展师生自愿报名、且有针对性的目的语课程学习 C. 评选优秀的项目参加者代表，并邀请其进行宣讲 D. 其他：（请注明） To expand publicity of the bilateral cooperation projects, what factors do you think can be further enhanced at your university level? A. Department related to foreign affairs actively publicizes and promotes the cooperation projects between teachers and students B. On the base of voluntary registration, organizing targeted language course learning to teachers and students in the campus C. Select outstanding representatives of project participants, and invite them to publicize D. Others: (Please specify)	Both
Format: Open-ended question								
Enhance international cooperation	Motivations for participating in the university's international cooperation	3. To develop a guideline to enhance Pu'er University's international cooperation	Policy, implementation, activities, people, resources	2	67-68	Open-ended question	67. 为进一步加强普洱学院与清莱皇家大学的国际合作，请您针对本校国际化政策制定、外事团队管理、外事工作创新等任何方面提出宝贵意见。谢谢！ For further enhancing international cooperation between PU and CRRU, could you please provide sincere suggestions on any aspect	Other: suggestion

Focus	Sub-dimension	Objective	Parameter	Questionnaire Design				Framework (Two pillars)
				No. of Items	List of Items	Format	Statement	At Home, Cross-Border, or Both
	activities	development.					related to international affairs, such as policy making relevant to internationalization, management of international affairs team, innovation of international affairs, etc. Thank you.	
			Policy, mechanism guarantee				68. 除了本校外事部门制定的国际合作规划外，您是否觉得校内相关部门和二级学院也应该制定各自关于国际合作的规划或策略？请说明理由。谢谢！ Besides the international cooperation plan formulated by the designated foreign affairs department at your university, should other relevant internal departments and faculties also develop their own plans or strategies for international cooperation? Please explain why. Thanks.	Cross-Border (policy)

(2) CONSTRUCTION OF INTERVIEW QUESTIONS

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
Participants: Administrators					At Home, Cross-Border, or Both
self-evaluation of its international cooperation	(1)To examine how these two universities conduct international cooperation;	1-4(4)	Implementation	1. How do you evaluate the current international cooperation in your university? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您如何评价本校现有的国际合作关系？（请用5分制评分，1-5，1为最差，5为最好）	Both
			Resources	2. Based on the development of internationalization in your university, what do you think of the advantages and disadvantages of your international cooperation? 基于本校国际化发展的状况，您认为本校国际合作中的优势和劣势分别有哪些？	Both
			Resources	3. What are the weaknesses and challenges in your international cooperation? Please share your opinion on both the existing cooperation relations	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				and the future cooperation relations. 本校在国际合作关系中，存在的不足和面临的挑战是什么？可以分别从已有的合作关系和未来将要开拓的国际合作关系两方面来谈。	
			Policies, Guarantee Mechanism	4. Based on your understanding of international cooperation, what are the ways or models for your international cooperation? (based on the reference of Bolsman and Miller's types, 2008) 基于您对本校国际合作情况的了解，你认为本校国际合作的路径或模式是怎样的(基于Bolsman和Miller提出的类型)？请您简单概括。	Other: academic conception understanding
evaluation of the cooperation between PU and CRRU	(1)To examine how these two universities conduct international cooperation;	5-9(5)	Implementation	5. How do you evaluate the cooperation between your university and CRRU/PU? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您如何评价本校与普洱学院/清莱皇家大学的合作关系？并说明理由。(请用5分制评分，1-5，1为最差，5为最好)	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
			International influence, resources	6. On choosing cooperation partners, what are the key factors you must consider? (such as partner's geographic factors, academic reputation, and international ranking) 本校在选择合作对象时，哪些因素是必须考虑的？（地缘方向？学术名誉？国际化排名？）	Both
			Resources	7. Why do you choose CRRU/PU as a cooperation partner at the early age of your school running? 本校在早期办学阶段，为什么选择清莱皇家大学/普洱学院作为合作伙伴？	Both
			Resources	8. For pushing a further cooperation relationship between CRRU and PU, what are the biggest challenges and risks? How should the university handle these? 在进一步深化清莱皇家大学与普洱学院的合作关系上，您觉得最大的挑战和风险是什么？学校层面会如何考虑去降低风险和应对该挑战呢？	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
			Resources, Guarantee Mechanism	9. If you could raise a claim for CRRU/PU on bilateral cooperation, what kind of support do you want it to provide? 在考虑国际合作关系中，如果可以向合作方提出需求，您希望清莱皇家大学/普洱学院给本校提供哪些方面的合作支持？	Both
relations between the internationalization of HE and international cooperation on HE	(2)To compare the international cooperation in each target university;	10-12(3)	Other: academic conception understanding	10. About the definition of international cooperation in higher education, some scholars think international cooperation is a series of activities combined by academic meetings, exchange of students and teachers, cooperative education with other countries, overseas student education, etc. Some scholars think with the development of large-scale higher education and marketization in the 1960s, the definition of international cooperation in higher education is more and more related to the strategic alliances formed by partners from different countries. In your opinion, how to define international cooperation in higher education?	Other: academic conception understanding

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				关于高校国际合作的定义，有的学者认为国际合作是一系列由学术会议、师生交流交换、中外合作教育、留学生教育等合作关系构成的活动；有的学者认为，随着20世纪60年代高等教育大规模化和市场化的发展，高校国际合作的定义越来越多的与来自不同国家间的伙伴形成的战略联盟相关，在您看来，如何定义高校国际合作比较合适呢？	
			Other: academic conception understanding	11. In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other? 在您看来，高校国际化和高校国际合作的关系是怎样的？二者等同吗？	Other: academic conception understanding
relations between language policy and the internationalization of HE	(1)To examine how these two universities conduct international	13-14(2)	Communication	12. What do you think of the role of English in the internationalization process of your university? 您认为英语在我校国际化进程中扮演了什么样的角色？	Both
			Policy, communication	13. Do you think the development of internationalization should only take English as	Other: communication

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
	cooperation;			the communication medium for teaching, learning, international research, and so on? Or should promote a multilingual policy including English? Why? 您认为高校国际化的发展，是否应该只以英语为教育教学包括科研的交流媒介？还是应该倡导包括英语在内的多种语言政策？为什么？	
key factors as guidelines for PU's internationalization	(3)To develop a guideline to enhance Pu'er University's international cooperation development.	15-17(3)	Policies	14. When formulating policies related to internationalization and international cooperation, which factors need to be considered? Why? 在制定本校相关国际化发展政策时或条款时，哪些因素是必须考虑的？为什么？	Cross-Border (policy)
			Guarantee Mechanism	15. To create a good environment for international cooperation, which departments should make joint efforts at least? 您认为创造一个良好的国际合作发展环境，至少需要哪些校内部门的共同努力？	Other: Guarantee Mechanism
			Guarantee Mechanism,	16. In your opinion, what are the basic qualities and requirements for a staff working for	Other: Guarantee Mechanism

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
			communication	international cooperation? Do you believe they should at least speak one foreign language? 您认为高校负责国际合作工作的人员，须具备哪些工作素质和条件？您认为他们需要至少会一门外语吗？	
Participants: Administrative staff (including directors and vice-directors in related departments and faculties)					
self-evaluation of its international cooperation	(1)To examine how these two universities conduct international cooperation;	1-3(3)	Activities	1. How do you evaluate the current international cooperation in your university? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您如何评价本校现有的国际合作关系？（请用5分制评分，1-5，1为最差，5为最好）	Both
			Resources	2. Based on the development of internationalization in your university, what do you think of the advantages and disadvantages of your international cooperation? 基于本校国际化发展的状况，您认为本校国际合作中的优势和劣势分别有哪些？	Both
			Resources	3. What are the weaknesses and challenges in	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				your international cooperation? Please share your opinion on both the existing cooperation relations and the future cooperation relations. 本校在国际合作关系中，存在的不足和面临的挑战是什么？可以分别从已有的合作关系和未来将要开拓的国际合作关系两方面来谈。	
			Resources	4. What are the distinctive disciplines chosen for international cooperation in your university? (A. Philosophy B. Economics C. Law D. Education E. Literature F. History G. Science H. Engineering I. Agriculture J. Medicine K. Management L. Art M. Others: (Please specify)) Why choose these disciplines? 本校的选为国际合作的特色学科类别有哪些？（参考：A. 哲学 B. 经济学 C. 法学 D. 教育学 E. 文学 F. 历史学 G. 理学 H. 工学 I. 农学 J. 医学 K. 管理学 L. 艺术学 M. 其他（须写明名目））为什么选择这些学科？	At Home (curriculum/teaching/learning)

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
evaluation of the cooperation between PU and CRRU	(2)To compare the international cooperation in each target university;	4-14(11)	Implementation	5. How do you evaluate the cooperation between your university and CRRU/PU? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您对本校目前与普洱学院/清莱皇家大学的合作关系如何评价？为什么？(请用5分制评分，1-5，1为最差，5为最好)	Both
			Resources	6. For pushing a further cooperation relation between CRRU and PU, what are the biggest challenges and risks from your department's/faculty's aspect? How should the university handle these? 在进一步深化两校的合作关系上，您觉得贵部门/学院面临最大的挑战和风险是什么？您的部门/学院会如何考虑去降低风险和应对该挑战呢？	Both
			Resources	7. For further enhancing international cooperation relations between your university and overseas institutions, what kind of support do you want	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				your university to provide to your department/faculty? 为了进一步加强我校与境外高校的国际合作关系，您希望清莱皇家大学/普洱学院给本校提供哪些方面的合作支持？	
		Foreign affairs department and related faculty	Resources	8. (For foreign affairs department and related faculty) What levels of scholarships does your university provide for Chinese students/ Thai students? 学校为中国/泰国留学生提供哪些层次的奖学金？	Cross-Border (policy)
		Foreign affairs department and financial department	Resources, Guarantee Mechanism	9. (For foreign affairs department and related faculty) What are the main channels for relevant office funds used for your university's internationalization construction? (references: A. Government's grant B. Self-raised by the university C. Donations from various domestic social groups D. Donations from alumni E. Donations from various international social groups F. Others: (Please specify)) 用于本校国	Other: Guarantee Mechanism

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				际化建设的相关办公经费，主要来自于哪些道？/财务处拓展问题：用于国际化建设的相关经费，到目前为止，是否仅在对外合作交流处一个部门产生过？在其他部门中是否会有涉及国际化建设相关费用的预算与使用报销？（或者说只要涉及到国际化建设的相关经费，就被默认为仅与对外合作交流处相关？）在涉外项目经费的预算、使用和报销上，您觉得有哪些方面可以进一步改善？	
		For the foreign affairs department only	Other: academic conception understanding	10. (For foreign affairs department and related faculty) About the definition of international cooperation in higher education, some scholars think international cooperation is a series of activities combined by academic meetings, exchange of students and teachers, cooperative education with other countries, overseas student education, etc. Some scholars think with the development of large-scale higher education and marketization in the 1960s, the definition of	Other: academic conception understanding

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				international cooperation in higher education is more and more related to the strategic alliances formed by partners from different countries. In your opinion, how to define international cooperation in higher education? 关于高校国际合作的定义，有的学者认为国际合作是一系列由学术会议、师生交流交换、中外合作教育、留学生教育等合作关系构成的活动；有的学者认为，随着20世纪60年代高等教育大规模化和市场化的发展，高校国际合作的定义越来越多的与来自不同国家间的伙伴形成的战略联盟相关，在您看来，如何定义高校国际合作比较合适呢？	
			Other: academic conception understanding	11. (For foreign affairs department and related faculty) Jane Knight, the famous expert on internationalization theory in higher education, advances the theory of Two Pillars of Internationalization of Higher Education, which contains “at home” and “cross-border” two pillars.	Other: academic conception understanding

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				The contents included in these Two Pillars are domestic curriculum design, teachers and students exchange at home and abroad, international scientific research, establishment of international cooperation program, etc. All of these contents are mutually independent but blended. Based on the development of your international cooperation, which pillar do you think your university is more inclined to? In future work, which pillar content will you invest more in? Or to invest in both pillars? Why? 高等教育国际化理论方面的著名学者Jane Knight曾提出，高校国际化是一个将国际的、跨文化的和全球的维度，纳入机构和国家层面的目标、基本功能，并提供高等教育的一个过程。随着高等教育国际化相关理论的发展，Knight提出了著名的“国际化双柱”理论，包含了“国内”和“跨境教育”两个支柱，两个支柱内容包含了在国内为留学生创设课程设计、国内	

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				外师生交换、国际科研、国际合作项目的创立与建立国际化政策等方面，两个支柱既相互独立又相互交叉。基于我校的国际合作状况，您认为目前本校的国际化更倾向于哪个支柱内容？在未来的国际化建设工作中，本校会加大对“国内”还是“跨境教育”方面的投入？还是双向投入？为什么？	
			Policies	12. (For foreign affairs department and related faculty) Are there any specific superior guidance documents for the internationalization carried out by your university? What level of this document or these documents be longs to? 学校开展的国际化工作是否有专门性的上级指导文件？该文件或这些文件属于哪个级别？	Cross-Border (policy)
			Policies	13. (For foreign affairs department and related faculty) Whether your university has formulated relevant management regulations for foreign teachers and foreign scientific researchers? Whether your university has established an	Cross-Border (policy)

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics? Besides, what policies and regulations have been formulated regarding internationalization work? 本校是否制定了外籍教师和外籍科研人员相关管理规定吗？是否建立了对外籍教师和外籍科研人员相关教学工作、科研或师德师风的评价政策吗？此外，还建立了哪些关于国际化工作的政策规定？	
			Implementation, Guarantee Mechanism	14. (For foreign affairs department and related faculty) How do you report international cooperation work to your university? In monthly, quarterly, final summary of each semester, or annual summary? 贵处如何向学校报告国际合作情况的？是以月度、季度、学期期末还是年度总结形式报告？	Other: Guarantee Mechanism
relations between the	(2)To compare the		Other: academic conception	15. (For foreign affairs department and related faculty) In your opinion, what is the relationship	Other: academic conception understanding

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
internationalization of HE and international cooperation on HE	international cooperation in each target university;		understanding	between internationalization and international cooperation? Are they equal to each other? 在您看来，高校国际化和高校国际合作的关系是怎样的？二者等同吗？	
relations between language policy and the internationalization of HE	(2)To compare the international cooperation in each target university;	15(1)	Communication	16. What do you think of the role of English in the internationalization process of your university? 您认为英语在我校国际化进程中扮演了什么样的角色？	Other: communication
			Communication	17. (For foreign affairs department and related faculty) Which languages does your university use to record relevant Sino-Thai international cooperation documents? 本校相关中泰国际合作的文件是以哪几种语言记录的？	Other: communication
key factors as guidelines for PU's internationalization	3.To develop a guideline to enhance Pu'er University's	16-19(4)	Policies	18. Do you make relevant policies or strategies to support the university's internationalization in your department/faculty? If not, do you think making these policies are needed? Why? When formulating policies related to internationalization	Cross-Border (policy)

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
	international cooperation development.			and international cooperation, which factors need to be considered? Why? 您的部门制定相关支持本校国际化的政策或策略了吗？如果没有，您认为制定这些政策或策略是必要的吗？为什么？在制定本校相关国际化发展政策时或条款时，哪些因素是必须考虑的？为什么？	
			Guarantee Mechanism	19. To create a good environment for international cooperation, which departments should make joint efforts at least? 您认为创造一个良好的国际合作发展环境，至少需要哪些校内部门的共同努力？	Other: Guarantee Mechanism
			Guarantee Mechanism, communication	20. In your opinion, what are the basic qualities and requirements for a staff working for international cooperation? Do you believe they should at least speak one foreign language? 您认为高校负责国际合作工作的人员，须具备哪些工作素质和条件？您认为他们需要至少会一门外语吗？	Other: Guarantee Mechanism

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
Participants: lecturers					
self-evaluation of its international cooperation	(1)To examine how these two universities conduct international cooperation;	1(1)	Policies	1. Whether your university has formulated relevant policies for international curriculum construction? 本校是否制定了国际化课程建设的相关政策规定吗？	At Home (curriculum/teaching/learning)
evaluation of the cooperation between PU and CRRU	(2)To compare the international cooperation in each target university;	2-5(4)	Activities, implementation	2. From the aspect of students, what do you think are the shortcomings of the Chinese International Education cooperation project? (A. The base of students' professional knowledge is weak B. Students lack good Thai communication skills C. The student's ability to adapt to the new environment is not good D. The students' understanding of the cooperative project is insufficient E. Others: (Please specify)) 从学生角度考虑，您觉得汉语国际教育专业合作项目存在哪些不足？（A. 学生的专业知识薄弱 B. 学生缺乏良好的泰语沟通能力 C. 学生对新环	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				境的适应能力不强 D. 学生对该合作项目的了解不够 E. 其他：（须写明名目））	
			Activities, implementation	3. From the aspect of university cooperation, what areas do you think can be further improved in the Chinese International Education cooperation project? (A. Expand the number of teachers of both parties B. Improve the quality of teaching and scientific research of both parties C. Improve the efficiency of communication and coordination between two parties D. Improve the training program or plan of the project E. Improve teaching methods and encourage innovation F. Simplify the administrative approval procedures within your university G. Encourage both parties to co-construct courses H. Improve project feedback and assessment mechanism I. Others: (Please specify))从学校合作角度，您觉得汉语国际教育专业合作项目有哪些方面可以进一步提升？（A. 扩充双方师资队伍数量 B. 提升双方师资队伍教学、科研质量 C. 提高双方沟	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
				通协调效率 D. 完善项目的培养方案或计划 E. 改进教学方法、鼓励教学方式创新 F. 简化校内行政审批程序 G. 鼓励双方课程共建 H. 完善项目反馈、考核机制 I. 其他：（须写明名目））	
			Activities, implementation	4. What shortcomings do you think exist in the cooperative project of “2+2” program? (A. The base of students’ professional knowledge is weak B. Students lack good Thai communication skills C. The student's ability to adapt to the new environment is not good D. The students’ understanding of the cooperative project is insufficient E. Others: (Please specify)) 您认为”2+2”合作项目专业学历提升合作项目中，存在哪些不足？（A. 学生的专业知识薄弱 B. 学生缺乏良好的泰语沟通能力 C. 学生对新环境的适应能力不强 D. 学生对该合作项目的了解不够 E. 其他：（须注明））	Both
			Activities,	5. How do these faculty members or	Both

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
			implementation	administrative staff in your university apply to participate in international mobility programs, such as exchanges, study abroad, joining international conferences, or teaching abroad? 本校的教师或行政工作人员是如何申请参加国际交流项目的？比如交流互换、境外学习、参加国际会议或境外教学？	
relations between the internationalization of HE and international cooperation on HE	3.To develop a guideline to enhance Pu'er University's international cooperation development.	6(1)	Other: academic conception understanding	6. In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other? 在您看来，高校国际化和高校国际合作的关系是怎样的？二者等同吗？	Other: academic conception understanding
relations between language policy and the internationalization of HE	3.To develop a guideline to enhance Pu'er University's	7(1)	Communication	7. What do you think of the role of English in the internationalization process of your university? 您认为英语在我校国际化进程中扮演了什么样的角色？	Other: communication

Focus	Objective	No. of questions	Parameter	Statement	Framework (Two pillars)
	international cooperation development.				
key factors as guidelines for PU's internationalization	3.To develop a guideline to enhance Pu'er University's international cooperation development.	8-10 (3)	Resources, communication, Guarantee Mechanism	8. In your opinion, what are the basic qualities and requirements for a staff working for international cooperation? Do you believe they should at least speak one foreign language? 您认为高校负责国际合作工作的人员，须具备哪些工作素质和条件？您认为他们需要至少会一门外语吗？	Other: Guarantee Mechanism
			Other: suggestions	9. Any suggestions for the university's international cooperation work? 对本校国际合作工作有何建议吗？	Both
			Resources	10. If you could raise a claim for CRRU/PU on bilateral cooperation, what kind of support do you want it to provide? 在考虑国际合作关系中，如果可以向合作方提出需求，您希望清莱皇家大学/普洱学院给本校提供哪些方面的合作支持？	Both

APPENDIX C

MATERIALS FOR IOC EVALUATION

RESULTS OF IOC EVALUATION ON RESEARCH INSTRUMENTS

Direction:

This evaluation form is developed for the experts to evaluate the congruence between the items and the objectives of the opinions to the current research instruments. Please evaluate the appropriateness of each item in the questionnaire (Part 1) and the interview questions (Part 2) using the criteria as shown below:

+1 means the item is congruent;

0 means the item is questionable or ambiguous;

-1 means the item is incongruent.

The result of the evaluation can help the researcher improve the research instruments which include a semi-structured questionnaire and semi-structured interviews.

The topics of this study are that self-evaluation of the university's internationalization, evaluation of cooperative programs of international cooperation, and providing guideline for enhancing Pu'er University's international cooperation.

The objectives of this study are:

(1) To examine how these two universities conduct international cooperation;

- To identify the challenges hindering international cooperation in each of these two universities;

- To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;

(2) To compare the international cooperation in each target university;

(3) To develop a guideline to enhance Pu'er University's international cooperation development.

Respectfully Yours,

Ph.D. student: Juan Lei
English for Professional Development Program
School of Liberal Arts
Mae Fah Luang University

Part 1: Results conclusion- IOC form for questions used for questionnaire design

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
Part I Demographic information Format: Single-response							
(1)To examine how these two universities conduct international cooperation;	1. 您在本校的工作年限是？A. 少于1年 B. 1-5年 C. 6-10年 D. 10年及以上 How long have you worked in your university? A. Less than 1 year B. 1-5 years C. 6-10 years D. More than 10 years	+1	+1	+1	+1	+1	
	2. 您的年龄在哪个范畴？ A. 25岁以下 B. 25-35岁 C. 35-45岁 D. 45岁以上 Your age belongs to which range? A. Below 25-year-old B. 25-35 years old C. 35-45 years old D. Over 45-year-old	+1	+1	+1	+1	+1	
	3. PU-您在本校的用工形式是？ A. 正式编制人员 B. 非正式编制人员 What is your employment form in your university? A. Institutionalized personnel B. Non-institutionalized personnel CRRU-您在本校的用工形式是？ A. 政府官员 B. 政府职员 C. 一般职员 D. 其他：（须写明名目） What is your employment form in your university? A. Government officer B. Government employee C. General employee D. Others: (Please specify)	+1	-1	+1	+1	0.5	Employment form doesn't really influence how an employee perform his/her work.
	4. 您在本校的主要工作岗位性质是？ A. 科研人员 B. 教学工作人员 C. 行政管理人员 D. 行政科员或助理 E. 其他：（须写明名目） What is your main job position in your university? A. Scientific researcher B. Teaching staff C. Administrator D. Administrative staff or assistant E. Other: (Please specify)	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
Part II Self-evaluation of the university's internationalization Format: Rating scales(1-5 points: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)							
To identify the challenges hindering international cooperation in each of these two universities;	5. 我认为高等教育领域的国际合作在当今全球化世界中很重要。 I believe international cooperation in higher education is very important in today's globalized world.	+1	+1	+1	+1	+1	
	6. 我对本校已开展的国际合作很了解。 I quite know about the university's international cooperation carried out in my university.	+1	+1	+1	+1	+1	
	7. 我认为国际合作对打造更加多元化和包容性的校园环境有很大作用。 I believe that international cooperation has contributed a lot to building a more diverse and inclusive campus environment.	+1	+1	+1	+1	+1	
	8. 我认为本校将全球视角很好地融入到了本校课程和教学方法。 I think my university integrates global vision into the curriculum and teaching methods well.	+1	+1	+1	+1	+1	
	9. 关于高等教育国际化和高等教育国际合作二者的关系，我很赞同二者在含义上是等同的。 For the relations between the internationalization of higher education and international cooperation of higher education, I very agreewith that the meanings of the two terms are equivalent.	+1	+1	+1	+1	+1	
To identify the challenges hindering international cooperation in each of these two universities;	10. 我认为建立对师生参与国际合作的激励性文件，对本校的国际化工作很重要。 I believe establishing incentive documents for teachers and students to participate in international cooperation is very important to the university's internationalization work.	+1	+1	+1	+1	+1	
	11. 我认为建立对教师出国留学的相关政策规定，对本校的国际化工作很重要。 I believe establishing relevant policies and regulations for teachers to study abroad is crucial for the university's internationalization work.	+1	+1	+1	+1	+1	
	12. 我认为制定国际化课程建设相关政策规定，对本校的国际化工作很重要。 I believe formulating relevant policies for international curriculum construction is very important for the university's internationalization work.	+1	+1	+1	+1	+1	
	13. 我认为制定国际合作相关活动的政策规定，对本校的国际化工作很重要。	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	I believe formulating relevant policies about international cooperation activities is crucial to the university's internationalization work.						
	14. 我认为制定外籍教师和外籍科研人员相关管理规定，对本校的国际化工作很重要。 I believe formulating relevant management regulations for foreign teachers and foreign scientific researchers is crucial to the university's internationalization work.	+1	+1	+1	+1	+1	
	15. 我认为建立对外籍教师和外籍科研人员相关教学工作、科研或师德师风的评价政策，对本校的国际化工作很重要。 I believe formulating an evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics is crucial to the university's internationalization work.	+1	+1	+1	+1	+1	
	16. 我认为制定因公出国境相关管理规定，对本校的国际化工作很重要。 I believe formulating regulations related to traveling abroad on business is crucial to the university's internationalization work.	+1	0	+1	0	0.5	Universities do not formulate such regulations. They follow government regulation./ It's unclear how 'traveling abroad on business' will be linked to the research objectives.
	17. 我对本校国际化相关政策制度体系建设很满意。 I am very satisfied with the establishment of policy systems related to internationalization in my university.	+1	+1	+1	+1	+1	
To identify the challenges hindering international cooperation in	18. 我对本校关于留学生招收、培养、管理、服务等相关工作很满意。 I am very satisfied with the work of overseas students' admission, cultivation, management, and service in my university.	+1	+1	+1	+1	+1	
	19. 我对本校目前已经取得的国际合作成果很满意。 I am very satisfied with the achievements of international cooperation in my university by now.	+1	0	+1	0	0.5	It is unclear that if cooperation is achieved, there will be no hindrance. As a result, this

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
each of these two universities;							question may need to be reviewed.
	20. 我对本校与正式签署国际合作协议院校开展的实际工作成效很满意。 I am very satisfied with the effectiveness and implementation of the actual work carried out by my university and cooperative institutions that have signed international cooperation agreements officially.	+1	0	+1	0	0.5	It is unclear that if cooperation is achieved, there will be no hindrance. As a result, this question may need to be reviewed.
	21. 我觉得引进外籍教师和外籍科研人员，对本校的国际化工作很重要。 I believe the admission of foreign teachers and scientific researchers is crucial to my university's internationalization work.	+1	+1	+1	+1	+1	
	22. 我觉得本校对国际合作提供了足够的政策支持和充足的财政支持。 I think my university provides adequate policy support and financial support for international cooperation.	+1	+1	+1	+1	+1	
To identify the challenges hindering international cooperation in each of these two universities;	23. 我认为成立专门的国际化工作领导小组、委员会或董事会等机构，对本校的国际化工作很重要。 I believe establishing a special international work leading group, committee, or board of trustees is crucial to the university's internationalization work.	+1	+1	+1	+1	+1	
Note: No.24 is a filter question with single-response; No.25 is multiple choice (more than one answer)							
(1)-To identify the strengths and weaknesses of	24. 结合本校的发展情况，您认为以下哪种类型的大学排名，对本校的国际化建设最有实际性的激励与指导作用？ A. QS世界大学排名 B. 泰晤士高等教育世界大学排名 C. 全球多维大学排名 D. 本国大学排名	+1	+1	+1	0	0.75	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
each university that affect international cooperation between these two universities;	Based on the development of your university, which type of the following university rankings do you think plays the most practical incentive and guiding role for your internationalization construction? A. Quacquarelli Symonds (QS) World University Ranking B. Times Higher Education (THE) World University Rankings C. U-Multirank D. Your national university ranking						
	25. 继续上一个问题，为什么您选择该类大学排名？ A. 该排名的良好声誉 B. 该排名的权威性 C. 该排名系统所采用的指标与本校的发展相匹配 D. 其他：（须写明名目） Continuing with the last question, why do you choose the type of university ranking? A. The good reputation of the ranking. B. The authority of the ranking. C. The indicators adopted by the ranking system are matchable with your university's development. D. Others: (Please specify)	+1	+1	+1	0	0.75	
Format: Single-response							
(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	26. 请您根据以下关于高等教育国际化发展阶段的描述，选择您所在高校对应的阶段。 A. 前国际化阶段：文化同质性；构建校园社区 B. 结构国际化阶段：文化多样性；在师生方面，有限的跨文化互动、融合及个人成长 C. 社区国际化：文化多样性；在大学社区方面，高水平的跨文化互动、融合及个人成长 D. 能力国际化：具有跨文化能力的师生 E. 以上阶段均不符合 Based on the descriptions of the development stages of internationalization of higher education, please choose the one corresponding to your university. A. Pre-Internationalization: culturally homogeneous; campus community construct B. Structural Internationalization: culturally diverse; student and staff: limited intercultural interaction, integration, and personal growth C. Community Internationalization: culturally diverse; university community: high levels of intercultural interaction, integration, and personal growth	+1	0	0	0	0.25	The respondents must have these knowledge of A-D to accurately rate this item of questionnaire. /Moreover, in this case, the questions may be designed in terms of the level of the university's potential or the development criteria to reach each type of university ranking.

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	D. Competence Internationalization: interculturally competent staff and students E. None of the above stages are matchable						
(1)-To identify the challenges hindering international cooperation in each of these two universities;	27. 您知道在学校总体发展战略规划中，学校是否制定了教育国际化战略以及中长期国际化发展规划？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated an educational internationalization strategy and a medium- and long-term development plan of internationalization in the university's overall strategic development plan? A. Yes B. No C. Not clear	+1	+1	+1	+1	+1	
	28. 您认为各级政府相关国际化政策在高等教育国际合作中扮演一个什么角色？ A. 促进 B. 阻碍 C. 促进和阻碍都有 D. 促进和阻碍都没有 E. 很难评估 What kind of role for relevant policies of internationalization released by governments at all levels in international cooperation of higher education? A. Facilitating B. Hindering C. Both facilitating and hindering D. Either facilitating or hindering E. Hard to judge of the roles	+1	+1	+1	+1	+1	
	29. 您知道本校是否建立了鼓励师生参与国际合作交流的相关激励性文件吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has established relevant incentive documents to encourage teachers and students to participate in international cooperation and exchanges? A. Yes B. No C. Not clear	+1	+1	+1	+1	+1	
	30. 您知道本校是否制定了国际化课程建设的相关政策规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated relevant policies for international curriculum construction? A. Yes B. No C. Not clear	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	31. 您知道本校是否制定了有关留学生招收、培养、管理等系统性的政策规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated a series of relevant policies for international students including admission, cultivation, management, etc.? A. Yes B. No C. Not clear	+1	+1	+1	+1	+1	
	32. 您知道本校是否制定了与国际化工作开展相关的财务管理、报销政策规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated financial management and reimbursement policies related to internationalization work? A. Yes B. No C. Not clear	+1	+1	+1	+1	+1	
	33. 您知道学校是否制定了因公出国境相关管理规定吗？ A. 是 B. 否 C. 不清楚 Do you know whether your university has formulated regulations related to traveling abroad on business? A. Yes B. No C. Not clear	+1	+1	+1	0	0.75	
(1)-To identify the challenges hindering international cooperation in each of these two universities;	34. 您觉得本校的双语课程数量大概在哪个范围？ A. 50门以下 B. 50-100门 C. 100-150门 D. 150门以上 What do you think is the approximate number of bilingual courses in your university? A. Less than 50 B. 50-100 C. 100-150 D. More than 150	0	+1	+1	+1	0.75	
	35. 您了解到的本校已经正式签署的境外院校合作协议数量范围是？ A. 10个以下 B. 10-50个 C. 51-100个 D. 100个以上 How many overseas university cooperation agreements have been signed by your university? A. Less than 10 B. 10-50 C. 51-100 D. More than 100	0	+1	+1	+1	0.75	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	36. 根据近来学校自身国际化发展的状况，您觉得正式签署的境外院校合作协议数量在多少范围合适？ A. 10个以下 B. 10-50个 C. 51-100个 D. 100个以上 Based on your current international development, what do you think is an appropriate number of formally signed cooperation agreements with overseas institutions? A. Less than 10 B. 10-50 C. 51-100 D. More than 100	0	+1	+1	+1	0.75	
	37. 自您在本校工作以来，您参加国际交流合作活动的次数是？ A. 0次 B. 1-5次 C. 6-10次 D. 10次以上 How many times have you participated in international exchange and cooperation activities since you started working at your university? A. Zero B. 1-5 C. 6-10 D. Over 10	0	+1	+1	+1	0.75	
(1)-To identify the challenges hindering international cooperation in each of these two universities;	38. 在工作环境中，您如何评价您的英语运用能力？ A. 非常好，可以熟练使用口语和书面语 B. 好，可以正常使用口语和书面语 C. 一般，口语或书面语能正常使用其中一者 D. 不太好，口语和书面语不太能正常使用 E. 不好，口语和书面语都不能使用 In your working environment, how do you evaluate your English usage ability? A. Very good. I can use both spoken and written English fluently. B. Good. I can use both spoken and written English normally. C. Moderately good. I am able to use either spoken or written English normally. D. Somewhat good. I have difficulty using both spoken and written English properly. E. Not good. I cannot use both spoken and written English.	+1	+1	+1	+1	+1	
	39. 您认为学校为留学生提供哪种形式的教学更为合适？	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	A. 线下教学 B. 线上教学 C. 线上线下相结合的教学 Which form of teaching provided for international students do you think is more suitable? A. Offline teaching B. Online teaching C. Combination of online and offline teaching						
	40. 为了促进本校国际化建设，您认为应该倡导以下哪种语言政策？ A. 中文或泰语为主，英文为辅 B. 英文为主，中文或泰语为辅 C. 中文和英文为主，泰语为辅 D. 泰语和英文为主，中文为辅 E. 中文和泰语为主，英语为辅 F. 中文、泰语和英文为主，其他语种为辅 G. 其他语种为主，中文、泰语和英文为辅 H. 其他（须写明名目） To promote your university's internationalization, which of the following language policies do you think should be advocated? A. Chinese or Thai is used dominantly, and English is used supplementarily B. English is used dominantly, and Chinese or Thai is used supplementarily C. Chinese and English are used dominantly, and Thai is used supplementarily D. Thai and English are used dominantly, and Chinese is used supplementarily E. Chinese and Thai are used dominantly, and English is used supplementarily F. Chinese, Thai, and English are used dominantly, other languages are used supplementarily G. Other languages are used dominantly, and Chinese, Thai, and English are used supplementarily H. Others: (Please specify)	0	+1	+1	+1	0.75	
(1)-To identify the challenges	41. 您知道本校的年度工作报告中是否对国际合作相关情况进行总结部署？ A. 是 B. 否 C. 不清楚	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
hindering international cooperation in each of these two universities;	Do you know whether the international cooperation has been summarized or planned in your university's annual work reports? A. Yes B. No C. Not clear						
	42. 您知道本校是否设立了专门的国际化工作领导小组、委员会或董事会等机构，负责国际合作规划的制定、实施与保障？ A. 是 B. 否 C. 不清楚 Do you know whether your university has established a special international work leading group, committee, or board of trustees etc. to formulate, implement and guarantee international cooperation plans? A. Yes B. No C. Not clear	+1	+1	+1	+1	+1	
Format: multiple choices (more than one answer)							
(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	43. 您认为用于高校国际化排名的主要指标有哪些？ A. 国际学生构成 B. 国际教职工构成 C. 国际多样性构成 D. 引进和送出学生的流动性 E. 对国际学生的支持（宗教设施方面） F. 国际联合出版物 G. 包含以上全部选项 What are the main parameters you think for ranking a university's internationalization? A. Composition of international students B. Composition of international staff C. Composition of international diversity D. Incoming and outgoing student mobility E. International student support (religious facilities) F. International joint publications G. Including all above answers	+1	+1	+1	+1	+1	
(1)-To identify the strengths and weaknesses of each university	44. 您认为本校开展国际合作的主要益处有哪些？ A. 提高教育质量 B. 让学生接触不同的观点和文化 C. 吸引顶尖人才（包括教师和学生） D. 扩大国际研究机会 E. 加强学校的全球声誉 F. 增加学校经费收入 G. 其他：（请注明） What do you believe are the main benefits of carrying out international cooperation in your university?	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
that affect international cooperation between these two universities;/ (1)-To identify the challenges hindering international cooperation in each of these two universities;	A. Enhancing the quality of education B. Exposing students to diverse perspectives and cultures C. Attracting top talent (faculty and students) D. Expanding international research opportunities E. Strengthening the university's global reputation F. Increase university's income G. Others (Please specify):						
	45. 您认为本校的国际合作主要面临的挑战或存在的障碍有哪些？ A. 缺乏国家教育层面的政策引导 B. 缺乏省内教育管理部门的相关指导性文件 C. 省厅部门各司其职，缺乏高等教育国际化工作的系统性和连贯性 D. 本校关于国际合作的顶层设计不全面具体、分工不明细 E. 本校各部门各司其职，缺乏工作的系统性和协作性 F. 本校师生的国际化意识不够高，对国际合作活动的关注度和参与度不够 G. 本校主管外事的部门工作专业性不够、缺乏外事经验 H. 本校外事工作队伍不完备、人数不足 I. 本校的外语教育教学水平不高 J. 其他：（须写明名目） In your opinion, what are the main challenges or obstacles to international cooperation in your university? A. Lack of policy guidance at the national education level B. Lack of relevant guiding policy documents from the provincial education management departments C. Provincial departments perform their duties individually, lacking systematic and coherent work related to the internationalization of higher education D. The top-level design of the university's international cooperation is not comprehensive and specific, and the division of labor is not clear E. Each department in the university performs its function, lacking systematic and collaborative work F. The international awareness of teacher and students in your university is not high enough, and their attention and participation in international cooperation activities is not high enough G. The department in charge of foreign affairs of your university is not professional enough and lacks working experience dealing with foreign affairs H. The team working on foreign affairs is incomplete, and the number of the staff is insufficient	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	I. The level of foreign language teaching and learning in your university is not high enough J. Others: (Please specify)						
	46. 您认为本校留学生招收、教学、管理等工作中，存在的不足有哪些？ A. 缺乏完备的管理队伍 B.工作人员的整体业务水平不高 C. 留学生相关工作经费缺乏 D. 留学生相关工作经验缺乏 E. 校内国际化建设工作分工不明细 F. 行政工作人员语言交流障碍 G. 相关人员跨文化沟通意识不强 H. 其他：（须写明名目） What do you think are the deficiencies in your university's work of overseas students' admission, teaching, management, etc.? A. Lack of a complete management team B. The overall professional level of the staff is not high C. Lack of funds for work related to overseas students D. Lack of work experience related to overseas students E. The division of departments' work for internationalization construction is not clear and not specific F. Language communication barriers among administrative staff G. The relevant staff's awareness of cross-cultural communication is not strong H. Others: (Please specify)	+1	+1	+1	+1	+1	
	47. 您了解到本校已经取得的国际合作成果集中在哪些方面？ A. 境外访学 B. 参加国际会议（含线上线下） C. 在国际刊物发表文章或著作 D. 参加国际联合实验科研 E. 境外教学 F. 在国际组织/学术性协会/国际学术刊物担任职务 G. 到本校与合作伙伴共同创建的境外合作点工作 H. 因公出国境任务 I. 指导国际学术毕业论文或设计 J. 其他：（须写明名目） Do you know what aspects of international cooperation in your university have been achieved? A. Study abroad B. Participate in international conferences (including online and offline) C. Publish articles or books in international journals D. Participate in international joint experimental research E. Teach abroad F. Serve in international organizations/ academic associations/ international academic journals position	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	G. Work at an overseas cooperation site jointly established by your university and its cooperative partner H. Go abroad on official business I. Instruct international students to write or design their academic graduation thesis J. Others: (Please specify)						
	48. 您认为本校在国际合作区域选择上，未来应该更重视哪些地区或国家？ A. 欧洲国家 B. 北美国家 C. 南美国家 D. 亚洲国家 E. 非洲国家 F. 大洋洲国家 On choosing international cooperation regions, are there any specific regions or countries you think your university should focus more in the future? A. European countries B. North American countries C. South American countries D. Asian countries E. African countries F. Oceanian countries	+1	+1	0	0	0.5	The question might not properly identify the strengths and weaknesses of each university.
	49. 继续上一个问题，您觉得为什么选择这些地区？ A. 教育高度发达 B. 科学技术高度发达 C. 多样而独特的传统文化 D. 与本国良好的外交关系 E. 便利的交通 F. 相似的民族民俗文化 G. 其他：（须写明名目） Continued with the last question, why do you think should choose the regions? A. High developed education B. High developed scientific technology C. Various and special traditional culture D. Good diplomatic relationship with your country E. Convenient transportation ways F. Similar national and folk culture G. Others: (Please specify)	+1	+1	0	0	0.5	The question might not properly identify the strengths and weaknesses of each university.
	50. 如果合作院校或机构限制在亚洲，您觉得本校国际合作应该更多倾向于哪些地区？ A. 北亚 B. 南亚 C. 西亚 D. 东亚 E. 东南亚 F. 中亚 If cooperative universities or institutions are limited to Asia, which regions do you think your university should focus more on in international cooperation? A. North Asia B. South Asia C. West Asia D. East Asia E. Southeast Asia F. Central Asia	+1	+1	+1	0	0.75	
	51. 继续上一个问题，您觉得为什么选择这些地区？ A. 教育高度发达 B. 科学技术高度发达 C. 多样而独特的传统文化 D. 与本国良好的外交关系 E. 便利的交通 F. 相似的民族民俗文化 G. 其他：（须写明名目） Continuing with the last question, why do you think should choose the regions?	+1	+1	+1	0	0.75	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	A. High-developed education B. High-developed scientific technology C. Various and special traditional culture D. Good diplomatic relationship with your country E. Convenient transportation ways F. Similar national and folk culture G. Others: (Please specify)						
	52. 您觉得本校与正式签署国际合作协议院校开展的实际工作存在哪些不足？ A. 合作形式单一，缺乏创新 B. 具体合作项目的实施缺乏监管与评估反馈 C. 合作对象上倚重文科 D. 合作对象上倚重非文科 E. 双方沟通交流效率低下 F. 缺乏资金、师资等资源 G. 具体合作项目的开展时长不合理 H. 具体合作项目收费不合理 I. 合作目标不够明确 J. 其他：（须写明名目） What do you think are the deficiencies in the actual work carried out by your university and institutions that have formally signed international cooperation agreements? A. The form of cooperation is single and lacks innovation B. The implementation of specific cooperation projects lacks supervision and evaluation feedback C. Cooperation partners rely heavily on liberal arts majors D. Cooperation partners rely heavily on liberal arts E. The low efficiency of both communication F. Lack of funds, teachers, and other resources G. The duration of the specific cooperation project is unreasonable H. The charges for the specific cooperation are unreasonable I. Cooperation goals are not clear enough J. Others: (Please specify)	+1	+1	+1	+1	+1	
	53. 您认为本校国际化建设相关办公经费，应该更多地投入到以下哪些方面？ A. 因公出国境 B. 师生出国访学 C. 师生参加国际会议 D. 学校在境外的办公场地运营及管理 E. 本校师生在境外开展的文化交流活动 F. 其他：（须写明名目） In your opinion, which of the following aspects should be invested more by your university's funds related to internationalization construction? A. Fees for going abroad on business B. Fees for teachers and students having academic visits abroad C. Fees for teachers and students participating in international conferences D. Fees for operation and management of the university's overseas office E. Fees for cultural communication activities of teachers and students going abroad F. Others: (Please specify)	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	54. 您认为除了相关国际化政策影响外，以下哪些选项制约本校的国际合作？ A. 缺乏完备的涉外管理队伍 B. 涉外工作部门成员的整体业务水平不高 C. 国际化工作经费缺乏 D. 校内各部门的国际协作意识不强 E. 校内国际化建设工作分工不明细 F. 师生对国际化建设的积极性与参与度不高 G. 国际合作形式不够多样 H. 其他：（须写明名目） In addition to the impact of relevant internationalization policies, which of the following options do you think restricts your university's international cooperation? A. Lack of a complete foreign-related management team B. The overall professional level of the member working for foreign affairs is not high C. Lack of funds for internationalization work D. The awareness of various departments within the university to support international cooperation is not strong E. The division of departments' work for internationalization construction is not clear and specific F. The enthusiasm and participation of teachers and students in internationalization construction is not high G. The forms of international cooperation are not diverse enough H. Others: (Please specify)	+1	+1	+1	+1	+1	
	55. 自您在本校工作以来，您有过以下哪些国际交流合作活动？ A. 境外访学 B. 参加国际会议（含线上线下） C. 在国际刊物发表文章或著作 D. 参加国际联合实验科研 E. 境外教学 F. 在国际组织/学术性协会/国际学术刊物担任职务 G. 到本校与合作伙伴联合创建的境外合作点工作 H. 因公出国境任务 I. 指导国际学术毕业论文或设计 J. 其他：（须写明名目）____ K. 没有参加过 Which of the following activities did you participate in since you have worked in your university? A. Study abroad B. Participate in international conferences (including online and offline) C. Publish articles or books in international journals D. Participate in international joint experimental research E. Overseas teaching F. Served in international organizations/ academic associations/ international academic journals position G. Work at an overseas cooperation site jointly established by your university and its cooperative partner H. Go abroad on official business I. Instruct international students to write or design their	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	academic graduation thesis J. Others: (Please specify)_____ K. Haven't participated in any international cooperation activities						
	56. 您希望未来本校国际合作项目更多向哪些方面侧重？ A. 学术人员、师生交流互换 B. 联合科研项目 C. 语言教学合作项目 D. 艺术文化交流 E. 学校出版物信息的交流 F. 课程学分互换 G. 海外研究基地和实训基地共建 H. 课程共建 I. 攻读学位 J. 举办国际会议 K. 其他：（须写明名目） What are your expectations for the future projects of your university's international cooperation could be stressed on? A. Exchange of academic staff, teachers, and students B. Joint scientific research projects C. Language teaching cooperation projects D. Exchanges of arts and diverse culture E. Exchange of university's publication information F. Exchange of course credits G. Jointly establishing overseas research bases and practical training bases H. Co-construction of courses I. Studying for a degree J. Holding international conferences K. Others: (Please specify)	+1	+1	+1	+1	+1	
-To identify the challenges hindering international cooperation in each of these two universities;	57. 您觉得中泰高校签署的合作协议及其附加条例用哪种语言撰写合适？ A. 中文 B. 英语 C. 泰语 D. 其他语种：（须写明名目） Do you think which languages are appropriate for writing the cooperative agreement and its related regulations for Sino-Thai universities? A. Chinese Mandarin B. English C. Thai language D. Other languages: (Please specify)	0	0	+1	0	0.25	According to international protocols, all languages in the world have the same parallel, which are not barriers to each other. Additionally, non-speaking nations officially use English as their medium. Therefore, this question needs to be reviewed.
	58. 您认为在开展本校的中泰国际合作活动时，相关宣传报道材料以哪几种语言记录比较合适？ A. 中文 B. 英语 C. 泰语 D. 其他语种：（须写明名目）	+1	0	+1	0	0.5	According to international protocols, all languages in the world have the same parallel,

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	When carrying out your university's international cooperation activities, which languages do you think it is more appropriate to report relevant news? A. Chinese Mandarin B. English C. Thai language D. Other languages: (Please specify)						which are not barriers to each other. Additionally, non-speaking nations officially use English as their medium. Therefore, this question needs to be reviewed.
	59. 在您的工作环境中，您能熟练使用以下哪几种语言？ A. 中文 B. 英语 C. 泰语 D. 其他语种：（须写明名目） In your working environment, how many kinds of languages can you speak fluently? A. Chinese Mandarin B. English C. Thai D. Other: (Please specify)	+1	+1	+1	+1	+1	
	60. 您认为本校国际化建设，应该推行哪种或哪几种语言作为学校官方用语？ A. 中文 B. 英文 C. 泰语 D.其他：（须注明名目） Which language or languages do you think should be promoted as the official languages in your university's internationalization construction? A. Chinese B. English C. Thai D. Others: (Please specify)	0	+1	+1	+1	0.75	Could you realize the promotion?
	61. 您认为在进行**中泰**高校国际合作交流时，双方以哪种或哪几种语言进行交流更能凸显学校的国际化？ A. 中文 B. 英语 C. 泰语 D. 其他：（须写明名目） When communicating international cooperation **between Chinese and Thai universities**, what kind of languages used by the bilateral do you think could better highlight the university's internationalization? A. Chinese B. English C. Thai D. Others: (Please specify)	0	0	+1	0	0.25	
	62. 您认为以下哪些方式能促进本校与境外院校或机构建立起国际合作关系？ A. 学校外事工作部门直接联系目标院校 B. 通过中介机构 C. 通过已合作的院校引荐 D. 通过校内师生推荐 E. 通过社会人士引荐 F. 学校有国际合作需求的学院或部门直接联系目标院校	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	G. 其他：（须写明名目） Which of the following ways do you think can promote the establishment of international cooperative relations between your university and other overseas institutions? / Which of the following channels do you think are the most efficient to establish your university's international cooperation relations? (please choose one from the two descriptions) A. Foreign affairs-related department directly contacts the target institution B. Through intermediary organs or agencies C. Through recommendations from cooperative institutions D. Through recommendations from teachers and students on your university E. Through recommendations from the social elite F. The faculty or department in your university contact directly with the target institution G. Others: (Please specify)						
Part III Evaluation of cooperative programs of international cooperation between PU and CRRU Format: Rating scales(1-5 points: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)							
(2)To compare the international cooperation in each target university;	63. 在两校的国际合作关系中，双方的合作任务和目标很清晰。 In the international cooperation relationship between the two universities, the cooperation tasks and goals are very clear.	+1	+1	+1	+1	+1	
	64. 我对目前双方开展的国际合作项目总体上很满意。 I am generally very satisfied with the current bilateral international cooperation programs being carried out.	+1	+1	+1	+1	+1	
	65. 我对本校已经形成的校内国际化相关政策制度体系建设很满意。 I am satisfied with the relevant policy system construction of internationalization established in my university.	+1	+1	+1	+1	+1	
	66. 我对双方共建的、以"2+1+1"模式开展的汉语国际教育本科专业实习(IIP)项目很满意。 I am very satisfied with the IIP internship project for undergraduates on the "2+1+1" model of Chinese International Education jointly built by both universities.	+1	+1	+1	+1	+1	
	67. 我对双方共建的、以"2+2"模式开展的应用英语合作项目很满意。	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	I am very satisfied with the cooperative program on the "2+2" model of Applied English jointly built by both universities.						
	68. 我对双方共创办的澜湄流域教育合作论坛及系列主题论坛很满意。 I am satisfied with the Lancang-Mekong Regional Education Cooperation Forum and its series of themed forums co-founded by both universities.	+1	+1	+1	+1	+1	
	69. 我对双方共建的中国语言文化中心开展的工作很了解。 I know well about the relevant works of the Chinese Language Center jointly built by both universities.	+1	+1	+1	+1	+1	
(2)To compare the international cooperation in each target university;	70. 我很愿意积极地向身边的家人朋友同事学生介绍本校已开展的国际合作项目。 I am very willing to actively introduce international cooperation projects carried out by my university to my families, friends, colleagues, and students.	+1	+1	+1	+1	+1	
Format: Single-response							
(1)-To identify the challenges hindering international cooperation in each of these two universities;	71. 自您在本校工作以来，您参加过两校共建的国际交流合作项目、会议或活动的次数是？ A. 0次 B. 1-5次 C. 6-10次 D. 10次以上 How many times have you participated in international cooperation programs, international conferences, or other activities jointly established by both universities? A. 0 B. 1-5 C. 6-10 D. Over 10	0	+1	+1	+1	0.75	Repeat with No.37
(3)To develop a guideline to enhance Pu'er	72. 如果有机会参加两校共同组织的教师互换交流、师资培训等教师培养项目，您觉得合适的活动时长是多长？ A. 1个月以内 B. 1-3个月 C. 3个月以上	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
University's international cooperation development.	If you have opportunities to participate the projects for teachers jointly organized by both universities, such as the exchange of teachers and teachers' training, how long do you think is the appropriate time for these projects? A. Within 1 month B. 1-3 months C. Over 3 months						
	73. 学校与CRRU/PU在开展国际合作相关活动时，您认为哪种或哪些语言可以提升双方沟通交流的效率？ A. 泰语 B. 中文 C. 英语 D. 泰语和中文 E. 泰语和英语 F. 中文和英语 G. 泰语、中文和英语 When you are carrying out the work related to international cooperation with CRRU/PU, which languages do you think can improve the efficiency of bilateral communication? A. Thai B. Chinese C. English D. Thai and Chinese E. Thai and English F. Chinese and English G. Thai, Chinese and English	+1	+1	+1	+1	+1	
(1) -To identify the challenges hindering international cooperation in each of these two universities;	74. 您了解到的普洱学院参与实习项目的学生，在泰国实习的地域范围主要集中在？ A. 泰国北部地区 B. 泰国中部 C. 泰国南部 D. 不清楚 Do you know the students from PU participating in the internship program are mainly concentrated in which parts of Thailand? A. The north of Thailand B. The middle of Thailand C. The south of Thailand D. Not clear	0	+1	+1	+1	0.75	The accuracy of these two questions will depend on the respondents you choose.
	75. 您了解到的普洱学院参与实习项目的学生，在泰国实习的学校属于哪个层级？ A. 幼儿园 B. 小学 C. 初中 D. 高中 E. 大学 F. 不清楚 Do you know what level of the schools belonged to the students from PU to participate in the internship program? A. Kindergarten B. Primary school C. Middle school D. High school E. University F. Not clear	0	+1	+1	+1	0.75	The accuracy of these two questions will depend on the respondents you choose.

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
Format: Multiple choices (more than one answer)							
(3) To develop a guideline to enhance Pu'er University's international cooperation development.	76. 您希望双方院校在哪些方面有进一步的合作？ A. 学术人员、师生交流互换 B. 联合科研项目 C. 语言教学合作项目 D. 艺术文化交流 E. 学校出版物和信息的交流 F. 课程学分互换 G. 海外研究基地和实训基地共建 H. 课程共建 I. 攻读学位 J. 国际会议 K. 其他：（须写明名目） In what areas do you hope both universities can make further cooperation? A. Exchange of academic staff, teachers, and students B. Joint scientific research projects C. Language teaching cooperation projects D. Exchange of arts and culture E. Exchange of university's publication information F. Exchange of course credits G. Jointly establishing overseas research bases and practical training bases H. Co-construction of courses I. Studying for a degree J. Holding international conferences K. Others: (Please specify)	0	+1	+1	+1	0.75	Repeat
	77. 您认为在制定本校相关国际合作政策时，哪些因素是必须考虑的？ A. 跨文化交际的差异 B. 合作院校双方或多方所处的国内背景 C. 目标院校的特色学科和专业优势 D. 目标院校的地理区位 E. 便捷的交通方式 F. 目标院校的国际化成果 G. 目标院校相关国际事务处室的工作专业性和效率 H. 其他：（须注明名目） What factors do you think must be considered when formulating relevant international cooperation policies in your university? A. Differences in cross-cultural communication B. Domestic background of both or more cooperative institutions C. Characteristic disciplines and professional advantages of the target institution D. Geographic location of the target institution E. Convenient transportation F. Achievements on international education of the target institution G. The professionalism and efficiency of the relevant international affairs office in the target institution H. Others: (Please specify)	+1	+1	+1	+1	+1	
(2)To compare the international cooperation in	78. 您觉得以下哪些因素在对双方国际合作项目进行评价时，有重要的参考价值？ A. 在合作使命和目标上，双方具有一致性 B. 合作的一方具有相关专业知识优势，来支持双方的合作项目 C. 在合作项目管控上，双方校领导权力下放，校内有各自的管理部门 D. 在国际合	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
each target university;	作项目计划中，设置合理的项目时长和经费投入 E. 针对国际合作项目，既有专人负责，又建立了完善的联系沟通服务网络，以保持定期、尽可能多的参与者频繁联系 F. 包含以上所有选项 Which of the following factors do you think have important references for evaluating the international cooperation projects carried out by both universities? A. Both parties have a shared identity of Mission and Objectives B. The cooperative partners have the advantage of relevant expertise to support the projects C. On management and control of international cooperation projects, bilateral leaders in each university decentralize its power and set up specific departments to handle cooperative works D. On the plan for international cooperation, there are appropriate investments in both time and money on each project E. For international cooperation projects, not only having an appointed key player but also establishing a complete communication network to keep as many participants in frequent and regular contact as possible F. All of the above answers						
(1)-To identify the challenges hindering international cooperation in each of these two universities;	79. 您了解到的两校已经在哪些方面建立和国际合作关系？ A. 学术人员、师生交流互换 B. 联合科研项目 C. 语言教学合作项目 D. 艺术文化交流 E. 学校出版物和信息的交流 F. 课程学分互换 G. 海外研究基地和实训基地共建 H. 课程共建 I. 攻读学位 J. 国际会议 K. 其他：（须写明名目） What aspects of international cooperation do you think have been established by both universities? A. Exchange of academic staff, teachers, and students B. Joint scientific research projects C. Language teaching cooperation projects D. Exchange of arts and diverse culture E. Exchange of university's publication information F. Exchange of course credits G. Jointly establishing overseas research bases and practical training bases H. Co-construction of courses I. Studying for a degree J. Holding international conferences K. Others: (Please specify)	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
(1)-To identify the strengths and weaknesses of each university that affect international cooperation between these two universities;	80. 您觉得澜湄流域教育合作论坛及系列主题论坛的开展，主要存在哪些不足？ A. 内外宣传力度不够 B. 筹备方的协调组织能力不够 C. 主旨演讲内容的深度、广度不够 D. 论坛活动形式单一 E. 会场互动活动较少 F. 论坛成果记录形式单一 G. 会场翻译质量不高 H. 论坛相关宣传材料审核不严、内容有少许错误 I. 论坛前期沟通不顺畅 J. 论坛相关信息发布迟缓 K. 会场秩序有点混乱 L. 国际影响力不够高 M. 其他：（须写明名目） What do you think are the main shortcomings in the development of the Lancang-Mekong Regional Education Cooperation Forum and its series of themed forums? A. Insufficient internal and external publicity B. Insufficient capabilities of coordination and organization C. Insufficient depth and breadth of keynote speech content D. Single format of forum activities E. Few interactive activities during the forum F. Single format of forum results recording G. Low quality of translation during the forum H. The review of publicity materials related to the forum is not strict, and there are some errors in the content I. The communication in the early stage of preparation for the forum is not smooth J. The release of forum-related information is too late K. The order at the venue is a bit chaotic L. The International Influenceis not high enough M. Others: (Please specify)	+1	+1	+1	+1	+1	
(3)To develop a guideline to enhance Pu'er University's international cooperation development.	81. 如果有机会参加两校共同组织的国际合作活动，您愿意参加哪几项？ A. 学术人员、师生交流互换 B. 联合科研项目 C. 语言教学合作项目 D. 艺术文化交流 E. 学校出版物和信息的交流 F. 课程学分互换 G. 海外研究基地和实训基地共建 H. 课程共建 I. 攻读学位 J. 国际会议 K. 其他：（须写明名目） If you have the opportunity to participate in international cooperation activities jointly organized by our two universities, which ones would you like to participate in? A. Exchange of academic staff, teachers, and students B. Joint scientific research projects C. Language teaching cooperation projects D. Exchange of arts and culture E. Exchange of university's	0	+1	+1	+1	0.75	Repeat

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	publication information F. Exchange of course credits G. Jointly establishing overseas research bases and practical training bases H. Co-construction of courses I. Studying for a degree J. Holding international conferences K. Others: (Please specify)						
(3)To develop a guideline to enhance Pu'er University's international cooperation development.	82. 为扩大对双方合作项目的宣传，您认为哪些因素是双方在学校层面可以进一步改进的？ A. 外事工作管理部门在师生中积极宣传双方的合作项目 B. 在双方校园内开展师生自愿报名、且有针对性的目的语课程学习 C. 评选优秀的项目参加者代表，并邀请其进行宣讲 D. 其他：（须写明名目） To expand publicity of the bilateral cooperation projects, what factors do you think can be further enhanced at your university level? A. Department related to foreign affairs actively publicizes and promotes the cooperation projects between teachers and students B. On the base of voluntary registration, organizing targeted language course learning to teachers and students in the campus C. Select outstanding representatives of project participants, and invite them to publicize D. Others: (Please specify)	+1	+1	+1	+1	+1	
Format: Open-ended question							
(3)To develop a guideline to enhance Pu'er University's international cooperation development.	83. 为进一步加强普洱学院与清莱皇家大学的国际合作，请您针对本校国际化政策制定、外事团队管理、外事工作创新等任何方面提出宝贵意见。谢谢！ For further enhancing international cooperation between PU and CRRU, could you please provide sincere suggestions on any aspect related to international affairs, such as policy making relevant to internationalization, management of international affairs team, innovation of international affairs, etc. Thank you.	+1	+1	+1	+1	+1	
	84. 除了本校外事部门制定的国际合作规划外，您是否觉得校内相关部门和二级学院也应该制定各自关于国际合作的规划或策略？请说明理由。谢谢！	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Comments
		1	2	3	4		
	Besides the international cooperation plan formulated by the specific foreign affairs department in your university, whether other internal relevant departments and faculties also should make their plan or strategies for international cooperation? Please explain why. Thanks.						
Average IOC score: 74.25/84=0.884							

N=4

Part 2: IOC form for interview questions

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	Participants: Administrators						
(1)To examine how these two universities conduct international cooperation;	1. How do you evaluate the current international cooperation in your university? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您如何评价本校现有的国际合作关系？（请用5分制评分，1-5，1为最差，5为最好）	+1	+1	+1	+1	+1	
	2. Based on the development of internationalization in your university, what do you think of the advantages and disadvantages of your international cooperation? 基于本校国际化发展的状况，您认为本校国际合作中的优势和劣势分别有哪些？	+1	+1	+1	+1	+1	
	3. What are the weaknesses and challenges in your international cooperation? Please share your opinion on both the existing cooperation relations and the future cooperation relations. 贵校在国际合作关系中，存在的不足和面临的挑战是什么？可以分别从已有的合作关系和未来将要开拓的国际合作关系两方面来谈。	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	4. Based on your understanding of international cooperation, what are the ways or models for your international cooperation? (based on the reference of Bolsman and Miller's types, 2008) 基于您对本校国际合作情况的了解，你认为本校国际合作的路径或模式是怎样的(基于Bolsman和Miller提出的类型)？请您简单概括。	+1	0	+1	+1	0.75	
(1)To examine how these two universities conduct international cooperation;	5. How do you evaluate the cooperation between your university and CRRU/PU? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您对本校目前与普洱学院/清莱皇家大学的合作关系如何评价？为什么？(请用5分制评分，1-5，1为最差，5为最好)	+1	+1	+1	+1	+1	
	6. On choosing cooperation partners, what are the key factors you must consider? (such as partner's geographic factors, academic reputation, and international ranking) 贵校在选择合作对象时，哪些因素是必须考虑的？（地缘方向？学术名誉？国际化排名？）	+1	+1	+1	+1	+1	
	7. Why do you choose PU as a cooperation partner at the early age of your school running? 贵校为什么在办学早期选择PU作为合作对象？	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	8. For pushing a further cooperation relationship between CRRU and PU, what are the biggest challenges and risks? How should the university handle these? 在进一步深化两校的合作关系上，您觉得最大的挑战和风险是什么？学校层面会如何考虑去降低风险和应对该挑战呢？	+1	+1	+1	+1	+1	
	9. If you could raise a claim for CRRU/PU on bilateral cooperation, what kind of support do you want it to provide? 在考虑国际合作关系中，如果可以向合作方提出需求，您希望清莱皇家大学/普洱学院给贵校提供哪些方面的合作支持？	+1	+1	+1	+1	+1	
(2)To compare the international cooperation in each target university;	10. About the definition of international cooperation in higher education, some scholars think international cooperation is a series of activities combined by academic meetings, exchange of students and teachers, cooperative education with other countries, overseas student education, etc. Some scholars think with the development of large-scale higher education and marketization in the 1960s, the definition of international cooperation in higher education is more and more related to the strategic alliances formed by partners from different countries. In your opinion, how to define international cooperation in higher education? 关于高校国际合作的定义，有的学者认为国际合作是一系列由学术会议、师生交流交换、中外合作教育、留学生教育等合作关系构成的活	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	动；有的学者认为，随着20世纪60年代高等教育大规模化和市场化的发展，高校国际合作的定义越来越多的与来自不同国家间的伙伴形成的战略联盟相关，在您看来，如何定义高校国际合作比较合适呢？						
	11. Jane Knight, the famous expert on internationalization theory in higher education, advances the theory of Two Pillars of Internationalization of Higher Education, which contains "at home" and "cross-border" two pillars. The contents included in these Two Pillars are domestic curriculum design, teachers and students exchange at home and abroad, international scientific research, establishment of international cooperation program, etc. All of these contents are mutually independent but blended. Based on the development of your international cooperation, which pillar do you think your university is more inclined to? In future work, which pillar content will you invest more in? Or invest in both pillars? Why? 高等教育国际化理论方面的著名学者Jane Knight曾提出，高校国际化是一个将国际的、跨文化的和全球的维度，纳入机构和国家层面的目标、基本功能，并提供高等教育的一个过程。随着高等教育国际化相关理论的发展，Knight提出了著名的"国际化双柱"理论，包含了"国内"和"跨境教育"两个支柱，两个支柱内容包含了在国内为留学生创设课程设计、国内外师生交换、国际科研、国际合作项目的创立与建立国际化政策等	0	0	+1	+1	0.5	The question is too academic. Who is your interviewee? /The interviewee may not know about the theory.

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	方面，两个支柱既相互独立又相互交叉。基于我校的国际合作状况，您认为目前贵校的国际化更倾向于哪个支柱内容？在未来的国际化建设工作中，贵校会加大对“国内”还是“跨境教育”方面的投入？还是双向投入？为什么？						
	12. In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other? 在您看来，高校国际化和高校国际合作的关系是怎样的？二者等同吗？	+1	+1	+1	+1	+1	
(1)To examine how these two universities conduct international cooperation;	13. What do you think of the role of English in the internationalization process of your university? 您认为英语在我校国际化进程中扮演了什么样的角色？	0	+1	+1	+1	0.75	
	14. Do you think the development of internationalization should only take English as the communication medium for teaching, learning, international research, and so on? Or should promote a multilingual policy including English? Why? 您认为高校国际化的发展，是否应该只以英语为教育教学包括科研的交流媒介？还是应该倡导包括英语在内的多种语言政策？为什么？	+1	+1	+1	+1	+1	
(3)To develop a	15. When formulating policies related to internationalization and international cooperation, which factors need to be considered? Why?	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
guideline to enhance Pu'er University's international cooperation development.	在制定贵校相关国际化发展政策时或条款时，哪些因素是必须考虑的？为什么？						
	16. To create a good environment for international cooperation, which departments should make joint efforts at least? 您认为创造一个良好的国际合作发展环境，至少需要哪些校内部门的共同努力？	+1	+1	+1	+1	+1	
	17. In your opinion, what are the basic qualities and requirements for a staff working for international cooperation? Do you believe they should at least speak one foreign language? 您认为高校负责国际合作工作的人员，须具备哪些工作素质和条件？您认为他们需要至少会一门外语吗？	+1	+1	+1	+1	+1	
	Participants: Administrative staff (including directors and vice-directors in related departments and faculties)						
(1)To examine how these two universities conduct	1. How do you evaluate the current international cooperation in your university? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您如何评价本校现有的国际合作关系？（请用5分制评分，1-5，1为最差，5为最好）	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
international cooperation;	2. Based on the development of internationalization in your university, what do you think of the advantages and disadvantages of your international cooperation? 基于本校国际化发展的状况，您认为本校国际合作中的优势和劣势分别有哪些？	+1	+1	+1	+1	+1	
	3. What are the weaknesses and challenges in your international cooperation? Please share your opinion on both the existing cooperation relations and the future cooperation relations. 贵校在国际合作关系中，存在的不足和面临的挑战是什么？可以分别从已有的合作关系和未来将要开拓的国际合作关系两方面来谈。	+1	+1	+1	+1	+1	
	4. What are the distinctive disciplines chosen for international cooperation in your university? (A. Philosophy B. Economics C. Law D. Education E. Literature F. History G. Science H. Engineering I. Agriculture J. Medicine K. Management L. Art M. Others: (Please specify)) Why choose these disciplines? 本校的选为国际合作的特色学科类别有哪些？（A. 哲学 B. 经济学 C. 法学 D. 教育学 E. 文学 F. 历史学 G. 理学 H. 工学 I. 农学 J. 医学 K. 管理学 L. 艺术学 M. 其他（须写明名目））为什么选择这些学科？	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
(2)To compare the international cooperation in each target university;	5. How do you evaluate the cooperation between your university and CRRU/PU? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.) 您对本校目前与普洱学院/清莱皇家大学的合作关系如何评价？为什么？(请用5分制评分，1-5，1为最差，5为最好)	+1	+1	+1	+1	+1	
	6. For pushing a further cooperation relation between CRRU and PU, what are the biggest challenges and risks from your department's/faculty's aspect? How should the university handle these? 在进一步深化两校的合作关系上，您觉得贵部门/学院面临最大的挑战和风险是什么？您部门/学院会如何考虑去降低风险和应对该挑战呢？	+1	+1	+1	+1	+1	
	7. For further enhancing international cooperation relations between your university and overseas institutions, what kind of support do you want your university to provide to your department/faculty? 为了进一步加强我校与境外高校的国际合作关系，您希望清莱皇家大学/普洱学院给贵校提供哪些方面的合作支持？	+1	+1	+1	+1	+1	
	8. (For foreign affairs department and related faculty) What levels of scholarships does your university provide for Chinese students/ Thai students? 学校为中国/泰国留学生提供哪些层次的奖学金？	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	9. (For foreign affairs department and related faculty) What are the main channels for relevant office funds used for your university's internationalization construction? (references: A. Government's grant B. Self-raised by the university C. Donations from various domestic social groups D. Donations from alumni E. Donations from various international social groups F. Others: (Please specify)) 用于本校国际化建设的相关办公经费，主要来自于哪些渠道？	+1	+1	+1	+1	+1	
	10. (For foreign affairs department) About the definition of international cooperation in higher education, some scholars think international cooperation is a series of activities combined by academic meetings, exchange of students and teachers, cooperative education with other countries, overseas student education, etc. Some scholars think with the development of large-scale higher education and marketization in the 1960s, the definition of international cooperation in higher education is more and more related to the strategic alliances formed by partners from different countries. In your opinion, how to define international cooperation in higher education? 关于高校国际合作的定义，有的学者认为国际合作是一系列由学术会议、师生交流交换、中外合作教育、留学生教育等合作关系构成的活动；有的学者认为，随着20世纪60年代高等教育大规模化和市场化的发	0	+1	+1	+1	0.75	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	展，高校国际合作的定义越来越多的与来自不同国家间的伙伴形成的战略联盟相关，在您看来，如何定义高校国际合作比较合适呢？						
	11. (For foreign affairs department) Jane Knight, the famous expert on internationalization theory in higher education, advances the theory of Two Pillars of Internationalization of Higher Education, which contains "at home" and "cross-border" two pillars. The contents included in these Two Pillars are domestic curriculum design, teachers and students exchange at home and abroad, international scientific research, establishment of international cooperation program, etc. All of these contents are mutually independent but blended. Based on the development of your international cooperation, which pillar do you think your university is more inclined to? In future work, which pillar content will you invest more in? Or to invest in both pillars? Why? 高等教育国际化理论方面的著名学者Jane Knight曾提出，高校国际化是一个将国际的、跨文化的和全球的维度，纳入机构和国家层面的目标、基本功能，并提供高等教育的一个过程。随着高等教育国际化相关理论的发展，Knight提出了著名的"国际化双柱"理论，包含了"国内"和"跨境教育"两个支柱，两个支柱内容包含了在国内为留学生创设课程设计、国内外师生交换、国际科研、国际合作项目的创立与建立国际化政策等方面，两个支柱既相互独立又相互交叉。基于我校的国际合作状况，您	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	认为目前贵校的国际化更倾向于哪个支柱内容？在未来的国际化建设工作中，贵校会加大对“国内”还是“跨境教育”方面的投入？还是双向投入？为什么？						
	12. (For foreign affairs department) Are there any specific superior guidance documents for the internationalization carried out by your university? What level of this document or these documents be longs to? 学校开展的国际化工作是否有专门性的上级指导文件？该文件或这些文件属于哪个级别？	+1	+1	+1	+1	+1	
	13. (For foreign affairs department) Whether your university has formulated relevant management regulations for foreign teachers and foreign scientific researchers? Whether your university has established an evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics? Besides, what policies and regulations have been formulated regarding internationalization work? 贵校是否制定了外籍教师和外籍科研人员相关管理规定吗？是否建立了对外籍教师和外籍科研人员相关教学工作、科研或师德师风的评价政策吗？此外，还建立了哪些关于国际化工作的政策规定？	+1	+1	+1	+1	+1	
	14. (For foreign affairs department) How do you report international cooperation work to your university? In monthly, quarterly, final summary of	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	each semester, or annual summary? 贵处如何向学校报告国际合作情况的？是以月度、季度、学期期末还是年度总结形式报告？						
(2)To compare the international cooperation in each target university;	15. (For foreign affairs department) In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other? 在您看来，高校国际化和高校国际合作的关系是怎样的？二者等同吗？	+1	+1	+1	+1	+1	
	16. What do you think of the role of English in the internationalization process of your university? 您认为英语在我校国际化进程中扮演了什么样的角色？	+1	+1	+1	+1	+1	
	17. (For foreign affairs department) Which languages does your university use to record relevant Sino-Thai international cooperation documents? 本校相关中泰国际合作的文件是以哪几种语言记录的？	+1	+1	+1	0	0.75	
(3)To develop a guideline to enhance Pu'er	18. Do you make relevant policies or strategies to support the university's internationalization in your department/faculty? If not, do you think making these policies are needed? Why? When formulating policies related to internationalization and international cooperation, which factors need to be considered? Why?	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
University's international cooperation development.	您的部门制定相关支持本校国际化的政策或策略了吗？如果没有，您认为制定这些政策或策略是必要的吗？为什么？在制定贵校相关国际化发展政策时或条款时，哪些因素是必须考虑的？为什么？						
	19. To create a good environment for international cooperation, which departments should make joint efforts at least? 您认为创造一个良好的国际合作发展环境，至少需要哪些校内部门的共同努力？	+1	+1	+1	+1	+1	
	20. In your opinion, what are the basic qualities and requirements for a staff working for international cooperation? Do you believe they should at least speak one foreign language? 您认为高校负责国际合作工作的人员，须具备哪些工作素质和条件？您认为他们需要至少会一门外语吗？	+1	+1	+1	+1	+1	
	21. If you could raise a claim for CRRU/PU on bilateral cooperation, what kind of support do you want it to provide? 在考虑国际合作关系中，如果可以向合作方提出需求，您希望清莱皇家大学/普洱学院给贵校提供哪些方面的合作支持？	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	Participants: Lecturers						
(1)To examine how these two universities conduct international cooperation;	1. Whether your university has formulated relevant policies for international curriculum construction? 贵校是否制定了国际化课程建设的相关政策规定吗？	+1	+1	+1	+1	+1	
(2)To compare the international cooperation in each target university;	2. From the aspect of students, what do you think are the shortcomings of the international internship program? (notes: A. The base of students' professional knowledge is weak B. Students lack good Thai communication skills C. The student's ability to adapt to the new environment is not good D. The students' understanding of the cooperative project is insufficient E. Others: (Please specify)) 从学生角度考虑，您觉得国际实习合作项目存在哪些不足？（提示：A. 学生的专业知识薄弱 B. 学生缺乏良好的泰语沟通能力 C. 学生对新环境的适应能力不强 D. 学生对该合作项目的了解不够 E. 其他：（须写明名目））	+1	+1	+1	+1	+1	
	3. From the aspect of university cooperation, what areas do you think can be further improved in the international internship program? (notes: A. Expand the number of teachers of both parties B. Improve the quality of teaching and	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	scientific research of both parties C. Improve the efficiency of communication and coordination between two parties D. Improve the training program or plan of the project E. Improve teaching methods and encourage innovation F. Simplify the administrative approval procedures within your university G. Encourage both parties to co-construct courses H. Improve project feedback and assessment mechanism I. Others: (Please specify)） 从学校合作角度，您觉得国际实习合作项目有哪些方面可以进一步提升？（提示：A. 扩充双方师资队伍数量 B. 提升双方师资队伍教学、科研质量 C. 提高双方沟通协调效率 D. 完善项目的培养方案或计划 E. 改进教学方法、鼓励教学方式创新 F. 简化校内行政审批程序 G. 鼓励双方课程共建 H. 完善项目反馈、考核机制 I. 其他：（须写明名目））						
	4. What shortcomings do you think exist in the cooperative "2+2" program? (notes: A. The base of students' professional knowledge is weak B. Students lack good Thai communication skills C. The student's ability to adapt to the new environment is not good D. The students' understanding of the cooperative project is insufficient E. Others: (Please specify)) 您认为"2+2"合作项目专业学历提升合作项目中，存在哪些不足？（提示：A. 学生的专业知识薄弱 B. 学生缺乏良好的泰语沟通能力 C. 学生对新环境的适	0	+1	+1	+1	0.75	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	应能力不强 D. 学生对该合作项目的了解不够 E. 其他：（须写明名目））						
	5. How do these faculty members or administrative staff in your university apply to participate in international mobility programs, such as exchanges, study abroad, joining international conferences, or teaching abroad? 本校的教师或行政工作人员是如何申请参加国际交流项目的？比如交流互换、境外学习、参加国际会议或境外教学？	0	+1	+1	+1	0.75	
(3)To develop a guideline to enhance Pu'er University's international cooperation development.	6. In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other? 在您看来，高校国际化和高校国际合作的关系是怎样的？二者等同吗？	+1	+1	+1	+1	+1	
	7. What do you think of the role of English in the internationalization process of your university? 您认为英语在我校国际化进程中扮演了什么样的角色？	+1	+1	+1	+1	+1	
	8. In your opinion, what are the basic qualities and requirements for a staff working for international cooperation? Do you believe they should at least speak one foreign language? 您认为高校负责国际合作工作的人员，须具备哪些工作素质和条件？您认为他们需要至少会一门外语吗？	+1	+1	+1	+1	+1	

Objective	Statement	Experts' scores				IOC score	Meaning and comment
		1	2	3	4		
	9. Any suggestions for the university's international cooperation work? 对本校国际合作工作有何建议吗？	+1	+1	+1	+1	+1	
	10. If you could raise a claim for CRRU/PU on bilateral cooperation, what kind of support do you want it to provide? 在考虑国际合作关系中，如果可以向合作方提出需求，您希望清莱皇家大学/普洱学院给贵校提供哪些方面的合作支持？	+1	+1	+1	+1	+1	
Average IOC score: 46/48=0.958							

N=4

APPENDIX D

(1) ITEMS DELETED IN QUESTIONNAIRE DRAFT BASED ON IOC EVALUATION

No.	Question Statement	Expert 1	Expert 2	Expert 3	Expert 4
3	(1) PU-What is your employment form in your university? (2) CRRU-What is your employment form in your university?	+1	-1; employment form doesn't really influence how an employee performs his/her work.	+1	+1
16	I believe formulating regulations related to traveling abroad on business is crucial to the university's internationalization work.	+1	0; universities don't formulate such regulations. They follow government regulation.	+1	0; it is unclear how "traveling abroad on business" will be linked to the research objectives.
19	I am very satisfied with the achievements of international cooperation in my university by now.	+1	0	+1	0; it is unclear that if cooperation is achieved, there will be no hindrance. As a result, this question may need to be reviewed.

No.	Question Statement	Expert 1	Expert 2	Expert 3	Expert 4
20	I am very satisfied with the effectiveness and implementation of the actual work carried out by my university and cooperative institutions that have signed international cooperation agreements officially.	+1	0	+1	0; the comment is the same as the one above.
26	Based on the descriptions of the development stages of internationalization of higher education, please choose the one corresponding to your university.	+1	0	0; respondents much need more professional knowledge.	0; the comment is the same as number 24. Moreover, in this case, the questions may be designed in terms of the level of the university's potential or the development criteria to reach each type of university ranking.
48	On choosing international cooperation regions, are there any specific regions or countries you think your university should focus more in the future?	+1	+1	0	0; the question might not properly identify the strengths and weaknesses of each university.
49	Continued with the last question, why do you think should choose the regions?	+1	+1	0	0; same as the one above

No.	Question Statement	Expert 1	Expert 2	Expert 3	Expert 4
57	Do you think which languages are appropriate for writing the cooperative agreement and its related regulations for Sino-Thai universities?	0	0	+1	0; according to international protocols, all languages in the world have the same parallel, which are not barriers to each other. Additionally, non-speaking nations officially use English as their medium. Therefore, this question needs to be reviewed
58	When carrying out your university's international cooperation activities, which languages do you think it is more appropriate to report relevant news?	+1	0	+1	0; same as above one
60	Which language or languages do you think should be promoted as the official languages in your university's internationalization construction?	0; Could you realize the promotion?	+1	+1	+1
61	When communicating international cooperation between Chinese and Thai universities, what kind of	0	0	+1	0

No.	Question Statement	Expert 1	Expert 2	Expert 3	Expert 4
	languages used by the bilateral do you think could better highlight the university's internationalization?				
71	How many times have you participated in international cooperation programs, international conferences, or other activities jointly established by both universities?	0; the one is same as No.37	+1	+1	+1
74	Do you know the students from PU participating in the internship program are mainly concentrated in which parts of Thailand?	0; the accuracy of these two questions will depend on the respondents you choose	+1	+1	+1
75	Do you know what level of the schools belonged to the students from PU to participate in the internship program?	0; same as above one	+1	+1	+1
76	In what areas do you hope both universities can make further cooperation?	0; the question is repeat one	+1	+1	+1
81	If you have the opportunity to participate in international cooperation activities jointly organized by our two universities, which ones would you like to participate in?	+1	+1	+1	+1

(2) ITEMS DELETED IN INTERVIEW QUESTION DRAFT BASED ON IOC EVALUATION

Group	No.	Question Statement	Expert 1	Expert 2	Expert 3	Expert 4
Administrator	11	Jane Knight, the famous expert on internationalization theory in higher education, advances the theory of Two Pillars of Internationalization of Higher Education, which contains “at home” and “cross-border” two pillars. The contents included in these Two Pillars are domestic curriculum design, teachers and students exchange at home and abroad, international scientific research, establishment of international cooperation program, etc. All of these contents are mutually independent but blended. Based on the development of your international cooperation, which pillar do you think your university is more inclined to? In future work, which pillar content will you invest more in? Or invest in both pillars? Why?	0; the question is too academic. Who is your interviewee?	0; the interviewees may not know about the theory	+1	+1

APPENDIX E

(1) FINAL ENGLISH VERSION OF QUESTIONNAIRE

Title: Survey on the International Cooperation Between Two Asian Universities

Distinguished teachers,

The purposes of this survey are to explore the differences in the development of international cooperation between Chiang Rai Rajabhat University in Thailand (CRRU) and Pu'er University in China (PU), and to provide valuable experience for the construction of international work of PU. The collected data is used for academic purposes only and will not have any impact on your participation. There is no right or wrong answer for each question. Please choose the answers based on your actual understanding. All the data will be kept confidential.

This questionnaire consists of three parts: the demographic information, the self-evaluation of the university's internationalization, and the evaluation of international cooperation (IC) between PU and CRRU. All the questions are organized according to the themes of these three parts, while not in the format of questions. Please read the prompts carefully when you choose the answers. Thank you for your participation and precious time.

Part I Demographic information (1-3)				
Format: Single-response (1-3)				
1. How long have you worked at your university?				
A. Less than 1 year	B. 1-5 years	C. 6-10 years	D. More than 10 years	
2. Your age belongs to which range?				
A. Below 25-year-old 25	B. 25-35 years old	C. 35-45 years old	D. Over 45-year-old	
3. What is your main job position in your university?				
A. Scientific researcher	B. Teaching staff	C. Administrator	D. Administrative staff or assistant	E. Others: (Please specify)

Part II Self-evaluation of the university's internationalization (4-51)					
Format: Rating scales (4-19)	1 = strongly disagree	2 = disagree	3 = neutral	4 = agree	5 = strongly agree
4. I believe international cooperation in higher education is very important in today's globalized world.					
5. I know about the university's international cooperation carried out in my university.					
6. I believe that international cooperation has contributed a lot to building a more diverse and inclusive campus environment.					
7. I think my university integrates global vision into the curriculum and teaching methods well.					
8. For the relations between the internationalization of higher education and international cooperation of higher education, I very much agree with that the meanings of the two terms are equivalent.					
9. I believe publicizing the incentive documents for teachers and students to participate in international cooperation is very important to the university's internationalization work.					
10. I believe establishing relevant policies and regulations for teachers to study abroad is crucial for the university's internationalization work.					
11. I believe formulating relevant policies for international curriculum construction is very important for the university's internationalization work.					
12. I believe formulating relevant policies about international cooperation activities is crucial to the university's internationalization work.					
13. I believe formulating relevant management regulations for foreign teachers and foreign scientific researchers is crucial to the university's internationalization work.					

14. I believe formulating an evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics is crucial to the university's internationalization work.					
15. I am very satisfied with the establishment of policy systems related to internationalization in my university.					
16. I am very satisfied with the work of overseas students' admission, cultivation, management, and service in my university.					
18. I think my university provides adequate policy support and financial support for international cooperation.					
19. I believe establishing a special international work leading group, committee, or board of trustees is crucial to the university's internationalization work.					

Note:**No.20** is a filter question with single-response; **No.21** is multiple choice (more than one answer)

20. Based on the development of your university, which type of the following university rankings do you think plays the most practical incentive and guiding role for your internationalization construction?

A. Quacquarelli Symonds (QS) World University Ranking	B. Times Higher Education (THE) World University Rankings	C. U-Multirank	D. Your national university ranking

21. According to question No. 20, why do you choose this type of university ranking?

A. The good reputation of the ranking	B. The authority of the ranking	C. The indicators adopted by the ranking system are matchable with your university's development.	D. Others: (Please specify)

Format: Single-response (22-37)

22. Do you know whether your university has formulated an educational internationalization strategy, and a medium- term and long-term development plan of internationalization

A. Yes	B. No	C. Not clear			

23. Do you believe what kind of role for relevant policies of internationalization released by governments at all levels in international cooperation of higher education?

A. Facilitating	B. Hindering	C. Both facilitating and hindering	D. Either facilitating or hindering	E. Hard to judge of the roles

24. Do you know whether your university has established relevant incentive documents to encourage teachers and students to participate in international cooperation and exchanges?					
A. Yes	B. No	C. Not clear			
25. Do you know whether your university has formulated relevant policies for international curriculum construction?					
A. Yes	B. No	C. Not clear			
26. Do you know whether your university has formulated a series of relevant policies for international students including admission, cultivation, management, etc.?					
A. Yes	B. No	C. Not clear			
27. Do you know whether your university has formulated financial management and reimbursement policies related to internationalization work?					
A. Yes	B. No	C. Not clear			
28. Do you know whether your university has formulated regulations related to traveling abroad on business?					
A. Yes	B. No	C. Not clear			
29. What do you think is the approximate number of bilingual courses in your university?					
A. Less than 50	B. 50-100	C. 100-150	D. More than 150		
30. How many overseas university cooperation agreements have been signed by your university?					
A. Less than 10	B. 10-50	C. 51-100	D. More than 100		
31. Based on your university's current international development, what do you think is an appropriate number of formally signed cooperation agreements with overseas institutions?					
A. Less than 10	B. 10-50	C. 51-100	D. More than 100		
32. How many times have you participated in international exchange and cooperation activities since you started working at your university?					
A. 0	B. 1-5	C. 6-10	D. Over 10		
33. In your working environment, how do you evaluate your English usage ability?					
A. Very good. I can use both spoken and written English fluently.	B. Good. I can use both spoken and written English normally.	C. Moderately good. I am able to use either spoken or written English normally.	D. Somewhat good. I have difficulty using both spoken and written English properly.	E. Not good. I cannot use both spoken and written English.	
34. Which form of teaching provided for international students do you think is more suitable?					
A. Offline teaching	B. Online teaching	C. Combination of online and offline teaching			

35. To promote your university's internationalization, which of the following language policies do you think should be advocated?					
A. Chinese or Thai is used dominantly, and English is used supplementarily					
B. English is used dominantly, and Chinese or Thai is used supplementarily					
C. Chinese and English are used dominantly, and Thai is used supplementarily					
D. Thai and English are used dominantly, and Chinese is used supplementarily					
E. Chinese and Thai are used dominantly, and English is used supplementarily					
F. Chinese, Thai, and English are used dominantly; other languages are used supplementarily					
G. Others: (Please specify)					
36. Do you know whether international cooperation has been summarized or planned in your university's annual work reports?					
A. Yes it has.	B. No, it hasn't.	C. Not clear			
37. Do you know whether your university has established a special international work leading group, committee, or board of trustees etc. to formulate, implement and guarantee international cooperation plans?					
A. Yes	B. No	C. Not clear			
Format: Multiple choice (more than one answer) (38-51)					
38. What are the main parameters you think for ranking a university's internationalization?					
A. Composition of international students					
B. Composition of international staff					
C. Composition of international diversity					
D. Incoming and outgoing student mobility					
E. International student support (religious facilities)					
F. International joint publications					
39. What do you believe are the main benefits of carrying out international cooperation in your university?					
A. Enhancing the quality of education					
B. Exposing students to diverse perspectives and cultures					
C. Attracting top talent (faculty and students)					

D. Expanding international research opportunities
E. Strengthening the university's global reputation
F. Increase university's income
G. Others: (Please specify)
40. In your opinion, what are the main challenges or obstacles to international cooperation in your university?
A. Lack of policy guidance at the national education level
B. Lack of relevant guiding policy documents from the provincial education management departments (or Ministry of Education)
C. Provincial departments perform their duties individually, lacking systematic and coherent work related to the internationalization of higher education
D. The top-level design of the university's international cooperation is not comprehensive and specific, and the division of labor is not clear
E. Each department in the university performs its function, lacking systematic and collaborative work
F. The international awareness of teachers and students in your university is not high enough, and their attention and participation in international cooperation activities is not high enough
G. The department in charge of foreign affairs of your university is not professional enough and lacks working experience dealing with foreign affairs
H. The team working on foreign affairs is incomplete, and the number of staff is insufficient
I. The level of foreign language teaching and learning in your university is not high enough
J. Others: (Please specify)
41. What do you think are the deficiencies in your university's work of overseas students' admission, teaching, management, etc.?
A. Lack of a complete management team
B. The overall professional level of the staff is not high
C. Lack of funds for work related to overseas students
D. Lack of work experience related to overseas students
E. The division of departments' work for internationalization construction is not clear and not specific
F. Language communication barriers among administrative staff
G. The relevant staff's awareness of cross-cultural communication is not strong
H. Others: (Please specify)

42. What aspects of international cooperation in your university have been achieved?					
A. Study abroad					
B. Participate in international conferences (including online and offline)					
C. Publish articles or books in international journals					
D. Participate in international joint experimental research					
E. Teach abroad					
F. Serve in international organizations/ academic associations/ international academic journals position					
G. Work at an overseas cooperation site jointly established by your university and its cooperative partner					
H. Go abroad on official business					
I. Instruct international students to write or design their thesis or dissertation					
J. Others: (Please specify)					
43. If cooperative universities or institutions are limited to Asia, which regions do you think your university should focus more on in international cooperation?					
A. North Asia	B. South Asia	C. West Asia	D. East Asia	E. Southeast Asia	F. Central Asia
44. According to the question of No.43, what are the reasons for your answer?					
A. High-developed education					
B. High-developed scientific technology					
C. Various and special traditional culture					
D. Good diplomatic relationship with your country					
E. Convenient transportation ways					
F. Similar national and folk culture					
G. Others: (Please specify)					
45. What do you think are the deficiencies in the actual work carried out by your university and institutions for the formally signed international cooperation agreements?					
A. The form of cooperation is single and lacks innovation					
B. The implementation of specific cooperation projects lacks supervision and evaluation feedback					
C. Cooperation partners rely heavily on liberal arts					

D. Cooperation partners rely heavily on liberal arts
E. The low efficiency of both communication
F. Lack of funds, teachers, and other resources
G. The duration of some specific cooperation projects is unreasonable
H. The charges for some specific cooperation projects are unreasonable
I. Cooperation goals are not clear enough
J. Others: (Please specify)
46. In your opinion, which of the following aspects should be more invested in by your university's funds related to internationalization construction?
A. Fees for going abroad on business
B. Fees for teachers and students having academic visits abroad
C. Fees for teachers and students participating in international conferences
D. Fees for operation and management of the university's overseas office
E. Fees for cultural communication activities of teachers and students going abroad
F. Others: (Please specify)
47. In addition to the impact of relevant internationalization policies, which of the following options do you think restricts your university's international cooperation?
A. Lack of a complete foreign-related management team
B. The overall professional level of the members working for foreign affairs is not high
C. Lack of funds for internationalization work
D. The awareness of various departments within the university to support international cooperation is not strong
E. The division of departments' work for internationalization construction is not clear and specific
F. The enthusiasm and participation of teachers and students in internationalization construction is not high
G. The forms of international cooperation are not diverse enough
H. Others: (Please specify)
48. Which of the following activities have you participated in since you have worked at your university?
A. Study abroad, including academic visits abroad

B. Participate in international conferences (including online and offline)
C. Publish articles or books in international journals
D. Participate in international joint experimental research
E. Overseas teaching
F. Served in international organizations/ academic associations/ international academic journals position
G. Work at an overseas cooperation site jointly established by your university and its cooperative partner
H. Go abroad on official business
I. Instruct international students to write or design their thesis or dissertation
J. Others: (Please specify)
K. Never participated in any international cooperation activities held in your university
L. Never participated in any international activities held out of your university
49. What are your expectations for future projects of your university's international cooperation that could be stressed?
A. Exchange of academic staff, teachers, and students
B. Joint scientific research projects
C. Language teaching cooperation projects
D. Exchanges of arts and diverse culture
E. Exchange of university's publication information
F. Exchange of course credits
G. Jointly establishing overseas research bases and practical training bases
H. Co-construction of courses
I. Studying for a degree
J. Holding international conferences
K. Others: (Please specify)
50. In your working environment, what kind of languages can you speak fluently?

A. Chinese Mandarin	B. English	C. Thai language	D. Other languages: (Please specify)
51. Which of the following ways do you think can promote the establishment of international cooperative relations between your university and other overseas institutions?			
A. Foreign affairs-related department directly contacts the target institution			
B. Through intermediary organizations or agencies			
C. Through recommendations from cooperative institutions			
D. Through recommendations from teachers and students on your university			
E. Through recommendations from the social elite			
F. The faculty or department in your university contactss directly with the target institution			
G. Others: (Please specify)			

Part III Evaluation of cooperation programs of IC between PU and CRRU (52-59)					
Rating scales (52-59)	1 = strongly disagree	2 = disagree	3 = neutral	4 = agree	5 = strongly agree
52. In the international cooperation relationship between the two universities, the cooperation tasks and goals are very clear.					
53. I am generally very satisfied with the current bilateral international cooperation programs being carried out.					
54. I am very satisfied with the relevant policy system construction of internationalization established in my university.					
55. I am very satisfied with the Global Internship Program (GIP) for undergraduates on the “2+1+1” model of Chinese International Education jointly built by both universities.					
56. I am very satisfied with the cooperative program on the “2+2” model of Applied English jointly built by both universities.					
57. I am very satisfied with the Lancang-Mekong Regional Education Cooperation					

Forum and its series of themed forums co-founded by both universities.					
58. I know well about the relevant works of the Chinese Language Center jointly built by both universities.					
59. I am very willing to actively introduce international cooperation projects carried out by my university to my families, friends, colleagues, and students.					

Format: Single-response (60-61)					
60. If you have opportunities to participate the projects for teachers jointly organized by both universities, such as the exchange of teachers and teachers' training, how long do you think is the appropriate time for these projects?					
A. Within 1 month	B. 1-3 months	C. Over 3 months			
61. When you are carrying out work related to international cooperation with CRRU/PU, which languages do you think can improve the efficiency of bilateral communication?					
A. Thai					
B. Chinese					
C. English					
D. Thai and Chinese					
E. Thai and English					
F. Chinese and English					
G. Thai, Chinese, and English					
Format: Multiple choice (Choose more than 1 answer) (62-66)					
62. What factors do you think must be considered when formulating relevant international cooperation policies in your university?					
A. Differences in cross-cultural communication					
B. Domestic background of both or more cooperative institutions					
C. Characteristics of disciplines and professional advantages of the target institution					
D. Geographic location of the target institution					
E. Convenient transportation					
F. Achievements on international education of the target institution					

G. The professionalism and efficiency of the relevant international affairs office in the target institution
H. Others: (Please specify)
63. Which of the following factors do you think have important references for evaluating the international cooperation projects carried out by both universities?
A. Both parties have shared missions and objectives
B. The cooperative partners have the advantage of relevant expertise to support the projects
C. On management and control of international cooperation projects, bilateral leaders in each university decentralize its power and set up specific departments to handle cooperative works
D. On the plan for international cooperation, there are appropriate investments in both time and money on each project
E. For international cooperation projects, not only having an appointed key player but also establishing a complete communication network to keep as many participants in frequent and regular contact as possible
64. What aspects of international cooperation do you think have been established by both universities?
A. Exchange of academic staff, teachers, and students
B. Joint scientific research projects
C. Language teaching cooperation projects
D. Exchange of arts and diverse culture
E. Exchange of university's publication information
F. Exchange of course credits
G. Jointly establishing overseas research bases and practical training bases
H. Co-construction of courses
I. Studying for a degree
J. Holding international conferences
K. Others: (Please specify)
65. What do you think are the main shortcomings in the development of the Lancang-Mekong Regional Education Cooperation Forum held by PU and its series of themed forums?
A. Insufficient internal and external publicity
B. Insufficient capabilities of coordination and organization

C. Insufficient depth and breadth of keynote speech content
D. Single format of forum activities
E. Few interactive activities during the forum
F. Single format of forum results recording
G. Low quality of translation during the forum
H. The review of publicity materials related to the forum is not strict, and there are some errors in the content
I. The communication in the early stage of preparation for the forum is not smooth
J. The release of forum-related information is too late
K. The order at the venue is a bit chaotic
L. The International Influenceis not high enough
M. Others: (Please specify)
66. To expand the publicity of the bilateral cooperation projects, what factors do you think can be further enhanced at your university level?
A. The department related to foreign affairs actively publicizes and promotes the cooperation projects between teachers and students
B. Based on voluntary registration, organizing targeted language course learning to teachers and students in the campus
C. Select outstanding representatives of project participants and invite them to publicize
D. Others: (Please specify)
Format: Open-ended questions (67-68)
67. For further enhancing international cooperation between PU and CRRU, could you please provide sincere suggestions on any aspect related to international affairs, such as policy making relevant to internationalization, management of the international affairs team, innovation of international affairs, etc. Thank you.
68. Besides the international cooperation plan formulated by the designated foreign affairs department at your university, should other relevant internal departments and faculties also develop their own plans or strategies for international cooperation? Please explain why. Thanks.

(2) FINAL ENGLISH VERSION OF INTERVIEW QUESTIONS

Participants	Statements
Administrators (1-16)	1. How do you evaluate the current international cooperation in your university? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.)
	2. Based on the development of internationalization in your university, what do you think of the advantages and disadvantages of your international cooperation?
	3. What are the weaknesses and challenges in your international cooperation? Please share your opinion on both the existing cooperation relations and the future cooperation relations.
	4. Based on your understanding of international cooperation, what are the ways or models for your international cooperation? (note: based on the reference of Bolsman and Miller's types, 2008)
	5. How do you evaluate the cooperation between your university and CRRU/PU? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.)
	6.On choosing cooperation partners, what are the key factors you must consider? (such as partner's geographic factors, academic reputation, and international ranking)
	7. Why did you choose PU as a cooperation partner at the early age of your school running?
	8. For pushing a further cooperation relationship between CRRU and PU, what are the biggest challenges and risks? How should the university handle these?
	9. If you could raise a claim for CRRU/PU on bilateral cooperation, what kind of support do you want it to provide?
	10. About the definition of international cooperation in higher education, some scholars think international cooperation is a series of activities combined by academic meetings, exchange of students and teachers, cooperative education with other

Participants	Statements
	countries, overseas student education, etc. Some scholars think that with the development of large-scale higher education and marketization in the 1960s, the definition of international cooperation in higher education is more and more related to the strategic alliances formed by partners from different countries. In your opinion, how do you define international cooperation in higher education?
	11. In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other?
	12. What do you think of the role of English in the internationalization process of your university?
	13. Do you think the development of internationalization should only take English as the communication medium for teaching, learning, international research, and so on? Or should we promote a multilingual policy including English? Why?
	14. When formulating policies related to internationalization and international cooperation, which factors need to be considered? Why?
	15. To create a good environment for international cooperation, which departments should make joint efforts at least?
	16. In your opinion, what are the basic qualities and requirements for staff working for international cooperation? Do you believe they should at least speak one foreign language?
Administrative staff (1-21)	1. How do you evaluate the current international cooperation in your university? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.)
	2. Based on the development of internationalization in your university, what do you think of the advantages and disadvantages of your international cooperation?
	3. What are the weaknesses and challenges in your international cooperation? Please share your opinion on both the existing cooperation relations and the future cooperation relations.

Participants	Statements
	4. What are the distinctive disciplines chosen for international cooperation in your university? (A. Philosophy B. Economics C. Law D. Education E. Literature F. History G. Science H. Engineering I. Agriculture J. Medicine K. Management L. Art M. Others: (Please specify)) Why choose these disciplines?
	5. How do you evaluate the cooperation between your university and CRRU/PU? Why? (Please use 1-5 scores to evaluate. 1 means the worst, and 5 means the best.)
	6. For pushing a further cooperation relation between CRRU and PU, what are the biggest challenges and risks from your department's/ school's/faculty's aspect? How should the university handle these?
	7. For further enhancing international cooperation relations between your university and overseas institutions, what kind of support do you want your university to provide to your department/faculty?
	8. (For foreign affairs department and related faculty) What levels of scholarships does your university provide for Chinese students/ Thai students?
	9. (For foreign affairs department and related faculty) What are the main channels for relevant office funds used for your university's internationalization construction? (references: A. Government's grant B. Self-raised by the university C. Donations from various domestic social groups D. Donations from alumni E. Donations from various international social groups F. Others: (Please specify))
	10. (For foreign affairs department) About the definition of international cooperation in higher education, some scholars think international cooperation is a series of activities combined by academic meetings, exchange of students and teachers, cooperative education with other countries, overseas student education, etc. Some scholars think that with the development of large-scale higher education and marketization in the 1960s, the definition of international cooperation in higher education is

Participants	Statements
	more and more related to the strategic alliances formed by partners from different countries. In your opinion, how do you define international cooperation in higher education?
	11. (For foreign affairs department) Jane Knight, the famous expert on internationalization theory in higher education, advances the theory of Two Pillars of Internationalization of Higher Education, which contains "at home" and "cross-border" two pillars. The contents included in these Two Pillars are domestic curriculum design, teachers and students exchange at home and abroad, international scientific research, establishment of international cooperation program, etc. All of these contents are mutually independent but blended. Based on the development of your international cooperation, which pillar do you think your university is more inclined toward? In future work, which pillar content will you invest more in? Or to invest in both pillars? Why?
	12. (For foreign affairs department) Are there any specific documents affecting/guiding the internationalization carried out by your university? What level of this document or these documents belongs to?
	13. (For foreign affairs department) Whether your university has formulated relevant management regulations for foreign teachers and foreign scientific researchers? Whether your university has established an evaluation policy for foreign teachers and foreign scientific researchers related to their teaching, scientific research, or teacher ethics? Besides, what policies and regulations have been formulated regarding internationalization work?
	14. (For foreign affairs department) How do you report international cooperation work to your university? In monthly, quarterly, final summary of each semester, or annual summary?
	15. (For foreign affairs department) In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other?
	16. What do you think of the role of English in the internationalization process of your university?

Participants	Statements
	17. (For foreign affairs department) Which languages does your university use to record relevant Sino-Thai international cooperation documents?
	18. Do you make relevant policies or strategies to support the university's internationalization in your department/faculty? If not, do you think making these policies is needed? Why? When formulating policies related to internationalization and international cooperation, which factors need to be considered? Why?
	19. To create a good environment for international cooperation, which departments should make joint efforts at least?
	20. In your opinion, what are the basic qualities and requirements for staff working for international cooperation? Do you believe they should at least speak one foreign language?
Lecturers (1-10)	1. Whether your university has formulated relevant policies for international curriculum construction?
	2. From the aspect of students, what do you think are the shortcomings of the international internship program? (notes: A. The base of students' professional knowledge is weak B. Students lack good Thai communication skills C. The student's ability to adapt to the new environment is not good D. The students' understanding of the cooperative project is insufficient E. Others: (Please specify))
	3. From the aspect of university cooperation, what areas do you think can be further improved in the international internship program? (notes: A. Expand the number of teachers of both parties B. Improve the quality of teaching and scientific research of both parties C. Improve the efficiency of communication and coordination between two parties D. Improve the training program or plan of the project E. Improve teaching methods and encourage innovation F. Simplify the administrative approval procedures within your university G. Encourage both parties to co-construct courses H. Improve project feedback and assessment mechanism I. Others: (Please specify)

Participants	Statements
	4. What shortcomings do you think exist in the cooperative “2+2” program? (notes: A. The base of students’ professional knowledge is weak B. Students lack good Thai communication skills C. The student's ability to adapt to the new environment is not good D. The students’ understanding of the cooperative project is insufficient E. Others: (Please specify))
	5. How do these faculty members or administrative staff in your university apply to participate in international mobility programs, such as exchanges, study abroad, joining international conferences, or teaching abroad?
	6. In your opinion, what is the relationship between internationalization and international cooperation? Are they equal to each other?
	7. What do you think of the role of English in the internationalization process of your university?
	8. In your opinion, what are the basic qualities and requirements for staff working for international cooperation? Do you believe they should at least speak one foreign language?
	9. Any suggestions for the university’s international cooperation work?
	10. If you could raise a claim for CRRU/PU on bilateral cooperation, what kind of support do you want it to provide?

APPENDIX F

QUESTIONNAIRE FOR PILOT RESEARCH

关于亚洲两所大学国际合作情况的问卷调查

尊敬的教师：

您好！此次调研旨在通过探寻中国普洱学院与泰国清莱皇家大学的国际化发展及国际合作情况的差异，为普洱学院国际化建设提供宝贵经验。所收集的数据仅用于学术目的，将不对您的参与带来任何影响。对于您的答案，没有正确与否之分，请您根据实际情况做选。所有数据将全部保密。

此次问卷共包含三个部分：第一部分为人口统计信息，第二部分为对本校国际化的自我评价，第三部分为对普洱学院与清莱皇家大学国际合作的评价。所有问题均按照主题内容进行排列，而不以问题形式排列。请您作答时，仔细阅读提示内容。感谢您的参与！

Survey on the International Cooperation Between the Two Asian Universities

Distinguished teachers,

The purposes of this survey are to explore the differences in international development and cooperation between Chiang Rai Rajabhat University in Thailand (CRRU) and Pu'er University in China (PU), and to provide valuable experience for the construction of international work of PU. The collected data is used for academic purposes only and will not have any impact on your participation. There is no right or wrong answer for each question. Please choose the answers based on your actual understanding. All the data will be kept confidential.

This questionnaire consists of three parts: the demographic information, the self-evaluation of the university's internationalization, and the evaluation of cooperation programs of international cooperation (IC) between PU and CRRU. All the questions are organized according to the themes of these three parts, but not in the format of questions. Please read the prompts carefully when you choose the answers. Thank you for your participation and precious time.

第一部分 人口统计信息

单选

1. 您在本校的工作年限是？

A. 少于1年　B. 1-5年　C. 6-10年　D. 10年及以上

2. 您的年龄在哪个范畴？

A. 25岁以下　B. 25-35岁　C. 35-45岁　D. 45岁以上

3. PU-您在本校的用工形式是？

A. 正式编制人员　B. 非正式编制人员

4. 您在本校的主要工作岗位性质是？

A. 科研人员　B. 教学工作人员　C. 行政管理人员　D. 行政科员或助理　E. 其他：（请注明）

第二部分 对本校国际化的自我评价

五分量表

表述	5非常同意	4同意	3中立	2不同意	1非常不同意
5. 我认为高等教育领域的国际合作在当今全球化世界中很重要。					
6. 我对本校已开展的国际合作很了解。					
7. 我认为国际合作对打造更加多元化和包容性的校园环境有很大作用。					
8. 我认为本校将全球视角很好地融入到了本校课程和教学方法。					
9. 关于高等教育国际化和高等教育国际合作二者的关系，我很赞同二者在含义上是等同的。					
10. 我认为建立对师生参与国际合作的激励性文件，对本校的国际化工作很重要。					

11. 我认为建立对教师出国留学的相关政策规定，对本校的国际化工作很重要。

12. 我认为制定国际化课程建设相关政策规定，对本校的国际化工作很重要。

13. 我认为制定国际合作相关活动的政策规定，对本校的国际化工作很重要。

14. 我认为制定外籍教师和外籍科研人员相关管理规定，对本校的国际化工作很重要。

15. 我认为建立对外籍教师和外籍科研人员相关教学工作、科研或师德师风的评价政策，对本校的国际化工作很重要。

16. 我认为制定因公出国境相关管理规定，对本校的国际化工作很重要。

17. 我对本校国际化相关政策制度体系建设很满意。

18. 我对本校关于留学生招收、培养、管理、服务等相关工作很满意。

19. 我对本校目前已经取得的国际合作成果很满意。

20. 我对本校与正式签署国际合作协议院校开展的实际工作成效很满意。

21. 我觉得引进外籍教师和外籍科研人员，对本校的国际化工作很重要。

22. 我觉得本校对国际合作提供了足够的政策支持和充足的财政支持。

23. 我认为成立专门的国际化工作领导小组、委员会或董事会等机构，对本

校的国际化工作很重要。

注意：从24题开始为单选题，但**25题**为过滤性问题

24.（本题为单选）结合本校的发展情况，您认为以下哪种类型的大学排名，对本校的国际化建设最有实际性的激励与指导作用？

A. QS世界大学排名	B. 泰晤士高等教育世界大学排名	C. 全球多维大学排名	D. 本国大学排名

25.（本题为过滤性问题，可选多个选项）继续上一个问题，为什么您选择该类大学排名？

A. 该排名的良好声誉	B. 该排名的权威性	C. 该排名系统所采用的指标与本校的发展相匹配	D. 其他：（请注明）

26. 请您根据以下关于高等教育国际化发展阶段的描述，选择您所在高校对应的阶段。

A. 前国际化阶段：文化同质性；构建校园社区	B. 结构国际化阶段：文化多样性；在师生方面，有限的跨文化互动、融合及个人成长	C. 社区国际化：文化多样性；在大学社区方面，高水平的跨文化互动、融合及个人成长	D. 能力国际化：具有跨文化能力的师生	E. 以上阶段均不符合

27. 您知道在学校总体发展战略规划中，学校是否制定了教育国际化战略以及中长期国际化发展规划？

A. 是	B. 否	C. 不清楚

28. 您认为各级政府相关国际化政策在高等教育国际合作中扮演一个什么角色？

A. 促进	B. 阻碍	C. 促进和阻碍都有	D. 促进和阻碍都没有	E. 很难评估

29. 您知道本校是否建立了鼓励师生参与国际合作交流的相关激励性文件吗

A. 是	B. 否	C. 不清楚

30. 您知道本校是否制定了国际化课程建设的相关政策规定吗？

A. 是　　B. 否　　C. 不清楚

31. 您知道本校是否制定了有关留学生招收、培养、管理等系统性的政策规定吗？

A. 是　　B. 否　　C. 不清楚

32. 您知道本校是否制定了与国际化工作开展相关的财务管理、报销政策规定吗？

A. 是　　B. 否　　C. 不清楚

33. 您知道学校是否制定了因公出国境相关管理规定吗？

A. 是　　B. 否　　C. 不清楚

34. 您觉得本校的双语课程数量大概在哪个范围？

A. 少于50门　B. 50-100门　C. 100-150门　D. 多余150门

35. 您了解到的本校已经正式签署的境外院校合作协议数量范围是？

A. 10个以下　B. 10-50个　C. 51-100个　D. 100个以上

36. 根据近来学校自身国际化发展的状况，您觉得正式签署的境外院校合作协议数量在多少范围合适？

A. 10个以下　B. 10-50个　C. 51-100个　D. 100个以上

37. 自您在本校工作以来，您参加国际交流合作活动的次数是？

A. 0次　　B. 1-5次　　C. 6-10次　　D. 10次以上

38. 在工作环境中，您如何评价您的英语运用能力？

A. 非常好，可以熟练使用口语和书面语	B. 好，可以正常使用口语和书面语	C. 一般，口语或书面语能正常使用其中一者	D. 不太好，口语和书面语不太能正常使用	E. 不好，口语和书面语都不能使用

39. 您认为学校为留学生提供哪种形式的教学更为合适？

A. 线下教学　B. 线上教学　C. 线上线下相结合的教学

40. 为了促进本校国际化建设，您认为应该倡导以下哪种语言政策？

A. 中文或泰语为主，英文为辅	B. 英文为主，中文或泰语为辅	C. 中文和英文为主，泰语为辅	D. 泰语和英文为主，中文为辅

E. 中文和泰语为主，英语为辅

F. 中文、泰语和英文为主，其他语种为辅

G. 其他语种为主，中文、泰语和英文为辅

H. 其他（请注明）

41. 您知道本校的年度工作报告中是否对国际合作相关情况进行总结部署？

A. 是　　B. 否　　C. 不清楚

42. 您知道本校是否设立了专门的国际化工作领导小组、委员会或董事会等机构，负责国际合作规划的制定、实施与保障？

A. 是　　B. 否　　C. 不清楚

注意：从43题开始为多选题

43. 您认为用于高校国际化排名的主要指标有哪些？

A. 国际学生构成

B. 国际教职工构成

C. 国际多样性构成

D. 引进和送出学生的流动性

E. 对国际学生的支持（宗教设施方面）

F. 国际联合出版物

44. 您认为本校开展国际合作的主要益处有哪些？

A. 提高教育质量

B. 让学生接触不同的观点和文化

C. 吸引顶尖人才（包括教师和学生）

D. 扩大国际研究机会

E. 加强学校的全球声誉

F. 增加学校经费收入

G. 其他：（请注明）

45. 您认为本校的国际合作主要面临的挑战或存在的障碍有哪些？

A. 缺乏国家教育层面的政策引导

B. 缺乏省内教育管理部门的相关指导性文件

C. 省厅部门各司其职，缺乏高等教育国际化工作的系统性和连贯性

D. 省厅部门各司其职，缺乏高等教育国际化工作的系统性和连贯性

E. 本校各部门各司其职，缺乏工作的系统性和协作性

F. 本校师生的国际化意识不够高， 对国际合作活动的关注度和参与度不够

G. 本校主管外事的部门工作专业性不够、缺乏外事经验

H. 本校外事工作队伍不完备、人数不足

I. 本校的外语教育教学水平不高

J. 其他：（请注明）

46. 您认为本校留学生招收、教学、管理等工作中，存在的不足有哪些？

A. 缺乏完备的管理队伍　B.工作人员的整体业务水平不高　C. 留学生相关工作经费缺乏　D. 留学生相关工作经验缺乏　E. 校内国际化建设工作分工不明细

F. 行政工作人员语言交流障碍　G. 相关人员跨文化沟通意识不强　H. 其他：（请注明）

47. 您了解到本校已经取得的国际合作成果集中在哪些方面？

A. 境外访学　B. 参加国际会议（含线上线下）　C. 在国际刊物发表文章或著作　D. 参加国际联合实验科研　E. 境外教学

F. 在国际组织/学术性协会/国际学术刊物担任职务　G. 到本校与合作伙伴共同创建的境外合作点工作　H. 因公出国境任务　I. 指导国际学术毕业论文或设计　J. 其他：（请注明）

48. 您认为本校在国际合作区域选择上，未来应该更重视哪些地区或国家？

A. 欧洲国家　B. 北美国家　C. 南美国家　D. 亚洲国家

E. 非洲国家　F. 大洋洲国家

49. 继续上一个问题，您觉得为什么选择这些地区？

A. 教育高度发达　B. 科学技术高度发达　C. 多样而独特的传统文化　D. 与本国良好的外交关系

E. 便利的交通　F. 相似的民族民俗文化　G. 其他：（请注明）

50. 如果合作院校或机构限制在亚洲，您觉得本校国际合作应该更多倾向于哪些地区？

A. 北亚　B. 南亚　C. 西亚　D. 东亚　E. 东南亚　F. 中亚

51. 继续上一个问题，您觉得为什么选择这些地区？

A. 教育高度发达　B. 科学技术高度发达　C. 多样而独特的传统文化　D. 与本国良好的外交关系

E. 便利的交通　F. 相似的民族民俗文化　G. 其他：（请注明）

52. 您觉得本校与正式签署国际合作协议院校开展的实际工作存在哪些不足？

A. 合作形式单一，缺乏创新　B. 具体合作项目的实施缺乏监管与评估反馈　C. 合作对象上倚重文科　D. 合作对象上倚重非文科　E. 双方沟通交流效率低下

F. 缺乏资金、师资等资源　G. 具体合作项目的开展时长不合理　H. 具体合作项目收费不合理　I. 合作目标不够明确　J. 其他：（请注明）

53. 您认为本校国际化建设相关办公经费，应该更多地投入到以下哪些方面？

A. 因公出国境　B. 师生出国访学　C. 师生参加国际会议　D. 学校在境外的办公场地运营及管理

E. 本校师生在境外开展的文化交流活动　F. 其他：（请注明）

54. 您认为除了相关国际化政策影响外，以下哪些选项制约本校的国际合作？

A. 缺乏完备的涉外管理队伍　B. 涉外工作部门成员的整体业务水平不高　C. 国际化工作经费缺乏　D. 校内各部门的国际协作意识不强

E. 校内国际化建设工作分工不明细　F. 师生对国际化建设的积极性与参与度不高　G. 国际合作形式不够多样　H. 其他：（请注明）

55. 自您在本校工作以来，您有过以下哪些国际交流合作活动？

A. 境外访学　B. 参加国际会议（含线上线下）　C. 在国际刊物发表文章或著作　D. 参加国际联合实验科研　E. 境外教学

F. 在国际组织/学术性协会/国际学术刊物担任职务　G. 到本校与合作伙伴联合创建的境外合作点工作　H. 因公出国境任务　I. 指导国际学术毕业论文或设计　J. 其他：（请注明）

K. 没有参加过

56. 您希望未来本校国际合作项目更多向哪些方面侧重？

A. 学术人员、师生交流互换　B. 联合科研项目　C. 语言教学合作项目　D. 艺术文化交流　E. 学校出版物信息的交流

F. 课程学分互换　G. 海外研究基地和实训基地共建　H. 课程共建　I. 攻读学位　J. 举办国际会议

K. 其他：（请注明）

57. 您觉得中泰高校签署的合作协议及其附加条例用哪种语言撰写合适？

A. 中文　B. 英语　C. 泰语　D. 其他语种：（请注明）

58. 您认为在开展本校的中泰国际合作活动时，相关宣传报道材料以哪几种语言记录比较合适？

A. 中文　B. 英语　C. 泰语　D. 其他语种：（请注明）

59. 在您的工作环境中，您能熟练使用以下哪几种语言？

A. 中文　B. 英语　C. 泰语　D. 其他语种：（请注明）

60. 您认为本校国际化建设，应该推行哪种或哪几种语言作为学校官方用语？

A. 中文　　B. 英语　　C. 泰语　　D. 其他语种：（请注明）

61. 您认为在进行中泰高校国际合作交流时，双方以哪种或哪几种语言进行交流更能凸显学校的国际化？

A. 中文　　B. 英语　　C. 泰语　　D. 其他语种：（请注明）

62. 您认为以下哪些方式能促进本校与境外院校或机构建立起国际合作关系？

A. 学校外事工作部门直接联系目标院校　　B. 通过中介机构　　C. 通过已合作的院校引荐　　D. 通过校内师生推荐　　E. 通过社会人士引荐

F. 学校有国际合作需求的学院或部门直接联系目标院校　　G. 其他：（请注明）

第三部分 对普洱学院与清莱皇家大学国际合作的评价五分量表

表述	5非常同意	4同意	3中立	2不同意	1非常不同意
63. 在两校的国际合作关系中，双方的合作任务和目标很清晰。					
64. 我对目前双方开展的国际合作项目总体上很满意。					
65. 我对本校已经形成的校内国际化相关政策制度体系建设很满意。					
66. 我对双方共建的、以“2+1+1”模式开展的汉语国际教育本科专业实习(IIP)项目很满意。					

67. 我对双方共建的、以“2+2”模式开展的应用英语合作项目很满意。

68. 我对双方共创办的澜湄流域教育合作论坛及系列主题论坛很满意。

69. 我对双方共建的中国语言文化中心开展的工作很了解。

70. 我很愿意积极地向身边的家人朋友同事学生介绍本校已开展的国际合作项目。

注意：71题开始为单选题

71. 自您在本校工作以来，您参加过两校共建的国际交流合作项目、会议或活动的次数是？

A. 0次 B. 1-5次 C. 6-10次 D. 10次以上

72. 如果有机会参加两校共同组织的教师互换交流、师资培训等教师培养项目，您觉得合适的活动时长是多长？

A. 1个月以内 B. 1-3个月 C. 3个月以上

73. 学校与CRRU/PU在开展国际合作相关活动时，您认为哪种或哪些语言可以提升双方沟通交流的效率？

A. 泰语 B. 中文 C. 英语 D. 泰语和中文 E. 泰语和英语

F. 中文和英语 G. 泰语、中文和英语

74. 您了解到的普洱学院参与实习项目的学生，在泰国实习的地域范围主要集中在？

A. 泰国北部地区 B. 泰国中部 C. 泰国南部 D. 不清楚

75. 您了解到的普洱学院参与实习项目的学生，在泰国实习的学校属于哪个层级？

A. 幼儿园 B. 小学 C. 初中 D. 高中 E. 大学 F. 不清楚

注意：76题开始为多选题

76. 您希望双方院校在哪些方面有进一步的合作？

A. 学术人 B. 联合科研 C. 语言教学 D. 艺术文化 E. 学校出版

员、师生交流互换	项目	合作项目	交流	物和信息的交流
F. 课程学分互换	G. 海外研究基地和实训基地共建	H. 课程共建	I. 攻读学位	J. 国际会议

K. 其他：（请注明）

77. 您认为在制定本校相关国际合作政策时，哪些因素是必须考虑的？

A. 跨文化交际的差异	B. 合作院校双方或多方所处的国内背景	C. 目标院校的特色学科和专业优势	D. 目标院校的地理区位	E. 便捷的交通方式
F. 目标院校的国际化成果	G. 目标院校相关国际事务处室的工作专业性和效率	H. 其他：（须注明名目）		

78. 您觉得以下哪些因素在对双方国际合作项目进行评价时，有重要的参考价值？

A. 在合作使命和目标上，双方具有一致性	B. 合作的一方具有相关专业知识优势，来支持双方的合作项目	C. 在合作项目管控上，双方校领导权力下放，校内有各自的管理部门	D. 在国际合作项目计划中，设置合理的项目时长和经费投入

E. 针对国际合作项目，既有专人负责，又建立了完善的联系沟通服务网络，以保持定期、尽

可能多的参
与者频繁联
系

79. 您了解到的两校已经在哪些方面建立和国际合作关系？

A. 学术人员、师生交流互换	B. 联合科研项目	C. 语言教学合作项目	D. 艺术文化交流	E. 学校出版物和信息的交流
F. 课程学分互换	G. 海外研究基地和实训基地共建	H. 课程共建	I. 攻读学位	J. 国际会议
K. 其他：（请注明）				

80. 您觉得澜湄流域教育合作论坛及系列主题论坛的开展，主要存在哪些不足？

A. 内外宣传力度不够	B. 筹备方的协调组织能力不够	C. 主旨演讲内容的深度、广度不够	D. 论坛活动形式单一	E. 会场互动活动较少
F. 论坛成果记录形式单一	G. 会场翻译质量不高	H. 论坛相关宣传材料审核不严、内容有少许错误	I. 论坛前期沟通不顺畅	J. 论坛相关信息发布迟缓
K. 会场秩序有点混乱	L. 国际影响力不够高	M. 其他：（请注明）		

81. 如果有机会参加两校共同组织的国际合作活动，您愿意参加哪几项？

A. 学术人员、师生交流互换	B. 联合科研项目	C. 语言教学合作项目	D. 艺术文化交流	E. 学校出版物和信息的交流
F. 课程学分互换	G. 海外研究基地和实训基地共建	H. 课程共建	I. 攻读学位	J. 国际会议
K. 其他：				

（请注明）

82. 为扩大对双方合作项目的宣传，您认为哪些因素是双方在学校层面可以进一步改进的？

A. 外事工作管理部门在师生中积极宣传双方的合作项目

B. 在双方校园内开展师生自愿报名、且有针对性的目的语课程学习

C. 评选优秀的项目参加者代表，并邀请其进行宣讲

D. 其他：（请注明）

注意:83题和84题为开放式问题

83. 为进一步加强普洱学院与清莱皇家大学的国际合作，请您针对本校国际化政策制定、外事团队管理、外事工作创新等任何方面提出宝贵意见。谢谢！

84. 除了本校外事部门制定的国际合作规划外，您是否觉得校内相关部门和二级学院也应该制定各自关于国际合作的规划或策略？请说明理由。谢谢！

APPENDIX G

ETHICAL EVALUATION RESULTS FROM MFU

Memorandum

Office	Research Administration Division, Mae Fah Luang University Research and Innovation Institute	Phone No. 7171 (Sirintip)
MFU	7742(1)/446	Date 7 February 2024
Subject	Notification for the result of protocol and related documents	
To	Miss Juan lei	

According to the principal investigator, Miss Juan lei, a doctoral degree student from the School of Liberal Arts had submitted a research project, A study of internationalization process in two Asian Universities: How international cooperation can be enhanced, Protocol code: **EC 24020-10.** The Mae Fah Luang University Ethics Committee on Human Research has received all documents since February 2, 2024.

The MFU Ethics Committee on Human Research has reviewed the research protocol as follows:

Approval

For more information, please contact Miss Sirintip Arintasai or ask for advice from the committee and secretary at the office of The MFU Ethic Committee on Human Research, Mae Fah Luang University, 4th floor, Academic services (AS) building or phone number 053-916-551, 053-917-170 or 053-917-171 or through the email rec.human@mfu.ac.th

Best Regards,

(Asst. Prof. Dr.Sivaporn Sivasinprasasn)

Committee and secretary

The Mae Fah Luang University Ethics committee on Human research

APPENDIX H

RESULTS OF KMO AND BARTLETT'S TEST (PU)

Table H1 Results of Kmo and Bartlett's Test (Pu)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.896
Bartlett's Test of Sphericity	Approx. Chi-Square	2757.004
	df	276
	Sig.	.000

Note n = 117

APPENDIX I

TOTAL VARIANCE EXPLAINED (PU)

Table I1 Total Variance Explained (Pu)

Total Variance Explained							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	11.902	49.590	49.590	11.902	49.590	49.590	9.680
2	3.365	14.019	63.609	3.365	14.019	63.609	8.648
3	1.590	6.626	70.235	1.590	6.626	70.235	7.668
4	1.074	4.476	74.711	1.074	4.476	74.711	5.694

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

APPENDIX J

TEST OF NORMALITY FOR 4 VARIABLES (PU)

Table J1 Test of Normality for 4 Variables (Pu)

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
IMAC	.165	117	.000	.902	117	.000
MOPO	.256	117	.000	.771	117	.000
GMIM	.094	117	.014	.941	117	.000
GMPE	.168	117	.000	.893	117	.000

a. Lilliefors Significance Correction

APPENDIX K

(1) STATISTICAL RESULTS OF FREQUENCY OF SINGLE-RESPONSE QUESTIONS (PU)

Note: marked by the option with the highest frequency

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
II20 - Based on the development of your university, which type of the following university rankings do you think plays the most practical incentive and guiding role for your internationalization construction?	Attitudes toward university ranking	A. QS World University Ranking	55	47.01	
PO22 - Do you know whether your university has formulated an educational internationalization strategy and a medium- and long-term development plan of internationalization in the university's overall strategic development plan?	Attention to the university's internationalization	A. Yes	65	55.56	
PO23 - What kind of roles for relevant policies of internationalization released by governments at all levels play a key role in international cooperation in higher education?		A. Facilitating	73	62.39	C. Both facilitating and hindering (n = 33, 28.21%)

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
PO24 - Do you know whether your university has established relevant incentive documents to encourage teachers and students to participate in international cooperation and exchange?		A. Yes	62	52.99	
PO25 - Do you know whether your university has formulated relevant policies for international curriculum construction?		C. Not clear	62	52.99	
PO26 - Do you know whether your university has formulated a series of relevant policies for international students, including admission, cultivation, management, etc.?		A. Yes	78	66.67	
PO27 - Do you know whether your university has formulated financial management and reimbursement policies related to internationalization work?		C. Not clear	57	48.72	
PO28 - Do you know whether your university has formulated regulations related to traveling abroad on business?		A. Yes	94	80.34	
GM29 - What do you think is the approximate number of bilingual courses in your university?		A. Less than 50	100	85.47	

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
GM30 - How many overseas university cooperation agreements have been signed by your university?		A. Less than 10	78	66.67	
GM31 - Based on your current international development, what do you think is an appropriate number of formally signed cooperation agreements with overseas institutions?		B. 10-50	77	65.81	
CO34 - Which form of teaching provided for international students do you think is more suitable?		C. Combination of online and offline teaching	97	82.91	
IM36 - Do you know whether the international cooperation has been summarized or planned in your university's annual work report?		A. Yes	69	58.97	
IM37 - Do you know whether your university has established a special international work leading group, committee, or board of trustees etc., to formulate, implement, and guarantee international cooperation plans?		C. Not clear	58	49.57	
CO33 - In your working environment, how do you evaluate your English usage ability?	Views on language policy	D. Somewhat good. I have	36	30.77	A. Very good. I can use both spoken and

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
		difficulty using both spoken and written English properly.			written English fluently. (n=9, 7.69%)
CO35 - To promote your university's internationalization, which of the following language policies do you think should be advocated?		C. Chinese and English are used dominantly, and Thai is used supplementarily.	42	35.9	F. Chinese, Thai, and English are used dominantly; other languages are used supplementarily. (n=39, 33.33%)
CO50 - In your working environment, how many languages can you speak fluently?		B. English	69	58.97	A. Chinese (n=32, 27.35%) C. Thai (n=9, 7.69%)
CO61 - When you are carrying out the work related to international cooperation with CRRU, which languages do you think can improve the efficiency of bilateral communication?		G. Thai, Chinese, and English	45	38.46	C. English (n=21, 17.95)

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
GM32 - How many times have you participated in international exchange and cooperation activities since you started working at your university?	Motivations for participating in international cooperation	B. 1-5	63	53.85	
TI60 - If you have opportunities to participate in the projects for teachers jointly organized by both universities, such as the exchange of teachers and teachers' training, how long do you think is the appropriate time for these projects?		C. Over 3 months	51	43.59	B. 1-3 months (n=50, 42.74)

(2) STATISTICAL RESULTS OF FREQUENCY FROM MULTIPLE RESPONSES (PU)

Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
NII21	A	62	33.9%	NIM42	A	82	17.5%	NAC49	A	102	15.2%
	B	59	32.2%		B	76	16.2%		B	72	10.8%
	C	61	33.3%		C	57	12.2%		C	90	13.5%
	D	1	0.5%		D	38	8.1%		D	73	10.9%
NII38	A	106	20.5%		E	51	10.9%		E	48	7.2%
	B	90	17.4%		F	24	5.1%		F	60	9.0%
	C	97	18.8%		G	54	11.5%		G	53	7.9%
	D	97	18.8%		H	58	12.4%		H	59	8.8%
	E	58	11.2%		I	28	6.0%		I	60	9.0%
	F	69	13.3%		J	1	0.2%		J	50	7.5%
NRE39	A	106	18.3%	NRE43	A	9	4.0%		K	2	0.3%
	B	106	18.3%		B	59	26.2%	NCO51	A	102	27.7%
	C	95	16.4%		C	8	3.6%		B	33	9.0%
	D	97	16.8%		D	31	13.8%		C	81	22.0%
	E	100	17.3%		E	112	49.8%		D	47	12.8%
	F	74	12.8%		F	6	2.7%		E	35	9.5%
	G	1	0.2%	NIM63	A	101	23.2%		F	69	18.8%

Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
NRE40	A	54	9.6%		B	97	22.3%		G	1	0.3%
	B	53	9.5%		C	77	17.7%	NPO62	A	96	16.8%
	C	52	9.3%		D	78	17.9%		B	95	16.7%
	D	65	11.6%		E	82	18.9%		C	101	17.7%
	E	76	13.6%	NIM64	A	92	19.1%		D	71	12.5%
	F	77	13.8%		B	34	7.1%		E	69	12.1%
	G	60	10.7%		C	74	15.4%		F	69	12.1%
	H	69	12.3%		D	60	12.4%		G	69	12.1%
	I	52	9.3%		E	21	4.4%	NII66	A	100	36.1%
	J	2	0.4%		F	37	7.7%		B	91	32.9%
NRE41	A	87	19.5%		G	40	8.3%		C	86	31.0%
	B	57	12.8%		H	32	6.6%				
	C	58	13.0%		I	56	11.6%				
	D	67	15.0%		J	35	7.3%				
	E	70	15.7%		K	1	0.2%				
	F	52	11.6%	NIM65	A	76	16.8%				
	G	55	12.3%		B	43	9.5%				
	H	1	0.2%		C	52	11.5%				
NRE44	A	20	5.6%		D	67	14.8%				

Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
	B	16	4.5%		E	33	7.3%				
	C	63	17.7%		F	37	8.2%				
	D	87	24.4%		G	19	4.2%				
	E	94	26.4%		H	15	3.3%				
	F	72	20.2%		I	15	3.3%				
	G	4	1.1%		J	17	3.8%				
NIM45	A	94	24.4%		K	12	2.6%				
	B	73	18.9%		L	64	14.1%				
	C	36	9.3%		M	3	0.7%				
	D	19	4.9%	NGM46	A	52	14.4%				
	E	38	9.8%		B	95	26.3%				
	F	52	13.5%		C	83	23.0%				
	G	24	6.2%		D	51	14.1%				
	H	13	3.4%		E	80	22.2%				
	I	34	8.8%	NPE48	A	27	10.7%				
	J	3	0.8%		B	62	24.6%				
NRE47	A	86	18.4%		C	22	8.7%				
	B	69	14.7%		D	15	6.0%				
	C	73	15.6%		E	11	4.4%				

Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
	D	58	12.4%		F	8	3.2%				
	E	60	12.8%		G	12	4.8%				
	F	63	13.5%		H	14	5.6%				
	G	58	12.4%		I	15	6.0%				
	H	1	0.2%		J	4	1.6%				
					K	35	13.9%				
					L	27	10.7%				

APPENDIX L

RESULTS OF KMO AND BARTLETT'S TEST (CRRU)

Table L1 Results of Kmo and Bartlett's Test (Crru)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.648
Bartlett's Test of Sphericity	Approx. Chi-Square	693.766
	df	276
	Sig.	.000

Note n = 53

APPENDIX M

TOTAL VARIANCE EXPLAINED (CRRU)

Table M1 Total Variance Explained (Crru)

Total Variance Explained							
Component	**Initial Eigenvalues**			**Extraction Sums of Squared Loadings**			**Rotation Sums of Squared Loadings[a]**
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**	**Total**
1	5.763	24.014	24.014	5.763	24.014	24.014	3.398
2	3.404	14.181	38.195	3.404	14.181	38.195	3.334
3	2.564	10.683	48.879	2.564	10.683	48.879	3.015
4	2.159	8.998	57.876	2.159	8.998	57.876	2.818
5	1.862	7.759	65.635	1.862	7.759	65.635	2.296
6	1.166	4.858	70.493	1.166	4.858	70.493	2.056

Extraction Method: Principal Component Analysis.

a.When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

APPENDIX N

TEST OF NORMALITY FOR 4 VARIABLES (CRRU)

Table N1 Test of Normality for 4 Variables (Crru)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
POREPE	.141	53	.010	.937	53	.008
GMIM	.122	53	.046	.967	53	.144
MOIM	.203	53	.000	.932	53	.005
GMMO	.143	53	.009	.891	53	.000
GMPO	.120	53	.055	.949	53	.024
IMAC	.302	53	.000	.871	53	.000

a. Lilliefors Significance Correction

APPENDIX O

(1) STATISTICAL RESULTS OF FREQUENCY OF SINGLE-RESPONSE QUESTIONS (CRRU)

Note: marked by the option with the highest frequency

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
II20 - Based on the development of your university, which type of the following university rankings do you think plays the most practical incentive and guiding role for your internationalization construction?	Attitudes toward university ranking	D. Your national university ranking	20	37.74	
PO22 - Do you know whether your university has formulated an educational internationalization strategy and a medium- and long-term development plan of internationalization in the university's overall strategic development plan?	Attention to the university's internationalization	B. Yes	32	60.38	
PO23 - What kind of roles for relevant policies of internationalization released by governments at all levels play a key role in international cooperation in higher education?		A. Facilitating	33	62.26	C. Both facilitating and hindering (n = 13, 24.53%)

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
PO24 - Do you know whether your university has established relevant incentive documents to encourage teachers and students to participate in international cooperation and exchange?		A. Yes	35	66.04	
PO25 - Do you know whether your university has formulated relevant policies for international curriculum construction?		A. Yes	44	83.02	
PO26 - Do you know whether your university has formulated a series of relevant policies for international students, including admission, cultivation, management, etc.?		A. Yes	46	86.79	
PO27 - Do you know whether your university has formulated financial management and reimbursement policies related to internationalization work?		A. Yes	27	50.94	C. Not clear (n = 24, 45.28%)
PO28 - Do you know whether your university has formulated regulations related to traveling abroad on business?		A. Yes	31	58.49	C. Not clear (n = 18, 33.96%)
GM29 - What do you think is the approximate number of bilingual courses in your university?		A. Less than 50	36	67.92	B. 50-100 (n = 16, 30.19%)

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
GM30 - How many overseas university cooperation agreements have been signed by your university?		A. 10-50	32	60.38	D. Over 100 (n = 6, 11.32%)
GM31 - Based on your current international development, what do you think is an appropriate number of formally signed cooperation agreements with overseas institutions?		B. 10-50	34	64.15	
CO34 - Which form of teaching provided for international students do you think is more suitable?		C. Combination of online and offline teaching	41	77.36	
IM36 - Do you know whether the international cooperation has been summarized or planned in your university's annual work report?		A. Yes	26	49.06	C. Not clear (n =23, 43.4%)
IM37 - Do you know whether your university has established a special international work leading group, committee, or board of trustees etc., to formulate, implement, and guarantee international cooperation plans?		A. Yes	44	83.02	c. Not clear (n = 7, 13.21%)
CO33 - In your working environment, how do you evaluate your English usage ability?	Views on language policy	D. Somewhat good. I have	18	33.96	B. Good. I can use both spoken and

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
		difficulty using both spoken and written English properly.			written English normally. (n = 17, 32.08%)
CO35 - To promote your university's internationalization, which of the following language policies do you think should be advocated?		B. English is used dominantly, and Chinese or Thai is used supplementarily./ D. Thai and English are used dominantly, and Chinese is used supplementarily.	14	26.42	A. Chinese or Thai is used dominantly, and English is used supplementarily. (n = 9, 16.98%)
CO50 (Multiple-response question) - In your working environment, how many languages can you speak fluently?		A. Chinese (n = 19, 35.85%) B. English (n = 33, 62.26%) C. Thai (n = 46, 86.79%) D. Others (n = 2, 3.77%)			

Items	Dimensions	Option	Number	Percentage (%)	Noticeably
CO61 - When you are carrying out the work related to international cooperation with CRRU, which languages do you think can improve the efficiency of bilateral communication?		G. Thai, Chinese, and English	16	30.19%	F. Chinese and English (n=12, 22.64%)
GM32 - How many times have you participated in international exchange and cooperation activities since you started working at your university?	Motivations for participating IC	B. 1-5	25	47.17%	D. Over 10 (n = 14, 26.42%)
TI60 - If you have opportunities to participate in the projects for teachers jointly organized by both universities, such as the exchange of teachers and teachers' training, how long do you think is the appropriate time for these projects?		B. 1-3 months	27	50.94%	

(2) STATISTICAL RESULTS OF FREQUENCY FROM MULTIPLE RESPONSES (CRRU)

Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
NII21	A	22	31.4%	NIM42	A	26	15.0%	NAC49	A	42	20.2%
	B	10	14.3%		B	26	15.0%		B	13	6.3%
	C	34	48.6%		C	22	12.7%		C	30	14.4%
	D	4	5.7%		D	12	6.9%		D	28	13.5%
NII38	A	39	23.9%		E	24	13.9%		E	13	6.3%
	B	37	22.7%		F	8	4.6%		F	20	9.6%
	C	28	17.2%		G	13	7.5%		G	12	5.8%
	D	16	9.8%		H	29	16.8%		H	18	8.7%
	E	18	11.0%		I	13	7.5%		I	17	8.2%
	F	25	15.3%		J	0	0.0%		J	15	7.2%
NRE39	A	49	25.9%	NRE43	A	16	13.4%		K	0	0.0%
	B	33	17.5%		B	19	16.0%	NCO51	A	33	23.6%
	C	25	13.2%		C	13	10.9%		B	24	17.1%
	D	30	15.9%		D	22	18.5%		C	28	20.0%
	E	25	13.2%		E	37	31.1%		D	23	16.4%
	F	26	13.8%		F	12	10.1%		E	11	7.9%
	G	1	0.5%	NIM63	A	32	22.9%		F	21	15.0%

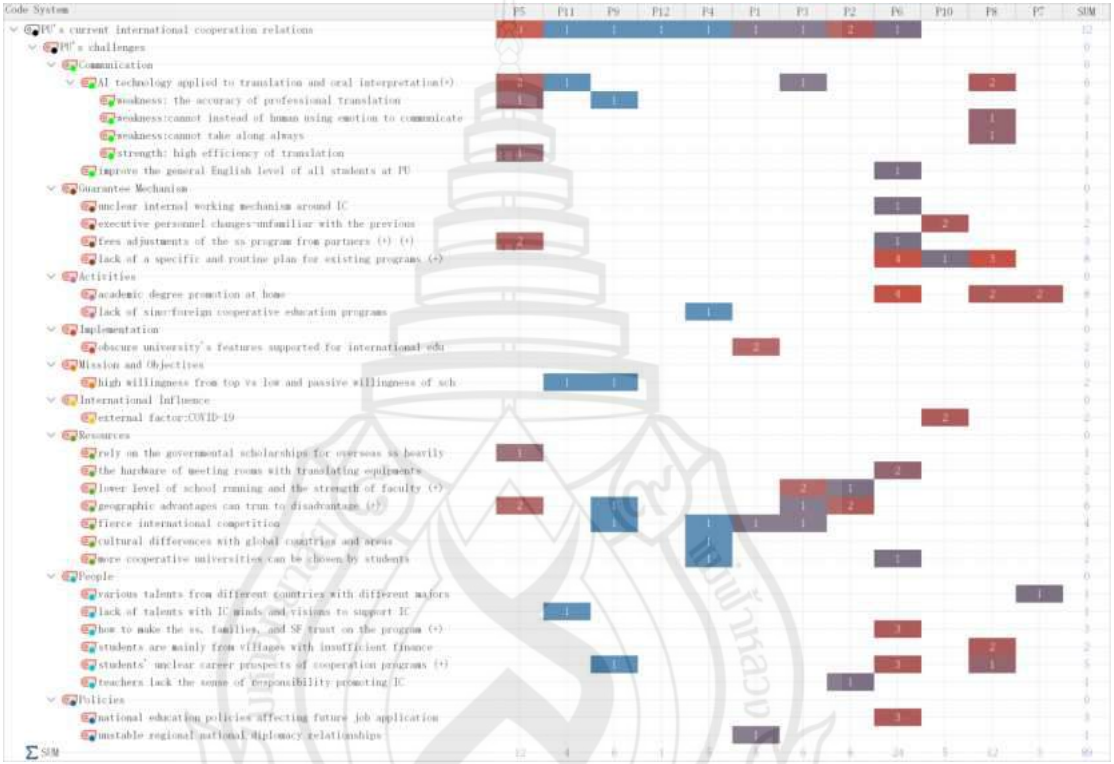
Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
NRE40	A	15	9.4%		B	35	25.0%		G	0	0.0%
	B	13	8.1%		C	28	20.0%	NPO62	A	33	18.8%
	C	21	13.1%		D	23	16.4%		B	22	12.5%
	D	19	11.9%		E	22	15.7%		C	32	18.2%
	E	22	13.8%	NIM64	A	45	24.2%		D	12	6.8%
	F	20	12.5%		B	11	5.9%		E	24	13.6%
	G	13	8.1%		C	28	15.1%		F	22	12.5%
	H	23	14.4%		D	25	13.4%		G	30	17.0%
	I	13	8.1%		E	10	5.4%		H	1	0.6%
	J	1	0.6%		F	20	10.8%	NII66	A	41	44.6%
NRE41	A	23	16.0%		G	5	2.7%		B	31	33.7%
	B	24	16.7%		H	16	8.6%		C	20	21.7%
	C	19	13.2%		I	18	9.7%	NPE48	A	31	22.8%
	D	14	9.7%		J	8	4.3%		B	26	19.1%
	E	20	13.9%		K	0	0.0%		C	14	10.3%
	F	27	18.8%	NIM65	A	32	30.2%		D	5	3.7%
	G	16	11.1%		B	16	15.1%		E	14	10.3%
	H	1	0.7%		C	7	6.6%		F	4	2.9%
NRE44	A	30	20.7%		D	13	12.3%		G	3	2.2%

Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
	B	17	11.7%		E	6	5.7%		H	16	11.8%
	C	26	17.9%		F	5	4.7%		I	9	6.6%
	D	24	16.6%		G	4	3.8%		J	4	2.9%
	E	23	15.9%		H	3	2.8%		K	4	2.9%
	F	24	16.6%		I	3	2.8%		L	6	4.4%
	G	1	0.7%		J	4	3.8%	NCO50	A	19	19.0%
NIM45	A	17	12.6%		K	3	2.8%		B	33	33.0%
	B	23	17.0%		L	5	4.7%		C	46	46.0%
	C	15	11.1%		M	5	4.7%		D	2	2.0%
	D	9	6.7%	NGM46	A	25	19.2%				
	E	17	12.6%		B	27	20.8%				
	F	21	15.6%		C	26	20.0%				
	G	12	8.9%		D	18	13.8%				
	H	11	8.1%		E	33	25.4%				
	I	10	7.4%		F	1	0.8%				
	J	0	0.0%								
NRE47	A	20	14.8%								
	B	23	17.0%								
	C	25	18.5%								

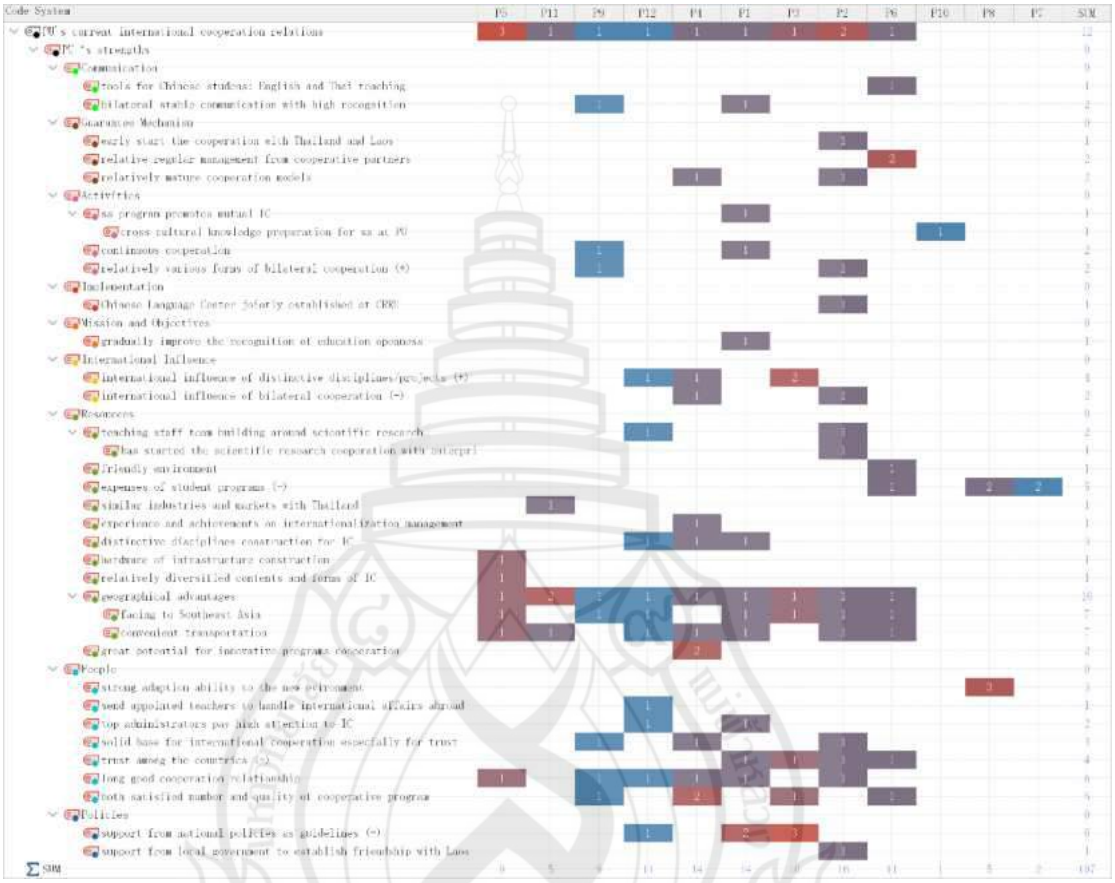
Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Responses Percent	Item	Choices	Responses N	Response percent
	D	12	8.9%								
	E	15	11.1%								
	F	19	14.1%								
	G	20	14.8%								
	H	1	0.7%								

APPENDIX P

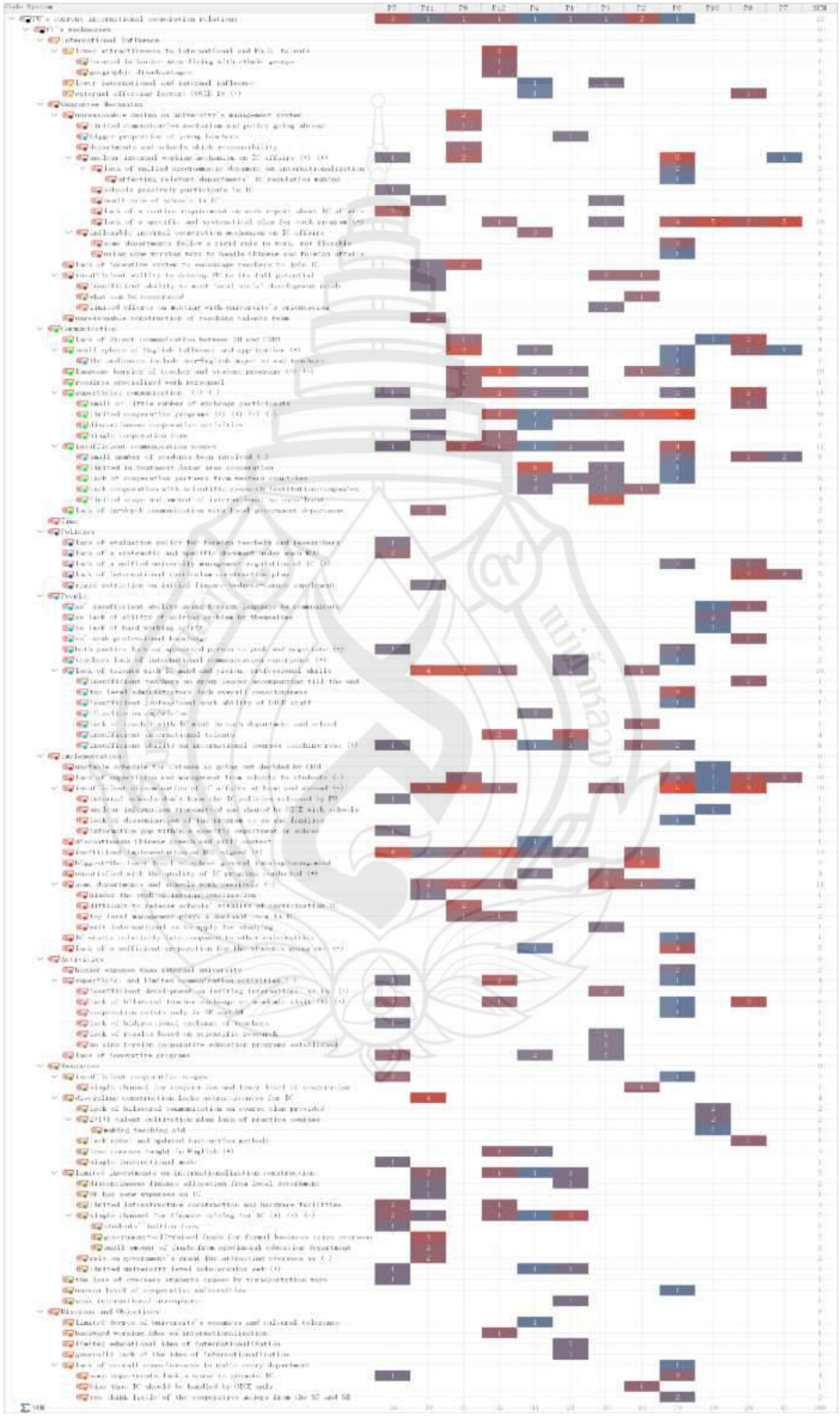
(1) CODE MATRIX OF CHALLENGES OF PU'S INTERNATIONAL COOPERATION



(2) CODE MATRIX OF STRENGTHS OF PU'S INTERNATIONAL COOPERATION

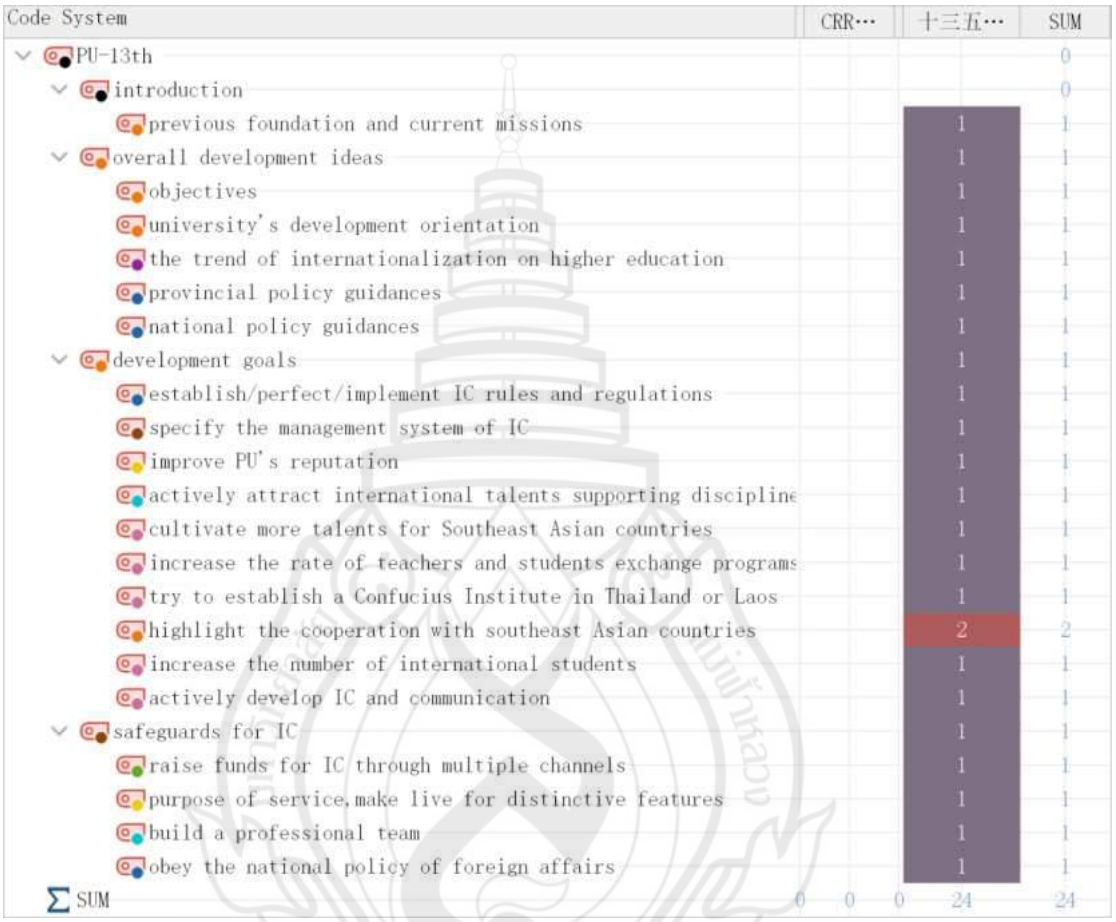


(3) CODE MATRIX OF WEAKNESSES OF PU'S INTERNATIONAL COOPERATION



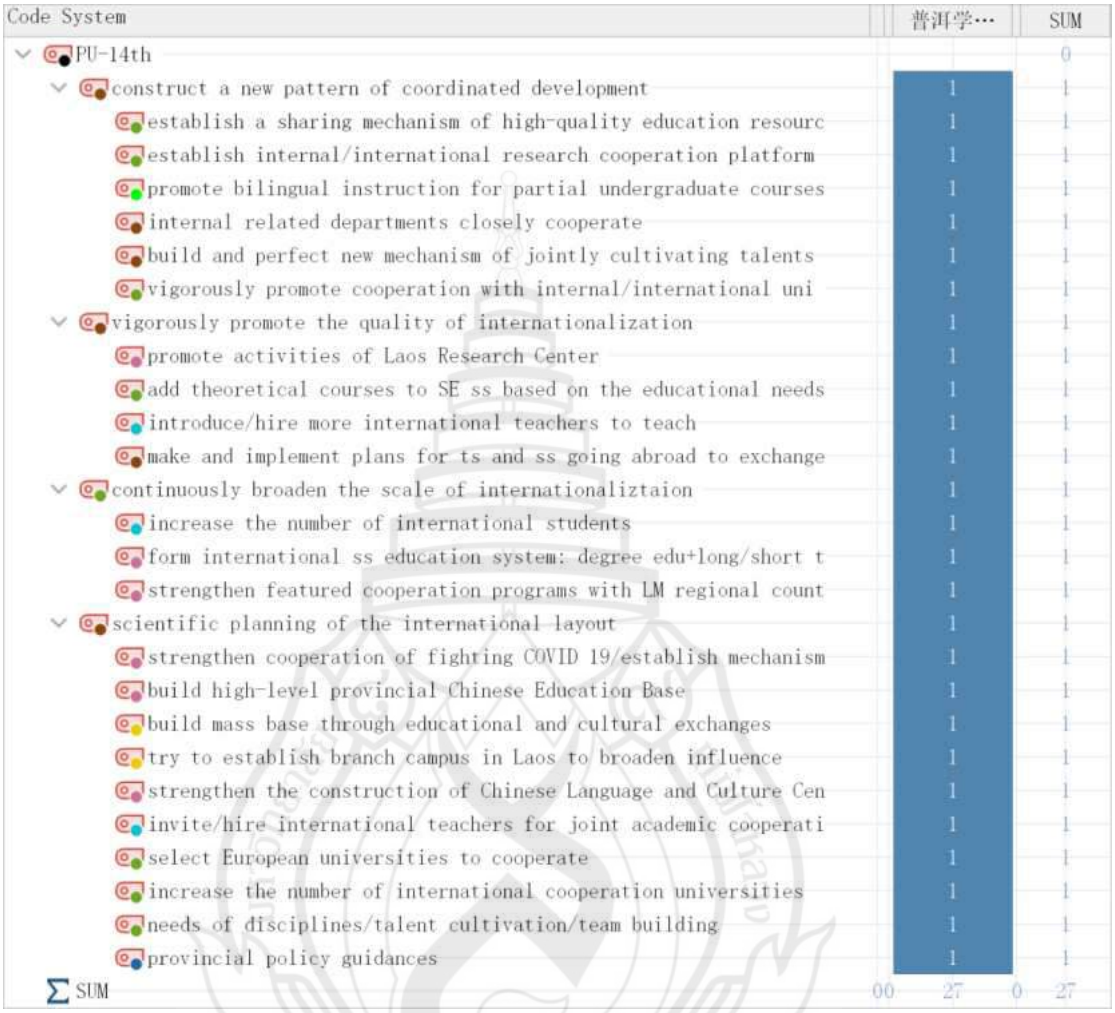
APPENDIX Q

(1) CODE MATRIX OF PU'S FIRST FIVE-YEAR PLAN



Code System	CRR…	十三五…	SUM
PU-13th			0
introduction			0
previous foundation and current missions		1	1
overall development ideas		1	1
objectives		1	1
university's development orientation		1	1
the trend of internationalization on higher education		1	1
provincial policy guidances		1	1
national policy guidances		1	1
development goals		1	1
establish/perfect/implement IC rules and regulations		1	1
specify the management system of IC		1	1
improve PU's reputation		1	1
actively attract international talents supporting discipline		1	1
cultivate more talents for Southeast Asian countries		1	1
increase the rate of teachers and students exchange programs		1	1
try to establish a Confucius Institute in Thailand or Laos		1	1
highlight the cooperation with southeast Asian countries		2	2
increase the number of international students		1	1
actively develop IC and communication		1	1
safeguards for IC		1	1
raise funds for IC through multiple channels		1	1
purpose of service, make live for distinctive features		1	1
build a professional team		1	1
obey the national policy of foreign affairs		1	1
SUM	0	24	24

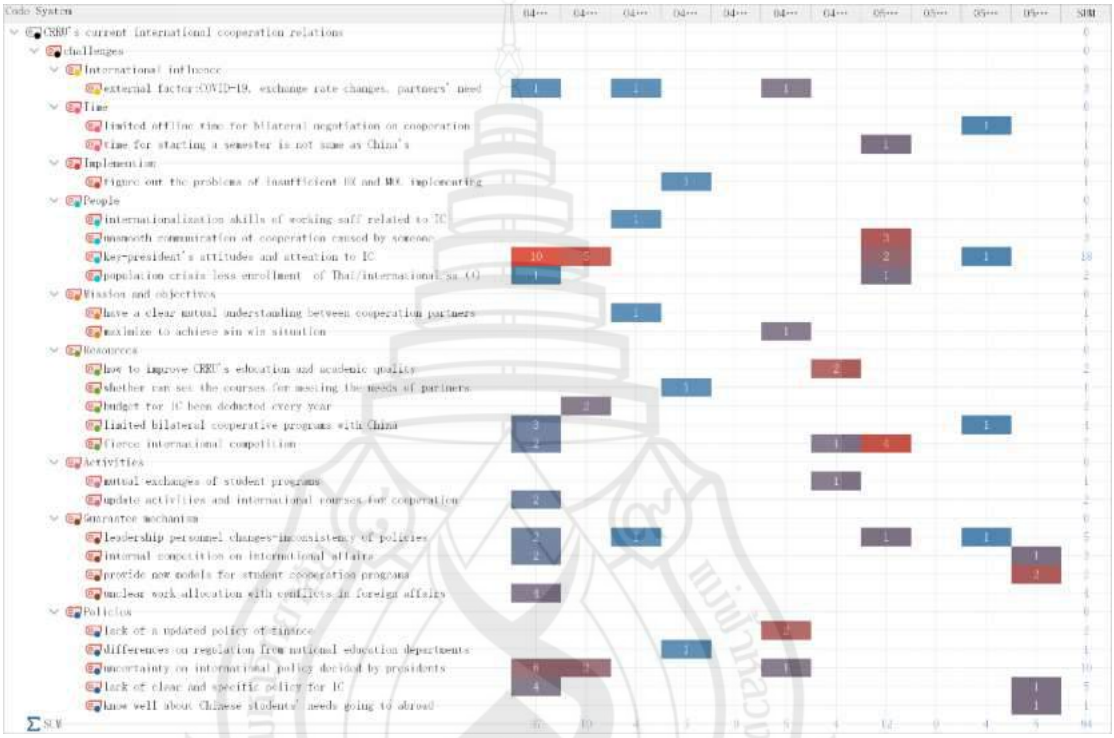
(2) CODE MATRIX OF PU'S SECOND FIVE-YEAR PLAN



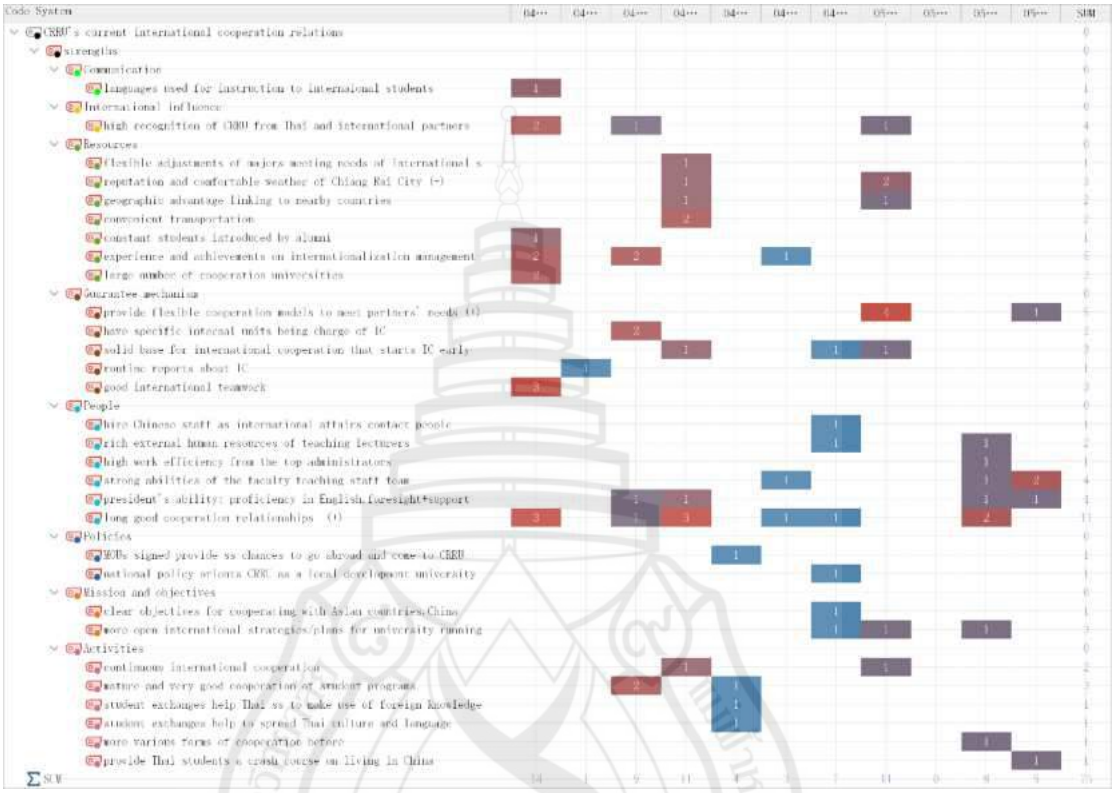
Code System	普洱学…	SUM
PU-14th		0
construct a new pattern of coordinated development	1	1
establish a sharing mechanism of high-quality education resourc	1	1
establish internal/international research cooperation platform	1	1
promote bilingual instruction for partial undergraduate courses	1	1
internal related departments closely cooperate	1	1
build and perfect new mechanism of jointly cultivating talents	1	1
vigorously promote cooperation with internal/international uni	1	1
vigorously promote the quality of internationalization	1	1
promote activities of Laos Research Center	1	1
add theoretical courses to SE ss based on the educational needs	1	1
introduce/hire more international teachers to teach	1	1
make and implement plans for ts and ss going abroad to exchange	1	1
continuously broaden the scale of internationaliztaion	1	1
increase the number of international students	1	1
form international ss education system: degree edu+long/short t	1	1
strengthen featured cooperation programs with LM regional count	1	1
scientific planning of the international layout	1	1
strengthen cooperation of fighting COVID 19/establish mechanism	1	1
build high-level provincial Chinese Education Base	1	1
build mass base through educational and cultural exchanges	1	1
try to establish branch campus in Laos to broaden influence	1	1
strengthen the construction of Chinese Language and Culture Cen	1	1
invite/hire international teachers for joint academic cooperati	1	1
select European universities to cooperate	1	1
increase the number of international cooperation universities	1	1
needs of disciplines/talent cultivation/team building	1	1
provincial policy guidances	1	1
SUM	00 27	0 27

APPENDIX R

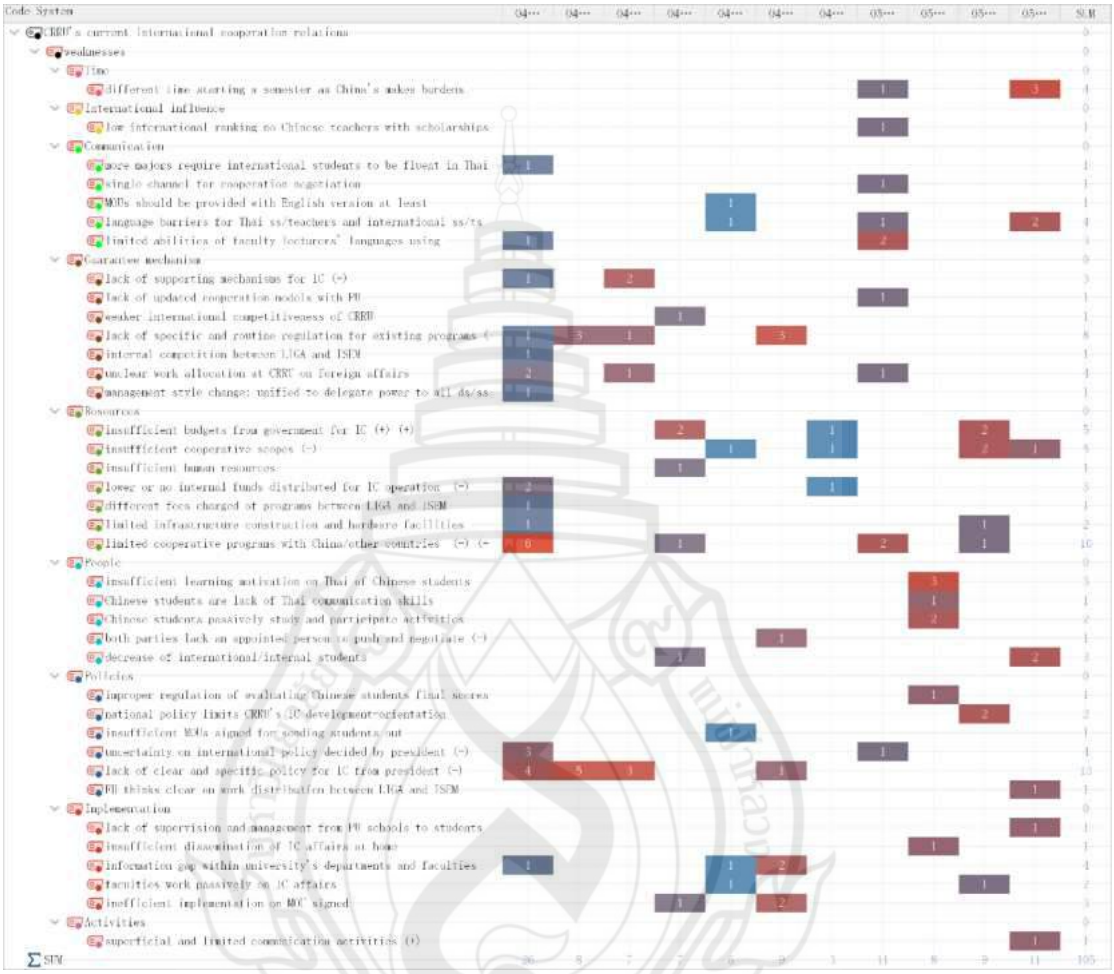
(1) CODE MATRIX OF CHALLENGES OF CRRU'S INTERNATIONAL COOPERATION



(2) CODE MATRIX OF STRENGTHS OF CRRU'S INTERNATIONAL COOPERATION

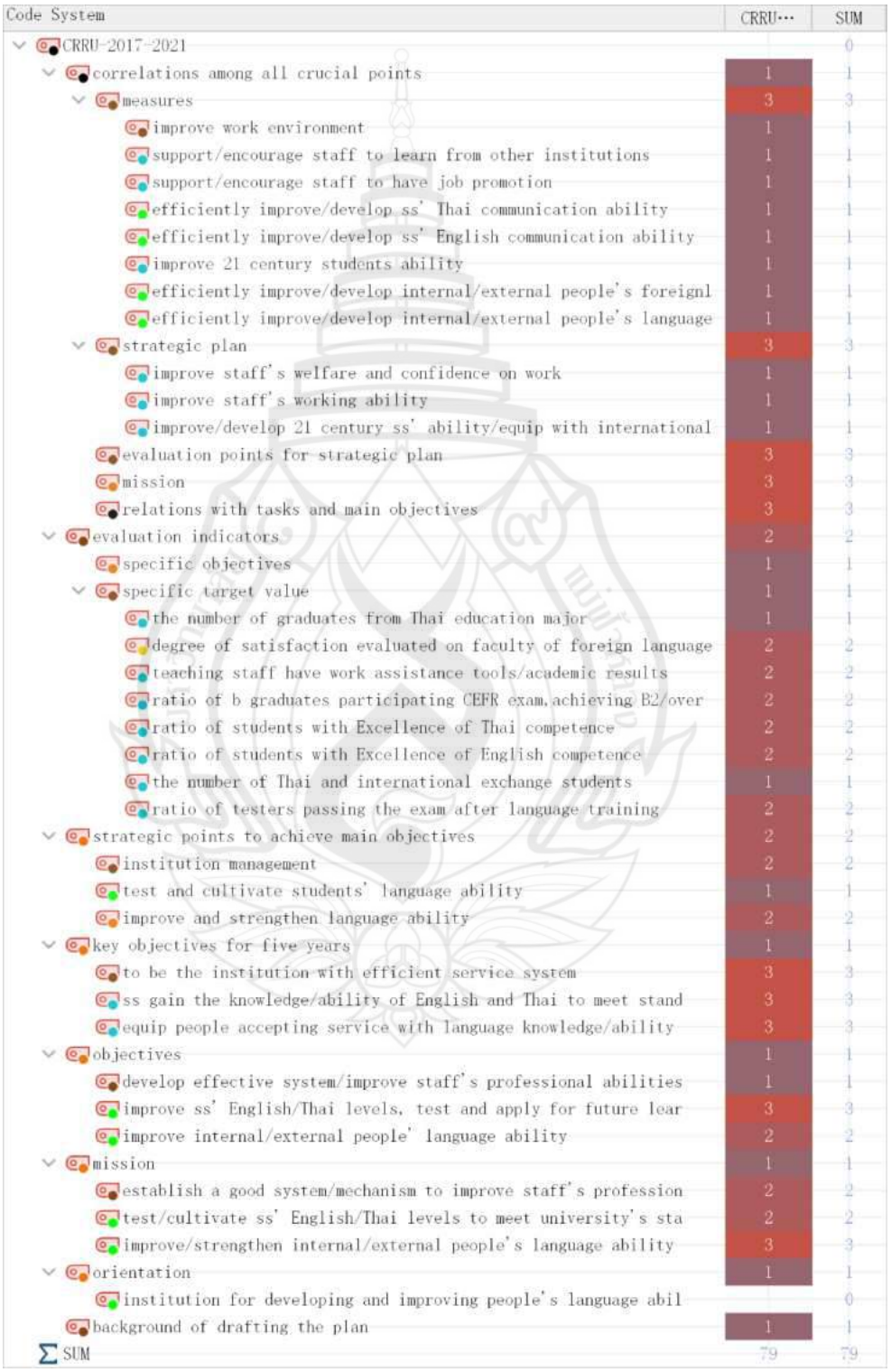


(3) CODE MATRIX OF WEAKNESSES OF CRRU'S INTERNATIONAL COOPERATION



APPENDIX S

(1) CODE MATRIX OF CRRU'S FIRST FIVE-YEAR PLAN



Code System	CRRU···	SUM
CRRU-2017-2021		0
correlations among all crucial points	1	1
measures	3	3
improve work environment	1	1
support/encourage staff to learn from other institutions	1	1
support/encourage staff to have job promotion	1	1
efficiently improve/develop ss' Thai communication ability	1	1
efficiently improve/develop ss' English communication ability	1	1
improve 21 century students ability	1	1
efficiently improve/develop internal/external people's foreignl	1	1
efficiently improve/develop internal/external people's language	1	1
strategic plan	3	3
improve staff's welfare and confidence on work	1	1
improve staff's working ability	1	1
improve/develop 21 century ss' ability/equip with international	1	1
evaluation points for strategic plan	3	3
mission	3	3
relations with tasks and main objectives	3	3
evaluation indicators	2	2
specific objectives	1	1
specific target value	1	1
the number of graduates from Thai education major	1	1
degree of satisfaction evaluated on faculty of foreign language	2	2
teaching staff have work assistance tools/academic results	2	2
ratio of b graduates participating CEFR exam,achieving B2/over	2	2
ratio of students with Excellence of Thai competence	2	2
ratio of students with Excellence of English competence	2	2
the number of Thai and international exchange students	1	1
ratio of testers passing the exam after language training	2	2
strategic points to achieve main objectives	2	2
institution management	2	2
test and cultivate students' language ability	1	1
improve and strengthen language ability	2	2
key objectives for five years	1	1
to be the institution with efficient service system	3	3
ss gain the knowledge/ability of English and Thai to meet stand	3	3
equip people accepting service with language knowledge/ability	3	3
objectives	1	1
develop effective system/improve staff's professional abilities	1	1
improve ss' English/Thai levels, test and apply for future lear	3	3
improve internal/external people' language ability	2	2
mission	1	1
establish a good system/mechanism to improve staff's profession	2	2
test/cultivate ss' English/Thai levels to meet university's sta	2	2
improve/strengthen internal/external people's language ability	3	3
orientation	1	1
institution for developing and improving people's language abil		0
background of drafting the plan	1	1
SUM	79	79

(2) CODE MATRIX OF CRRU'S SECOND FIVE-YEAR PLAN

Code System	CRRU-...	SUM
CRRU-2022-2026		0
strategies and projects aiming for promoting orientation/points	4	4
plan or projects	3	3
strategies	3	3
strategies and projects	2	2
project for improving the working environment	1	1
project for improving work efficiency and education exchange	1	1
project for improving staff's academic abilities	1	1
project for holding seminar of repository of literature in TCI	1	1
project for broadcasting and publishing scientific achievements	1	1
improve the quality of journal by Thai JO 2.0 system	1	1
project for improving international ss' social intercourse	1	1
project for international mutualexchanges of students/teachers	1	1
project for scientific research with external institutions	1	1
projects for Thai/English education talents cultivation	1	1
project for improving language ability in ASEAN countries	1	1
projects for testing students' language ability	1	1
project for improving ss Thai and English abilities	1	1
evaluating indicators and annual target value	2	2
annual target value	4	4
specific target value by 2026	2	2
objectives connecting points	4	4
connecting points with sustainable development goals	4	4
sustainable development cooperation	2	2
high quality education	2	2
mission connecting points	4	4
evaluating indicators	3	3
evaluating indicators	2	2
specific target value by the 2026	3	3
specific evaluating indicators	1	1
ratio of staff participating professional ability training	2	2
achievements published of scientific research and innovation	2	2
journal been recognized and listed in TCI database	2	2
degree of satisfaction evaluated by international students on	4	4
the number of Thai and international exchange students	2	2
times for scientific research with internal and external inst	2	2
ratio of international students graduating from Thai/English	2	2
ratio of students with Excellence of Thai competence	2	2
ratio of students meeting/over B2 level of CEFR	2	2
ratio of testers passing the exam after language training	2	2
specific objectives	1	1
institution culture	1	1
think together, do it together, and develop together	1	1
institutional properties	1	1
focus on improving language ability and promoting IC	1	1
strategic measures	1	1
build a proper environment to improve work efficiency	2	2
improve and promote staff's professional abilities	2	2
actively broadcast scientific/academic innovation achievements	1	1
strengthen international cooperation on scientific research	2	2
develop Thai cultivation plan and text for foreigners-CEFR	2	2
improve students' level to meet 21 century/international level	2	2
strategic points	1	1
establish and manage the institution	1	1
broadcast scientific research achievements	2	2
promote international cooperation of scientific research	1	1
improve language ability	1	1
objectives		0
to be a institute with humanitarian spirit	2	2
journal-media broadcasting high-quality scientific achivements	2	2
to be support and management center for students exchanges	2	2
to be a center of foreign language teaching	2	2
to be a center of improving language development	2	2
missions	1	1
establish department management system,and develop mechanism	1	1
support/disseminate achievements of anthropology/sociology	1	1
strengthen academic cooperation with external institutions	1	1
test and improve students' language ability to international s	1	1
orientations	1	1
support ss/talents/local to improve language ability	1	1
mission-spirit	1	1
improve language ability, connect the international	1	1
Σ SUM	122	122

APPENDIX T

CODES WITH THE FRENQUENCY OF THE MOUS SIGNED

MOU (2014-2018)		MOU (2018-2023)		MOU (2023-2028)	
Codes	**Frequency**	**Codes (frequency)**	**Frequency**	**Codes**	**Frequency**
1. PE ▪10-15 exchange students from each university annually (1) ▪1-2 teachers respectively, chosen as visiting scholars (1) ▪Requirements for visiting scholars (1)	**3**	**1. PE** ▪Exchange of academic staff, researchers and students (1)	**1**	**1. PE** ▪Exchange of academic staff, researchers and students (1)	**1**
2. AC ▪Short-term communication project (1) ▪Long-term communication project (1) ▪Project for degrees (2+2 cooperative pattern) (2)	**4**	**2. AC** ▪Exchange of academic staff, researchers and students (1) ▪Collaboration and exchange of research projects (1) ▪Collaboration programs enhancing language study and teaching in both institutions (1)	**6**	**2. AC** ▪Exchange of academic staff, researchers and students (1) ▪Collaboration and exchange of research projects (1) ▪Collaboration programs enhancing language study and teaching in both institutions (1)	**6**

MOU (2014-2018)		MOU (2018-2023)		MOU (2023-2028)	
Codes	**Frequency**	**Codes (frequency)**	**Frequency**	**Codes**	**Frequency**
		▪The cooperation and exchange of art and culture (1) ▪Exchange of the university publications and information (1) ▪Other potential cooperation in relevant areas (1)		▪The cooperation and exchange of art and culture (1) ▪Exchange of the university publications and information (1) ▪Other potential cooperation in relevant areas (1)	
3. PO	**0**	**3. PO**	**0**	**3. PO**	**0**
4. MO	**0**	**4. MO**	**0**	**4. MO**	**0**
5. TI ▪Short-term communication project (1) ▪Long-term communication project (1) ▪Learning periods for 2+2 pattern (1) ▪Language knowledge required before the 1st semester (1)	**7**	**5. TI**	**0**	**5. TI**	**0**

MOU (2014-2018)		MOU (2018-2023)		MOU (2023-2028)	
Codes	**Frequency**	**Codes (frequency)**	**Frequency**	**Codes**	**Frequency**
▪Language preparation: 1-year Thai or Chinese language course (1) ▪Students must live in the arranged dormitories during their first year at CRRU (1) ▪Students are allowed to apply for living off-campus in the second semester at CRRU (1)					
6. RE ▪Courses setting (2)	**2**	**6. RE**	**0**	**6. RE**	**0**
7. CO ▪Language preparation: 1-year Thai or Chinese language course (1) ▪Language training (3)	**4**	**7. CO**	**0**	**7. CO**	**0**
8. GM ▪Tuition charging standards (6)	**23**	**8. GM**	**3**	**8. GM**	**3**

MOU (2014-2018)		MOU (2018-2023)		MOU (2023-2028)	
Codes	**Frequency**	**Codes (frequency)**	**Frequency**	**Codes**	**Frequency**
▪Related fee standards (local transportation fees, scale of fees, round trip fees, teaching facilities and other courses, medical insurance, personal expenses) (7) ▪Regulation on salary and other welfare enjoyed by visiting scholars (1) ▪Dormitory management (2) ▪Requirements for MOU going into effect (2) ▪Credits and certificate gained with requirements for 2+2 pattern (1) ▪Both universities accept students at their willingness to study (2) ▪2-3 scholarships offered by both universities individually (2)		▪Requirements for the enforcement and implementation of the agreement (3)		▪Requirements for the enforcement and implementation of the agreement (3)	
9. II	**0**	**9. II**	**0**	**9. II**	**0**

MOU (2014-2018)		MOU (2018-2023)		MOU (2023-2028)	
Codes	**Frequency**	**Codes (frequency)**	**Frequency**	**Codes**	**Frequency**
10. IM ▪Annual evaluation and feedback (1)	**1**	**10. IM**	**0**	**10. IM**	**0**
Total number of codes	**44**		**10**		**10**
Trilingual versions: Chinese, Thai, and English		Monolingual version: English		Monolingual version: English	

APPENDIX U

(1) SUMMARY OF PU'S DATA ANALYSIS RESULTS

	Research questions	**Data type**	**Analysis methods**	**Findings**	**Compared to the synthesized framework**
	RQ1: How do these two universities conduct their international cooperation individually? - What are the challenges in each university's international cooperation? What are the strengths and	Likert Five-point rating scales	Descriptive analysis	- Participants were satisfied with the university's internationalization and bilateral international cooperation between PU and CRRU. Greater variance in the responses about the integration of global vision and curriculum instruction, and the satisfaction with the establishment of policy systems.	---

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
Results of quantitative data analysis	weaknesses of each university that affect their international cooperation?				
	RQ1: How do these two universities conduct their international cooperation individually? - What are the challenges in each university's international cooperation? - What are the strengths and	Merging types of questions of the questionnaire	Descriptive analysis **Sources**	1. PE dimension (1) Weaknesses - Most participants lacked professional knowledge and experience in international cooperation affairs. - Participants passively participated in the international cooperation activities. - The university lacked publicity for the policies, regulations, and documents within the university.	PE, CO
		Merging types of questions of the questionnaire		2. AC dimension (1) Strengths - The stability of long-term cooperation (2) Challenges - The publicity of international student affairs	- AC, CO

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	weaknesses of each university that affect their international cooperation? - **Research questions**	**Data type**		- The diverse forms of international cooperation activities	
				3. PO dimension (1) Weaknesses - Insufficient dissemination of policies and regulations related to international cooperation affairs - Unsound policy system	- PO, CO
				4. MO dimension (1) Challenges - A gap existed in the integration between professional academic knowledge understanding and the formulation of mission and objectives for current institutional policies and cooperation MOUs.	- MO, PO
				5. TI dimension (1) Suggestions - Consideration of time arrangement for cooperation programs	- TI, AC

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				6. RE dimension (1) Weaknesses - Limited financial support - Unbalanced financial spending on international programs - Insufficient publicity of relevant financial policies	- RE, CO
				7. CO dimension (1) Weaknesses - Insufficient English proficiency of staff (2) Suggestions - A trilingual language policy, including Chinese, English, and Thai	- CO, PE, PO
				8. GM dimension (1) Strengths - A relatively sound working mechanism, including the establishment of a working leading group and a specialized office for conducting international cooperation affairs	- GM, PE

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				(2) Weaknesses - Uneven working quality for the working staff at the specialized office handling international cooperation affairs - Unclear work distribution for international cooperation affairs among the departments	
				9. II dimension (1) Challenges - Fierce competition from both the internal and external environment (2) Weaknesses - Insufficient publicity of classic international cooperation activities in the internal and international environments	- II, CO
				10. IM dimension (1) Strengths - Relatively diverse forms of international cooperation - Stability of long-term cooperation with CRRU	- IM, AC

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				(2) Weaknesses - The current cooperation stayed at a relatively superficial level.	
				- **Findings**	- **Compared to the synthesized framework**
Results of qualitative data analysis	RQ3: What are the key factors that should be integrated into the guidelines for improving PU and CRRU's international cooperation?	Open-ended questions	Content analysis of Item 67	- Three components with the highest frequency: AC, PO, PE Statistics could reveal that the existing international cooperation, policies supporting international cooperation, and the service from the teamwork related to international cooperation cannot meet participants' growing needs.	5 components involved: AC, PE, II, GM, and PO.
	RQ3: What are the key factors that should be integrated into the guidelines	Open-ended questions Interviews	Content analysis of Item 68	- Disagreement with the highest response: internationalization policymaking should be chiefly made by the specific administrative department, which can realize the unified	5 components involved: PO, RE, AC, GM, and PE.

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	for improving PU and CRRU's international cooperation? RQ1: How do these two universities conduct their international cooperation individually? - What are the challenges in each university's international cooperation? What are the strengths and weaknesses of each			management and coordination of international affairs. - Agreement with the highest response: all the departments and faculties were units constituted as a whole university, and the overall internationalization construction required all units' efforts. They should make their own department/ faculty/ school policies. - Suggestion: the university should have an in-depth investigation within the campus and adopt the more valuable opinions from administrative staff and lecturers when executive administrators made the university's international policies.	
			Profiles of interviewees	- The overall level of work experience and professional learning experience of the management team members working for international cooperation was relatively low.	---

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	university that affect their international cooperation? RQ2: What are the characteristics of international cooperation in each target university?				
	RQ1: How do these two universities conduct their international cooperation individually? - What are the challenges in each	Interviews Policy texts	Challenges	- Three components with the highest frequency: GM, AC, and CO - PU lacked specific and routine mechanisms for managing, supervising, and implementing each existing cooperative program; the changeless cooperation programs cannot meet students' future learning needs and would affect the number of student participants. AI technology could support international communication, but it	9 components were involved, except TI.

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	university's international cooperation? What are the strengths and weaknesses of each university that affect their international cooperation? RQ2: What are the characteristics of international cooperation in each target university? **Research question**			cannot replace human communication.	
			Strengths	- Three components with the highest frequency: RE, PE, PO Geographic advantages, cooperation relationships, and policy supports were the dominant strengths for PU's international cooperation. However, the strengths of geographic advantages can be turned into hindering factors,	9 components were involved, except TI.
			Weaknesses	- Three components with the highest frequency: IM, GM, CO - The publicity of international cooperation activities at PU was urgent to be improved to expand the scope of cooperation. Exploring the mechanism to guarantee existing cooperation programs was crucial for enhancing stable development. Furthermore, the limited cooperation forms around student programs and language instruction needed to be innovated with	9 components were involved, except TI.

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				the updated needs from both teachers and students.	
			University's 1st Five-Year plan	- AC and MO took larger proportions, indicating that the Mission and Objectives heavily influenced the goals set for the Activities. - It can be inferred that PU truly followed the government's policy orientations and integrated them into the university's MO.	8 components were involved: AC, AU, PO, PE, RE, II, MO, and GM. (AU: academic concept understanding)
		Policy texts **MOUs signed by PU and CRRU together**	2nd Five-Year plan	- AC and RE took larger proportions, indicating that the second Five-Year Plan focused on the specific activities to be implemented and more resource integration. - The lowest proportion of PO could indicate that PU redesigned the top-level plan orientation and started from the immediate needs for the university's development.	7 components were involved: AC, PO, PE, CO, RE, II, and GM.
			commonness	- AC was shared: could be treated as the specific indicators to evaluate the goals; PU expected more international cooperation to be	---

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				accomplished. - RE was highlighted: PU gradually turned to value the integration of resources to support its international cooperation.	
				-	
	RQ2: What are the characteristics of international cooperation in each target university?		1st version	- More details with specific information about student programs. - Trilingual versions, including Chinese, Thai, and English.	7 components were involved, except PO, MO, and II..
	RQ2: What are the characteristics of international cooperation in each target university?		2nd version	- More purposeful and concise MOU contents were provided. The scales of cooperation aiming for cooperative activities were stated clearly and directly. - Monolingual in English. - Suggestions: the considerations of the languages used for content understanding that could affect the work efficiency of workers in the related departments who handled or supported the implementation of MOUs.	3 components were involved: PE, AC, and GM.

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				Trilingual versions of MOUs, including Chinese, Thai, and English, were suggested. - Broaden the publicity of the MOU contents.	
			3rd version	- More purposeful and concise MOU contents were provided. The scales of cooperation aiming for cooperative activities were stated clearly and directly. - Monolingual in English. - Suggestions: the considerations of the languages used for content understanding that could affect the work efficiency of workers in the related departments who handled or supported the implementation of MOUs. Trilingual versions of MOUs, including Chinese, Thai, and English, were suggested. Broaden the publicity of the MOU contents.	3 components were involved: PE, AC, and GM.

(2) SUMMARY OF CRRU'S DATA ANALYSIS RESULTS

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
Results of quantitative analysis	RQ1: How do these two universities conduct their international cooperation individually? - What are the challenges in each university's international cooperation? What are the strengths and weaknesses of each university that affect their	Likert Five-point rating scales	Descriptive analysis	- Participants were satisfied with the university's internationalization and bilateral international cooperation between PU and CRRU; - Almost all the participants agreed with the contribution of international cooperation in building a diverse and inclusive campus. Lower publicity of the university or less attention from participants to the work of the Chinese Language Center jointly by both universities	---

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	international cooperation?				
	RQ1: How do these two universities conduct their international cooperation individually? - What are the challenges in each university's international cooperation? - What are the strengths and weaknesses of each university that affect their	Merging types of questions of the questionnaire	Descriptive analysis **Sources**	1. PE dimension (1) Strengths - The overall staff's rich working experience and their experience of participating in international activities - Participants actively participated in international cooperation activities. - The university conducted relatively efficient publicity for its policies, regulations, and documents.	PE, CO
		Merging types of questions of the questionnaire **Data type**		2. AC dimension (1) Strengths - The stability of long-term cooperation with CRRU - The efficient publicity of international student affairs (2) Challenges - The international cooperation form was expected to be expanded.	- AC, CO
				3. PO dimension	- PO, PE, CO

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	international cooperation? - **Research questions**			(1) Strengths - The sound policy system around the university's internationalization - Higher awareness of the participants to participate in international cooperation activities - The university conducted good publicity for those policies.	
				4. MO dimension (1) Challenges - A gap existed between the professional academic knowledge understanding and the integration of mission and objectives into the current institutional policies. (2) Strengths - The integration of a global vision with curriculum instruction	- MO, PO
				5. TI dimension (1) Suggestions - Participants preferred short-term cooperation	- TI, AC

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				activities for teacher programs.	
				6. RE dimension (1) Challenges - The current financial distributions cannot meet the needs of activities related to the teacher and student programs, and respondents expected the university to diversify financial distributions. (2) Suggestions - Future financial budget plans should include multiple financial distributions.	- RE, PO
				7. CO dimension (1) Strengths - The overall level of participants' English proficiency was relatively moderate, which could support their normal communication for international cooperation. - The number of participants who could speak Chinese fluently was a bonus for enhancing the communication and cooperation with Chinese	- CO, PE, PO

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				partners. (2) Suggestions - A trilingual policy, including English, Thai, and Chinese, could promote the university's internationalization.	
				8. GM dimension (1) Strengths - CRRU had a relatively sound working mechanism for international cooperation, including the establishment of a working leading committee and a specialized office for conducting international cooperation affairs. (2) Weaknesses - The uneven working quality for the working staff at the specialized office - The unclear work distribution for international cooperation affairs among the departments	- GM, PE
				9. II dimension (1) Challenges	- II, CO

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
				- The university faced fierce competition from both internal and international environments. (2) Weaknesses - The insufficient publicity for the new cooperation programs	
				10. IM dimension (1) Strengths - The relatively diverse forms of international cooperation activities - The stability of long-term cooperation with PU	- IM, AC
				- **Findings**	- **Compared to the synthesized framework**
	RQ3: What are the key factors that should be integrated into the guidelines for improving PU and	Open-ended questions	Content analysis of Item 67	- Three components with the highest frequency: PO, AC, CO Statistics could reveal that insufficient publicity on international cooperation programs and relevant policies made by the university, and not all the working staff from relevant international departments and faculties	8 components were involved: PO, GM, AC, CO, IM, RE, PE, and II.

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
Results of qualitative analysis	CRRU's international cooperation?			knew about the university's international programs established.	
	RQ3: What are the key factors that should be integrated into the guidelines for improving PU and CRRU's international cooperation? RQ1: How do these two universities conduct their international cooperation individually? - What are the	Open-ended questions Interviews	Content analysis of Item 68	- No comments with the highest response number; - Agreement with the second highest response number; three components with the highest frequency were PO, PE, GM.	8 components were involved: GM, CO, PE, RE, MO, PO, TI, and AC.
			Profiles of interviews:	- The professional level of the management team of CRRU related to international cooperation, including working experience and learning background, could be better than PU's team	---

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	challenges in each university's international cooperation? - What are the strengths and weaknesses of each university that affect their international cooperation? RQ2: What are the characteristics of international cooperation in each target university?				
	RQ1: How do these	Interviews	Challenges	- Three components with the highest frequency: PE,	9 components were

	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	two universities conduct their international cooperation individually? - What are the challenges in each university's international cooperation? - What are the strengths and weaknesses of each university that affect their international cooperation?	Policy texts		PO, RE - The determinant role of the president's power on CRRU's international cooperation; the privilege of CRRU's president in influencing the university's policies; the fierce competition from domestic and external universities	involved, except CO.
			Strengths	- Three components with the highest frequency: PE, RE, GM - Good personal relationships could promote bilateral cooperation; a relatively mature management team was the solid base to assist international cooperation; and a flexible mechanism could provide more chances for innovating cooperation.	8 components were involved, except TI and IM.
			Weaknesses	- Three components with the highest frequency: PO, RE, GM - The main reason for the lack of a clear and specific policy for international cooperation was heavily influenced by the president. The limited cooperative programs were mainly around language teaching and	9 components were involved, except MO.

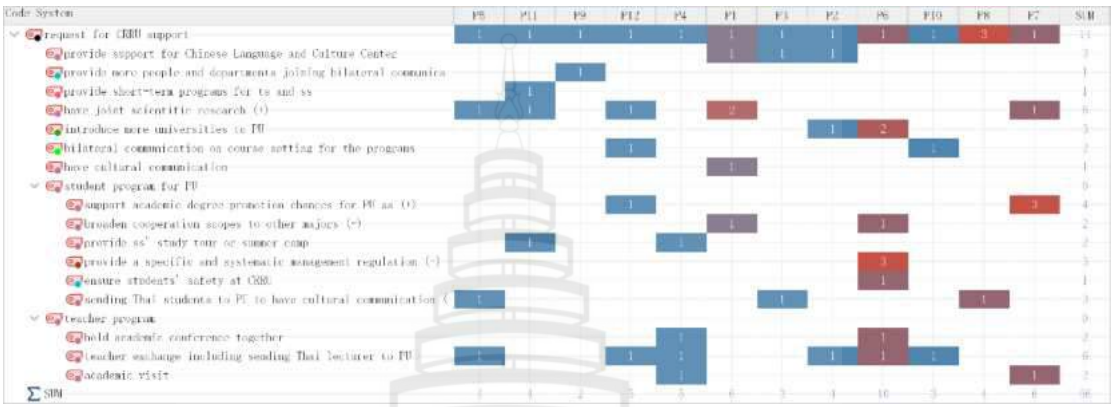
	Research questions	Data type	Analysis methods	Findings	Compared to the synthesized framework
	RQ2: What are the characteristics of international cooperation in each target university?			students' academic promotion forms. The lack of specific and routine regulations for existing programs hindered the development of CRRU's international cooperation.	
			University's 1st Five-Year plan	- PE and CO took the greater proportions, which revealed the close integration of the university's orientation and the policy plan, serving for local development and people's language promotion.	5 components were involved: PE, CO, II, MO, and GM.
		Policy texts	2nd Five-Year plan	- AC, PE, and CO accounted for higher proportions, which indicated close integration of the university's orientation and the policy plan, supported by clearer indicators from specific activities.	7 components were involved: TI, AC, PE, CO, RE, II, and MO.
			Commonness	- PE and CO were shared: the orientation of LIGA had been regulated to focus on improving and developing internal and external people's language abilities, not only the international cooperation affairs.	---
				-	

APPENDIX V

SUGGESTIONS FOR ENHANCING BILATERAL INTERNATIONAL COOPERATION (PU)

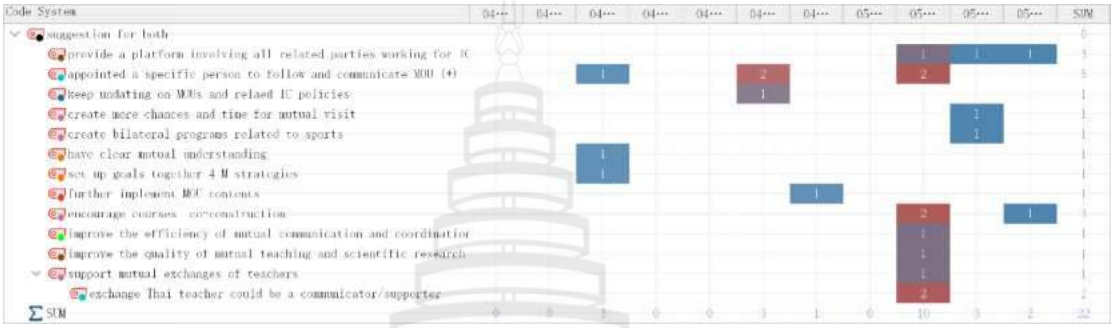
APPENDIX W

REQUESTS FOR CRRU'S SUPPORT



APPENDIX X

SUGGESTIONS FOR ENHANCING BILATERAL INTERNATIONAL COOPERATION (CRRU)



APPENDIX Y

REQUESTS FOR PU'S SUPPORT

CURRICULUM VITAE

NAME Juan Lei

EDUCATIONAL BACKGROUND

2016 Master of Liberal Arts in English Oral Interpretation
Yunnan Normal University, Kunming City, China

2013 Bachelor of Liberal Arts in English
Honghe University, Mengzi City, China

WORK EXPERIENCE

2017 - present Administrative staff member
Office of International Cooperation and
Exchange Affairs, Pu'er University, China

PUBLICATIONS

Lei, J. (2022). Exploration on the Cultivation Program of Lao International Students in Pu'er University of Yunnan Province in China. *Health Environment, 6.* http://future-asia.or.jp/readings.html

Lei, J. (2022). Attitudes toward China English: A systematic review (2018-2022). *The 1st National Conference on Chinese Studies.* Thai-Chinese Strategic Partnership Relations of the Modern Era.

SEMINAR REPORT

The article 'Attitudes toward China English: A Systematic review (2018-2022)' is presented and collected in the 1st National conference on Chinese studies, Thai-Chinese strategic partnership relations of the modern era. ISBN (e-Book): 9786164700710.

The article 'A Comparative Analysis of University Students' Attitudes Toward China English, Chinese English, and Global Englishes: Insights from Three Research Studies' is presented in the 22nd Asia TEFL International Conference.

RESEARCH PROJECTS

2018	Pu’er University school-level project: Chinese-English translation strategy study of the fourth chapter in Chinese Hani Nationality
2023	Yunnan provincial project: Exploration of localization model of internationalization in Chinese local universities- Taking example of Pu’er University