

Bottom up Internationalization Strategy – Case Study on Internationalization at Universitas Muhammadiyah Yogyakarta (UMY)

ACHMAD NURMANDI

Abstract

This paper describes the process of internationalization at Universitas Muhammadiyah Yogyakarta (UMY) through organizational transformation as a part of a personal action project of the International Dean's Course. In 2009, university management changed the organizational structure to support university internationalization by setting up an international office. This organizational transformation affects the decision making process, especially related to internationalization.

Keywords: internationalization, organisational change, structural change and procedural change.

Introduction

Internationalization in higher education is widely understood as being a university's response to the economic, social and cultural changes known as globalization (Valiulis, 2006). Universitas Muhammadiyah Yogyakarta is trying to respond to the changing global world, particularly in Asia. Universitas Muhammadiyah Yogyakarta (UMY) is one of the leading Indonesian private universities, ranked according to the National Accreditation Board and listed among the best ten universities in Indonesia. UMY's students numbered 12.567 in the academic year 2011/2012. There are 25 available study programmes, including undergraduate and post-graduate studies. UMY has cooperated with 25 universities abroad to

extend the international network. There are three goals that the university would like to attain from this cooperation, i.e. student mobility, lecturer mobility and the internationalization of all of existing departments. International events have been successfully held at UMY such as the International Conference on Public Organization (ICONPO), the International Nursing Conference, the International Conference on Sustainable Innovation and International Conference on Communication and Multiculturalism. UMY has been internationally recognized in the global *4ICU*-- the current ranking is based upon an algorithm including five unbiased and independent web metrics extracted from three different search engines: Google Page Rank, Alexa Traffic Rank, Majestic Seo Referring Domains, Majestic Seo Citation Flow and Majestic Seo Trust Flow--and *Webometrics*. Between five and eight years ago, UMY started to collaborate with a total of 25 universities and international institutions. Today, the twenty-five study programmes at UMY collaborate with various universities around the world. Memorandums of understandings specify that each department should enter into research collaboration, should support student exchange and participate in joint academic forums at an international level.

Formally, UMY has four study programmes with International Programme status, which symbolizes the beginning of an international institution through educational exchange, foreign lecturer recruitment, exchange lecturer and scientific international forum cooperation. This effort requires the development of an organizational strategy and initiative to guide the university, faculty, departments, and supporting units.

This strategic internationalization is facing difficult obstacles. From the 387 existing lecturers, only 20 % are ready to participate in international activities such as visiting lecture, joint research, and international publication. This is demonstrated by the low number of papers submitted by lecturers in international forums. By 2012, only seventy-eight papers were submitted by sixty different lecturers of various faculties and 48 papers published in international journals. Lecturers and college students are two important drivers of internationalization. Several steps were undertaken by the university management to encourage lecturers to participate in international academic activity, to increase lecturer mobility, and to promote the publication of their research. An increasing number of international activities will require significant changes in the university management. These changes are not favoured by all, neither from college students, lecturers, nor by staff.

This paper will explain the organizational strategy of encouraging internationalization through the amendment of organizational structure, organizational process, and culture. The transformation must overcome cultural problems among lecturers, academic personnel, leadership at the executive level, and non-educational staff in supporting the internationalization agenda.

Theoretical Review

The Internationalization of the University

Many terms are used to refer to the internationalization of a university. Some use the term world class university (WCU). Jamil Salmi (2009: 19–20) identified a WCU as an institution that has highly sought graduates, leading-edge research, and is successful in technology transfer. Success can generally be attributed to three interdependent sets of factors in a top university: (a) a high concentration of talent (faculty and students); (b) abundant resources resulting in a rich learning environment and advanced research; and (c) favourable governance features that encourage strategic vision, innovation, and flexibility, enabling institutions to make decisions and to manage resources without being encumbered by bureaucracy. Furthermore, he argues one way of accelerating the transformation into a world-class university is to use internationalization strategies effectively (2009: 60). These strategies enrich the quality of the learning experience by adding a multicultural dimension, attract foreign professors and researchers, facilitate publication, and promote an international, professional staff to assist in the university's transformation (2009: 61–63).

Internationalization was defined by Jane Knight (1994) as the process of integrating an international or intercultural dimension into the teaching, research, and service functions of an institution. Brandenburg & Federkeil (2007) make a distinction between “internationalization” and “internationality,” i.e., between process and result. They define “internationality” as a status of international activities at an institution at a given time. Internationalization is thus intended to increase this level of internationality in a specified time frame. Both definitions above imply an understanding of the internationalization of a university as a continuous process aimed to integrate international and intercultural dimensions into learning, research, and dedication to community. As a part of this process, universities need to understand the internationalization process as one that is sustainable, starting from the low level to the upper level of the management. This process of study and research is involving foreign students and lecturers.

Jamil Salmi also states that time is an important dimension that needs to be factored into the strategic plan of the aspiring world-class university. Developing a culture of excellence does not happen overnight (Miller, 2007b), innovation and continuous improvement require certain cultural attitudes and commitment. The cultural change and the commitment of the decision maker become important factors as well as the increasing of their capability to interact with the international world.

Generally speaking, the aims of internationalization are as follows (Valiulis, 2006: 1):

- To promote multicultural and intercultural education;
- To contribute the improvement of the learning experiences of exchange students at host institutions;
- To contribute improving the teaching experiences of teachers who instruct exchange students in mixed groups with home students;
- To improve the level of intercultural competences of all those involved in university education;
- To raise awareness within universities regarding multiculturalism;
- To consider the exchange students' specific needs in the classroom;
- To promote continuous staff training for multi-culturalism and interculturalism.

Sporn's (1996) said organizational culture in the process of internationalization of universities such as the collegial process and executive authority are acknowledged as necessary to position the university to bring about substantive, integrated, university-wide internationalization in responding to pervasive and rapidly changing global environmental demands. Internationalization, viewed as an organizational adaptation, requires its articulation by the leadership while simultaneously institutionalizing a strategic planning process that represent and participate in which it recognizes and utilizes the power of the culture which it occurs. Davies (1993) noted that university management can apply four strategies in internationalization:

a. Quadrant A: ad hoc-marginal

The amount of international business is relatively small, sporadic, irregular, often knee-jerk way, with many loose ends in term of procedure and structure.

b. Quadrant B: systematic-marginal

The amount of business is still relatively small, but is well organised and coordinated. Areas of international activity are precise and explicit procedures in an ordered and systematic manner.

c. Quadrant C: ad hoc-high centrality

The amount of international business is considerable across a number of different categories and a wide range of market segment and client group. Whereas there may be some strong areas, marketing is usually ill-focused.

d. Quadrant D: systematic-high centrality

There is a large volume of international work in many categories, which reinforce each other and have intellectual coherence. The international mission is explicit and followed through with specific policies and supporting procedures.

Davies (1993) also said those categories are blurred in practice, but useful to analyse the position of a university's internationalization strategy with such a framework. Most universities will start their international endeavours in Quadrant A and move toward following quadrant or mix strategy.

The change that happens in universities is generally accidental in order to maintain the organization's existence. Ian Palmer et al (2009: 25) identified the strategy which accidentally conducted by the organization in making changes. First, empirical-rational strategies assume that people are rational and follow their own self-interest. Effective change occurs when it can be portrayed as desirable and aligned with the interest of the group affected by the change. Secondly, normative-educative strategies assume that change occurs when people dispense with their old normative orientations and commit to new ones. Producing change intentionally according to this approach involves altering not just their knowledge and information, but their attitudes and values as well. Thirdly, power-coercive strategies rely upon those with greater power to influence the behaviour and compliance of those with lesser power. Power may be exercised through legitimate authority or through other, less legitimate and more coercive means.

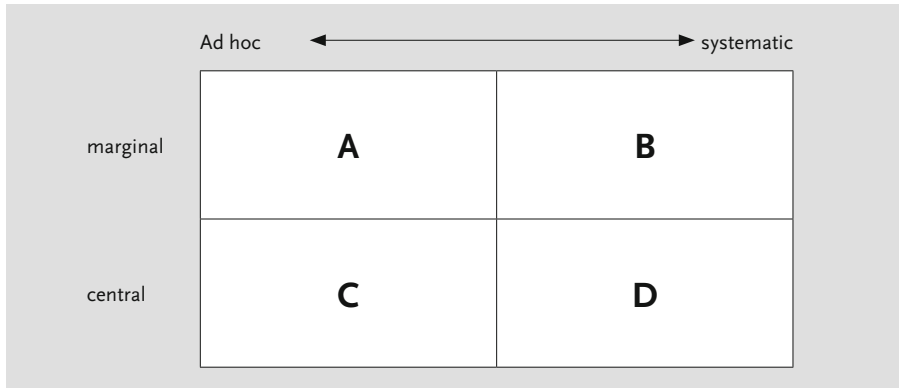


Figure 1: Typology of internationalization strategies in practice
 Source: John L. Davies, University strategies for internationalisation in different institutional and cultural settings, paper presented at the Fifth Annual EAIE conference, The Hague, 1993.

University as a unique form of organization has some distinctive organizational chemistry, namely managing highly-educated human resources (talent), producing knowledge services in the form of research and human resources, and managing information and knowledge. Mercer and his colleagues draw a link between structure, university organizational form, and knowledge management.

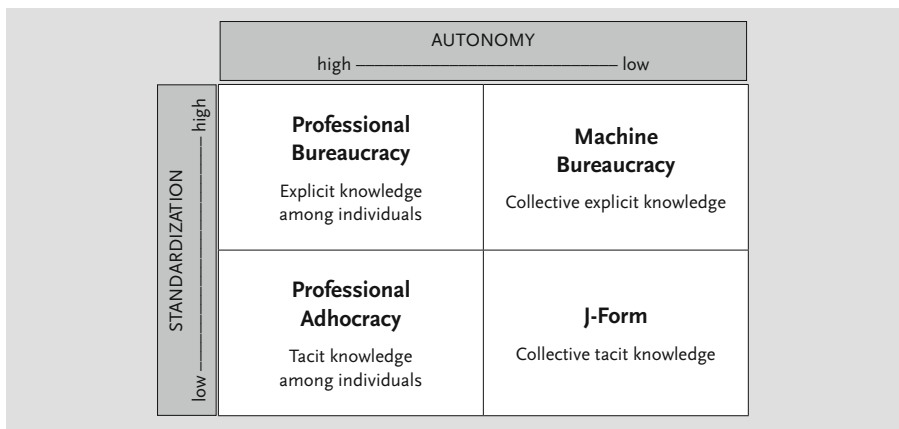


Figure 2: A typology of organizations and their orientation towards knowledge
 Source: Doug Mercer et al., “Public agencies and Environmental Risk: Organizing Knowledge in a democratic context”, in: Journal of Knowledge Management, 2005, vol. 9, issue 2, h.6.

In professional organizations, such as universities and hospitals, which have highly knowledgeable, specialized, and autonomous members, the dominant type of knowledge sharing is the sharing of explicit knowledge between individuals. Adhocracy organizations have low levels of knowledge standardization and high autonomy. Thus, the process of knowledge creation prioritizes tacit knowledge attached to each individual. Bureaucratic organizations rely more on explicit knowledge because the level of knowledge standardization is high and individual autonomy is low. Because government organizations tend to be of a bureaucratic, machine nature, explicit knowledge is more dominant as a result of high standardization and low individual autonomy.

Changes in organizational structure are usually followed by changes in process, which refer to changing patterns of interaction among employees in the organization. Hierarchical patterns of relationships become more horizontal and diagonal. This new pattern becomes critical to knowledge creation in the organization. With rapidly changing external circumstances and government regulations, decentralized organizations face the need to have a strategy to define the visions, missions, and goals of the organization. According to various studies of local government organizations in England, bureaucratic, hierarchical, and non-strategic approaches are widely used in responding to external changes. Organizational structure is the pattern of rules, positions, and roles in an organization, including division of labour and authority division patterns. Key elements of organization structure are as follows:

1. Level of differentiation
2. Integration
3. Level of centralization
4. Degree of formalization
5. Specialization

The Fact of UMY's Internationalization Process

In 2001, a process of internationalization has formally begun by the opening of several international programmes in the International Relations Department. The change has been occurring very slowly, corresponding to the increasing number of lecturers holding a doctorate. Not all faculties have the same perception of internationalization. Among the existing seven faculties, only the faculties of Social and Political Science, Law, and Public Health engage in international cooperation. In 2011, faculties and departments held a workshop on July 30, which was the first workshop ever held on these issues. The discussion topics were as follows:

1 Policies and Strategies

The policy, design, and strategy of the university within the context of internationalization should be designed as follows:

- a. Design and formulation organisational design for international cooperation.
- b. The internationalization strategy should observe the following aspects:
 - 1) Reinforcement of the Partnership Bureau in managing internationalization.
 - 2) Financial and resource support.
 - 3) Facilities and service support, namely in the forms of an international standards information system (website) in various languages, a student dormitory, housing for foreign staff, insurance, information.

2 Organization and Management

- Partnership Bureau should support the internationalization units, with main tasks including:
 - a. Preparing MoU and MoA by consulting with the core units to be initiators.
 - b. Overseeing the immigration of foreign students and lecturers.
 - c. Preparing pre-curricular programmes for foreign students.
 - d. Searching for opportunities to cooperate and international funding to support the academic activities.
- The University should prepare the accommodation for foreign students and staff.
- Faculties' and Departments' tasks should include:
 - a. Providing the academic services for foreign students.
 - b. Providing the academic services for foreign staff.
- Public Relations and Partnerships Bureau's tasks should include:
 - a. Publishing information for foreign students at www.umi.ac.id
 - b. Insuring compliance with international website standards.
 - c. Reporting all events on the website.
 - d. Publishing documents and reports for partners abroad.
- Quality Control Board's tasks should include:
 - a. Evaluating the internationalization programme and activities in the departments, faculties, and university-wide.
 - b. Auditing academic quality assurance in accordance with the National Accreditation Institution of Universities (BAN PT) and international standards.

- The Rector should be responsible for the international cooperation.
- The Vice Rector III should function as a Rector in the international cooperation.
- The Management should improve planning, leadership, coordination, synchronization, and integration among working units.

3 Academic and Student Programme

- a. The learning processes in engineering and medical sciences comply with the international standards and are accredited. Curricula entirely in English have recently been implemented in four courses and recommended that students to be classified according to their fluency in English.
- b. Designing structured exchange programmes in inter-curricular way and finding more university partners overseas. The target of fifty per cent of courses having student exchange programmes was proposed.
- c. The enhancement of international study programmes at Universitas Muhammadiyah Yogyakarta. Currently, there are two faculties that have implemented such programmes, namely the Islamic Studies Forum of Students (FKIM) and the Faculty of Social and Political Science.

4 Lecturers and Administrative Officials

- a. Internationalization of lecturers is approached as follows:
 - 1) Increasing the number of lecturers who conduct research abroad.
 - 2) Increasing the number of lecturers who present papers at international conferences.
 - 3) Increasing the number of lecturers who teach abroad.
- b. Recruitment of Foreign Lecturers
 - 1) Increasing the number of foreign lecturers in specific courses in accordance with financial feasibility.
 - 2) Increasing the number of foreign researcher financed by external funds.
- a. International Research Network
 - 1) Increasing the number of lecturers' research funded externally.
 - 2) Broadening of collaborative research with foreign lecturers.
- a. Research Output
 - 1) Increasing the number of published articles in international journals.
 - 2) Increasing the average number of citations per publication.
 - 3) Increasing the papers presented at international conferences.
 - 4) Increasing the number of patents registered.

5 The Establishment of International Programmes

- a. The internationalization of courses can be started immediately, adapted to each professor's readiness and ability. If the current proportion of able lecturers is low, internationalization can first take the forms of research collaboration, research fellows, and/or visiting professors.
- b. A minimum of 50 % of lecturing staff with doctorates, English language proficiency, and international experiences is recommended to establish an international programme.
- c. To enhance lecturers' capability, it is most important to encourage doctorate study.
- d. Develop the number of administrative staff who handles international activities.

Changes in organizational structure and collaboration among the departments become learning activity in developing the new programme. Each department tries to communicate each other in order to solve problem in newly programme, such as foreign lecturer, foreign students or visa arrangement for students. They develop international collaboration based on their network. In this process, they made policy, standard and programme or activities based on best practices that have been successfully implemented. This process causes the spreading of new knowledge about international programmes among them. As a result, the organizational culture was influenced. Each party such as lecturer, students and university staff has new demand, such as students who have high interest to follow the mobility programme abroad, the high learning interests of staffs and the increasing number of lecturers to participate in the international conferences.

In 2009, the process starts with the establishment of the organizational structure of the department-level international programme called the International Programme of International Relations and International Programme of Law. Actually, policies, standards and processes of newly programmes are created by faculty and supported by the University. The success in university management requires managing the relationship among structure, process, and culture. Developing a culture of excellence does not happen overnight. The cultural change takes long time for each department which has its own work culture, as being described in the below figure.

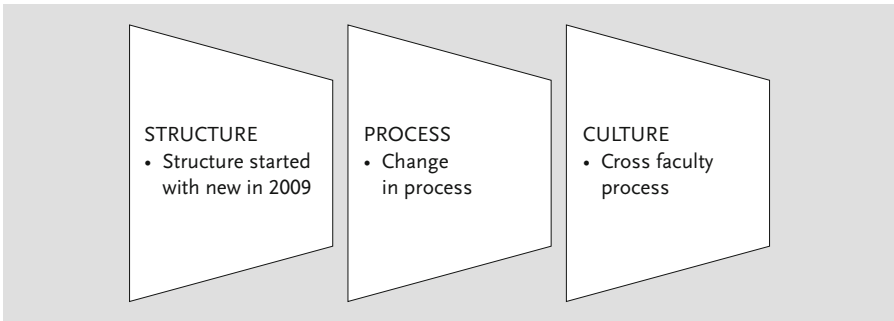


Figure 3: UMY's Change Process

The progress in university organization was dynamic, especially since 2009 under the leadership of the Rector Ir. Dasron Hamid. The Rector had a clear international vision and stimulated the departments to engage in the international cooperation. This vision manifested itself in the participation of UMY in Asia Pacific University Association (APUA), a university consortium in Asia and the Pacific, and in cooperation with universities abroad. The Rector conducted the organizational change by transforming the Cooperation Bureau into the International Cooperation Bureau which the responsible unit is to coordinate all international activities. He furthered the integration and differentiation by giving greater authority to the International Cooperation Bureau or International Office. The changes made include four aspects: leadership, human resources, culture, and technology. This Bureau facilitates international cooperation by organizing all departments that can deal with non-academic issues, such as student visas, accommodations, and pre curricular – activities for foreign students. These findings also confirm John Taylor's study on university internationalization strategy commonly signalled by reorganization within the institutional management. Many universities have operated international offices for several years, commonly on the back of international student recruitment (Taylor, 2009).

Meanwhile, the academic activities can be differentiated in the departments based on the competency. Departments are units that explore internationalization activities and find out how they have been or will be performed. Departments that actively conduct the international cooperation are:

- a. Department of Government Affairs and Administration (IGOV)
- b. Department of International Relations (IFIREL)
- c. Department of Civil Engineering

- d. Department of Economics (IFIEF)
- e. Department of Law
- f. Department of Medical Sciences

Market demands on graduates to have international competences encourage the departments to conduct international activities. Doctors and engineers must have certifiable skills not only recognized in Indonesia, but also in the other ASEAN countries. However, integration and differentiation often encounter obstacles. These departments are reluctant to coordinate, and the International Cooperation Bureau does not also have the authority to steer all departments in the faculty. The primary challenge is because of the existence of the hierarchical decision making between the Vice Rector for Academic Affairs and the International Cooperation Bureau. The Bureau cannot make the strategic decisions and will frequently rely on the Vice Rector for Academic Affairs. It can be concluded that important procedural changes to internationalization include more cooperation between faculty and departments, more support from leadership, and less hierarchical decision-making processes.

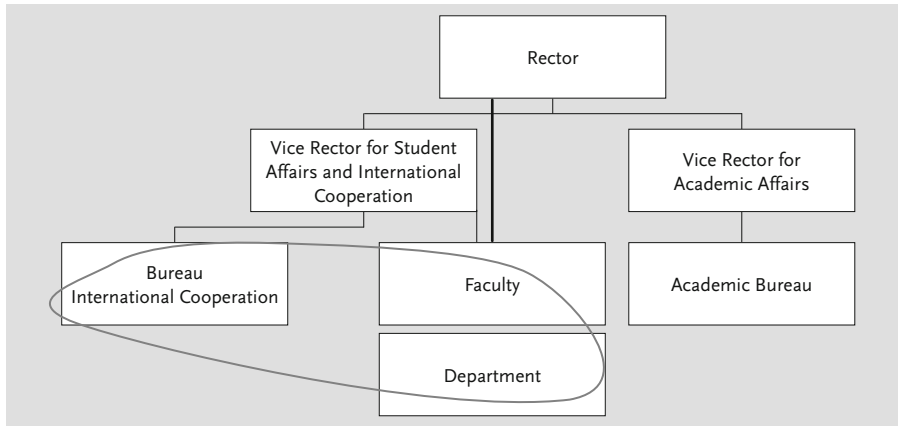


Figure 4: Organizational structures in charge of internationalization

The units within the red circle are the International Cooperation Bureau, faculties and departments actively involved in the organizational process of conducting internationalization activities. This network is a response of the Vice Rector for Academic Affairs and Vice Rector for Student and Cooperation regarding the international cooperation. Initiatives for planning, implementation, and monitoring

are performed by the working units. The Rector serves to legitimize the activities that have been carried out by the working units. To solve this problem, all units and departments that share commitment to internationalization should encourage non-hierarchical and cross-departmental cooperation. In the collaboration among departments, it is interesting to note that the work relationship between the units or departments is able to handle the organizational hierarchical problems and the faculty demarcation or cross-faculty cooperation contributes to departments' ability to manage the internationalization process. The key point is that the international strategy cannot exist in isolation. Moreover, the international strategy must concern with the internal university arrangements, not simply the external environment (van der Wende, 1999).

One of the priority areas of the internationalization at UMY is the increase of student mobility. By this programme, students can take credit transfers in one semester at a partner university or sit-in programme. Important aspects are student mobility for credit transfer, number of foreign student, and student mobility for non-curricula activities. Another dimension of internationalization is lecturer mobility: lecturer exchange, lecturer mobility for scientific forum and joint research. And there is a third dimension: internationalization of the faculty or department: the faculty or the department should get more involved in international activities and for example successfully manage international scientific forum in cooperation with foreign universities.

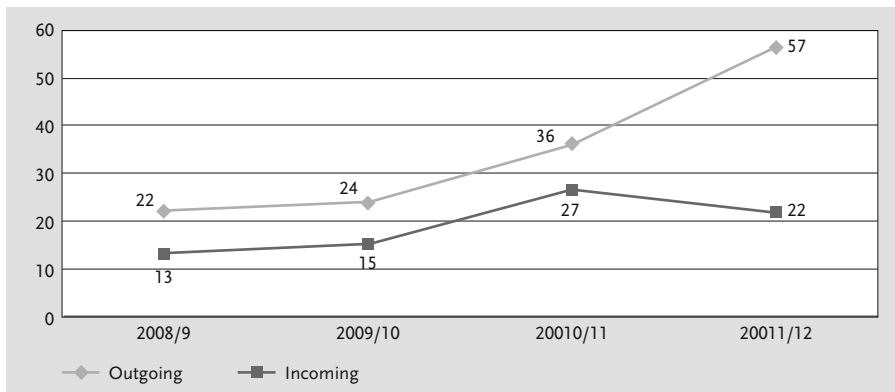


Figure 5: Student mobility
Source: Rector Report, 2012.

The number of student mobility in 2008/9 academic year was 12 outgoing students and 3 incoming students and became 45 outgoing students and 12 incoming students in 2011/12. The increase of the number of incoming students results from mobility schemes within international programmes. Mobility schemes allow credit transfer from partner universities in Malaysia, China and Thailand.

The second area of UMY's internationalization strategy refers to research output. According to the German Center for Higher Education Development (CHE) there are seven indicators used in research output such as number of international publications per researcher, number of international citations per paper CPP, number of international publications per researcher and number of international citations, measured by global standards according to CWTS, number of Highly Cited Authors (HiCi) according to Thomson, proportion of HiCis relative to the total number of researchers, number of international conference contributions per professor/researcher, and number of international patents per professor/researcher.

No	Aspect	Number
1	Number of international publications per researcher	0.35
2	Number of international citations per paper CPP	4
3	Number of international publications per researcher and number of international citations, measured by global standard according to CWTS (to be used only for each discipline separately, comparable indicators may possibly be available for non-natural scientific disciplines in the future)	–
4	Number of Highly Cited Authors (HiCi) according to Thomson (subject-related)	--
5	Proportion of HiCis relative to the total number of researchers (subject-related)	–
6	Number of international conference contributions per professor/researcher	1,5
7	Number of international patents per professors/researcher	na

Table 1: Research Output 2011/12

Source: Uwe Brandenburg and Gero Federkeil, "How to measure internationality and internationalisation of higher education institutions! Indicators and key figures", Working Paper No. 92 2007, Center for Higher Education.

In 2011/12 academic year, UMY's number of international publication per researcher was 0.35 (the number of researchers 100 persons with 35 articles published in international journal) and number citations per paper at 4 Of 35 published papers in the international journal, 45 % was papers the agricultural and

engineering sciences, 55 % paper is in humanities, social and business sciences. Strategy used to increase the number of publication is the reward system for lecturer, research fund provision and special fund for publication in international journal.

Lecturer exchanges are relatively successful at an adequate level, as seen in Figure 6. In the 2011/12 academic year, the number of both incoming and outgoing academic staff increased substantially. One factor behind this fact is that each department stimulates their staff to teach or do research at a foreign university. This trend can be related to the need of each study programme to manage its internationalization separately, because it was no longer possible to guide the process centrally. For example, the Nursing Department of Medical Sciences Faculty and Governmental Affairs and Administration Department of Social and Political Sciences Faculty established partnerships with foreign universities in the form of student exchanges and conferences. This partnership was recognized by the university in the form of a memorandum of understanding (MOU). The Faculty of Engineering collaborated with the Eindhoven Technical University, Netherlands, initiated by the department and not by the university. Furthermore, many initiatives of the university failed because the faculties and departments were not involved in the negotiation process and they were not suited to the departments' needs. On the other hand, international programmes organized by the departments could run successfully in their respective faculties without any guidance from the central units of the university.

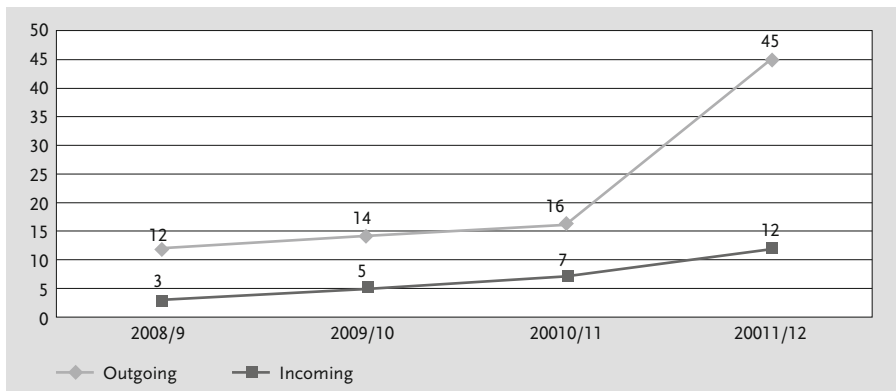


Figure 6: Staff mobility
Source: Rector Report, 2012.

It is thus using David conceptual framework above, we can find that UMY's strategy and programme of internationalization is *systematic and low centrality or decentrality*. Each unit in UMY has created international links and worked together to formulate the programme. In a workshop done in 2010, all departments came together to design an internationalization programme, particularly in academic matters and how to promote their programmes. The International Cooperation Bureau is only responsible for the technical matters to support all departments. This is learning by doing scenario in which units learn from each other to solve problems and to develop international activities.

Decentralization of decision making process in internationalization can be also illustrated by the Faculty of Social and Political Science and their efforts to enhance international cooperation. Since the beginning, the Faculty of Social and Political Science has had a comprehensive vision of internationalization and has developed international standards in education, research, and service to society based on Islamic values. With this vision, all sub-units strive to encourage internationalization activities. A survey of stakeholders has shown that the Faculty of Social and Political Science's international positioning has become an important issue.

Based on the survey done, it is increasingly clear that internationalization has become the primary issue for the faculty. The structural change in the Faculty of Political Science is to develop an International Programme of Governmental Studies and International Programme of International Relations. Two managers of this new programme are secretaries who are responsible to the head of division or department. However, the tasks given to the secretary of the international programmes is heavier than regular courses. This is because the secretary for international programmes must prepare programmes for foreign lecturers, students and lecturer mobility. One of the priority issues is to increase the number of foreign students through exchange programmes. An exchange programme is an important part of a strategy for internationalization in the Faculty of Social and Political Science. The exchange programmes can take many different forms, including reciprocal arrangements with no financial implications and cooperative agreements based on the application of local fees. Some of the activities to increase student mobility of Faculty are:

- enhanced facilities for students visiting under exchange programmes including accommodation,
- cultural programmes, and language study;
- bursaries to reflect different cost structures overseas;

- degree structures and course prerequisites must be made more flexible to facilitate credit transfer from overseas study and systematic planning and reporting of results;
- models of credit transfer and overseas study need to be developed to provide reference points; and
- the benefits of overseas educational experience need to be marketed vigorously with students.

Low level and mid-level of academic unit's leadership simultaneously learn and institutionalize a strategic process from best practices of established international programme to articulate their goals.

The second strategy done by the Faculty of Social and Political Science is by organizing international scientific forums at UMY. Beginning in 2011, the Department of Government Affairs and Administration has successfully collaborated with Thammasat University, Korea University and Mindanao State University to host the International Conference on Public Organization. The annual forum was held again in Korea and Bali in 2012 and 2013. Through this forum most of the lectures took the opportunity to become speakers and sent their articles to international journals. The Department of Communication Studies also organized an international scientific forum at UMY collaborated with Universiti Sains Malaysia and the Mindanao State University to host the International Conference on Multiculturalism and Communication. Meanwhile, the Department of International Relations will organize the International Conference on International System in 2013.

The third strategy is to conduct joint research with university partners based on a memorandum of understanding which has been signed. Foreign lecturer invited to teach at UMY became a lecturer research partner. Until now there are two joint research titles between UMY with USM and Thammasat University

An internationalization of the organization's values has been taking place, especially in the past two years, both in formal and informal forums. Related to internationalization, the value of professionalism is a leading value for the organization. The importance in supporting the internationalization is the proportion of academic staff able to adapt the changes brought by the internationalization. The value of the commitment, honesty, cooperation, and trust each other are the important values as described in the above result of the survey. The findings are consistent to the result of changes in the process of internationalization that have been explained

above, namely all unit work each other in order to run the programmes jointly for their shared interest. The change that has been taking place for almost four years shows that the transformation of the organization influences its culture.

Conclusion and Future Research

It can be concluded that the internationalization process at UMY is not mainly driven by the strategy which is well-formulated at the university level or which derives from the vision of the university leadership. It is rather shaped by the actors of the decentralised units of the university. The departments that are getting involved in the internationalization process collaborate with each other to jointly overcome problems and to formulate goals based on shared interest. After the result which have been achieved by individual departments and taking note of the significant implications and impact of decentralised activities, the university leadership claims the successful programme as being part of the university strategy. The phenomenon leads to a new understanding of university organization that innovation is merely coming from the smaller academic units at the central level. The future research is expected to be able to reveal many more innovation processes at the lower academic units by cross-national comparisons.

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Achmad Nurmandi is researcher at Jusuf Kalla School of Government, Universitas Muhammadiyah Yogyakarta. His research focuses on strategic management in public sector, urban governance and planning and knowledge management.

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