

Policies and Strategies in Internationalizing the Hospitality Education in Taiwan

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Abstract

This study presents a case study of internationalization processes currently underway in a public hospitality-specialized vocational university in Taiwan. The main purpose is to explore ways in which internationalization has evolved over time, and to learn what strategies the school has adopted to make it successful. In addition, challenges in internationalization that the school faces are identified. Three themes in internationalization are analyzed: (1) Institutional strategies of internationalization; (2) Cooperation and competition; (3) Mobility of students and academic staff. An in-depth critical analysis of this case allows for recommendations regarding institutional governance and operations in internationalization initiatives.

Keywords: Internationalization of Higher Education, Hospitality education, Institutional strategies

1. Introduction

1.1 The Development of Hospitality Education in Taiwan

Due to its unique political circumstances, in the last thirty years the government of Taiwan has attempted to implement several national plans to promote the growth of various sectors including foreign affairs, the economy, tourism, education, culture, and sports. The major push has been to increase Taiwan's international recognition. In response to the open policy for tourists, rapid economic growth, and the entrance of global hotel chains in late 1970s, the hospitality and tourism sector was consciously developed in both comprehensive and vocational sectors of tertiary education (Horng & Lee, 2005). Between 1995 and 2003, forty-four colleges and universities established hospitality and tourism related programs or departments, and this period was identified as the "growth period" when hospitality and tourism education and industry increased in popularity (Horng & Lee, 2005, p.176). In 2008, the newly elected President MaYing-Jeou clearly stated in his inauguration speech that he was conscious of Taiwan's isolation in the world. He emphasized the importance of continuing Taiwan's globalization, and its integration into the global system. In the same year, the government launched several national plans to promote Taiwan's international, including active participation in world organizations, signing new partnership agreements with other Asian countries, promoting Taiwan's tourism industry internationally, and internationalization of Taiwan's higher education. These new policies have significantly influenced Taiwan's higher education components, especially in the hospitality and tourism related fields. According to the Ministry of Education' data (MOE, December 2009), there were over 97 000 vocational high school students (27.47%) who majored in the hospitality field in 2009. Because of the huge supply of high school graduates, increasing numbers of vocational universities and colleges, especially those in the private sector, have established new departments in this field. In 2009, there were over 132 departments in higher vocational institutions offering programs in this field. This number is four times greater than the number in 2003. Over eighty percent of these new specialized departments were offered by private colleges and universities in Taiwan.

The following table (Table 1) reflects information regarding the popularity of hospitality majors for college students in Taiwan. Among these five majors, most have increased in ranking in 2010, except for tourism management, which has remained static. As the table indicates, hospitality management is the most popular, while the Sports and Recreation Management major increased significantly in one year (though student numbers decreased). For Food and Beverage Management majors, the ranking increased from thirty-four to twenty-eight, and the total number of student increased by 1,616. The data also shows that the total student numbers in the five majors increase 4,728 in one year. This data implies that a greater number of Taiwanese students are choosing hospitality related fields as their higher education focus.

Table 1. Comparison of the Years 2009 and 2010 in Rankings of the Hospitality Related Departments based on Student Numbers

Year	Ranking #	Department	Student Number						
			Comprehensive Sector			Vocational Sector			Total
			Public	Private	Total	Public	Private	Total	
2010	12	Hospitality	42	4,194	4,236	669	8,860	9,529	13 769
2009	13	Management	0	3,807	3,807	647	8,055	8,702	12 509
2010	20	Leisure Study	0	1,295	1,295	0	8,301	8,301	9,596
2009	22	& Management	0	936	936	0	7,747	7,747	8,683
2010	28	Food &	0	891	891	801	5,486	6,286	7,178
2009	34	Beverage Management	0	490	490	764	4,308	5,072	5,562
2010	35	Tourism	0	2,864	2,864	0	2,813	2,813	5,677
2009	35	Management	0	2,805	2,805	0	2,574	2,574	5,379
2010	40	Sport and	588	1,624	2,212	967	1,839	2,806	5,018
2009	48	Recreation Management	494	494	988	152	3,237	3,389	4,377

Source: MOE (2010) & MOE (2009)

1.2 The Case Study

Taiwan's public universities and colleges are government funded institutions. They are generally regarded as more prestigious, have better reputations, and rank higher than private Taiwanese institutions. In addition, they are usually centers of political activism and the cradle of political and intellectual leadership in the country. This study examines the internationalization efforts in one of Taiwan's public vocational universities; Taiwan's only hospitality specialized institution. This vocational university was founded in 1995 as a vocational institute in southern Taiwan. It was promoted to college status in 2000, and was promoted to its university status by MOE in 2010. This university consists of approximately 3,053 total students (undergraduate and graduate), and 123 full-time faculty members. There are thirteen undergraduate and six graduate departments and programs housed in the following schools: School of Hospitality Management, School of Tourism, and School of Culinary Arts. The thirteen undergraduate departments and programs are: Food and Beverage Management, Hotel Management, Hospitality and MICE Marketing, English, Japanese, Travel Management, Airline and Transportation Service Management, Chinese Culinary Arts, Western Culinary Arts, Baking Technology and Management, Leisure and Recreation Management, International Tourism, and the International Culinary Arts Program. Programs focus on a broad range of specializations including academic research in hospitality and tourism management, applied food, beverage, and bakery management, applied social science research in food culture, and pre-professional education in hospitality fields. Each program offers undergraduate and graduate level degrees.

To advocate the philosophy of "learning by doing and doing by learning," this vocational university is the first institution in Taiwan to promote service learning and the sandwich model, which means that students have to actively participate in community service work and

during their junior year they must gain relevant industry experience. These learning models have been widely adopted by other vocational schools. In addition, every student has to participate in a two weeks overseas study trip in their senior year in order to broaden their international views and gain cross-cultural sensitivity. Because of its unique curriculum design and school culture, this school's ranking in the national entrance exam is always among the top.

The main purpose of this study is to explore the ways in which internationalization has evolved over time, and to learn what strategies the school has adopted to make it successful. These lessons can then be transferred to other higher institutions in Taiwan or other Asian countries that wish to achieve similar levels of internationalization. In addition, current and future challenges will be analyzed. Kehm and Teichler (2007, p. 264) contend that research and study on issues of internationalization in higher education can be grouped into seven main themes, three of which are addressed in this study: (1) Institutional strategies of internationalization; (2) Cooperation and competition; (3) Mobility of students and academic staff. To accomplish the purpose of this study, data collection was obtained through interviews and document analysis. While findings from this case study may not be generalized, transferable lessons have nonetheless been learned, and as such, can be implemented in future internationalization processes at other institutions.

2. Literature Review

2.1 Strategies for Internationalizing Taiwan's Higher Education

2.1.1 Taiwan's International Exposure

The internationalization of education is a global phenomenon. The rapid pace of globalization, development of technology, students and faculty, international mobility, and movement of academic programs are booming. Higher education "now sits at the crossroad of tradition and new possibilities" (Altbach, Reisberg & Rumbley, 2009, p. 163). Due to the unique relationship with China, Taiwan needs to find its niche in the world arena, and the promotion of its international fame is an important strategy. To internationalize Taiwan, foreign language education and policy play important roles. In the *Challenging 2008: the National Development Plan* project by Executive Yuan (2002), the importance of learning English for internationalization was greatly emphasized. Several strategies were recommended, such as the creation of an English learning environment, increasing the passing rate of English proficiency exams, improving English teachers' teaching quality, attracting more international students to Taiwan, promoting higher education internationalization, and encouraging studying overseas.

Another important strategy for internationalizing Taiwan's higher education is to improve quality, and to expose Taiwan's research productivity in the world. In the late 1990s, the government in Taiwan made a series of attempts to pursue excellence in higher education. For example, in 1998 the MOE launched an eight-year program totaling New Taiwan Dollar (NT) \$6.4 billion for the promotion of Academic Excellence at Universities (MOE, 2003). The purpose of this project was to enhance the research capacity of Taiwan's prestigious

universities. In 2005, the government launched a program for developing first-class universities and top research centers. The program aims to promote at least one university to the world's Top 100 universities in five years, and to do so, the government invested a budget of NT\$50 billion (Chen & Lo, 2007). In 2009, the newly elected President MaYing-Jeou proposed a new project titled *The Intelligent Taiwan-Manpower Cultivation Project*. The aim was to leverage the close links between manpower cultivation, human capital, and competitiveness by ensuring that educational resources are allocated as efficiently as possible (Executive Yuan, 2009).

One of the main goals for improving both teaching and learning of higher education was to continue to promote and foster the goals of the “Development Plan for World-Class Universities” and “Teaching Excellent Project” to better cultivate high-level human resources and bring the standard of research in Taiwan's universities up to world-class levels. To reach these project goals, the total budget will be NT\$77 billion from 2009 to 2016, and will be implemented by the Ministry of Education (Executive Yuan, 2009). According to the most updated world university rankings in year 2010-2011 conducted by the Times Higher Education in UK (2010), there are four public Taiwanese research universities in the Top 200 list: National Tsing Hua University (107), National Taiwan University (115), National Sun Yat Sun University (167), and National Chiao-Tung University (181). As of this writing however, none of these universities has broken the Top 100 list.

2.1.2 International Students Recruitment

To enrich the international perspective of higher education in Taiwan, over the past few years the Ministry of Education has redoubled efforts to attract foreign students, especially those in Southeast Asia. The ministry has offered scholarships to more than 2,000 foreign students and will add NT\$100 million to its budget next year to provide more scholarships for foreign students. According to the Ministry of Education's data, 39 of the 70 public and private comprehensive universities in Taiwan offer a total of 9,350 English-speaking courses, though foreign students make up 1.3 percent of all college students (Chang, 2010). In the end of 2009, President Ma pledged to increase the international competitiveness of Taiwanese universities and said he expected more courses taught in English in order to make them more attractive to foreign students and more competitive globally (“An education,” 2009). In this speech he also stated that the government expects to double the percentage of foreign students to 2.6 percent in the near future.

Another important strategy is the promotion of Taiwan as the Chinese cultural leader in the world. The government tried to promote top quality Chinese language education, especially to foreign students interested in learning traditional Chinese characters. The government collaborated with several language education centers at universities and colleges to increase the number of bilingual teachers. In addition, the government recruited qualified bilingual Taiwanese teachers to teach Chinese in the United States, Australia, Vietnam, France, Thailand, and some of Taiwan's allied countries. Scholarships are also provided to international students for learning Chinese in Taiwan. Table 2 summarizes the number of international students in Taiwan from 2006 to 2010. The data show that this strategy has been

successfully implemented. In the last five years, the number of international students in Taiwan has increased significantly, nearly 1.6 times.

Table 2. International Student Numbers in Taiwan during 2006 -2010: Including Chinese language learners and degree holders

Year	2006	2007	2008	2009	2010
Language Learners	9,135	10,177	10,651	11,612	12,555
Degree Holders	3,935	5,259	6,258	7,764	8,801
Total	13,070	15,436	16,909	19,376	21,356

Source: Department of Statistics (2010)

The Taiwanese government's national plans have helped universities and colleges adapt to the changing climate of internationalization. Some strategies, however, should not be seen as a quick and easy way to receive recognition in the internationalization process. For example, given mainland China's large economic and political impact, the promotion of Taiwan as a Chinese cultural leader is not an easy goal. The government should identify broader and longer-term planning in order to attain this goal. In addition, the promotion of world-class universities only benefits a few top public comprehensive universities. Most higher education institutions in the vocational and private sectors are excluded from this plan. Some national plans should be readjusted to create a win-win situation for the government and higher institutions. The government needs to strategize a policy that offers benefits most efficiently to all sectors within higher education.

2.2 Strategies for Internationalizing Taiwan's Hospitality Education

2.2.1 Reasons for Promoting Hospitality Education

The increased volume of travelers worldwide has led to increased interest in hospitality and tourism education in the last twenty years. Internationalized tourism and hospitality programs aim to prepare students to develop tolerance and understanding, and hence, their ability to function in an international and intercultural context (Christou & Sigala, 2003). The need for the internalization of hospitality and tourism education could simply be based on the reason that tourism and hospitality is by definition, an international industry, and that employees are likely to meet foreigners at all job levels. In addition, due to the impacts from globalization and international mobility, many scholars (Black, 2004; Gursoy & Umbreit, 2003; Hobson & Josiam, 1996; Jayawardena, 2001) suggest that tourism and hospitality industry employees will become multinational and multicultural. As Jayawardena (2001) mentions, the hotel sector all over the world has faced many international and people oriented challenges. In addition, the internationalization of corporations and business industries add to the international imperative in the educational system. These developments are recent trends that cannot be ignored by colleges and universities. Education in this field should prepare students with the skills necessary to supply the industry with sufficient international human resources.

The body of literature dealing with hospitality and tourism education has dramatically

increased in the past ten years. Much of the research focuses on comparative studies in curriculum and program design (Christou & Sigala, 2003; Formica, 1996; Gursoy & Umbreit, 2003; Horng, 2004), strategies and approaches to internationalization (Black, 2004; Chon, 1990; Hobson & Josiam, 1996; Jayawardena, 2001), and case studies of certain countries (Horng & Lee, 2005; Sangpikul, 2009). None of this has focused on school-level analysis. In addition, current research pertaining to Taiwanese hospitality and tourism higher education indicates that the international dimension is not yet sufficient. More focused research in this area should be encouraged.

2.2.2 Government's Plans after Year 2000

Most studies in this field strongly advocate the importance of expanding the international dimension to hospitality and tourism education, but reaching this goal requires sound strategic moves. In Taiwan's case, the strategic move is connected with national development plans. Learning from the experiences of nearby countries like Thailand and Korea, hospitality and tourism development is considered a capital investment issue by the government. In 2002, one of the subordinate goals of the project *Challenging 2008: the National Development Plan* launched by Executive Yuan (2002) was "Doubling Tourist Arrivals Plan." The goal was to increase the number of international tourists to two million in 2007. The strategies included organizing travel routes, constructing tourism websites, redesigning traffic and public signs to be bilingual, promoting the event planning industry, and enhancing international promotions. Due to the impact of SARS in 2003 and China's promotion of its 2008 Olympic games, the outcomes of these projects were relatively unsuccessful. In addition, since this was the first national project focused on promoting tourism and hospitality, professional manpower in this field was not yet ready to support it. According to Chen, Hu, Wu, and Wei's study (2005), most administrators at secondary and tertiary levels of institutions maintain positive attitudes toward this plan because they believe it will contribute more job opportunities and positive impacts on the development of Taiwan's vocational education in this field. Regarding the influences of this plan on the curriculum, fifty percent of the administrators mentioned that this national project has had some impact on their curriculum design, including increasing the teaching hours of English and readjusting the course content of English training and some management courses. In addition, faculty at higher institutions conducted more research productivity and industrial-cooperation projects in related fields (Chen, Hu, Wu & Wei, 2005). This study shows that there is a significant connection between government policies and curriculum design in hospitality education in Taiwan's tertiary levels.

As the twenty-first century approached, new tourism destinations in countries such as Malaysia, Indonesia, Macau, and Singapore opened, thus emerged a fierce competition for tourist dollars in Asian markets. Taiwan's newly elected President Ma continued the drive toward the internationalization of the hospitality and tourism industry. In 2009, the government of Taiwan proposed a new promotion plan, the *Project Vanguard for Excellence in Tourism* by Taiwan's Ministry of Transportation and Communications. The projected aim was to turn Taiwan into a major tourist destination in Asia. To reach this project goal, a budget totaling NT\$30 billion was instituted from 2009 to 2012. Internationalizing the hospitality and tourism industry and education in Taiwan suddenly became hot topics. The

government realized that the professionalism of Taiwan's service industry personnel did not meet international standards, and international marketing talent was inadequate (Ministry of Transportation & Communications, 2009). Therefore, in this project issues related to human resource quality improvement and talent cultivation became major focal points. This included strengthening vocational education training and on-the-job training, and collaborating with top international schools for sending industrial representatives or academic instructors for overseas training. In 2011, the government sent twenty industrial experts to the Disney Institute in Florida, forty to Le Cordon Bleu in Australia, and thirty to the University of Hawaii for fourteen-day professional training programs related to the hospitality industry. Among those participants, about fifteen percent are faculty members who teach at hospitality related departments at tertiary institutions. The outcomes of this project have not yet been evaluated, but its influences in Taiwan's hospitality and tourism industry and higher education are beginning to be seen.

3. Methodology

The purpose of this study is to explore institution-wide strategies that a unique public higher institution in Taiwan adopted to implement its internationalization initiative, and what challenges this school will face based on Kehm and Teichler's (2007) themes. To ensure validity of this study, the researcher employed a high standard of data collection and analysis. Multiple sources of data were utilized, and the technique of member-checking was employed so as to ensure the integrity of the findings. Data were collected by employing the methodology of interviews and document review. To establish the trustworthiness of the findings, individuals in various positions were interviewed. Two executive administrators, one chairman, and two faculty members who were involved in internationalization efforts were interviewed from 40 minutes to 70 minutes in duration.

Interviews were conducted as guided, yet open-ended, interviews, asking each interviewee the same fundamental questions but remaining flexible enough to probe into individual experience and follow relevant lines of inquiry as they presented themselves. A basic interview guide that addressed all of the major research topics and issues was created. Respondent's background information, such as their position at the institute and how long they have been a part of the community, was recorded in order to effectively understand their particular relationship to international efforts on campus. Patton's (1987) snowballing technique, asking interviewees for recommendations for whom else to interview, was adopted. This allowed confirming the sample of respondents, and in some cases, broadening it to include others who could enrich the data collection. Audio recording of the interviews added to the reliability of the records and data.

The researcher initially reviewed documents that were readily available on the Web, such as campus electronic newspapers, institutional mission statements, planning documents, statistical reports, and other school-related material on global initiatives. The next step was to review internal documents from academic and administrative units, such as course syllabi, meeting minutes, and project reports. These documents helped to identify specific issues that needed to be addressed in the interviews and served as a means of triangulating what was

learned during the interviews.

4. Findings and Analysis

The two main goals of this study are to uncover the reasons behind this public, hospitality-specialized university's accomplishments in internationalizing and, secondly, to identify the challenges that this school faces in this arena. Through this university's short history, the findings are presented in the following three themes: (1) Institutional strategies of internationalization; (2) Cooperation and competition; and (3) Mobility of students and academic staff.

4.1 Institutional Strategies of Internationalization

Internationalization is an explicitly articulated school-wide strategic priority. When the school was founded in 1995, internationalization was part of the motto, which reads as follows: "Professionalism, Humanity, Entrepreneurship, and Internationalization." This school's global engagement became more visible to the university community in winter 2002. At the time, the former president and vice president convened a task force on internationalization initiatives. The vice president chaired the task force and the deans in academia and administration served as key committee members. The task force was charged with identifying major initiatives that would advance the school's international mission of teaching, research, and service. After the institution-wide evaluation, the task force identified short, mid, and long-term goals for internationalization initiatives. The short-term initiatives that were recommended included creating a bilingual environment, improving student and staff English ability, encouraging engagement in international activities and events, strengthening the relationships with overseas sister schools, and expanding overseas internship sites for students. The mid-term strategy was to establish online English learning platforms and websites. The long-term initiatives were to integrate internationally certified programs into the hospitality curriculum, promoting Chinese Culinary Arts to international markets, and enhancing cooperation with higher institutions in China. The task force's recommendations were the first step in building the foundation for this school's global presence. It clearly showed that several strategic goals from a variety of school-based initiatives were implemented hierarchically from the central administrative system.

This task force met regularly from 2002 to 2004. In November 2004, the president's presentation revealed the barriers to internationalization for this school. First, there was a lack of coordination and information available regarding engagement in international initiatives. Second, many constraints existed due to limited availability of funding for international work. Third, there existed a series of inflexible administrative policies that served as disincentives for participation in international initiatives. Fourth, there was a lack of qualified staff and personnel to facilitate international initiatives. Fifth, the Taiwanese government's participation in the WTO had a negative impact on Taiwan's hospitality education, including increased competition with China and other countries. To overcome these barriers, the presentation stated some strategies for future development in internationalization, including encouraging faculty writing proposals involving international research or cooperative projects in order to receive grants from the MOE, promoting study abroad programs in English

speaking countries, developing dual degree programs with Le Cordon Bleu, encouraging students to obtain international certificates both in English proficiency tests and professional licenses, recruiting international students from Vietnam, establishing International Schools to promote Taiwan's culinary arts programs, and recruiting international students for oriental culinary arts programs.

The president's presentation stimulated a higher level of international activities. After 2004, a greater number of faculty members were actively involved in international cooperation projects sponsored by the MOE. These projects include hosting international conferences on campus, promoting student English language education, and faculty advanced training in the United States and European countries. In 2006, the first study abroad program was established with a public college in Toronto, Canada. In addition, more overseas internship opportunities were created, including placing students in hotels in Singapore and Thailand. In 2007, twenty-four international students from Vietnam enrolled in the Hotel Management program as a cohort. In 2008, the International Air Transport Association (IATA) established a branch on campus and started to offer training courses for students or faculty who wished to obtain this internally recognized certificate. About the same time, the International Affairs Office was established to manage institutional partnerships, international education programs, overseas internship placement, and international student recruitment. The newest strategies that the president proposed in 2009 to MOE committee members were to promote the school as the most prestigious institution in the hospitality field in Asia, to establish the International School for promoting internationalization and localization, to establish an International Culinary Arts Center in cooperation with Le Cordon Bleu, and to recruit more international students from Southeast Asia countries, including India.

The increase in international activities and the long-term sustainability of these programs require not only new strategic initiatives proposed by executive administrators but also an administrative structure capable of supporting all of these activities. The administrative structure and human resources management, however, were identified as challenges for this school through interviews. Participants regularly mentioned two barriers: the lack of qualified personnel, and a rigid administrative system. As one interviewee who is a faculty member noted:

Most of the staff do not have a sense of internationalization and they don't understand the importance of internationalization in higher education. For faculty members, they believe if their English skills are not good enough, their chance to be involved in internationalization is limited. It is obvious that restricting certain people's involvement in international activities and distributing resources accordingly is not very fair.

Another administrator mentioned that the rigid administrative policies of the MOE and within the school burdened faculty members. Compared with institutions in the private sector, public institutions have less freedom in budget planning. In addition, limitations in available financial support make it difficult to secure the funds necessary for travel and other expenses. Faculty members have to work independently to write proposals for international research or cooperative projects. Again, he mentioned that limitations on foreign language ability and a

lack of knowledge of internationalization by staff and faculty members are major problems for implementing school-wide international strategies at this school.

4.2 Cooperation and Competition

One important component of internationalization is institutional partnership. The following table (Table 3) shows the numbers and countries of origin of students from overseas institutional partners with which the university has established relationships from 1995 to 2010. Until 2010, there were thirty-two higher education institutions that had signed MOU or partnership agreements. Although the MOE allowed higher institutions in Taiwan to establish academic relationships with schools in China in 2002, it is not identified as an internationalization indicator for institutional evaluation. Thus the data exclude partners from China. Among those established institutional partnerships, partners in Canada, Japan, UK, and Macau create exchange programs or dual degree programs for faculty and students to participate in overseas teaching and learning opportunities. These programs have developed different models involving studying at the partner school's immersion program for one or two semesters and having internship placements for at least ten weeks in local hospitality industries. One administrator mentioned in the interview that in 2011 more programs are going to be developed in Hawaii and New Zealand. He also mentioned that over half of the partner schools are hospitality specialized institutions and about half do not have concrete interactions or activities after the relationship has been established. He suggested that international partner schools should be carefully reviewed and some "key partners" should be identified in order to develop concrete and long-term relationships.

Table 3. The Number and Country of Origin of Institutional Partners Established from 1995 to 2010

Years	1995~ 2004	2005~2007	2008~2010	Total
Number	11	11	10	32
and Countries	(Canada:1; UK:1; Australia:1; Netherlands:1; Switzerland:1; Hong Kong:1; Macau:1; Vietnam:4)	(USA:4; UK:1; France:1; Japan:2; Korea:1; Malaysia:1; Thailand:1)	(USA:2; UK:1; Australia:1; Japan:4; Thailand:1; Vietnam:1)	

Source: International Affairs Office

According to Kehm and Teichler (2007), recent studies in this field have shown several patterns in this theme. First, national policies have made certain higher education fields more attractive to foreign staff and students. Second, due to competition for resources, cooperation among higher education institutions has become more selective with regard to the choice of partners, and the mode of cooperation has shifted toward competition. These patterns can be observed in the data from Table 3, which reflects a shift in the direction of international cooperation in the past fifteen years. During the first ten year history of this university, 45 percent of partner institutions were from developed countries, and 55 percent from Asia. After 2005, international cooperation started to expand and a larger majority of partners came

from Asia. This phenomenon is caused by Taiwan's 2002 national plan, which aimed to double the international students' number (Executive Yuan, 2002), especially from those in Asia. In addition, internationalization was identified as an indicator for institutional evaluation since 2002. It is obvious that national policies have significantly influenced public institution directions for international cooperation and it is expected that the networks of higher institutions among Asian countries will expand. However, none of the new Asian market countries like Indonesia, Singapore, Malaysia, Philippines, and India have established cooperative partnerships. Regarding the selection of partners, one female interviewee expressed her concerns during our interview:

Our school is a small one. Lot of schools want to partner with us, but among those, with how many can you really develop a meaningful program or project for the students or faculty? It takes time and it's not easy. Since we don't know a lot about those new Asian markets, we have to include some brokers or agents' involvement. We always have to study before we do something. Signing partnerships with a lot of schools but without developing the in-depth relationship is meaningless. You have to be selective and be strategic.

4.3 Mobility of Students and Academic staff

Faculty and student mobility is an integral part of internationalization. The following table (Table 4) shows the number of junior year students participating in the overseas internship programs from 2007 to 2011. Because of the sandwich mode program, all the junior students have to do an industry internship for an academic year. The schools have developed several models of overseas internship programs including academic learning and on-site internships. The number of juniors participating in overseas programs increases steadily annually and the number of programs in different countries increases too. The most steadily increased ones are the programs in Canada and Australia. For the rest of the programs, some other factors such as visa application difficulties, national policies, increasing cost of tuition, and economic crises caused decreased participation (such factors are also mentioned in Altbach & Knight's 2007 study).

Table 4. Number of Junior Year Students Participated in Overseas International Programs during 2007-2011.

	2007	2008	2009	2010	2011
Canada	20	16	29	26	33
UK		6	13	11	0
Australia			9	7	15
New Zealand					2
Hawaii					9
Palau		4	3	3	3
Thailand	12	2	1	3	1
Macau		2	2	2	16
Singapore	32	41	23	44	43
Japan	17	24	30	13	21
Total	81	95	110	109	143

Source: International Affairs Office

The most successful program in student and faculty mobility is the one in Canada. The Canadian program cooperates with an academic college that is also a partner school in Toronto. Students come to Canada and go to summer ESL in July for eight weeks, enroll in hospitality-related courses with Canadian students and other international students for two semesters, and go to an industry, paid internship for fifteen weeks. Most of the internship locations are high-end hotels, resorts, chateaus on the West Coast, and franchise restaurants in Toronto. In this Canadian program, two-way faculty exchanges are also developed. The programs in the UK, New Zealand, Hawaii, Macau and Japan follow a similar model. For programs in Palau, Thailand, and Singapore, there are pay-internship opportunities. Students work as interns in the country of the provider for one year in high-end hotels and resorts. The university has successfully developed some useful templates, guidelines, and vetting procedures for initiating new study abroad programs. However, from the interviews, the participants emphasized that starting and/or directing study abroad programs is time intensive and would discourage many faculty members' involvement in program development.

Another indicator of student mobility is the number of overseas students at this university. The overseas student numbers are increasing steadily every year. The numbers include international students, exchange students, and overseas Chinese students. Table 5 shows the data from 2007 to 2010 and obviously, the student numbers increased almost three-fold in four years. However, there have been no radical changes in student composition by country of origin. Among the overseas students, most are from Asia, especially Malaysia (44%) and Macau (14%). A few are from Europe (2%) and none from North America. Most foreign students understand basic Mandarin and are immersed with local Taiwanese students. As one administrator mentioned, the school needs to develop some strategic plans for recruiting international students. The school depends solely on the MOE's promotional plans, and sooner or later, only Asian international students will come to study. The diversity of students' composition is his major concern.

Table 5. Overseas student numbers from 2007 to 2010

	2006	2007	2008	2009	2010
Overseas student number	2	31	52	63	87

Resource: International Affairs Office

Another strategy for increasing student mobility is that in the students' senior year, each must enroll in an overseas study trip for two weeks. This is part of a one-credit required course and students have to pay trip fees by themselves. These trips are specialized agency-run programs and most trips are visiting destinations in European countries or America. Every year, there are over 1000 seniors participating in this program.

According to Altbach and Knight (2007), initiatives and programs of international academic mobility come mainly from well-developed education systems and are focused on the South, although mobility between South to South, like Asia and Africa, is gradually increasing.

These patterns can be observed in the case study. Student and faculty academic mobility focus on well-developed countries like Canada, UK, US, and New Zealand. For occupational-purpose mobility, it moves to Asian countries such as Singapore, Macau, and Thailand, and increases annually.

5. Conclusion

This study found that in the context of an institution's passion and commitment to internationalization, some patterns for development are identified, and numerous strengths and challenges in institutional strategies are revealed. The patterns include a top-down commitment to the mission over the long term, high interest in continued internationalization, a shift in cooperation and engagement with Asian countries toward international partnerships, strong influence and aid from governmental policies and national plans, and an increasing emphasis on international internship opportunities for students. The strengths include leadership's commitment to internationalization, an articulated vision, prioritization of global activities recommended from an empowered group such as the task force, unique program design in curriculum to increase international mobility, and well developed infrastructure for overseas internship programs. Challenges are identified in terms of governance, operations, and human resources. It is obvious that internationalization policies and strategy priorities are highly relied on for central administration. Administrative approaches to internationalization, however, are not yet clear on the operational level. The communications for long-term internationalization, funding, and infrastructure support are not clear among faculty and staff. The disconnect between institutional intentions and support mechanisms is exacerbated, perhaps due to embedded organization culture. Thus, internationalization is dependent on a relative few active faculty members with adequate English skills and is heavily related to private goods, not public goods. The same situation is observed by Yeh, Hsu, Kim and Im's (2003) study, which reviewed Taiwan's hospitality programs.

The case study institution is a leader in the field of hospitality education in Taiwan. This does not mean however, that theirs is a perfect program. The interviewees were forthcoming about the weakness of the internationalization policies and strategies at this school, though they were less clear about how these problems will be addressed. Based on the study's results, better communication channels and an incentive system that encourages more faculty and staff involvement in international activities should be instituted. As a result, it is recommended that leadership focus on the following endeavors: (1) thoroughly and accurately assess why more students, faculty members and staff are not participating in international experiences; (2) support, empower, and provide incentives such as providing sufficient funding and decentralizing administration regarding participation in interdisciplinary global activities; (3) ensuring that measurable outcomes are defined for all global endeavors.

In addition, there are three areas in which administrators should consider investing more time and effort in the longer term: increasing the flexibility of the administrative system in order to improve the effectiveness and efficiency, recruiting more faculty and staff with significant international working experience, and increasing the international student bodies' diversity.

As Knight and De Wit (1995) have suggested, internationalization strategies should be integrated into an institution's administrative processes and structure, and should create a culture that values and supports the benefits of internationalization. Faculty and staff members' international experience and international students' different cultural backgrounds are valuable resources that support student learning. Without these elements, hospitality education is only international in name, but local in content, delivery, and deliberation (Jayawardena, 2001).

The material data and interpretations presented in this study contribute to the body of literature on internationalization of hospitality education in Taiwan. However, this study does not include a student perspective, and thus, cannot provide a holistic examination of all relevant actors within the hospitality education sector. A similar study focused on student perspectives would significantly enhance knowledge in this area. Other studies could also focus on comparative studies of best practices for internationalization of hospitality education in developed countries or in other Asian countries.

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