

INTERNATIONALIZATION: INVESTING IN FACULTY

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ABSTRACT

In the past years, John B. Lacson Foundation Maritime University -Molo has been prompted by the thrust that the Commission on Higher Education (CHED), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), other local and international accrediting bodies, to maintain maritime quality education and sustain its international prestige in terms of research among other areas. One of the strategies that have been started in the past years is to engage faculty in internationalization through international research involvement and/or participation. Although, a frequently cited obstacle to faculty engagement in internationalization plans is lack of funding (Backman, 1984; Bond, 2003; Ellingboe, 1998; Green & Olson, 2003; Steers & Ungsen, 1992; Woolston, 1983), JBLFMU-Molo has devised of a way to invest among its faculty to engage in internationalization through research. This paper provides a directory of the maritime institution in terms of local and international researches. It also implies how faculty is engaged in research through a review of the research outputs of the faculty in the last four academic years 2008-2011.

Keywords: *maritime quality education, internationalization, investing, and maritime institution.*

1. INTRODUCTION

For so long a time, academic institutions agree to the fact that a lot of thinking is needed to be able to get the best out of the investments they were able to make. Some universities undergo much training to get the best out of their teachers to be able to attract the best clients also in their universities.

Some universities also make sure that they attract the very best faculty members to join their ranks. They get those professors who also belong to the top ranks of their classes and those who have records of dedication and efficiency in teaching and scholarship.

John B. Lacson Foundation Maritime University – Molo, Iloilo City, Philippines, believes in the power of its faculty. This maritime academic institution not only makes it a point to hire professors initially with Masters' degrees in their areas of specialization. More so, it hires professors with doctorate degrees to complete its roster of qualified teachers.

Yet, it has been a challenge for the university to retain its outstanding teachers. Many of them also undeniably weigh better offers from other better institutions or abroad. The University is thus left with what can be the best option to make as regards this phenomenon. One of the strategies that has been done to ensure competitiveness in the academic marketplace and to appeal to top professors, was to invest aggressively in faculty in forms of competitive salary and exposure in international research through active participation.

One educator noted that the caliber of an academic institution rests upon the quality of its faculty, who are the lifeblood of the university. He wrote:

Like students, faculty are attracted to those institutions best equipped to help them reach their professional goals and where they are most likely to be associated with the most exciting colleagues and peers. Endowed professorships, as well as gifts that provide support for faculty to conduct research or implement a

program, honor the best minds and make the roster of faculty even stronger.

Investing in faculty is one of the ways the University has thought of in order to reshape many of its current practices. In this context, faculty involvement in international research conferences has been one strategy of restructuring the university's thrust of gaining faculty productivity. Other ways are leaders of professional associations, access to scholarship grants, publications, and an improved communication protocol.

2. RESEARCH PROBLEM

The need to involve the faculty members in internationalization through their research involvement has been echoed in the many organizations like the Association of American Colleges as early as 1985. This means that the faculty should be encouraged to make sure that their curricula are designed to advance students' understanding of what is happening around them, both locally and internationally. This goes on to say that the measure of faculty responsibility is embedded in their academic practice. This is translated in both engagement in academics and research.

It is in this line that many institutional leaders have expressed their intentions to develop internationalization plans to include exposure and research involvement among others. Green and Schoenberg (2006) noted that "it would be difficult to find a college or university today that is not making some effort to internationalize" (p. 1). By investing in faculty, such an effort of internationalization is achieved.

With this, the paper wishes to address the following questions:

(1) What is the percentage of the research outputs of JBLFMU-Molo in the last three school years, 2008-2009, 2009-2010, and 2010-2011?

(2) What are the linkages established by JBLFMU-Molo in terms of research?

(3) What are the different collaborations in research invested by JBLFMU-Molo?

3. CONCEPTUAL FRAMEWORK

In the faculty’s research involvement, research indicates that lack of financial resources prevents the development of incentives for faculty to engage in international activities, in general, and internationalization plans, in particular (Backman, 1984; Bond, 2003; Ellingboe, 1998; Green & Olson, 2003; Steers & Ungsen, 1992; Woolston, 1983). Engberg and Green (2002) noted that “the most frequently cited reason for inaction in higher education is lack of funding” (p. 16).

In the pursuit of academic endeavours as internationalization, scholars and practitioners recommend that in order for an academic institution to realize such plan, the institution needs a sustainable budget. For instance, in JBLFMU-Molo, Iloilo City, Philippines, ample budget is in place for faculty who wants to join local and international research conferences.

Based on experts, internationalization plans, internationalization scholars and practitioners recommend that such plans require dedicated resources, such as budgets for academic exchanges, faculty development workshops, international curricular development grants, and international research grants (Olson et al., 2006; Paige, 2005; Siaya & Hayward, 2003).

This study looked into the research involvement of the faculty as part of the internationalization effort of the JBLFMU-Molo and also to reinforce how investing in faculty through research was done.

Figure 1 shows the schematic diagram of the study.

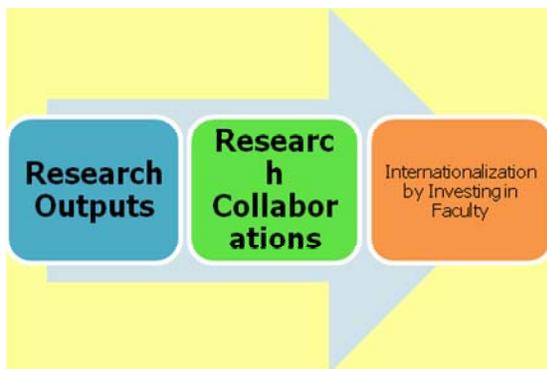


Figure 1
The Schematic Diagram of the Research

4. METHOD

In order to address the questions advanced in this study, document analysis was done. Document analysis is the systematic examination of instructional documents such as syllabi, assignments, lecture notes, and course evaluation results in order to identify instructional needs and challenges and describe an instructional activity.

Expert show that the focus of the analysis should be a critical examination, rather than a mere description, of the documents. In this context, document analysis was done to gain insight and examine trends and patterns on the frequency of research outputs. Frequently, it is used to evaluate a course such as evaluating the pattern in the faculty involvement in internationalization through research engagement.

5. DATA COLLECTION

Data collection method done in this paper is only document analysis. While document analysis was done, the researchers reviewed internationalization plans and other related documents.

6. RESULTS AND DATA ANALYSIS

The constant comparative method served as the primary analytical method used to systematically and continually categorize, compare, synthesize, and interpret the data collected (McMillan & Schumacher, 1997; Merriam, 2002; Strauss & Corbin, 1998).

The constant comparative method is a process in which any newly collected data is compared with previous data that was collected in one or more earlier studies.

This is a continuous ongoing procedure, because theories are formed, enhanced, confirmed, or even discounted as a result of any new data that emerges from the study.

6.1 Research Outputs of JBLFMU-Molo in the Last Three School Years, 2008-2009, 2009-2010, and 2010-2011

The Research Outputs of JBLFMU-Molo in the last three (3) years are the following:

- (a) the previous SY 2008-2009 had 37 studies;
- (b) SY 2009-2010 had 47 studies, and;
- (c) the present SY 2010-2011 has 49 studies.

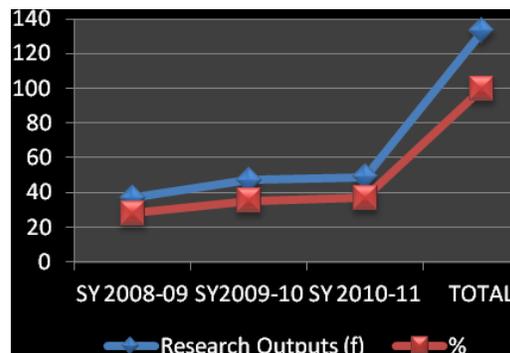


Figure 2
Research Outputs of JBLFMU-Molo in the last three school years

With these research output, JBLFMU-Molo

garnered awards by the research organizations where these papers were presented.

For SY 2008-2009, not any of the faculty members received an award in research. Two (2) awards for SY 2009-2010 were given to the faculty members of JBLFMU-Molo such as:

- (1) "Third Place Best Oral Research Presentation" and
- (2) "One of the Ten Outstanding Filipino Researchers" given by Philippine Association of Institutions for Research (PAIR) at Boracay Island in December 2009.

For SY 2010-2011, five (5) awards were received by the faculty members of JBLFMU-Molo, Iloilo City, Philippines, in Research. These awards are the following:

- (1) Global On-Line Journal Award;
- (2) Platinum Award in Oral Research Presentation;
- (3) Silver Award in Oral Research Presentation;
- (4) National Research Leadership Award 2010;
- (5) Third Best Paper Award in Disaster Preparedness.

The awards were given by Philippine Association of Institutions for Research (PAIR) at Cagayan de Oro in August 2010 and Environmental Educators Network in the Philippines (EENP) in February 2011.

6.2 International Linkages in International Conferences

As for SY 2008- 2009, ten (10) faculty members presented studies in the International Conferences. For SY 2009-2010, thirteen (13) faculty members presented at International Conferences. For SY 2010-2011, twenty four (24) faculty members presented their studies at International Conferences.

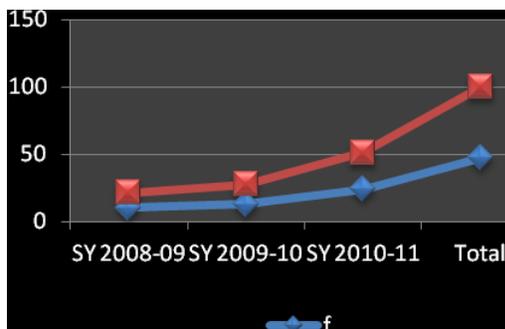


Figure 3
International Linkages of JBLFMU-Molo in the Research Conferences

6.3 Investing in Faculty: Collaborations in Research by JBLFMU-Molo

Figure 4 showed the collaborations done by John B. Lacson Foundation Maritime University – Molo, Iloilo City, Philippines, through the different research outputs of the faculty members. Seventeen (49 percent) of the papers were presented at the Philippine Association of Institutions for Research (PAIR); Four (11 percent) of the research papers were presented in the Asian Congress for Media and Communication (ACMC); six

(17 percent) of the papers were presented in the Environmental Educators Network in the Philippines (EENP); three (9 percent) at the Association of Teacher Educators at Texas USA; three (9 percent) were presented in the Transportation and Navigation at Poland; and two (5 percent) were in the International Conference in Finland.

Obviously, JBLFMU’s collaborations are international and national in nature as shown in the evidences of the research outputs.

Table 1
Collaborations (Local & International) done by JBLFMU-Molo

Name of Association	Type of Conference	Total	f
ACMC (Asian Congress for Media & Communication)	International Conference at Ateneo de Davao, Davao City	1	3
ACMC (Asian Congress for Media & Communication)	International Conference at Sarabia Manor Hotel, Iloilo City	3	9
Philippine Association of Institutions for Research (PAIR)	International Conference at Vigan, Ilocos Norte	10	29
Philippine Association of Institutions for Research (PAIR)	National Conferences at Cebu & Boracay Island	7	20
Environmental Educators Network in the Philippines (EENP)	International Conference at Ateneo de Davao, Davao City	2	5
Environmental Educators Network in the Philippines (EENP)	International Conference at Silliman University, Dumaguete	4	11
Association of Teacher Educators, International Conference at Texas, USA	Hyatt Hotel, Dallas, Texas, USA	3	9
International Seminar in Transportation & Navigation TRANS-NAV 2009 at Poland	Gdynia Maritime University, Poland	3	9
International Conference at Finland	Finland, Europe	2	5
TOTAL		35	100

6.4 Investing in Faculty: Collaborative Studies

The Research Department of JBLFMU-Molo, Iloilo City, the Philippines, has also established collaborations with the different colleges and universities here in the Philippines and abroad.

The following are the collaborative completed studies:

(a) For SY 2008-2009, one (1) collaborative study was conducted. This study was “Performance in Physics, Attitudes, and Study Habits among Engineering Students as Influenced by Certain Related Factors” JBLFMU-Molo & University of San Agustin.

(b) For SY 2009-2010, one (1) collaborative study was conducted. This study was titled “Seagrass Diversity in the Western and Eastern Sites of Igang Bay, Guimaras, Philippines” and was conducted by John B. Lacson Foundation Maritime University - Molo & the University of the Philippines.

(c) For SY 2010-2011, three (3) collaborative studies are conducted. The titles of the studies are the following:

(1) Sexting as Socio-Cultural Practice and its Influence among Filipino Youth: A Journey to Explore;

(2) Facebook as Social Capital and Its Role in Transforming Filipino Teenagers: A Reflective Analysis John B. Lacson Foundation Maritime University -Molo, & Occidental Mindoro State University, and;

(3) Status of Fish Catch among Fisher folks at the Municipality of Oton leading to Coastal Zone Management by JBLFMU-Molo, Iloilo City & Marine Institute Memorial University of Newfoundland, Canada.

6.5 Investing in Faculty: Other Collaborations

The JBLFMU-Molo, Iloilo City, the Philippines, as maritime university and the Members of the Research Committee are active members of different organizations. These organizations, associations, and societies are the following:

(1) Philippines Society for Educational Research and Evaluation (PSERE);

(2) Philippine Association of Institutions for Research (PAIR);

(3) Asian Congress for Media and Communication (ACMC);

(4) Environmental Education Network of the Philippines, Inc. (EENP);

(5) Western Visayas Association of Physics Instructors (WVAPI);

(6) Philippine Association for Graduate Education (PAGE);

(7) Association of Teacher Educators (ATE) International;

(8) Commission on Higher Education- Regional Research Center (CHED);

(9) Commission on Higher Education- Zonal Regional Center (CHED);

(10) Philippine Association of Maritime Researchers (PAMR);

(11) International Association of Maritime Universities (IAMU);

(12) Philippine Society of Mechanical Engineers (PSME);

(13) Society of St. Vincent de Paul (SSVP) International;

(14) Philippine Society of Physics (PSP);

(15) Provincial Environment of National Resources Office (PENRO);

(16) City Environment National Resources Office (CENRO);

(17) Regional Environment Educators Network (REEN Region 6);

(18) Sea grass Network International (SEAGRASS Net).

To attain that different collaborations / accreditations / certifications of JBLFMU-Molo, Iloilo City, the Philippines, returned good development to the faculty members, students, and staff. Through these organizations and agencies, many activities in research were drawn just to satisfy the level of accreditation and certification.

Thus, ushered internationalization and forming strategic alliances not only in research but also in other functions of the maritime university in Asia.

7. CONCLUSIONS OF THE STUDY

Internationalization by investing in faculty showed differential investment as an organizational practice that encouraged faculty to participate in research.

This practice stimulated faculty engagement in internationalization by providing incentives and communication mechanisms to support faculty in integrating international dimensions into their teaching, research, and service.

This study likewise shed light on how the university invested in the faculty by giving them budget or funding in research pursuits and endeavours.

8. RECOMMENDATIONS

Based on the findings of the present study, the following recommendations are advanced by the researcher:

The administration of JBLFMU-Molo, Iloilo City, Philippines, should sustain the skills, enthusiasm, and drive of the instructors towards sustaining the research to achieve the global competence in maritime education. This can be done through in-house training and seminars, reviews, colloquia, research presentation in national and international conferences.

Continuous training and exposure of these faculty members and marine engineers in research and related activities here in the country and abroad are meant to prepare them to become competent contributors to the realization of the research goals of the University.

JBLFMU-Molo, Iloilo City, Philippines has to be cognizant of the drive of internationalization through sustaining investments in faculty to attract more to engage in research.

9. ACKNOWLEDGMENTS

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