An Evaluation of Strategies and Policies in Higher Education Management in Internationalization Process: New Pedagogy

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Abstract: Reports by the International organizations, such as the World Bank, UNESCO, and OECD, reveal that the number of students in higher education in 1985 was 20 million, in 1990 26 million, in 1995 38 million and with a rapid increase from 1995 onwards, the number was over 85 million in 2001. At present more than 100 million students are at universities and it is expected that the number will reach to 200 million in 2020. In this respect, evaluating the strategies and policies for higher education in terms of internationalization becomes crucial. This research study aims to examine the role of management in higher education within internationalization process for catching the new pedagogy. It is essential to consider new generations for the roles of managers in terms of fostering online learning. Qualitative research design was conducted that case study was employed in this research. 17 universities' representatives were participated research that content analysis was done to analyse qualitative data. In this research, it is revealed that ground of internationalization, institutional strategies, policies, academic strategies and policies, risks and handicaps, role of internationalization in higher education are essential for the quality and management for making new pedagogy.

Keywords: *internationalization; higher education; new pedagogy; online learning; ser- vice; strategy.*

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1. Introduction

Higher educational institutions undertake important societal, social, economical, and political responsibilities for the development of countries. Since the middle-ages, Higher education has constantly been developing and growing in importance day-by-day. When the historical processes are overviewed, it can be observed that the mission of universities shaped according to societal, social, economical, and political conditions on those days. In the 12th century, universities were for teaching and learning, but in the 18th century this mission was prioritized to raise national consciousness. In the 21st century, this mission centered around internationalization as a result of globalization (Scott, 2006).

Globalization puts responsibilities on higher educational systems, which produce information and present it to public service. Meanwhile, universities are required to establish partnerships and network in order to integrate into global education (Damme, 2012). They have a great role to foster new pedagogy and new learning contexts as an online learning in order to make service quality. The study of (Ossiannilsson *et al.*, 2016) underline the importance of MOOCs for the higher education practices. It is stated that the uses of MOOCs are the innovation for the higher education. Further to this, the study of (Ossiannilsson, Altinay, & Altinay, 2015) puts an emphasis on the quality of MOOCs by merging the importance of pedagogical and managerial sides. In relation to this, the pressure elements in question are to make the higher education systems act and start the internationalization process of universities.

The initial stages of internationalization of higher education has been observed as student-information exchange among universities in different regions since the middle- ages (Wit, 2002). As the effects of globalization increased, there seemed a student and program and organizational mobility which caused internationalization of higher education in different dimensions (Ramirez, 2014). While Altbach and Knight (2007) define the internationalization concept as a process providing dimensions to education, research, and higher educational institutions, the U.S.A, the U.K, and Australia consider their higher education systems as strong arguments raising qualified workforce and increasing the level of prosperity of their countries (Cerna, 2014).

The rise in the number of foreign students is not only due to the capacity of higher education, but there are social targets too beyond this. For example, the E.U and candidate countries encourage and direct students and

academicians mobility to their countries through Socrates and Erasmus programs. They also aim to develop cultural relationships, to create a “European Education and Research” area, and develop a common European vision. A similar attempt was done in 1998 in the Far East (The University Mobility in Asia and Pacific UMAP). In 1998, a similar system, European Credit Transfer System (UMAP Credit Transfer System) was developed to increase student mobility. Besides the societal results of mobility in higher education, its economical results should not be ignored. Countries like Germany, France, Canada, and the U.S.. A support student mobility so that they intake smart foreign students and educate them for future qualified manpower to be employed in their countries. On the other hand, countries like Australia, the U.K. and New Zealand aim to create extra financial sources with the high fees foreign students pay.

The Bologna Declaration (1999), constituted by the EU and other participant countries and signed by 29 Ministers of Education or Ministers from European countries to develop higher education and reach common interests, has 47 member countries at present. After the adaptation of the Bologna Declaration, additional principles, Prag (2001), Graz (2003), Berlin (2003), Bergen (2005), and Glasgow (2005), for the development of the Bologna process and implementation of different decisions, were published. The Berlin Declaration signed in 2003, focused on basic applications for structural changes. These changes are; easily readable and comparable degree system and three-way degree system, recognition of university degrees, diploma supplement and European Credit Transfer System (ECTS). There is an intensified need to consider the EU quality assurance system, developing the European dimension in higher education, life-long learning, active participation of students in learning processes, European Research Area (ERA) of Ph.D programs and European Higher Education Area (EHEA), academic mobility, research in higher education and the relationship among all these issues.

When the basic grounds in internationalization are examined, their advantages in higher education and the financial yields for the country are significantly important. However, besides the advantages of internationalization, risks, such as brain drain, cultural erosion, commercialization, fake degrees, commodification and becoming common were taken into consideration (Altbach & Knight, 2007; Healey, 2008; Marginson & Wende, 2007; Maringe *et al.*, 2013).

The aim of this study was to examine the state of educational management in Internationalization and evaluate strategies and policies in North Cyprus for examining the new pedagogy capacity.

2. Method

In order to obtain reliable and detailed data in depth, a case study was conducted in this research. In a case study, an event or a fact happened at a certain time and place is dealt with in detail. The event is dealt with in its framework in terms of specific time and place (Denzin & Lincoln, 1994) and is examined in depth through detailed analyses (Creswell, 2002). A case study is important because it provides evaluation from direct information.

2.1. Sources of data

The participants were the executive bodies of 17 universities of the Ministry of National Education (MNE), Northern part of Cyprus. 57 volunteering participants from all the universities (Head of Trustees, Members of Trustees, Rectors, Vice-rectors, Deans, and Head of Departments) were given interviews. The participants were specified through purposeful sampling method used in case studies (Maxwell, 2005). The personal information of the participants are presented in Tables below.

TABLE 1

Gender distribution		
Gender	F	
		%
Male	35	
		61
Female	22	39
Total	57	100

As it is shown in Table 1, %61 (f=35) of the participants were male and %39 (f=22) were female.

As in Table 2, %56 (f=32) of the participants were Prof. Dr., %39 (f=22) were Assoc.

Dr, and %5 (f=3) were Asst. Prof. Dr.

As in Table 3 %32 (f=18) of the participants were Deans, &30 (f=17) were Heads of Departments, %21 (f=12) were Rectors, %4 (f=2) were Members of Trustee, and %2 (f=1) was the Head of Trustee.

TABLE 2

Titles of the Executives		
Title	F	%
Prof. Dr.	32	56

Assoc.Prof.Dr.	22	39
Assist. Prof. Dr.	3	5
Total	57	100

TABLE 3
 Positions of the Executives

Position	F	%
Dean	18	32
Head of Department	17	30
Vice-rector	12	21
Rector	7	12
Member of Trustees	2	4
Head of Trustees	1	2
Total	57	100

Semi-structured interview and personal information forms were used to collect data. In qualitative research, interviews in detail, direct observation, and document analysis techniques are conducted (Legard *et al.*, 2003) (Interview techniques can be classified as structured in itself, semi-structured, and non-structured. In the semi-structured interview technique, questions are specified in advance and used in interviews, but the researcher can still ask new questions (Karasar, 2010). This method is not as strict as structured inter- views or as flexible as non-structured interviews.

When writing the qualitative questions, political articles published in national inter- national fields to evaluate the state of internationalization of higher education in Northern part of Cyprus were overviewed. Official documents add to the understanding of the re- search topic in detail and depth and makes the findings more realistic (Denzin & Lincoln, 1994) (The documents in this research were examined in document analysis and evaluated in general. The semi-structured interview form was prepared in the light of related information in literature and was finalized after criticisms and suggestions by experts in the field.

On receiving confirmation of the content validity from experts, the form was rewritten. Following this a pilot study was conducted with a selected group equivalent to the participant group. Thus, the clarity and comprehensibility of the questions and the reflection of the answers in terms of suitability for the study were confirmed. In preparing the original interview questions, expert, educationalists and Turkish linguists were consulted for clarity, comprehensibility, and suitability to the questions. The

form was approved by the Ethics Committee of Near East University and data collection process was started. A content analysis was done in the analysis of the qualitative data obtained from the participants.

The qualitative form contained three sections. The first section included participants' gender, title, position, and length of service in the position. The second part included questions prepared in the sub-dimensions of the research. The questions were prepared in the theoretical framework of the study. The priority was in internationalization and its grounds followed by academic and theoretical strategies of the universities in internationalization process and the risks faced in these strategies and questions related to the handicapped and the internationalization of higher education system in Northern part of Cyprus.

2.2. Data analysis

In the analysis of the qualitative data a coded and categorized content analysis was done. The main aim of a content analysis in which similar concepts in the data group are put together to form themes and interpreted with the relationship among them (Yıldırım & Simsek, 2011).

Open-ended questions were asked in the semi-structured interviews and the participants were expected to give answers in depth. The questions, then, were categorized and replaced in Tables. After the first categorization, the data were overviewed and the basic themes and categories were formed. In the light of the information in literature, these categories were overviewed again. Similar categories were put together and the different ones were coded and put under a separate category. The respondent for each category was identified in numbers. The original sentences from the categories were put down as examples. Individual interviews were carried out during school visits at the convenience of the participants. The interviews were held in face-to-face environments. It was observed that the participants were quite comfortable during the interviews giving short and precise answers. The researcher repeated the questions to give the participants time to think.

The data obtained for content analysis were put onto computer. Then, the raw data texts were grouped according to the questions on the interview form. These texts were subjected to content analysis. Codes like P1., P2., P3..etc.were used not to reveal the identification of the participants (P 1= Participant 1). At the end of the coding process, basic themes, main categories, and sub-categories reflecting the findings were specified. In addition, variety, one of the strategies used in qualitative researches, was conducted to test the validity of the data analysis. Patton (1990) talks about four basic types of variety analysis; the variety of data sources, the

researcher's variety in which other researchers take part, the conceptual variety which interprets varieties through different points of view, and the methodology variety in which several methods are used in a study. The data obtained in this research were examined through content analysis. This analysis is carried out in four stages (Yıldırım & Simsek, 2011)

1. Data Coding: In this first stage of content analysis, every participant was given a number and the documents were prepared. The data obtained were examined within the frame of the study and put into sections and were coded according to the conceptual meaning. The coding list was finalized based on its conceptual frame and the interview questions. This coding list was the key in the arrangement of the data. The exempted data were not coded

2. Specifying the Themes: The specified codes were set in categories and were taken as separate themes.

3. Organization of the data in themes and codes and their interpretation: The participants' views were explained in a comprehensible way and presented to the reader directly. The participants were coded, without revealing names, as P1, P 2, with their views in “.”.

4. Interpretation of the Findings: The findings were interpreted and the results were announced by the researcher through the stages of qualitative research.

3. Results

The interviews with university executives were overviewed so that their strategies in internationalization could be examined in detail and soundly. The data from the interviews are presented parallel to the sub-problems of the study.

3.1. Dimension I: The Grounds for Internationalization and New Pedagogy

In the global world, internationalization of higher education systems has caused changes and alterations in educational systems and institutions. In order to respond to new demands emerging from globalization, read the risks and opportunities and reach universal standards, universities should evaluate internationalization concept correctly. To do so, the grounds for internationalization should rationally be specified. In this regard, based on Knight (2004) perceptions, the grounds for internationalization of universities were analysed. Knight (2004) categorized the grounds of internationalization under four categories; “socio-cultural”, “political”,

“economical”, and “academic”. The obtained data were examined in this framework.

The participants raised views about cultural wealth, awareness of various cultures, and raising students in international and intercultural environments as socio-cultural realities. P 8 expressed views as, “Internationalization means cultural wealth. The values of every country reflect their wealth in a multi-cultural structure as well as an individual and mutual contribution”.

P 1 explained the significance of internationalization saying, “Internationalization of education is in taking international students and adding to the recognition of the country, adapting new systems, and acting together with the world. In achieving these targets, all the cultural, language, and other extraordinary differences should be considered and be prepared for necessary arrangements and improvements”.

In internationalization context, besides providing global and cultural experience, the institution should offer an international environment and education to all the involved. Interaction of foreign students with the involved accelerates internationalization. Activities carried out on a campus with foreign students have international dimensions, the curriculum is designed with the foreign students at stake, and the foreign students are considered as involved.

P 57 expressed views about this issue, *“We pay utmost attention international accreditations when in taking more foreign students and teaching in a foreign language. We employ foreign teaching staff as well. We expand this to short and long term periods in strategic planning context”*.

On a campus with foreign students all activities are run in international dimensions, the curriculum is designed with foreign students at stake, and the foreign students are involved in administrative processes. This adds the formation of an institutional culture support in internationalization.

P8 expressed views saying, *“English medium education in higher educational institutions is highly significant in their position in terms of internationalization and the status of our students in the world. This is why most universities in Northern part of Cyprus offer English medium education. The English Preparatory school has a big role in teaching a foreign language”*.

The second ground for internationalization is appraised in political context. However, the participants did not emphasize political grounds in internationalization.

P 3 expressed thoughts as, *“It is of utmost important that foreign graduates leave the island with positive impressions, particularly if the graduate occupies a high position in his/ her country”*.

Another participant emphasized the benefits of investments for foreign students. These graduates might be envoys with positive impressions of the university and the country of study. Someone satisfied with the education in a foreign country will always have positive impressions of that country, particularly when in higher political, economical or societal positions.

P 11 explained saying, “ *Many foreign students are our envoys after graduating and have positive impressions of our country*”.

Economical grounds for internationalization were not mentioned much by the participants.

P 9 said, “*Internationalization has benefits for the economy of the country*”.

The participants mostly raised academic grounds in internationalization. Development of academic horizons is related to institutional developments and quality. Contrary to the efforts in competitiveness, they encourage collaboration.

P 10 explained views, “ *You have been ranked in some ways, but you have to try to push your rank to a higher position. This is where you realize the importance of internationalization*”.

“*If you are not internationally interacted, you do researches and give education at your own levels. A university should not only produce knowledge for Northern part of Cyprus, but should also respond to a wide range of countries*” said P21.

“*More foreseeing academicians and international publications will raise the quality of education. Students are very well aware of internationalization and they prefer universities accordingly*” explained P 5.

3.2. Dimension II: Views about institutional strategies and policies changing learning context

Institutional strategies and policies may be of great benefits for the involved and institution during internationalization process in a supportive institutional culture. In this regard, institutional strategies were examined in the light of participant views under management, staff, international units, awards, encouragement, and sub-categories.

In the process of internationalization, the top executives have a crucial role. All future plans can work as expected on condition that they are first adapted by the top executives and the others involved.

P 7 explained, “*For a sound and sustainable internationalization, firstly the top executives should adapt it, which is likely to bring about very successful results. At our university there is an ongoing support and encouragement for more efforts in the process*”.

The participants expressed views about the smooth running of internationalization, and the success rates, but focused more on the ongoing

evaluation of the present situation, the state of the graduates, number of foreign students, foreign teaching staff, and collaboration with international institutions.

P 57, *“The self-evaluation unit of Academic Affairs Coordination observes and evaluates the effective running of internationalization process based on the world criterion”.*

“When the number of foreign students in this country is considered, it can be assumed a success, but the function of the foreign graduates related to our country should be researched” said P 16.

“The number of foreign students, teaching staff, common research projects and publications are the top priorities in internationalization process” P13.

Internationalization process, supported by top executives, is emphasized in institutional documents such as mission, vision, and strategical certificates. This indicates that the executives adapt the process and encourage the involved. A participant stated that the support reflected to institutional structure.

P 21 expressed views, *“The role of top executives and teaching staff in internationalization process is great. Some participants pointed to important issues and admitted that some staff are reluctant. We have many active and willing teachers, but some are not interested in the issue because they are overloaded”.*

In institutional strategies, awarding and policies in encouraging are important dimensions. Awarding and encouraging the involved contributes a great deal to the internationalization of the institution. The participants raised different views about the strategies developed by the institutions regarding awards and encouragement.

P 57 *“ International publications are crucial for us. We award the teaching staff for their publications and pay particular attention to their Personal Development”.*

“Our university offers all kinds of financial and moral support systems, such as congress, publication, and thesis advisory” admitted P 13.

3.3. Dimension III: Views about Academic strategies and Policies

Higher educational institutions possessing different grounds for internationalization and motivation, develop various strategies and policies in academic and institutional contexts. These are the paths the institutions follow in sustaining internationalization processes successfully. These strategies and policies are reflected through participant views in the third dimension. Academic strategies are dealt with in different categories; education, research, and social activities. Educational activities program and curriculum in internationalization process include language, degree programs, overseas education and training opportunities, student and

teaching staff exchange, equivalence of degrees, partnership, summer courses and intercultural education. The educational activities by universities are reflected in participants' views as follows;

P 18 *"Academicians design their own curriculum according to their set aims. They are free to do so. Even though, they have to comply with the arrangement of degrees and transcripts"*.

The importance of English medium instruction in order to form a culture supporting internationalization was a strongly emphasized detail.

P29 said, *"The big majority of the programs in our university are in English. This is a handicap for many universities"*.

With regards to the sub-dimensions of educational activities, the participants pointed to criterion such as accreditation, advertising, international cooperation and activities, rank among universities, quality, and being recognized.

"Many universities in Northern part of Cyprus are good at advertising. The increasing number of foreign students recently is an indication of this success. Lower in prices and facilitating transportation to Northern part of Cyprus will contribute more to this rise in number" explained P25.

"The design of our web-page in the visual communication age attracts many students and academicians. We are planning to establish an institutional communication unit to catch up with the age in visual communication" said P50.

"Accreditation is an official approval confirming that a certain standard has been restored. This is indispensable in some countries in recognizing university degrees. This is why accreditations are important. Accreditation applications for several programs have been approved." explained P13.

P 32 remarked, *"Accreditation processes are of crucial importance with regard to reaching the standards, raising the quality, even more it provides the criterion for objective evaluation in the eye of the students"*.

"International meetings are not only to exchange agreements, but also they are the environments where partnerships can be established and new ideas can be shared" said P 24.

"Ranking universities is not absolutely significant. Each ranking institution has different criterion. The most important is how the institution looks into the matter. Therefore, we refer to the reliable ones as well as the education system in those countries, try to understand and make decisions to pursue in our efforts" expressed P 24.

3.4. Dimension IV: Views about risks and handicaps

The participants responded to the subject question considering local conditions. Therefore, global risks such as commercializing, commodification and becoming common, fake university degrees, cultural

erosion, and loss of national identification were not mentioned. Instead, the participants emphasized the risks such as political obstacles, increasing number of universities, economical constraints, language problems, transportation problems, failure in the security and health control of foreign students, and brain drain.

“The biggest handicap is that our country is not politically recognized” complained P 30.

“Language problems of incoming foreign students should be specified and they should go through strict health control. The number of students on the island might be satisfactory, but I’m afraid some have other missions. Their student identities should be confirmed by protocols between the involved States. Accreditation is essential at this point. You can offer education and intake high quality foreign students if your educational institutions are accredited. The most important risks are contagious diseases and illegal activities” said P 24.

“The biggest handicaps, in my opinion, are that Northern part of Cyprus is politically unrecognized, cost of living, and transportation” explained P25

“Political constraints and language problems” complained P 15.

“The biggest threat of internationalization is on people’s health. As a cosmopolitan environment some kind of contagious diseases are likely to spread in the country” emphasized P 12.

“Precautions in brain drain and health issues should be taken in institutions and all around the island” suggested P 40.

3.5. Dimension V: Views about the position of higher education in internationalization in Northern part of Cyprus

The participants commonly agreed that recently higher educational institutions in Northern part of Cyprus have become more aware of internationalization, but are still facing some problems particularly because Northern part of Cyprus is not a politically recognized country.

P 1 expressed views as, *“Regardless of all the (so called) political obstacles, higher education in Northern part of Cyprus has gone through significant stages. My institution, for example, was the initiator. It is clear that the hospitals offering scientific and educational studies as well as medical services have brought Northern part of Cyprus to a relatively high level”*.

“Northern part of Cyprus is not a recognized country by the EU and this is a big problem in the internationalization of higher education. The universities are trying to overcome this obstacle by their own activities, publications etc.” commented P 2.

“In spite of all the political obstacles, it is much better than many universities in Turkey” admitted P 15.

“With its techno-polis, multi-national projects, publications and job opportunities for its graduates, it is heading towards better targets” explained P 33.

In respond to the subject question in Dimension V, the participants expressed that, although delayed, awareness of the issue was raising and added that it should develop to include all dimensions. They wished that Northern part of Cyprus, with its quality education, should take place among the developed countries to share the benefits offered to them for internationalization.

P 13 expressed views as, *“Northern part of Cyprus is become an attraction. We’ve been experiencing the interest of Turkey, the Middle-east, and African countries for 4-5 years. I can say that my institution is quite eager in internationalization. Everybody feels the need for internationalization”*.

“In my opinion, out higher education is still at the initial stage in internationalization. There should be more students. We need to provide work for students, as in many countries in the world, so that they can contribute to their expenses. Surviving without a study grant in a foreign country is hard. Accommodation is another crucial problem. The students should stay in well-equipped dormitories and have job opportunities on the campus. Needless to say, the quality should be high. The Government and universities should adapt policies to support internationalization” briefed P 3.

4. Discussion

In the light of the findings in this study, the strategies and policies of higher education in internationalization were examined. Steps taken in internationalization are not free from each other. They may all have common positive or negative results. The official documents, participants’ views, and in terms of regional and national aspects, an aware- ness of internationalization can be observed in Northern part of Cyprus (Altınay, 2015). This awareness raising is indicated in texts such as strategy documents, reports and action plans. It is emphasized that such texts in quality, advertising, and cultural outcomes, will be of great benefits in internationalization. However, while the university executives adapt and support the process, there are still teaching staff and students with different attitudes towards the process (Horta, 2009).

For a sustainable internationalization process, firstly, needs, sources, priorities, and strategies to be followed should be specified well in advance. Deficiencies related to needs, sources, and priorities in strategies specified by the State and universities have been observed (Horta, 2009). For example, in the academic strategies dimension, particularly exchange partnerships and

foreign language issues are strongly emphasized, but degree programs, training and summer courses etc. seem not to be taken seriously. In addition, in these planning, it was observed that the qualitative dimensions are ignored. As a result, it is strongly suggested that planning should be consistent and in a holistic perspective and every dimension should be carefully studied (Altınay *et al.*, 2016). In the application dimension it is clearly noted that problems emerging from planning and evaluation bring along some more problems. Views related to the constraints in bureaucratic issues, foreign language, and human sources faced indicate to difficulties faced during application processes. In such a case, the planning and evaluation dimensions should be developed through sustainable, rational policies to overcome the constraints during the process. In evaluation processes, an overall evaluation of the specified attempts and strategies for internationalization are taken into consideration (Altınay, 2015).

5. Conclusion

The data in work dimension show that quantitative dimensions are taken more seriously compared to qualitative dimensions. This problem may be a result of the low-level potential in increasing the quality of attempts and strategies followed in this context.

In the strategy documents related to internationalization criteria such as foreign teaching staff and students, number of agreements signed indicate that the evaluations are done in quantitative context. In such a case, the problems in planning, application, and support reflected in the evaluation stage and the quality problems are totally bound to the betterment of other circular reasoning (Akcil *et al.*, 2016). The final dimension of the model, support, is related to awards and encouragement mechanisms in internationalization process. The findings in this study showed that award and encouragement mechanisms are insufficient. On the other hand, an effective institutional strategy is observed in which some universities form funds through various channels and allocate it for the use by the teaching staff to encourage them (Egron-Polak & Hudson, 2014).

At the same time, it is hoped that, in the context of higher education, the deficiencies in the supporting dimension will be compensated parallel to raising awareness of the process. As a result, as in chain-rings, problems experienced in a certain circular naturally reflect onto others. At this point, it can be said that awareness of and commitment to the process in higher education is on the increase (Akcil *et al.*, 2016). However, it is clear that one-way betterment attempts will not be achievable at a desired level because

deficiencies in planning, application, evaluation, and support dimensions come one after the other. In such a case, top – level policies composed of holistic and dependent stages should be adapted for the internationalization process (Egdon-Polak & Hudson, 2014) in which the higher education executives have the biggest responsibilities.

In this study, internationalization in higher education was dealt with in terms of grounds, academic and institutional strategies, and handicaps and risks faced in the process and the state of higher education, Northern part of Cyprus, in internationalization was examined. As suggestions are offered in the light of the findings in this research, adoption to the new pedagogy is essential (Altınay *et al.*, 2017).

All the involved should adapt and be committed to the internationalization process. To achieve this, the executives at universities should prepare special strategy documents for internationalization for making new pedagogy. In order to raise awareness of research and support dimensions, official technical support and cooperation in research can be asked from leading universities. In such cases, without concessions in national priorities, rational steps should be taken. Award and encouragement is important for success in internationalization process. Thus, in order to get all the involved participate in the process, the award system for students in accommodation or social facilities, or rise in payment or awards for promotion criterion for the teaching staff should be developed. Meanwhile, all the process and outcome should closely be observed by the executives under the principles of transparency and accountability. In specifying aims and objectives in strategies and policies in internationalization experts from the international offices of universities may add positively to the process. In order to avoid risks faced in the internationalization process of higher education in Northern part of Cyprus, the system should adapt an autonomous structure based on accountability, specialization and variety principles, and should focus on quality (Altınay *et al.*, 2018). When the positive connection between quality and quantity in internationalization processes is concerned, parallel to the improvement in quality, a rise in the number of foreign students is anticipated. Therefore, instead of making concessions for the sake of having more foreign students, a consistent, sustain- able, holistic, and permanent strategy based on a quality-oriented structure will make the institutions more attractive for foreign students.

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