

International College of NIDA: A Path to World Class University?

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Abstract

After talking to Dr. Sombat Thamrongthanyawong, outgoing president of the National Institute of Development Administration, whose term would end on June 2, 2013, Dr. Piboon Puriveth, dean of the International College of NIDA (ICO-NIDA), was seated in his office, deep in thought. His face showed great concern about his college. Although founded at the end of December 2011, the ICO-NIDA admitted its first students for its graduate programs in August 2012; and, by February 2013, the number of students for the first of the trimesters (beginning in January 2013) had not increased satisfactorily. Established with the goal of attracting foreign and Thai students who wanted to attend an international graduate program, the ICO-NIDA was supposed to pay for itself. But, *could* the college pay for itself, given the current enrollment realities? As of February 27, 2013, his college had only around 30 students, all of whom were Thai nationals, except two students from China and the three German students expected to enroll later. A month earlier, the Master's degree program in Management conducted in Chinese had to be terminated because only two Chinese had applied for the program.

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Dr. Piboon thought that around 100 students per year would be enough for his college to survive. He had advertised the ICO programs on the Internet in order to try to reach prospective students, thereby also keeping the public relations costs low. Would this outreach strategy, along with the recently implemented year-around admissions policy, bring in the target number of students? On the instructional side, he had signed memoranda of understanding (MOUs) with several overseas universities whose faculty would be invited as visiting professors to teach in ICO programs. But, would the new college earn enough money to defray the invitation costs? That was one thing. Another question was whether visiting professors would be able to come to Thailand whenever required. If not, how could he handle the instructional gaps that would ensue?

Many other questions also came to his mind: Were other schools at NIDA and at similar international colleges in other universities in Thailand and elsewhere in the ASEAN region offering similar programs competing for the same targeted group of students? If so, what could he do to insure that NIDA's ICO would be fully able to hold its own against both present and potential future competition? These were some of the questions for which he had to find answers because if ICO-NIDA could not be made successful, then NIDA President Sombat's hope for NIDA to become an international world class university might also fade.

Keywords: World Class University, NIDA International College, SWOT Analysis, University Administration

วิทยาลัยนานาชาตินิด้า: หนทางสู่การเป็นมหาวิทยาลัยระดับโลกจริงหรือ?

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บทคัดย่อ

หลังจากได้พูดคุยกับ ดร. สมบัติ อารังธัญวงศ์ อธิการบดีสถาบันบัณฑิตพัฒนบริหารศาสตร์ หรือที่รู้จักกันโดยทั่วไปในชื่อว่า “นิด้า” ซึ่งกำลังจะครบวาระการดำรงตำแหน่งอธิการบดีวาระที่ 2 ในวันที่ 2 มิถุนายน พ.ศ. 2556 ดร. พบุลย์ ภูริเวทย์ คณบดีวิทยาลัยนานาชาตินิด้า นั่งใคร่ครวญเกี่ยวกับวิทยาลัยแห่งนี้ที่อยู่ในห้องทำงานของเขา สีหน้าแสดงความวิตกกังวลอย่างเห็นได้ชัด ถึงแม้ว่าจะได้เริ่มก่อตั้งเมื่อเดือนธันวาคม พ.ศ. 2554 แต่วิทยาลัยนานาชาตินิด้าเริ่มรับนักศึกษาครั้งแรกในเดือนสิงหาคม พ.ศ. 2555 และเมื่อถึงเดือนกุมภาพันธ์ พ.ศ. 2556 จำนวนนักศึกษาในภาคแรกของระบบการศึกษา 3 ภาคการศึกษา (เริ่มเดือนมกราคม พ.ศ. 2556) ไม่ได้เพิ่มขึ้นอย่างน่าพอใจ วิทยาลัยนานาชาตินิด้าก่อตั้งขึ้นโดยมีเป้าหมายจะดึงดูดนักศึกษาต่างชาติและนักศึกษาไทยที่ต้องการเรียนในหลักสูตรบัณฑิตศึกษาระดับนานาชาติซึ่งจะต้องเลี้ยงตัวเองได้ แต่จะเป็นจริงได้หรือไม่ หากดูจากยอดการลงทะเบียนเรียนของนักศึกษาในขณะนี้? ณ วันที่ 27 กุมภาพันธ์ 2556 วิทยาลัยนานาชาตินิด้ามีนักศึกษาประมาณ 30 คนเท่านั้น ทุกคนเป็นคนไทยยกเว้น 2 คนที่เป็นนักศึกษาชาวจีนและคาดว่าจะมีนักศึกษาเยอรมันจะมาสอบอีก เมื่อเดือนก่อนนี้หลักสูตรปริญญาโท การบริหารจัดการซึ่งสอนเป็นภาษาจีนต้องปิดตัวลงเพราะมีนักศึกษาชาวจีนลงทะเบียนเรียนเพียง 2 คนเท่านั้น

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คณาจารย์ ผู้บริหาร และสมาชิกในแวดวงวิชาการอื่น ๆ สามารถอัดสำเนาไปใช้ได้โดยไม่เสียค่าใช้จ่ายหากต้องการใช้ในการเรียนการสอน กรณีศึกษาที่จัดพิมพ์สามารถเข้าถึงได้จาก NIDA Case Research Journal เว็บไซต์ <http://journal.nida.ac.th/journal/index> ติดต่อที่ <http://www.nida.ac.th/> และที่หมายเลข 0 2727 3315

ดร. ไพบูลย์คิดว่า ถ้าได้นักศึกษาประมาณ 100 คนต่อปีก็เพียงพอที่วิทยาลัยนานาชาตินิด้า จะอยู่รอด เขาได้โฆษณาหลักสูตรของวิทยาลัยในอินเทอร์เน็ตเพื่อเข้าถึงผู้ที่น่าจะมาเป็นนักศึกษา ของวิทยาลัย จึงทำให้เสียค่าประชาสัมพันธ์น้อย แต่ก็ยังไม่รู้ว่า กลยุทธ์นี้ควบคู่ไปกับนโยบายการ รับนักศึกษาตลอดปีซึ่งเพิ่งเริ่มดำเนินการจะทำให้ได้นักศึกษาตามที่ตั้งเป้าไว้ได้หรือไม่ ในด้าน การสอน เขาได้ลงนามในบันทึกข้อตกลงความเข้าใจ (MOU) กับมหาวิทยาลัยต่างประเทศหลายแห่ง ที่จะเชิญอาจารย์จากมหาวิทยาลัยเหล่านั้น มาสอนในหลักสูตรของวิทยาลัยนานาชาตินิด้า แต่วิทยาลัย จะสามารถหารายได้มาใช้จ่ายในการจ้างอาจารย์ต่างประเทศได้เพียงพอหรือไม่ นี่ก็เป็นอีก ปัญหาหนึ่ง และอีกปัญหาหนึ่งคืออาจารย์ที่จะเชิญมาสอนจะเดินทางมาประเทศไทยเมื่อใดก็ตาม ที่ต้องการหรือไม่ ถ้าไม่สามารถมาตามตารางสอนที่กำหนดไว้ เขาจะจัดการอย่างไรกับช่องว่าง ที่อาจเกิดขึ้น

มีอีกหลายคำถามที่ผุดขึ้นในใจของเขา อาทิ คณะต่าง ๆ ในนิด้าและวิทยาลัยนานาชาติใน มหาวิทยาลัยอื่น ๆ ทั้งในประเทศและในภูมิภาคอาเซียนที่มีหลักสูตรคล้ายคลึงกันกำลังแข่งขันแย่งชิง นักศึกษากลุ่มเป้าหมายเดียวกัน เมื่อเป็นเช่นนั้น เขาจะต้องทำอะไรจึงจะทำให้วิทยาลัยนานาชาติ นิด้ายืนหยัดอยู่ได้ในการแข่งขันทั้งในปัจจุบันและอนาคต ปัญหาเหล่านี้เขาจะต้องหาคำตอบให้ได้ เพราะหากทำไม่สำเร็จ ความหวังของอธิการบดีสมบัติที่จะทำให้นิด้าเป็นมหาวิทยาลัยนานาชาติ ก็จะไม่เป็นไปด้วย

คำสำคัญ: มหาวิทยาลัยนานาชาติ วิทยาลัยนานาชาตินิด้า การวิเคราะห์สวอต การบริหาร มหาวิทยาลัย

Background

The National Institute of Development Administration (NIDA) was established in 1966, following His Majesty King Bhumibol Adulyadej's vision of advancing Thailand's development through the establishment of an advanced educational institution to prepare people to become agents of change for national development.

The inception of NIDA grew out of His Majesty the King's discussions of the country's development with Mr. David Rockefeller of the Rockefeller Foundation in the United States of America in 1963. As a result, NIDA was established on April 1, 1966. At its inception, it received financial support from the prestigious Ford Foundation in the USA and academic assistance from the Midwest Universities Consortium for International Activities (MUCIA), a consortium of 10 "Big Ten" public research universities that collaborates on large-scale projects in developing countries. It thus became an educational institute of higher education for Thai scholars who might otherwise go overseas to study. Shortly thereafter, under benevolent auspices of His Majesty the King, NIDA became a government-supported graduate institution with university status. By the 1990s, it had emerged as one of Thailand's leading educational institutions and was one of a very few higher education institutions in Thailand that offered exclusively graduate degree programs in disciplines related to development administration.

Many of NIDA's past and present faculty members and graduates served many vital positions in the government and the private sectors. They played an important role in setting national policies and directing national development and administration. Further evidence of the university's reputation for academic soundness was the fact that approximately eighty-five percent of the faculty members held a doctoral degree or its equivalent.

NIDA Current Vision

NIDA was originally established to support Thailand's national development. But, in view to the fact that the country would be part of the ASEAN Economic Community (AEC) that was scheduled to come into effect in 2015, this initial founding vision had been expanded to encompass regional development in countries outside of Thailand, with the aim of producing advanced degree graduates who could serve in the public, business, and nonprofit sectors. Thus, apart from responding to just the

priorities of Thailand's Plan for Higher Education, NIDA also increasingly sought to meet the new challenges of international cooperation, understanding, and service.

Missions

In pursuit of its vision, NIDA provided graduate degree programs (Master's and doctoral degrees), training courses, and consulting services, as well conducted research pertinent to national, regional and international development.

Dr. Sombat, the NIDA president since March 12, 2007, whose aspiration was that NIDA become an international university with the world-class standards, had driven all of NIDA's constituent schools and faculties to take this vision seriously since the outset of his first term. Dr. Piboon often had heard Dr. Sombat opine that even though most schools attempted to recruit more foreign students by offering Master's degree and doctoral degree programs that were conducted in English, the schools continued to enroll few foreign students, thus being unable to create an international atmosphere (see Exhibit 1). Moreover, there continued to be few foreign lecturers in individual schools—for the most part, only Thai instructors giving lectures in English to mostly Thai students.

Meanwhile, elsewhere in Thailand, some universities—such as Mahidol University, Ramkhamhaeng University and Chulalongkorn University – had achieved a level of success in their international programs that placed them essentially on par with private universities such as Assumption University and Stamford University, whose student bodies had a high percentage of international students from all over the world. Therefore, to better fulfill NIDA's long-term vision and to avoid NIDA's being left behind other Thai universities, Dr. Sombat had decided to establish the International College of the National Institute of Development Administration (ICO-NIDA).

Development of the International College of NIDA

Early in the first term of his presidency, Dr. Sombat had promulgated a policy that all schools were to employ foreign lecturers, invite visiting professors, and offer international programs conducted in English – all of which were aimed at attracting increased numbers of foreign students,

with NIDA correspondingly becoming an international university as a result. However, when only one or two schools were found to have admitted a very small number of foreign students and to have recruited few foreign lecturers, the president had been greatly disappointed. He put the blame on individual deans of the schools and their faculties, stating that they had not put enough effort into attracting foreign students, and on the faculty's lack of fluency in English. Since transforming all of NIDA into an international university seemed all but impossible, at least in the short run, President Sombat decided to launch an international college as an alternative, hoping that it would be a more propitious path to the goal.

The International College of the NIDA was formally established on December 28, 2011, with the mission of becoming a truly international interdisciplinary graduate school. Dr. Sombat invited Dr. Piboon Puriveth, a well-known and highly respected professional in international education administration, to help conceptualize and found the college. Upon retirement from Ramkhamhaeng University, Dr. Piboon accepted the offer. ICO-NIDA was charged with focusing on not only ASEAN students (including Thai ones), but also on students from all continents on the globe—Europe, North America, Central America, South America, Africa, etc. Specifically, ICO-NIDA was founded with the following objectives.

1. To produce management graduates who have potential to work for the public sector, the private sector, non-profit organizations, social enterprises, etc. in different parts of the world.
2. To produce graduates who have solid knowledge in their field of study, coupled with virtues, ethics, and social responsibility.
3. To build capacity in education by producing graduates with the ability to do research and to lead change that contributes to sustainable development.
4. To strengthen the competitiveness of the country in order to participate in the ASEAN Economic Community (AEC) in an efficient and sustainable manner.
5. To foster the exchange of knowledge among students from different cultures, leading to more understanding and cooperation in the future.

Because of the goal of attracting students from diverse linguistic regions and traditions, the ICO-NIDA incorporated English language

training courses for all matriculants whose level of proficiency in spoken and written English needed upgrading, so that they could function effectively in a program environment where English was to be the *lingua franca*. Further, as an added inducement, as well as to help meet the financial requirements of students who would be unable to afford the program without external support, NIDA provided partial scholarships for non-Thai students.

ICO-NIDA Vision and Mission

Vision. According to Dr. Piriya Pholphirul, the vice dean of ICO-NIDA, what made the International College of NIDA different from other international colleges was its aim to be an *interdisciplinary* school, as it was believed that disciplinarians often committed errors which were best detected by scholars familiar with two or more disciplines. Therefore, interdisciplinary studies were believed to make important contributions to the academic world, as well as to society as a whole. Also, many intellectual, social, and practical problems required interdisciplinary approaches which brought about greater flexibility in conducting research. Interdisciplinarians were believed to help mobilize enormous intellectual resources for greater social rationality and justice, thereby filling the gap in the modern academy. By bridging fragmented disciplines, interdisciplinarians could play an important role in the defense of academic freedom.

Dr. Piriya added that ICO-NIDA was aimed at facilitating the internationalization of NIDA, by recruiting more qualified foreign lecturers and inviting famous lecturers from universities all over the world as guest lecturers to teach most of the courses in the programs. Thus, apart from the hoped-for enrolment of a greater number of students, the hiring of foreign lecturers to teach would help create the international academic atmosphere that Dr. Sombat desired.

Mission. The overarching mission was to become a recognized and well-respected center for graduate-student education that was suffused with an international focus and orientation in all its facets, as well as to produce graduates whose subsequent endeavors would facilitate accomplishment of the aforementioned objectives of the new College. Thus, English was chosen as the medium of instruction, as it was the main international language in the academic world. The first graduate program offered was the Master of Arts program in Management (ten majors). In the near future,

the School planned to offer a Master's degree program in Communication Arts and Innovation, a Ph.D. program in Management, and a Ph.D. program in Communication Arts and Innovation. The ICO-NIDA planned to collaborate with a large number of universities worldwide to offer student/teacher exchange programs and double degree programs.

Management of ICO-NIDA

Management team. To administer the ICO-NIDA, Dr. Sombat recruited almost all faculty and staff from outside NIDA (except the vice dean, Professor Dr. Piriya Polphirul from NIDA's School of Development Economics), to form the management team. For dean, he recruited Associate Professor Dr. Piboon Puriveth, an academic whose wide-ranging experiences in international programs made him an ideal candidate. Dr. Piboon had once held the positions of vice president and dean of the Faculty of Science at Ramkhamhaeng University (RU), a well-known public open university in Bangkok. His last administrative position before his retirement was that of Director of the Institute of International Studies (IIS-RU), a post that he had held for 12 years. At the international college of Ramkhamhaeng University, Dr. Piboon ran 16 programs, from Bachelor's to doctoral degree, fourteen programs of which were conducted in English and two in Chinese.

Faculty. To be a truly international college, Dr. Piboon Puriveth planned to invite only practitioners with a Ph.D. and real-world professionals to give lectures. In fact, more than 50 percent of courses would be conducted by real-world professionals as guest lecturers and by visiting foreign professors from recognized universities all over the world: USA, Europe, and Asia. See Exhibit 2 for the administrative structure of ICO-NIDA.

Programs Offerings and Delivery Schedule

Programs and Courses. At its inception, ICO-NIDA planned to offer a Master of Arts Program in Management first and a Master of Arts Program in Communication Arts and Innovation later when the first one had already been firmly established. The first program was to be delivered in two modes, one in English and the other in Chinese. However, the Chinese version had been closed down, as only two Chinese students applied for it, leaving only the English-language version, which had been relatively successful in recruiting students. Apart from these Master's degree programs, a plan was devised to offer doctoral programs both in

Management and in Communication Arts and Innovation in the near future (see Exhibit 3). Additionally, ICO-NIDA planned to offer certificate programs in select subjects, as shown in Exhibit 3.

Delivery Schedule. ICO-NIDA followed the trimester system, under which the academic calendar was divided into the following three terms:

- 1st trimester: January-April
- 2nd trimester: May-August
- 3rd trimester: September-December

The course delivery system was designed to afford students maximum flexibility in constructing personally convenient course schedules that would enable them to complete their particular program in anywhere from 12 to 16 months. The block course system was employed, with each course lasting one month. For example, they could choose to attend classes on either weekdays or weekends because the same lecture would be given by the same lecturer twice a week. The weekday course schedule was from 9:00 a.m. to 4:00 p.m., Monday through Friday, while the weekend course schedule was set at 6:15 p.m. to 9:15 p.m. on Fridays and 9:00 a.m. to 4:00 p.m. on Saturdays and Sundays. A hands-on thesis workshop began in the second trimester.

ICO-NIDA Strengths and Weaknesses, Opportunities and Threats

From the outset of the development of ICO-NIDA, both President Dr. Sombat and Dean Piboon had recognized that NIDA's entry into the arena of universities offering international programs of study would enjoy certain strengths and weaknesses, as well as opportunities and threats. It was Dean Piboon's task to ensure that as the development of the College continued apace, its strengths and opportunities were accentuated while its weaknesses and threats were neutralized. This, he recognized, would be easier done in some areas than in others.

ICO-NIDA Strengths

Incomparable Physical Facilities. In contemplating ICO-NIDA's strengths, Dr. Piboon could point a number of assets that he felt would stand the new College in good stead as time progressed. First, under the six-year presidency of President Sombat, NIDA's physical facilities had been

upgraded to the point where they were fully competitive with those of other universities, not only in Thailand, but also throughout the ASEAN region. In particular, the relatively new “hi-tech” central library was widely acknowledged as being of *world-class* standards, and indeed had been recognized as the best in all of ASEAN. A marvel of the marriage of technology with functionality, it never ceased to “wow” visiting academics, whether local or international. Few had ever seen anything like it.

Focus on Interdisciplinary Subjects. Currently managers and administrators needed a broad knowledge in management and administration to run public and private organizations efficiently. In Dr. Sombat’s opinion, the field of social sciences was interdisciplinary in and of itself, so he would highlight this aspect in the ICO-NIDA management program to attract would-be students to the new College. NIDA had focused on development administration since its inception, and the majority of faculty had social sciences educational backgrounds; so, he thought NIDA could use its faculty resources to teach in the program along with visiting professors from abroad.

Program Costs. On the cost front, Dr. Piboon had set a low rate of educational costs at ICO-NIDA so that it would be fully competitive with the costs of those Thai international programs that were deemed ICO-NIDA’s direct competitors. Specifically, the total educational cost for the Master’s degree program was only 299,000 baht or 10,000 US dollars, for Thai and foreign students alike. This compared quite favorably with the educational costs of degree programs in two of ICO-NIDA’s main competitors at the graduate-school level. For example, at the Sasin Graduate Institute of Business Administration, Chulalongkorn University (Sasin), the total educational cost of the MBA program was 1,560,000 baht or about 52,000 US dollars, excluding basic living expenses and other personal expenses. At Mahidol University International College (MUIC), the cost of the Master’s degree program was 444,700 baht, or approximately 13,000 US dollars. Only the Institute of International Studies-Ramkhamhaeng University (IIS-RU) had program costs that were slightly lower than ICO-NIDA’s, ranging from 209,000 baht for its Chinese language Master’s degree program in Business Administration to 239,000 baht for its English language Master’s degree program. [Costs of different university’s international doctoral degree programs at Ramkhamhaeng University were calculated per semester and varied depending on the program.]

Other important strengths pertained to program convenience, careful staffing, and opportunities for students to participate in study and observation tours to familiarize themselves with Thai culture. Each of these program features was deemed capable of becoming a decisive factor in the choice of programs by international students.

Scheduling Flexibility and Staffing Strengths. With respect to program convenience and staffing, ICO-NIDA had gone a step beyond most of its competitors schools by mandating that the same lecture be given twice by the same lecturer—once during the week and once during the weekend. This structure enabled students to opt, on a week-by-week basis, to participate in either the weekday or weekend sessions of courses. Further, at NIDA’s international college, only lecturers who were fully fluent in spoken and written English were employed, thereby minimizing communication problems between the college and foreign students. It was believed that this staffing policy would facilitate the kind of positive program experiences that would enable the College to draw international students who might otherwise be concerned that their lack of Thai language ability would undermine the quality of their educational experience.

Cultural Exposure Strengths. Finally, while ICO-NIDA was not unique in this feature, the commitment to take its students on occasional study or observation tours to different places in the country to familiarize them with Thai culture was believed to be a non-trivial strength. Given that Thailand was one of the world’s major tourist destinations, this program feature afforded ICO-NIDA students the opportunity to enjoy tourist-like excursions as part of their regular program of study.

ICO-NIDA Weaknesses

Juxtaposed against these strengths were a number of weaknesses whose continued existence was a matter of concern to Dean Piboon. Notwithstanding President Sombat’s belief that these were not insurmountable problem areas, collectively, they had the potential, in Dean Piboon’s opinion, to more than offset many of ICO-NIDA’s strengths.

Paucity of Foreign Lecturers. To be considered a *bona fide* international college, the Ministry of Education required that foreign lecturers had to constitute at least half of the total lecturers. Further, they had to hold the position of associate professor or full professor in well-known

overseas universities. Although ICO-NIDA did not as yet have a large number of permanent Thai lecturers among its teaching staff, it also did not have the requisite number of *permanent* foreign lecturers. Most of its limited number of foreign faculty was short-term guest lecturers who flew in to teach a course or two when invited, and then returned to their home universities.

To date, Drs. Sombat and Piboon had attempted to solve this problem by inviting guest lecturers from other schools at NIDA, in addition to distinguished lecturers from select overseas universities. Given their personal acquaintance with many lecturers at several universities in the USA, Europe and Asia, Drs. Sombat and Piboon had negotiated and signed memoranda of understanding (MOU) with several overseas universities that had stated their willingness to cooperate in facilitating the secondment of one or more of their faculty members to ICO-NIDA, on a short-term and rotating basis. While Dr. Sombat averred that finding distinguished lecturers to teach in the ICO-NIDA programs should be no problem, his presidency was slated to end on June 2, 2013, after which date Dr. Piboon would have the entire burden of ensuring a sufficient quantity of distinguished foreign lecturers to legitimize ICO-NIDA's status as a full-fledged international college.

Limited Resources for Foreign Lecturer Emoluments. Similarly, Dr. Sombat was confident that there would be no problem obtaining the money to hire foreign lecturers because he had some many "connections" with administrators and faculty members in overseas universities with whom he could negotiate.

They are my friends and they are willing to accept a low pay rate of 3,000 baht an hour. There is no problem about both the travel and accommodation expenses while they are staying here either because they stay at our dormitory, the tenth floor of Narathip Phongraphan Building. Money charged from the students will cover these expenses.

The president was also convinced that there would also be no problem with foreign lecturers being able to work with ICO-NIDA's teaching schedule. "I have already talked to them," he averred, "and they can take leave to stay here for a month to teach."

For his part, Dr. Piboon also believed that in the short run there would be no problem with regard to covering foreign lecturer compensation and with regard to foreign lecturers being able to come to NIDA for short-term teaching stints. Foreigners, particularly those from the West, were often thrilled to have new (and what they considered “exotic”) cultural experiences. This reality, plus Thailand’s worldwide reputation as the “Land of Smiles” and exceptionally friendly, easy-going people led Dr. Piboon to believe that this could be sufficient to entice the requisite number and quality of foreign lecturers in the short run. However, the question that he could not answer was whether Thailand’s well-established international reputation as the land of friendly people, scrumptious food, beautiful scenery, etc. would suffice as an inducement over the long haul. As one lecturer from another school at NIDA had warned, her experiences had taught her that it was likely that once they were bored of travelling to and around Thailand, they might have had their fill and not come back again.

Hence, in time, Dr. Piboon surmised that he would eventually have to find some way to offer attractive inducements above and beyond that of Thailand as a “must-see tropical paradise,” particularly with regard to those internationally renowned foreign lecturers who might expect high compensation in exchange for their instructional services. Building relationships with famous universities across the world was an essential first step, in that the MOUs that he had already signed, and those that he planned to sign, provided some assurance that if one professor could not come to teach as scheduled, another would be available to replace him or her. However, given that not all cooperating foreign universities might be in a position to cover indefinitely all expenses associated with such faculty secondment, it remained to be seen whether such arrangements would suffice to overcome the reality of limited ICO-NIDA resources with which to cover whatever emoluments and expenses might accompany foreign lecturer involvement on a long-term basis.

Lack of an International Atmosphere. To create an international atmosphere, not only did the number of foreign lecturers have to be of a specified percentage, but also the number of students from different countries had to reach a critical mass. To date, ICO-NIDA had not been able to attract such a critical mass. Indeed, as of January 2013, of the small group of 30 matriculants, the overwhelming majority were Thai, with just two international students (both from China). Dr. Piboon was quite concerned

about this statistic, although he also appreciated that this phenomenon was very common in any newly launched program whose existence and reputation were not widely known. To wit, even though NIDA itself had been in operation for nearly 50 years, many people outside the academic world still thought that it was a private university. (In one instance, someone had even believed it to be a *beauty salon*!) Clearly, however, the number of total ICO-NIDA students, as well as the proportion of international students in the total, had to be increased in some way, if the desired international ambience was ever to materialize.

Because Dr. Piboon knew that building awareness of, and a good image for, his international college would take time, with word-of-mouth doubtlessly having an important role to play, he decided to employ the tactics of a lenient admission process, the provision of scholarships, academic support services, exchange programs, and expedited graduation as interim measures to help increase the number of students. He proposed these tactics to Dr. Sombat, who totally agreed with him.

Lenient Admissions Policy with Convenient Procedures: The ICO-NIDA instituted a number of policies aimed at removing hurdles to application and making it as non-problematic as possible for prospective students to apply. These included a year-around (i.e., “rolling”) admissions policy that permitted students to come on board at the beginning of any one of the three academic terms of the year. Further, no specific academic background was required; applicants could hold a Bachelor’s degree in any field, from any public or private educational institution in Thailand or abroad -- or alternatively, could have other educational qualifications that ICO-NIDA might see fit to approve on a case-by-case basis. The customary work experience requirement was waived, as was the usual entrance examination. Applicants had then but to complete and electronically submit to the ICO-NIDA admissions committee a completed application form, a transcript, an essay of 300-500 words or a 3-minute video clip introducing themselves, and a TOEFL (*Test of English as a Foreign Language*) score of at least 500 or IELTS (*International English Language Testing System*) score of 5.5, *if available*. If the applicants could not obtain the required minimum score, they could attend a ICO-NIDA English language course to upgrade their English language skills so that they could be admitted to ICO-NIDA courses.

Convenience was also provided to prospective students in making an application. Students could upload their application and related documents on *YouTube* and provide their link in the application form so that the admission committee could enter the site to consider their application documents.

Enabling Scholarship Aid: With awareness that scholarship aid was a particularly effective way to attract students, ICO-NIDA instituted a scholarship policy that went well beyond those of comparable universities. That is, it was considerably more generous, in that it planned to award scholarships not only to students with academic excellence but also to students wishing to undertake research and to students experiencing financial hardship. The scholarships were made possible by the generous support of private donors, external agencies and industries. However, the number of scholarships varied from year to year, depending upon student performance and fund sources.

Facilitative Academic Support Services: To facilitate students' learning, assistance with time management and with study skills development for effective study was provided along with other assistances such as:

- Academic tutoring through tutor tables and other tutoring sources;
- Study skills workshops; and,
- Free class attendance for students who were exempted from taking the English skills development course but who wanted to further improve their English skills.

Other Support for Foreign Students: ICO-NIDA followed the student-centered philosophy. It aimed to provide smooth transition from the time of students' arrival in Thailand and program entry, to the time students' successful graduation and beyond. The following services were available:

- Insurance services;
- Visa extension;
- Accommodation services;
- Airport pick-up service;
- Thailand domestic tours;

- Referrals for students with special needs; and,
- Support in reporting of instances of racism, sexism, harassment or discrimination.

Exchange Program Opportunities: In furtherance of the objective of creating an international atmosphere, Dr. Piboon also arranged a program under which ICO-NIDA students and their outside compatriots could exchange places for a term or two. Although such exchange students would not ordinarily stay at ICO-NIDA for longer than a single term, at least their temporary presence on the NIDA campus would add an element of “internationalism” during whatever period of time they were there.

Opportunity for Accelerated Graduation: Finally, in the endeavor to attract a critical mass of the appropriate number and mixture of international and Thai students, ICO-NIDA had gone to great lengths to make it possible for students who wanted to finish their studies in a short time to graduate within 12 to 16 months. Not all competitors offered this option. Hence, it was thought that this, too, might confer some degree of competitive advantage for ICO-NIDA in the long term.

Dr. Piboon hoped that in a short run these collective factors would attract more students, particularly foreign ones who remained scarce in the ICO-NIDA, as indeed they were throughout the University. Meanwhile, other weaknesses also had to be addressed.

Internal Friction with Other NIDA Schools. The establishment of ICO-NIDA had not been without protest from other schools (particularly from the School of Business Administration¹) – the schools whose programs were most directly affected by what they viewed as a competitor entity that, in their view, would siphon prospective students away from their own program offerings.

According to Associate Professor Dr. Oros Leelathanikul, a long-time faculty member in the School of Business Administration, a major objection from the Business School was that most courses in the ICO-NIDA’s Master of Arts program in Management were similar to the Master of Business Administration (MBA) program offered by the Business Administration School, which had been offering an international MBA program for several years. Hence, Business Administration School lecturers vigorously objected to President Sombat’s initial intention to assign the same degree title

(MBA degree) for the ICO-NIDA's Master's degree in Management. Consequently, the ICO-NIDA's degree title was changed to a Master of Arts in Management, and later, a Master of Science (M.S.) in Management. According to Dr. Sombat, the degree title was now in the on-going process of being changed to a Master of Management (M.M.) degree.

Although the School of Business Administration had recently (in 2012) received accreditation by the International Association to Advance Collegiate Schools of Business (AACSB International), it still faced difficulty in recruiting foreign students. Presently, it had only 8 foreign students in its international and English programs – far too few, Dr. Sombat had earlier concluded, to spearhead NIDA's thrust to become the international university that he envisioned. It was in large measure this observation that had led to Dr. Sombat's initial decision to create a separate, new college to be the nucleus of the drive for the internationalization of the university.

The frictions and protests that had ensued upon the establishment of the ICO-NIDA were beyond the ability of a newcomer like Dr. Piboon to resolve. Hence, he had left the issue for Dr. Sombat to handle. To date, the president had addressed the complaint of overlap between the ICO-NIDA and the School of Communication and Innovation Master's and doctoral degree programs by negotiating with the dean of the School of Communication and Innovation. Having founded the School in the second term of his presidency, he was able to strike an agreement whereby the School of Communication and Innovation undertook to offer only Thai language versions of their Master's and doctoral degree programs, while ICO-NIDA would take responsibility for the English counterparts of such programs. Consequently, unlike the brouhaha that had ensued with the Business Administration School, his establishment of ICO-NIDA encountered no protest from the faculty of his earlier creation, the School of Communication and Innovation. Indeed, he was able to successfully negotiate an understanding with the Communication and Innovation School under which the dean was granted leave to select some lecturers who were truly fluent in English to teach in some courses in the ICO-NIDA programs, also.

To date, however, Dr. Sombat had found that such understandings and deals were much more difficult to reach with the School of Business Administration. The combination of having institutional roots that stretched all the way back to inception of NIDA itself and generally robust

enrollments and revenues made them somewhat feistier than other NIDA schools. Hence, to the Business Administration School complaint of overlaps between ICO-NIDA's programs and their own, Dr. Sombat could only offer the response that it did not matter because other universities also had such overlaps, and still found a way to make it work. He further allowed that several other NIDA programs overlapped each other, also. For example, he had pointed out that the Master's degree program offered by the School of Human Resource Development overlapped the HRD major of the School of Public Administration and that of the School of Business Administration. Also, he had continued, the Master's degree program offered by the School of Communication Arts and Innovation overlapped with that of ICO-NIDA, but these schools had no problems in recruiting students.

Whether these responses to their unhappiness would suffice to quiet the concerns and complaints of the faculty of the School of Business Administration, or merely drive them "underground" only to re-surface later under the presidency of Dr. Sombat's successor, remained to be seen. In any event, it was not obvious to Dr. Piboon that he had any possible remedy for the Business Administration School's disaffection other than the totally unacceptable one of closing down ICO-NIDA's Master's and doctoral programs.

ICO-NIDA Threats

While Dr. Piboon was aware that a number of *potential* threats were doubtlessly lurking somewhere in the external environment, and that they might do considerably damage to ICO-NIDA should they materialize, his main concern was that of strong competitor institutions with the resources and reputation to seriously impede ICO-NIDA's ability to fulfill its mission, particularly over the short term.

Competitor Institutions. Partly because Thailand would enter the Asian Economic Community (AEC) at the beginning of 2015, international schools and colleges were becoming increasingly popular in Thai society. Several public and private universities, especially in Bangkok, had set up an international college to meet the desire of Thai parents who wanted their children to study abroad to acquire English language skills along with mainstream subjects, but who in the interest of avoiding the expense of study abroad perceived an education at an international college within a well-regarded Thai university as an attractive and more affordable alternative.

Dr. Piboon realized that as a recent entrant to the international college arena, ICO-NIDA would be subject to the “liabilities of newness” with which most new organizations are afflicted during the early years of their existence. Apart from the reputation of its parent university, NIDA, the new college had no long-term reputation or track record of its own that would guarantee its ability to hold its own against more established and well-known international colleges and programs at other Thai universities. As he rummaged his mind in search of a metric by which to assess the magnitude of the threat, several prominent direct competitors came to the fore.²

Sasin Graduate Institute of Business Administration: Widely known as “Sasin,” the Sasin Graduate Institute of Business Administration had long been established as an autonomous educational institute under Chulalongkorn University and laid claim to being an international world-class graduate institute. Well known for its graduate program in business administration, it was without question the strongest direct competitor of ICO-NIDA. It had been the first such a program to receive accreditation by the AACSB International, many years before the School of Business Administration at NIDA. It had thus already established its ability to attract a lot of top Thai and foreign students who were interested in business administration and management, despite having among the highest educational costs of all such programs in the country. It also had an established track record in attracting the requisite number of foreign lecturers to teach in its programs.

Further, among ICO-NIDA’s local direct competitors, Sasin offered one of the most robust portfolios of graduate degree programs. Their offerings were as follows:

- Master of Business Administration —Executive (EMBA);
- Master of Science in Human Resource Management (M.Sc. in HRM);
- Management Communication in English (MCE);
- Executive Education Program (Exec Ed.);
- Ph.D. in Finance; and,
- Ph.D. in Marketing.

Mahidol University International College (MUIC): Established in 1986, MUIC was another strong contender among international graduate programs and schools. Its major graduate degree offerings were a Master of

Management (M.M.) program in International Hospitality Management and a Master of Business Administration (MBA) program in Business Modeling and Development.

The Institute of International Studies, Ramkhamhaeng University (IIS-RU): At IIS-RU, founded in 1999, the graduate programs offered were as follows:

- Business Administration (English program);
- Business Administration (Chinese program);
- Educational Administration (English program);
- English Language;
- Mass Communication (English program); and,
- Political Science (English program).

The IIS-RU took especial pride in the fact that all of their programs “sold well,” which they believed reflected the effectiveness of their program management.

Given their prominence as well-established and well-known direct competitors, Dr. Piboon was of the view that management processes at these three international colleges were the appropriate benchmarks for ICO-NIDA.

Educational Management at Sasin, MUIC, IIS-RU, and ICO-NIDA. Just as the programs and degrees offered by Sasin, MUIC, and IIS-RU were quite similar (with some differences in major subjects), so were their educational management policies and practices, albeit with variations as explained below.

Admission Requirements:

- Interview

While ICO-NIDA required no interview as part of its admission process, applicants had to pass an interview conducted in English at Sasin, MUIC, and IIS-RU. The purpose of the interview was to gain additional insight into the applicant’s ability and the extent of his or her determination to complete the program. It provided an opportunity for applicants to discuss the program they wanted to attend and to raise questions of concern.

- English language proficiency

At Sasin, applicants had to submit their GMAT (the Graduate Management Admission test) and TOEFL scores³ which had to be sent directly from the Educational Testing Service (ETS). At MUIC, whose English proficiency requirement was quite tough, all applicants—except those who were exempted by virtue of having graduated from an international program—had to achieve an English proficiency score of 550 for TOEFL, or 6.0 for IELTS, or pass the English Proficiency test administered by MUIC itself. Besides the requirements mentioned earlier, they had to pass the Business English writing test and the quantitative skills test.

To be accepted as a graduate student at IIS-RU, the applicant had to pass, within the last two years, either the IIS-RU test or the TOEFL test, with 500 score or more (for the Paper-Based TOEFL Test or PBT), 173 score or more (for the Computer-Based Test or CBT), and 70 or more (for the Internet-Based Test or IBT). If he or she chose to take the International English language Testing System (IELTS) instead, he or she had to get a score of 5.5 or more. The applicant did not have to take the IIS-RU test if he or she was a citizen or long-term resident of a native English speaking country (e.g., Australia, Canada, New Zealand, United States of America, etc.)

By contrast, to be competitive, Dr. Piboon set the ICO-NIDA's minimum required English proficiency score at 500 for TOEFL and 5.5 for IELTS, which was lower than most of the other international colleges in Thailand. Also, those who could not score the required minimum could still be admitted by taking an English course provided by the ICO-NIDA.

- Student qualifications

At each of the four international colleges, students who completed any undergraduate program were eligible to apply for their graduate programs. However, MUIC imposed additional requirements on prospective students: an undergraduate GPA of 2.50 or above with at least 1 year of work experience, or a GPA of 3.00 or above for those with no work experience.

Sasin's MBA admission process and requirements were comparatively more complex, beginning with a two-stage process. In the first stage, applicants had to send a one-page application form (with no charge and no supporting documents) for consideration. Those who passed the first stage were then required to submit a second-stage application, together with supporting documents and an application fee of 1,200 baht (40 US dollars). The required supporting documents were: the GMAT score (to be sent directly from ETS); the TOEFL score (to be sent directly from ETS); transcripts (original or copy sent directly by the issuing school or schools); two letters of recommendation (sent either directly by the referee or via the applicant in the form of a signed and sealed envelope); four short essays; and, a resume. (Because so many students wanted to study at Sasin, the college did not have to worry that their relatively onerous admissions process might put a damper on applications.)

By contrast, because ICO-NIDA had just launched its international college, Dr. Piboon decided that it should follow IIS-RU's practice of following a lenient admission process, e.g., not fixing a minimum undergraduate GPA. Additionally, not only were applicants from any field of undergraduate study eligible to apply (as was true of all of ICO-NIDA's main competitors), but also they needed only to submit an essay of 300-500 words or a 3-minute video clip introducing themselves and their study plan, and a TOEFL (PBT) score of at least 500 or IELTS score of at least 5.5 for consideration. No entrance examination or interview was required.

Credit hours:

Credit hours at the four international colleges varied. For example, the Master of Management (M.M.) program at MUIC required completion of 45 credits. At Sasin, the MBA program consisted of 76.5 credit hours, while at IIS-RU, a minimum of 39 credit hours were required to qualify for graduation.

As for ICO-NIDA, Dr. Piboon and Dr. Sombat had earlier decided to impose credit-hour requirements at the lower end of the continuum, i.e., just 36 for the Master of Management program. The thinking was that if students could graduate from the ICO-NIDA sooner than from most of the competitor schools (including competitor schools

within NIDA), its competitive ability would be greatly enhanced. (NIDA's credit-hour requirement for all other graduate programs was set at 45.)

Characteristics of the faculty:

At Sasin, most courses were taught by visiting professors from world-class programs worldwide, including those from Kellogg and Wharton, Sasin's founding partners, as well as by Sasin full-time faculty and other experts in Thailand and Southeast Asia.

As shown on its website, the Master of Management (M.M.) program at the MUIC had six full-time faculty members, four of whom were Thai and the other two of whom were foreign lecturers. It also had some adjunct lecturers, whose names were not listed on its website. The Master of Business Administration (MBA) program had ten faculty members, of whom eight were Thais and the others Chinese lecturers.⁴

According to its website, over 90% of IIS-RU's professors (more than 100) hailed from well-known universities in USA, Canada, or Europe, and came regularly to IIS-RU to conduct courses in its English language programs. Of these, IIS-RU had posted the photos and educational backgrounds of around 79 foreign lecturers in its website to attract students. These lecturers taught both undergraduate and graduate programs. In addition, distinguished professors from prestigious Chinese universities taught the Chinese program.

By contrast, ICO-NIDA had only two Thai full-time faculty members, exclusive of its three Thai administrators. The rest were part-time faculty, which included some NIDA professors. It advertised in the Internet that its Master of management program would be taught by some NIDA professors whose names were given on the website (See Exhibit 1), and by visiting professors from universities in Asia, Europe, USA, and Australia, but whose names, in the interest of flexibility, were not posted on its website. However, Dr. Sombat averred that they were all experts in the field of management.

ICO-NIDA Opportunities

Dr. Piboon was confronted with too many thorny “here and now” issues demanding time and attention to be able to afford the luxury of devoting much thinking to what the future might bring, once ICO-NIDA could overcome its short-term challenges. However, he was aware that in the medium- to long-term some intriguing possibilities could well develop in line with closer integration of Southeast Asian economies that the ASEAN Economic Community would usher in, beginning in January 2015. For example, with a graduate education sector that was more advanced than that of some ASEAN member states, might an opportunity someday present itself for ICO-NIDA, either in collaboration with a ASEAN member nation university or on its own, develop a presence in one or more ASEAN states, either in a “brick-and-mortar” facility or in a virtual presence via distance learning? Whatever possibilities might come to the fore were doubtlessly years in the future. But, Dr. Piboon hoped that ICO-NIDA’s near-term issues and challenges would be resolved in ample time to position the College to pursue a “first-mover” strategy with respect to any opportunities that might surface in due course.

Where to from Here?: Strategizing for Long-Term Survival

Dr. Piboon was no stranger to the challenges of developing and sustaining international programs, having had many years of experience in doing so at Ramkhamhaeng University, against which he now had to position ICO-NIDA to compete for the designation as a “venue of choice” for graduate students desiring an international education. He understood well the magnitude of the challenge before him: Build ICO-NIDA into an institution that would be able to hold its own, in an increasingly competitive environment, against the more established international colleges with whom it would have to contend for a viable share of the growing market for international graduate-education. He knew that this meant expeditiously finding ways to overcome ICO-NIDA’s weaknesses, for their continuation would most likely become “show stoppers” in the quest to develop for the new College the reputation needed to compete successfully against its better-known competitors.

To Dean Piboon’s great relief, President Sombat had already assured him that at this stage in ICO-NIDA’s development, the number of foreign

students matriculating into the College was not the primary measure to use to gauge ICO-NIDA's success. Rather, the criteria for measuring ICO-NIDA's success, in Dr. Sombat's view, were, first, becoming accredited by the Western Association of Schools and Colleges (WASC); second, achieving the target number of students (Thai, as well as international), i.e., about 25-30 students per trimester or around 75-100 students per year; and, third, assuring that ICO-NIDA graduates were being recognized and getting good jobs.

However, the president's assurances about the appropriate measures to assess ICO-NIDA's success did not lessen the challenges before Dean Piboon, as they did not remove the imperative that the School acquire recognition and "fame," and on an accelerated basis. That is, it had to make its programs well known, if it was to compete against the likes of Sasin, MUIC, and IIS-RU. In this connection, it was more than a little disconcerting to him to learn that even people working at NIDA did not know much about ICO-NIDA. Many knew only that it was supposed to be some sort of "international programs college" that was established under the NIDA umbrella about two years ago. Further, he had heard that one prospective student had found the information on the ICO-NIDA website more confusing than enlightening. Clearly, then, greater effectiveness on multiple fronts was needed to attract the requisite numbers and types of student for whom the College was conceived and launched. "Are there potentially effective strategies that we haven't yet pursued?" he asked. "And, if so, what are they, and how can we put them in motion on a cost-effective basis?"

Endnotes

- ¹ The School of Business Administration had long been established in 1967 (since NIDA inception). It was the first school in Thailand that offered an MBA program and about 500 students are awarded the MBA degree each year. As its reputation had been firmly established, it could compete with other universities in drawing Thai students to study in the School. Although the numbers of students in other schools at NIDA and at other universities were declining, the School of Business Administration had no problem of recruiting Thai students. Its faculty had full workload on weekdays and weekends as well as in the evenings all the year round. Although the tuition fee for weekday students was the same as that for other schools at NIDA, the School charged a higher tuition fee and higher other fees for its unofficial-hour programs because these programs had to support themselves. The total educational costs for the two programs that foreign students could attend were approximately 230,000 baht for the regular English MBA 48-credit-hour graduate program (GSBA) and approximately 496,700 baht for the International MBA 42-credit-hour graduate program in Asia Pacific Business. The English MBA program was ranked as one of the best 25 Asian MBAs by Asia Inc. in 2002 and one of the top 6 MBAs in ASEAN by Asia Inc., in 2003 and 2004. The School also signed agreement with 24 universities in countries around the globe, e.g., in Australia, China, Germany, Japan, and the USA, etc. It had a student exchange program for students as well.
- ² Most international colleges—except Sasin Graduate Institute of Business Administration—offered undergraduate programs. These international colleges belonged to public universities such as the Institute of International Studies (IIS-RU) at Ramkhamhaeng University (founded in 1999) and Mahidol University International College (MUIC) at Mahidol University (founded in 1986), and to private universities such as the Sriprathum International College at Sriprathum University and Stamford International University (Thailand). The undergraduate programs of these international colleges were solid revenue generators and were quite successful in attracting students, although most of their students continued to be Thais. Only recently had they moved up the educational ladder to offer graduate programs, (especially in Business Administration and in Management), and achieved some success in attracting both Thai and foreign students, although again mainly Thai students.
- ³ No minimum score was given on the website.
- ⁴ Retrieved March 20, 2013 from <http://www.muic.mahidol.ac.th>

Exhibit 1: Number of Foreign Students at NIDA (as of February 27, 2013)

School/Educational Level/Program	Country	Number of Students
Master's Degree		
School of Public Administration		
1. Public Administration Program	Cambodia	1
	Korea	1
	Laos	1
School of Business Administration		
1. Business Administration (English) Program	China	1
	Nepal	2
	Turkmenistan	1
2. Business Administration (International) Program	China	1
3. Business Administration (Thai) Program	China	3
School of Development Economics		
1. Development Economics Program (Financial Economics)	China	2
School of Human Resource Development		
1. Human Resource and Organization Development Program	Laos	2
School of Language and Communication		
1. Language and Communication Program	China	2
School of Law		
1. Law Program	Laos	3
International College		
1. Management Program (International)	China	2
Total Master's Degree Students		22
Doctoral Degree		
School of Public Administration		
1. DPA. Program in Development Administration	Bangladesh	4
	Canada	2
	China	2
	Germany	1
	Ghana	3
	India	4
	Japan	1
	Kenya	1
	Korea	1
	Laos	1
	Lesotho	1
	Myanmar	2
	Nepal	3
	Nigeria	1
	Pakistan	1
	Mongolia	3
	Malawi	1
	Sri Lanka	1
	Ukraine	1
	USA	1
	Vietnam	1
	Spain	1
	Tibet	1

Exhibit 1 (continued)

School/Educational Level/Program	Country	Number of Students
<i>School of Business Administration</i>		
1. Financial Business	Brazil	1
<i>School of Development Economics</i>		
1. Economics (Financial Economics)	China	1
	Ghana	2
	Korea	1
	Laos	1
<i>School of Applied Statistics</i>		
1. Computer Science and Information Technology	Bangladesh	1
	India	1
	Indonesia	1
<i>School of Human Resource Development</i>		
1. Human Resource and Organization Development	China	1
	Myanmar	1
	Nigeria	1
Total Doctoral Degree Foreign Students		50
Total Master's and Doctoral Degree Foreign Students		72

Source: Educational Service Division

Exhibit 2: The Administrative Structure of ICO-NIDA



Exhibit 3: Graduate and Certificate Programs Offered by ICO-NIDA

I. Master of Arts Program in Management (English and Chinese)

The program encompassed public management, private management, and human capital management. Students could choose one of the following majors:

- International Business Management
- Financial Management
- Marketing Management
- Managerial Accounting
- Entrepreneurship Management
- e-Business Management
- AEC-Business Management
- Public Policy Management
- Human Capital Management
- Nonprofit Management

II. Master of Arts in Communication Arts and Innovation (English)

Available majors:

- Innovative Marketing Communication
- Innovative Public Relations

III. Ph.D. in Management (English) —Forthcoming

IV. Ph.D. in Communication Arts and Innovation (English)

V. Dual Degree Programs

Master of Management (ICO-NIDA) and Master of Management (University of Economics Bratislava, Slovakia)

Master of Arts in Communication Arts and Innovation (ICO-NIDA) and Master of Arts in Media and Design Management (University of Applied Science, Germany)

VI. Exchange Programs

With the University of Innsbruck in Austria.

VII. Certificate Programs

Apart from degree programs, ICO-NIDA also planned to offer the following certificate programs as of the start dates indicated:

- Professional English for Professional Manager (Evening Class)
- Management Theory and Practices (January 2013)
- Global Business Management (February 2013)
- Governance, Ethics, and Social Responsibility (March 2013)
- Policy Analysis (April 2013)
- International Marketing (May 2013)
- Financial Management (May 2013)
- Management of Technology (June 2013)

Exhibit 3 (continued)

- Organization and Human Resource Management (July 2013)
- New Public Management (August 2013)
- Corporate Finance, Reporting, and Budgeting (September 2013)
- Nonprofit Marketing (September 2013)
- Portfolio Investment (October 2013)
- Customer Relationship Management (October 2013)
- Nonprofit Management (November 2013)
- Communication and Negotiation across Cultures (November 2013)
- Project Management (December 2013)