Internationalization of University Education: A Faculty Evaluation of the Department of Architecture, Al-Nahrain University, Iraq

Farah Raad Jumaa & Nawfal Joseph Rzqoo
Architecture Department,
Al-Nahrain University, College of Engineering,
Iraq
Email: raadf934@gmail.com
nwflrzqw@gmail.com

Abstract

Internationalization is one of the most important contemporary trends in higher education. It has become one of the most common references in the vocabularies commonly used by most universities all over the world. It is an important tool in academic developments as it aims to add and integrate international dimensions in teaching, programs, research and all higher education services of the universities. However, there is a lack of clarity about the extent to which the Department of Architecture at Al-Nahrain University in Iraq fulfills the requirements of internationalization of higher education.

This paper therefore examines internationalization of the Al-Nahrain University, College of Engineering in Iraq as perceived by the faculty. The research adopted a descriptive analytical approach based on a set of quantitative questionnaires administered to the faculty members, to verify the extent to which the department meets the criteria for internationalization as perceived by the faculty. This includes the presence or the absence of the global and international dimensions as an essential part of the objectives, plans, programs and educational curricula.

The research concludes emphasizing the importance of taking into account the influence of global thought, educational thought, and the conditions and standards for accrediting architectural education by placing it within a development system that takes into account the conditions of specialization, local culture, and market needs. Spreading the culture of internationalization in its systemic dimension, clarifying its major contexts, and not being limited to quality management literature are also important in order to build a solid foundation for internationalization standards and conditions.

Keywords: Internationalization of university education, Globalization, Quality, Academic accreditation program, SAR.

Introduction

Recently, higher education has witnessed a number of changes as a result of the political, economic, social, cultural and technical outcomes of globalization. In fact, today, higher education has emerged from local isolation to openness of the countries and people of the world. Some of their manifestations are as follows:

1. An increase in academic and professional mobility in higher education institutions among the students, teachers and researchers. This has led too many to work outside their countries.
2. Export of higher education through many scientific programs and curricula that have led to obtaining scientific degrees or advanced training courses that are in line with the requirements of the labor market.
3. Increasing diversification in higher educational institutions, resulting from modern technologies: both aural and visual.

Thus, internationalization is an essential general strategy of organizations involved in higher education, as it is an effective means to improve the quality of education and research, enhance vision, and prepare students and employees for international, multicultural environments. Iraq is no exception. Indeed, many universities in Iraq have sought internationalization of their programs. However, there is a lack of clarity of knowledge on the extent to which the Department of Architecture at Al-Nahrain University in Iraq seeks internationalization of higher education.

In this context, this research explores the knowledge gap that exists in the weak internationalization of higher education, which motivate students for global competition and involvement in collective projects to produce international programs and research. In this research therefore, the following research question is posed.

To what extent do internationalization requirements of higher education exist in the Department of Architecture at Al-Nahrain university in Iraq.

The aim of the research is to ascertain the extent to which the requirements of higher internationalization are achieved at the Department of Architecture Engineering, Al-Nahrain University. Its objectives are as follows:

1. To explore the strengths and weaknesses of the Department of Architecture, Al-Nahrain University.
2. To identify the most important standards and steps that educational institutions should follow to ensure the internationalization of their academic program
3. To identify the intellectual and theoretical foundations for the internationalization of university education and the extent of the possibility of benefiting from them in promoting internationalization in the Department of Architecture, Al-Nahrain University.

Theoretical Framework
Internationalization in higher education

For a long period of time, university education institutions used to bear the responsibility of producing and transferring knowledge. However, with the emergence of the phenomenon of globalization, enhanced by new forms of communication and information technology, university educational institutions have found themselves in a competitive situation with new knowledge systems and networks. Recently, the intensity of this competition has also increased. With the growth of a new wave of investments in the field of scientific research and technological development outside its walls, this wave has come to represent a new global dynamic environment that casts its shadow on the map of knowledge production. University education institutions can no longer work except with the broader international community, including their institutions, research networks and scholars, as well as search for new approaches and mechanisms to adapt to its requirements. Foremost among these are:

comprehensive systemic development, openness, cooperation, and partnership across national borders. With this came "Internationalization" in education and university services as an approach and a means of adapting to the surrounding global changes and challenges.

Thirupuvanarajah (2010) points out that there are many concepts that are used interchangeably with the concept of "Internationalization" or when describing it, including, for example, international education. Education international, education multicultural, cross-cultural education, comparative education, global education, international studies, transnational education, globalization of higher education are some of them. Despite the many concepts associated with internationalization, there are those who believe that some of them, such as academic mobility, international cooperation, study abroad, and international exchange, are more realistic and used in the field.

They include many of the conditions that surround internationalization and its global goals such as emphasizing the area study approach in education, multicultural and transcultural education, education for international understanding for world peace, global education, the education of transnational studies, global studies and others. Literature also indicates that internationalization is the term frequently used to discuss the international dimension in university education. There are also those who see internationalization, especially at the institutional level, as "merging the international, global and cultural dimensions in teaching, research and service functions of universities." Still others see it as international development projects; hence the emphasis on trade in university education

Theories of Internationalization of Higher Education

Some studies confirm that the development of globalization and the emergence of a knowledge society and economy have led to profound institutional changes in university education systems, whether in terms of scope or diversity, such as changes in trends, administrative cultures, strategies, and the role of the state. A study (IAU, 2012) argues that there is a growing competition around.

Talents and resources at the national and international levels, as well as the emergence of international and national classifications for quality and accreditation, have prompted university educational institutions to move to prioritize policies and practices that help them rise in the global rankings of the best universities. Thus, internationalization in many institutions today forms an integral part of strategies to enhance position, competitiveness and revenues at the global level.

Lizarraga (2011) reveal the effects of globalization on the various functions of the contemporary universities, including teaching, scientific research, and community services, which appear in the unification of academic qualifications, experiences, and curricula. English has emerged as the primary language for scientific communication, and reliance on technology as an efficient strategy. Virtual universities that offer their programs on the Internet, have emerged and there is a great pressure to hold the university institutions accountable for making them more effective and accountable in terms of cost.

Effects of globalization on university education have also appeared in its structure. The focus is on management, finance, and technology, and the need to engage in market-oriented activities, have come into being raising tuition fees, and imposing fees for services provided. In the past, they were almost free of cost, such as extracurricular activities, and fees related to the use of infrastructure. Universities have found themselves in need of vital resources, which have made the issue take on another dimension, which is the internationalization of most of the basic functions of teaching, research and services.

Same meaning is confirmed by Mahmoud (2000) that internationalization today is no longer limited to teaching, training, or research. Rather, it has extended to planning, managing and reorganizing institutions. Agoston and Dima (2012) also show the growing trend to internationalize university education and the move towards adopting visions and strategies for internationalization that go beyond regional to global. This may be attributed to the increasing desire of universities to prepare qualified graduates to join the international labor market, as indicated by Al-Hadithi and Ghanem (2013).

In the same context, Lafta (2010) points out that there have been profound developments in international integration processes in university education. Globalization has prompted the emergence of new forms of education and new directions for international educational activities on the basis of modern information and communication technologies, and an increasing number of busy research centers. With pressing problems, European Union countries have focused their attention on preparing cadres and providing consultations, while other developed countries have adopted unified policies and strategies, agreed upon and directed internationally in the field of university education.

Perhaps the last task is now being viewed by the leaders of developed countries from a broad political perspective, as its implementation is not only linked to achieving economic, social and ideological goals, but rather to the formation of a supranational mechanism for managing the university education system. Shaw (2014) also reveal that Australia, for example, is making great efforts in the context of internationalizing university education, to the extent that it has become a third of its exports, and about 15% of its universities' revenues.

It can be said that, in light of these changes, university education has become a 'global industry', especially with the development in the field of communications, transportation, and information quickly available through the media and others, to the point where commercial interests have sometimes come to dominate the basic academic mission of university education institutions. This is what is pushing it to move towards cooperation and partnership as a basis for internationalizing its services. Thirupuvanarajah (2010) confirm that such changes have forced universities to open their borders and internationalize their services and products in new ways, which at the same time have provided more opportunities for students to obtain information. It has also expanded the options and places of studies before them, contrary to what was happening in the past. Then, the options were limited to national borders. In addition, faculty members were able to access resources and materials around the world quickly and easily. All of these reasons have made universities that had previously competed at the local level suddenly find themselves competing at the international level.

As a result of the increasing pressures and challenges surrounding university education institutions, they are tending to diversify the methods and approaches they use within the framework of internationalizing their services. These range from opening the door for students to participate in short-term study programs or those that grant academic degrees abroad to increasing cooperation and partnership in the field of scientific research. They include sharing the facilities, integrating international perspectives into curricula, acquiring a second or more languages, mobility of the students, faculty members, staff and leaders, mutual recognition of credit hours and certificates internationally, creating joint and dual distance learning degrees, in as much as opening university branches across borders, and creating alliances.

Therefore, the importance of internationalizing university education is confirmed by following up on some literature and scientific studies in the field of internationalization of university education, which emphasize, among other things, its importance in achieving university institutional quality and excellence. Internationalization of education is also considered the basis for a new appropriate field, with a focus on the role that can be achieved. To begin with, it is a factor of unity among all people, and is a field of interaction between the different countries of the world. This is helped by its diverse and flexible applications, such as distance education and e-learning, and expanding its scope, creating institutions that are optional in nature, and limiting their specificity that distinguishes them from others.

Dimensions of Internationalization of Higher Education

Most university institutions today, in coordination with national governments, adopt clear and integrated policies and strategies for the internationalization of university education. They achieve their adaptation to internationalization trends and global requirements on the one hand, and preserves their identity and achieves their goals on the other hand. Not only this, but the internationalization of university education has become at the forefront of the university institutions' vision and mission. More light can be shed on some practical examples of this trend through the following.

A. International institutional philosophy

Building an international institutional philosophy is considered one of the most important elements and dimensions of the internationalization of higher education. As Bennett & Kane (2009) point out, the need for the international philosophical building of higher education institutions supports the following.

(1) following the international perspective in thinking.

(2) commitment and responsibility from before the university's senior management. Yonezawa et al. (2009) also identify the most important requirements for building an international institutional philosophy as follows.

- Supportive of the country's competitive capabilities at all different economic, scientific and technological levels.
- Works to improve the partnership relations or international cooperation in the academic field.
- Strengthens the national system of university education as a marketable and globally competitive product.
- Supports the development and preparation of human resources at the global level.
- Advance the mechanisms of appreciating the value of culture and national society globally.
- Improves the reputation and status of the university at the international level.
- Improves the quality and efficiency of academic work in accordance with international standards.
- Embraces positive contribution to serving both the global and national community.

B. International strategy and vision

An important element of internationalization of higher education is building an international strategy and vision. Accordingly, Green and Olson (2003) identify four main elements of the successful international strategy and vision of higher education institutions. They are:

(1) Comprehensiveness, integration, and transparency, which lends legitimacy to the internationalization plan, and contribute to supporting the university's plan aimed at internationalization so that it can achieve the desired success.

(2) Taking into account all the main axes of the internationalization planning process, such as:

(a) Setting the vision and mission.

(b) Formulating strategic objectives.

(c) Defining programs and tasks

(d) Conducting a SWOT analysis of strengths, weaknesses, opportunities, and threats

(e) Review and control processes

(f) Measurement and evaluation (3) Achieving an appropriate balance between centralization and decentralization

(g) Flexibility and allowing the possibility of future modification and revision in Light of changing circumstances and situations of reality.

C. International organizational structure

International organizational structure supports the translation of the institutional philosophy and international strategy of the institution Al-Omari (2008) confirms that the most important indicators of meeting the requirements of the international organizational structure in higher education institutions are the following.

(1) Establishing effective systems characterized by flexibility for providing educational programs. Disseminate it widely at the international level
(2) Design codified reference standards to judge the quality of the university's academic programs compared to various international standards
(3) Availability of an organizational structure characterized by consistency, harmony, flexibility, and effectiveness.

D. Mobility and professional development of faculty members:

The international mobility and professional development of faculty members is considered the most important element that contributes to the success of the university's internationalization processes and efforts. Faculty members, as Bond & Scott (2002) stated, are prominent individuals whose cognitive perspectives and efforts in designing and implementing curricula contribute to shaping Features of educational experiences of an international nature that students acquire during the various stages of their university education. Faculty members, as mentioned by (Pasternak et al. 1433 AH), need to enhance pluralism and international character, as this requires appropriate attitudes and self-competencies, as well as extensive knowledge across other cultures, specializations and methods. In addition to language skills.

E. International student mobility

The cross-border movement of students represents the most prominent and well-known aspect of the process of internationalization of higher education institutions, as stated in the report of the American Council on Education (ACE, 2005). It was clearly observed that there was an increase in the intensity of competition to attract foreign students on the part of various institutions of higher education, in addition to the occurrence of a tangible radical transformation. In the migration movement of foreign students, one of the most prominent changes was the entry of new countries into attracting international students. Indeed, this has become a national strategy. As Baker and Collister (2012) has mentioned, many countries have indicated their ambition to become among the most educational destinations in the field of higher education and research, or to become international centers for higher education. This will contribute to increasing the international economic competitiveness of these countries. In fact, increasing economic importance of higher education and scientific research have led to the creation of a global international market for higher education with international competition to attract students, which has contributed to increasing the number of countries that participate in attracting international students.

F. Internationalization of curricula and academic programs

Educators and researchers have emphasized that internationalization of academic curricula and programs represents, in essence, the most important dimensions and strategies of internationalization that can influence all university students without exception. Burton (2006) says that the other side of university internationalization lies in the internationalization of education itself, and achieving this requires redefining the curriculum, whether by applying mandatory international content or developing an international framework for academic courses.

G. Internationalization of scientific research

Most literature confirm the importance of adding an international dimension to scientific research. Burton (2006) calls for the necessity of creating a research strategy that extends beyond simply publishing research results via the internet and linking them to international creators of new knowledge. It must include Internationalization of scientific research, as mentioned by Watabe and Knight (2006;2010) who suggest the following.
(1) Establishment of specialized and international research centers.
(2) Joint research projects/international cooperation projects.
(3) International conferences, workshops and seminars.

H. Internationalization of community service

Community service is considered one of the university's functions, in addition to teaching and scientific research. Due to the impact that globalization has had on higher education, the concepts of community service have developed in international universities to go beyond the borders of the local community to the outside world. Al Ali (2010) indicates that the philosophy of community service in the universities of the century has moved beyond simply contributing to the local community through volunteer activities. Indeed, it has become entrusted with educating human resources in developing countries in order to narrow the knowledge gap between developed and developing countries, and ultimately seeks to reduce poverty and spread the idea of a democratic system in the global community.

I. Financing for internationalization programs of higher education institutions

Funding the internationalization programs of higher education institutions is considered one of the most important requirements for the success of internationalization. Salmi (2010) indicates that the abundance of funding is considered one of the most important features that distinguishes most world-class universities. They are able to respond to the huge costs of internationalization activities in higher education, and are able to attract more from the distinguished researchers and faculty members internationally.

J. International marketing of universities

Interest in the international marketing of universities comes from the premise of the global market for higher education, which is based on competition and the ability to attract international students and researchers. Hajji and Shehab (2011) point out that higher education is now a global product carried out by institutions competing globally for high-quality outcomes and the search for creative ways. To satisfy and meet the needs and preferences of students and communities, and with the increasing growth and individual and collective preference for distance learning with its flexibility, educational institutions are interested in marketing their services.

Internationalization of Architectural Education
Inputs to architectural education system involve the following.

1. Management

It is the active and primary player in the performance of organizations in various places and times, and the link between the student, the teacher, and the curriculum. Its most important function is strategic planning by setting the vision, mission and the goals. The most effective tool for management in the era of globalization is the application of a quality management system whose goal is to take into account the external environment represented by clients, led by the students, the community and its organizations. Meeting the needs of the labor market and other parties effectively influence the specializations offered in architecture while following up on scientific and technical developments that affect society and the labor market. However, taking into account the internal environment such as teachers and administrative and service staff are essential.

The student is one of the most important inputs to the architectural education system and the raw material necessary for production of architects. Without him, all system operations stop. He is the main operator of the system, which must have a set of characteristics appropriate to architectural specialization. Statistical studies of architectural education in the United States have indicated that lack of selection of the students within the appropriate specifications for architectural education leads to a significant weakness in the educational outcomes and thus a slowdown in the labor market and failure to achieve the objectives of the educational program. It then creates a negative reflection on the overall teaching processes and thus a negative impact on serving the community and solving its problems with architectural specialization, especially with a constantly changing world (Burgess, 1980). Therefore, international universities attach

great importance to admission planning and the university admission system. There is the score of the achievement exam, the entrance exam, the recommendations of the student's teachers, writing the essays, knowing the student's inclinations and tendencies, in addition to the personal interview. However, the admission system in Iraq still depends on the student's pre-university study achievement rate. Therefore, failure to plan admission leads to a glut in the labor market with specializations for which there is no need.

2. Facilities

Facilities are represented by infrastructure, educational means and most of the physical components of educational technology. The most prominent examples are the architectural design studio and its assistive technical equipment. They develop creativity and critical and integrative thinking in solving problems. Libraries, laboratories and other supplies develop students' talents in drawing, sports, music and others.

3. Curriculum

It is the most effective means of teaching/learning that allows the translation of educational philosophies and policies into real life. Through the curriculum, development plans are supported in order to increase the options available to people to live a life free of ills, acquire economic knowledge and obtain the necessary resources. To live a decent life, the university and the scientific department can carry out this civilizing function through the curriculum, because it absorbs global intellectual and technical variables and is in line with them. It is even more so when it imposes those variables on the labor market in order to develop it. The most important characteristics of a good curriculum are: comprehensiveness, integrativeness, realism, futurism, applicability, and scientificity. It is designed within the main vocabulary: objectives, content, learning and teaching activities, evaluation, and supporting educational methods.

4. Teaching

It is the cornerstone of higher architectural education. It is the most important and rarest factor of production. It is the tool of the education system in implementing its objectives. It is the most important input as it is a researcher and a teacher at the same time. Therefore, he is given the title of academic or scientist. The teaching functions are: discovery, contributing to the interaction and integration of the learner into the architectural specialization, practical application, teaching related to educational technologies, including strategies, methods, teaching methods, and teaching aids. The most important international standards for selecting a teacher are that he be able to carry out teaching activities (mentioned above), that he is familiar with the basic knowledge of the subject he is teaching, and that he is characterized by professional ethics (respect, academic honesty, community development, recognition of diversity, equal opportunities, and continuous professional development).

Operations of Architectural Education System in Higher Education

It is represented by procedures for converting inputs into outputs, the teaching and learning process, reviewing and developing the curriculum, evaluation, and thinking

1. Transfer procedures, which have two functions to achieve the goals of the educational institution. They are as follows.

Designing outputs

This is an activity that leads to presenting, changing, or canceling outputs. It is the starting point for operations and from it, a system can be operated. Design begins by researching and developing a need or request from the current and future beneficiaries in the labor market, society and the others, and building appropriate ideas to meet that need, so that the initial design is completed.

Outputs involve designing their operations in the market through a business model. Through it, the absorptive capacity of the students and the size and degree of performance required are determined. Design is a process of assembling a group of activities to reach the results (outputs) characterized by high efficiency and competitive quality. It is affected by rapid technical changes. The outputs may be unique to the institution only, or similar to the outputs of other institutions, or standard according to the standards of international institutions such as architectural education quality accreditation institutions (such as NAAB or RIBA).

This does not mean that the other two types do not follow design standards in order to achieve the planned goals. The educational process must be organized according to the controls of an educational system characterized by providing the opportunity for the largest number of students to learn and develop capabilities, and a balance between vertical expansion (deepening architectural knowledge) and horizontal expansion (diversifying specializations), flexibility in responding to the labor market and constantly changing technologies, and being able to respond to students' inclinations and desires. By taking into account individual privacy, and being able to develop the student's abilities and build his personality, he will not burden the student beyond his level of comprehension, and he will be able to arouse students' desires and direct their inclinations for science and their feelings for the love of knowledge.

The absorptive capacity and necessary facilities are determined so that defective outputs are not produced. Outputs are planned according to two methods: either by adjusting the demand for the outputs, in which future demand is taken into account, and the outputs are reserved and waited for and developed during times of slack demand, or by modifying the ability to produce outputs that are compatible with the demand. This may involve changing the capacity of the workforce and resorting to overtime or hiring external workers.

Operational design

It is the design of a work system to produce specific outputs in the required quantities at the right time and at a low cost. In other words, it is the conversion of inputs into outputs, which is the technical heart of the education system's operations. The need for it appears due to the emergence of a new product, a change in an existing product, a change in demand for products, a change in inputs, a change in the market, or a decrease in performance rates.

2. University teaching processes in architecture

They affect the reputation of the system. Thus, it is necessary to identify and activate teaching trends in order to achieve the goals. Teaching is an educational method with its own strategies, methods and techniques, and is one of the skills. Research has previously shown the importance of developing the philosophy of education and theories. Learning and its policies involve emphasizing the provision of information to granting learning thinking and practice skills, taking into account the student's privacy, level of intelligence, tendencies, inclinations and the desires to serve and achieve the goals of society.

3. Learning

There is more than one theory of learning and more than 42 frameworks for thinking. Theorists describe learning through a triangle with three dimensions: cognitive emotional and social. Two of Bloom's modified fields have been used to describe quality standards in architectural education by NAAB, RIBA and UIA. They involve the cognitive and the applied. NAAB has also focused in its standards on the importance of adopting two styles of thinking for the architect: critical thinking and integrative thinking in order to solve complex problems and reach creative solutions.

4. Review and development of the curriculum

The curriculum, in this sense, is the engine of teaching and learning processes. It is the one in which the mechanisms for implementing educational objectives and the philosophy of

society and the educational institution are concentrated in order to reach outputs that meet the needs of the market, the society and other customers.

5. Evaluation

It prepares feedback on the teaching efforts made by the teacher. This includes strategies, methods and approaches in order to develop thinking skills in the cognitive dimension, applied skills, and skills related to the development of the emotional aspect. It is accomplished in order for the student's learning process to complete, meet his performance standards, and integrate them with the feedback returning from the student afterwards. He carries out appropriate tests and actions to evaluate his performance by the teacher and the architectural educational institution.

6: Thinking

It is the human experience that enables a person to learn. It has different styles such as critical thinking and creative thinking, leading to integrative and systemic thinking according to the student performance standards of the NAAB Foundation.

The outcomes of the architectural education system

- **The graduate**: Global changes in the labor market have imposed new types of knowledge, such as technical knowledge, informational knowledge, and knowledge that enables decision-making, which have imposed wide changes in the labor market, and put pressure on universities to meet the new requirements of that market in terms of graduate skills and the disappearance of other requirements. These new skills include the skill of self-evaluation and evaluation of others, the skill of time management, the skill of research, the skills of critical and creative thinking and integrative thinking to solve complex problems, and the skills of lifelong learning.
- **Scientific research**: The objectives of conducting scientific research (both basic and applied) are to support community development plans, in addition to studying the profession and its skills in order to effectively influence the development of the labor market and solve community problems. This is in addition to developing knowledge and scientific and technical progress to advance various social and economic fields.
- **Community service**: It is the summary of the relationship between universities in general and architectural departments in particular. Community development is sought in order to build people to possess cognitive human capital, capable of producing, transferring, developing and retaining knowledge because it is the heart of university architectural work in which the creative aspects are concentrated. This is in addition to considering it a moral value commitment among the students.
- **University and society**: In order to develop the relationship between the university and society, the university's mission and vision must be developed in a way that serves community development plans, the integration and comprehensiveness of the university's societal role to include areas of economic, social, political, scientific and technical activities. A university is a house of expertise for consultation and assistance, and attaching great importance to directing patents to address community problems. It requires preserving the intellectual property rights of the inventors. Developed countries have based their economies and scientific and technical progress on patents and preserving the ownership rights of those patents.

Review of Literature

According to Knight and De Wit (2018), internationalization has been defined in the past as international cooperation, student exchange, studying abroad, research partnerships, binational cooperation, multicultural education etc. Currently, internationalization is linked to diverse and, in some cases, conflicting processes: globalization, regionalization, global rankings, international skills, double degrees, international cooperation, research networks,

virtual universities, educational conglomerates, international campuses, MOOCs (Massive Open Online Courses) etc.

Altbach and Knight (2007) emphasize that, in the 21st century, internationalization of higher education is becoming progressively complex. Increased privatization and commercialization of higher education, the growth of for-profit HEIs and of regulatory agencies, new guarantees for quality, a global ranking system, international research networks, and the growing emphasis on learning results and development of skills have influenced how the tertiary sector has been interpreting and promoting the international dimension of higher education.

Thus, Kauppinen (2012) highlights activities such as study abroad programs, recruitment of foreign students, mobility of teaching and technical-administrative staff, and the establishment of campuses affiliated with the main institutions, in addition to global partnerships between the institutions. Teichler (2004), on the other hand, points to the increased frequency of activities beyond the national borders, while maintaining internal systems. Yonezawa and Shimmi (2015) emphasizes the transformations in the forms of institutional governance.

Knight (2018) discusses the importance of 'at home' internationalization strategies. In other words, internationalization is currently seen not only as academic mobility, but, mainly, as a process that requires the development and monitoring of strategies that will proliferate in different institutional frameworks among the aspects of internationalization that take place "at home". Intercultural and international dimensions incorporated into teaching and learning modes, extracurricular activities, and the integration with different ethnic communities are highlighted, in addition to the different forms of integration of foreign students and teachers in local academic life.

Slaughter and Cantwell (2012) show that the goal of internationalization of higher education that has attracted the most attention has been the globalized competition for greater prestige, for more significant economic returns, and even for economic growth. In the same light, Morosini (2017) points out that internationalization could, through commercialization, strengthen inequalities in access to higher education, which is the main point of criticism.

On the other hand, well-managed internationalization policies and strategies can have important effects related to social cohesion, as indicated by Marginson (2007). The different forms of student mobility open new horizons for the beneficiaries, while also allowing the creation of networks and the increase of the essential social capital to improve the chances of access to good jobs.

As Brandenburg and De Wit (2011) have shown, the goal of internationalizing has become a norm, a standard, no longer representing institutional innovation. Even more, it could enable the analysis of the degree of effective agency of higher education institutions in a country, in order to understand the extent to which government policies in this field are translated into strategic responses by those, and to confirm if, and how, the strategic positioning of these institutions may or may not redefine the internationalization process within the higher education system (Fumasoli and Huisman, 2013). Thus, understanding and analyzing the plans for creating internationalization activities and connections to understand the reasonings and meanings attributed by the different actors involved would allow us to contribute to the specification of better concepts and measures of internationalization in the national contexts.

In architectural education, it appears that because of the scarcity of literature, architectural educators are generally unaware of the issues involved in internationalization of the curriculum (Watt & Mandhar, 2008). The popular print media is however aware of the anachronistic nature of architectural pedagogy: a once progressive educational paradigm has become stale "allowed to stagnate… as a hermetic, inward-looking pursuit for more than 50 years" (Wainwright, 2013).

Some time ago in their review of architectural education, Boyer & Mitgang reported that "the combination of globalization and computerization has implications for architecture education that many schools are only beginning to confront" (1996: 12). According to Watt (2008), the situation remains unsatisfactory. She argues that in architectural education, national

and regional contexts still remain the priority with the assumption being that architects will practice solely within the national boundaries. The pedagogical challenge to internationalize the curriculum is frustrated by the national systems of professional registration and accreditation (Knox & Taylor, 2006). However, reform of the architectural curriculum is now a compulsion.

In this regard, Schön (1984) has proposed architectural education as a pedagogical paradigm, a valid model for all professional education (Webster, 2008). Now an urgent 'call to arms' demands a new pedagogical model characterized by Slessor as "a new and more fully human paradigm [one] that genuinely and intimately engages with culture and society" (2012:1). Similarly, the Farrell Review of Architecture and t he Built Environment (2014a) advocates a radical new model that prepares architects much better for the future, a model based on cooperation between Schools of Architecture, communities, the architectural industry and the State (Farrell, 2014a &2014b). The urgency of this reform is no less than preventing the architectural profession fatally disconnecting from society (Slessor, 2012).

On the other hand, Al-Dahwi (2010) mentions the necessity of finding successful solutions to control and absorb the developments occurring in the type and quantity of information in an effective and efficient manner, and the consequent necessity of developing and changing architectural educational curricula for primary and postgraduate studies. He stresses that increasing the quantity of information at the expense of its quality will affect the extent of students' understanding and ability, and their broad focus on the subject of architectural design will affect the level of their understanding of those subjects, and then will affect the level of the graduate.

Al-Youssef et al. (2014) mentions the necessity of building a theoretical framework through designing a system for accreditation and quality control to develop architectural education programs locally. He stresses the need to develop the study plan, vocabulary and materials of the Department of Architecture in line with global developments, by building a curriculum that meets the cultural and social requirements of the identity of Iraqi society within its local environment. The study deals with the architectural educational program as an integrated program for teaching the profession of architecture and consisting of goals and inputs, environment, curriculum, curriculum implementation, outcomes, evaluation, and evaluation tools. He says that the elements of the educational process are the professors, the students and the curriculum.

Rizqo (2015) discusses the necessity of building a conceptual theoretical framework that explores the actual justifications for developing the educational curriculum by formulating them in clear and explicit terms at the Department of Architecture at Al-Nahrain University. He emphasizes the breadth of the educational content separate from its pedagogical goals, the distance of the content from the needs and problems of learners and society, the inability of the educational content to achieve its desired goals, the inability of the content to create coherence between the theoretical and applied aspects of the educational material, and the content's distance from the rules of good scientific documentation of knowledge sources. He calls for the development of the educational curriculum, overcoming failures as much as possible, and carrying out a feedback process for the students to confirm the results.

Kazem (2016) mentions the factors influencing the development of architectural education programs, and suggests the necessary change to carry out the development process in line with the modern developments, the increase in the information base, the local market's need for precise specializations, and international accreditation standards. He stresses the need to develop academic programs and curricula, in accordance with international recognition standards, and to include them in the university executive plans, and to increase interest in academic outputs with the aim of raising the level of alignment of those outputs with the standards of the local labor market.

Talib (2017) points out that inputs and outputs are some of the components of the educational process, as the inputs are represented in different forms. However, the most important is the student, who is considered a project and a goal for the system and the educational environment. The outputs also represent the final products of the system after

making the necessary developments and improvements, to be ready for marketing. It is represented, first and foremost, by the graduate student after he has mastered with distinction the skills, knowledge, and values that qualify him to practice the profession, serve the community, and influence and be influenced by the labor market.

Badawi (2009) highlights the basic points through which clear, integrated features of the personality and performance of the Egyptian architect can be formulated, including - reviewing and analyzing university architectural educational curricula as well as analyzing the framework for practicing the profession and the integrative framework for practicing the profession - knowing the extent of compatibility of each with the other.

Finally, Masri (2015) discusses the evaluation of the architectural program using the standards of the Architectural Accreditation Board (NAAB) at the Faculty of Architecture at Beirut Arab University. He notes that by reviewing the international accreditation/verification trends of architecture programs in Lebanon and the Arab world. He points out why most of them aligned with NAAB accreditation, as this would facilitate the transition of graduates of the Department of Architecture at the Lebanese University to the regional job market.

This review shows the extent to which the research has progressed on this issue and the waw in which researchers have identified the significance and complexity of internationalization of education.

Research Methodology

The research adopted the 'descriptive-analytical method' using a set of quantitative questionnaires that included faculty members of the Department of Architecture at Al-Nahrain University, the self-evaluation report (SAR) to verify the validity of the research hypothesis. The research collected information about the standards for internationalization of university education, developed them, determined the extent to which they were achieved in the department, and studied the strengths and weaknesses based on field observations and documents. It is in any case a case study of the Architectural Engineering Department at the College of Engineering of Al Nahrain University, in Iraq.

The research raised several questions through a questionnaire with those in charge of the educational process (the teaching staff), to obtain data related to the department's position on internationalization and academic accreditation, by evaluating the extent to which the dimensions of internationalization have been achieved In the department.

The Case Study

The Architectural Engineering Department (AE) at the College of Engineering Nahrain University (NU) in Iraq offers engineering programs leading to the degree of Bachelor of Science (B.Sc.) since its establishment in 2001.

Vision

The Department of Architecture seeks to prepare a generation of architects distinct and conscious scientifically and intellectually, morally and technically, possessing a high level of skills. respecting local identity, being aware of environmental, historical, cultural and social issues and conscious of contemporary developments.

Its missions are as follows.
1. To provide educational opportunities for students in the field of architecture and urban design that combines the arts and sciences and acquisition of expertise necessary for applications of scientific and intellectual, artistic teamwork.

2. To provide a distinctive educational program to improve the quality of graduates commensurate with the requirements of the times and the needs of the market and international standards.
3. To improve academic management and attract highly skilled staff.
4. To cooperate and exchange academic and companies and twinning with universities and other academic centers in developed countries.
5. To develop the environment for effective teaching and learning, knowledge and research in order to transfer the knowledge, skills and understanding necessary to practice the profession of architectural design and academic accreditation.
6. To carry out self-assessment and continuous development of skills and educational programs and outcomes in order to achieve quality assurance and accreditation.
7. To contribute to community service by working with government agencies and the private sector and professional organizations to promote the idea of the production university and supporting applied research.
8. To make architectural work pursuant integral with the rest of the science and developments in the field of evaluation, construction and management of buildings different.

Study Community

The study population consists of faculty members in the Department of Architecture at the Al-Nahrain University.

Findings

The tables below show the extent to which the standards for internationalization of university education have been achieved in the Department of Architecture, Al-Nahrain University, from the viewpoint of faculty members. The internationalization criteria involved: international institutional philosophy requirements, the requirements of the strategy and the international vision, international organizational structure requirements, international student mobility requirements, the requirements for the internationalization of academic programs and curricula, the requirements of internationalization of community services, requirements for financing internationalization activities and international marketing requirements.

Table 1: International Institutional Philosophy Requirements - Faculty Members
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X1-1	The extent to which the department adopts a supportive philosophy to possess a competitive advantage that qualifies it for global leadership	3.73 ±0.45	74.6%	1
X1-2	The extent to which the department's philosophy includes pioneering aspirations to improve its position at the global level	3.40 ±0.37	68.0%	2
X1-3	The extent to which the department has adopted the philosophy of preparing national cadres with international competencies	3.30 ±0.35	66.0%	3
X1-4	The extent to which the department adopts the philosophy of spreading the culture of international thinking among its members	3.03 ±0.26	60.6%	4
X1-5	The extent to which the department adopts the philosophy of serving humanity through the production of global knowledge	2.87 ±0.25	57.4%	6
X1-6	The extent to which the department adopts a balanced philosophy between the localization of global knowledge and the globalization of national knowledge	2.70 ±0.34	54.0%	7
X1-7	The extent to which the department's philosophy emphasizes the principles of academic freedom	2.57 ±0.32	51.4%	8

X1-8	The extent to which the department's philosophy emphasizes academic quality in accordance with national standards	3.00 ±0.32	60.0%	5
X1-9	The extent to which the department's philosophy emphasizes international academic cooperation with leading international universities	2.47 ±0.24	49.4%	9

Table 2: Requirements of the Strategy and the International Vision - Faculty Members
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X2-1	The extent to which the department's external structure is analyzed to determine opportunities / risks associated with internationalization	2.30 ±0.24	46.0%	6
X2-2	The extent to which the internal structure of the department is analyzed to determine opportunities / risks associated with internationalization	2.63 ±0.36	52.6%	5
X2-3	The extent of formulating an international institutional vision with pioneering orientations for the department to reach a higher level	2.27 ±0.25	45.4%	7
X2-4	The extent of formulating a vision for an academic environment that supports cultural pluralism	2.97 ±0.40	59.4%	4
X2-5	The extent to which the department formulated a clear message based on international trends in higher education	3.67 ±0.36	73.4%	1
X2-6	The extent to which the international dimension is considered one of the most important goals that the department seeks to achieve in its strategic plan	3.33 ±0.18	66.6%	2
X2-7	The extent to which the department's strategic plan includes strategies to enhance its position in the global rankings	3.17 ±0.34	63.4%	3

Table 3: International Organizational Structure Requirements - Faculty Members
Source: Author

Code	Requirements	Average SD ±	percentage	Rank
X3-1	The extent to which administrative units are established to supervise the internationalization programme	1.83 ±0.33	36.6%	6
X3-2	The extent to which the tasks of the organizational units supervise the internationalization program as specified	1.66 ±0.21	33.2%	8
X3-3	Extent to build organizational structures that support cooperation initiatives between the department and the departments of international universities	2.00 ±0.35	40.0%	4
X3-4	The extent to which appropriate systems are applied in the department for organizational communication to coordinate internationalization operations	1.80 ±0.17	36.0%	7
X3-5	The extent to which the international competencies (linguistic / administrative / teaching / research) that must be available to the members of the department are determined	2.27 ±0.26	45.4%	2
X3-6	The extent to which an integrated system is applied to monitor the improvement of the level of the department in internationalization	2.53 ±0.32	50.6%	1

| X3-7 | The extent to which accurate performance indicators are specified to verify their effectiveness in the department's performance | 2.06 ±0.22 | 41.2% | 3 |
| X3-8 | The extent to which internal evaluations of the department's procedural activities in internationalization are carried out periodically | 1.87 ±0.22 | 37.4% | 5 |

Table 4: International Organizational Structure Requirements - Faculty Members
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X4-1	The extent to which faculty members are able to participate in educational activities in international universities	3.53 ±0.20	70.6%	3
X4-2	The extent of faculty members' participation in international conferences/seminars/research	3.40 ±0.36	68.0%	4
X4-3	Extent to provide advanced professional development programs for faculty members	2.50 ±0.23	50.0%	7
X4-4	Extent to set accurate criteria for (contracting / promotion) for faculty members related to their efforts in internationalization	3.60 ±0.29	72.0%	2
X4-5	The extent to which distinguished international faculty members are attracted to work in the department	2.06 ±0.17	41.2%	8
X4-6	The extent of activating international cooperation agreements with departments of international universities for the exchange of faculty members	3.67 ±0.44	73.4%	1
X4-7	The extent to which international scholars are hosted as visiting teachers for a specified period	3.07 ±0.31	61.4%	6
X4-8	Scholarship (teachers/lecturers) in the department to obtain an academic degree from international universities	3.13 ±0.27	62.6%	5

Table 5: International Student Mobility Requirements - Faculty Members
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X5-1	The extent to which a strategy is applied to attract the best international students to study in the department	1.77 ±0.32	35.4%	6
X5-2	The extent to which procedures are applied to facilitate the transfer of students from foreign universities to the department	1.47 ±0.24	29.4%	7
X5-3	The extent to which advisory services related to (travel visas / residence system) are provided to international students in the department	2.13 ±0.35	42.6%	5
X5-4	The extent to which advanced services in guidance and counseling are provided to the students of the department (international / scholarship students)	2.33 ±0.34	46.6%	4
X5-5	The extent to which partnership agreements with international universities are activated for the international exchange of students	2.93 ±0.27	58.6%	2
X5-6	Extent of scholarships for students of the department to obtain training courses in international universities	2.67 ±0.24	53.4%	3
X5-7	Extent of participation in student delegations in (competitions / seminars / international scientific conferences)	3.13 ±0.36	62.6%	1

Table 6: Internationalization of Academic Programs and Curricula - Faculty Members
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X6-1	The extent to which the department's curricula include objectives for the development of local culture through global cultures	3.17 ±0.41	63.4%	2
X6-2	The extent to which university study plans include courses of an international nature	3.00 ±0.27	60.0%	5
X6-3	The extent to which the curricula contain international vocational courses in English	2.83 ±0.36	56.6%	6
X6-4	The extent to which extracurricular activities are provided that contribute to enhancing mutual understanding between local and international students	2.36 ±0.33	47.2%	8
X6-5	The extent to which the department's curricula are built to prepare international graduates	3.03 ±0.28	60.6%	4
X6-6	The extent to which the department's curricula are built to help students respect international diversity / cultural pluralism / values of dialogue / tolerance)	3.33 ±0.39	66.6%	1
X6-7	The extent to which the department's curricula include a global dimension that deals with civilizational eras and world cultures	3.06 ±0.28	61.2%	3
X6-8	The extent to which academic programs are offered to grant joint dual degrees with international universities	2.00 ±0.19	40.0%	9
X6-9	The extent to which advanced programs are offered to study foreign languages for first-stage students	2.73 ±0.32	54.6%	7
X6-10	The extent to which a variety of vocational field training programs are offered to the department's students abroad	1.80 ±0.26	36.0%	10

Table 7: Internationalization of Academic Programs and Curricula - Faculty Members
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X7-1	The extent to which faculty members' scientific research has been published in international scientific journals	4.33 ±0.52	86.6%	1
X7-2	The extent to which the latest findings of international researchers in the fields of knowledge are translated by a specialized center in the department	2.23 ±0.28	44.6%	8
X7-3	Extent of participation in global information bases/sources/networks	1.57 ±0.19	31.4%	9
X7-4	The extent of participation in the leading international university research associations	2.40 ±0.22	48.0%	7
X7-5	Extent of conducting scientific research that achieves global competition	3.10 ±0.35	62.0%	3
X7-6	The extent to which international scientific events (conferences / seminars / workshops) are organized periodically. Establishing specialized research centers in knowledge fields with an international dimension	3.03 ±0.21	60.6%	4
X7-7	The extent to which the department's library's holdings of books, research, and international journals have increased	3.86 ±0.41	77.2%	2
X7-8	The extent to which it helps researchers to register their patents in international centers.	3.00 ±0.34	60.0%	5

X7-9	The extent to which partnership agreements are activated to exchange researchers with the best international universities	2.73 ±0.29	54.6%	6

Table 8 : Requirements of Internationalization of Community Service
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X8-1	The extent of the department's cooperation with international organizations such as (international community institutions' bodies)	2.73 ±0.27	54.6%	3
X8-2	Extent of participation in developing research solutions to environmental problems around the world	2.90 ±0.35	58.0%	2
X8-3	Extent of participation in developing research solutions to the problems of poverty and famine around the world.	3.07 ±0.38	61.4%	1
X8-4	Extent of contribution to the development of research solutions to the problems resulting from the global food crisis	1.83 ±0.22	36.6%	5
X8-5	The extent of participation in the medical campaigns of the World Health Organization	1.83 ±0.17	36.6%	5
X8-6	Extent of participation in UNESCO programmes	1.73 ±0.21	34.6%	6
X8-7	The extent to which international conferences are organized to spread the culture of (tolerance / peace / dialogue among followers of religions)	2.06 ±0.25	41.2%	4

Table 9 : Requirements for Financing Internationalization Activities - Faculty Members
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X9-1	The extent to which the department's website includes information on international student acceptance rates	2.13 ±0.18	42.6%	5
X9-2	The extent to which social networks are used for international marketing of (the department's academic activities programs)	3.10 ±0.26	62.0%	2
X9-3	The extent to which the department's electronic page contains equivalent pages in foreign languages	2.00 ±0.25	40.0%	7
X9-4	The extent to which the department's international activities/events are published in the international media	2.17 ±0.31	43.4%	4
X9-5	The extent to which publications issued by the department include information about admission opportunities available to international students	2.03 ±0.29	40.6%	6
X9-6	The extent of participation in international forums with the aim of (promoting the department's programs / attracting international students)	2.90 ±0.32	58.0%	3
X9-7	The extent to which annual forums are organized to market the department's graduates to international companies and institutions	3.33 ±0.35	66.6%	1

Table10: International Marketing Requirements
Source: Author

Code	Requirements	Average ±SD	percentage	Rank
X10-1	The extent to which the department's website includes information on international student acceptance rates	2.27 ±0.22	45.4%	4
X10-2	The extent to which social networks are used for international marketing of (the department's academic activities programs)	3.10 ±0.34	62.0%	2
X10-3	The extent to which the department's electronic page contains equivalent pages in foreign languages	2.17 ±0.23	43.4%	6
X10-4	The extent to which the department's international activities/events are published in the international media	2.27 ±0.19	45.4%	4
X10-5	The extent to which publications issued by the department include information about admission opportunities available to international students	2.23 ±0.24	44.6%	5
X10-6	The extent of participation in international forums with the aim of (promoting the department's programs / attracting international students)	2.90 ±0.33	58.0%	3
X10-7	The extent to which annual forums are organized to market the department's graduates to international companies and institutions	3.33 ±0.37	66.6%	1

Results of the Questionnaire

Table 1 shows that the statement 'the department adopts a supportive philosophy for possessing a competitive advantage that qualifies it for global leadership' is ranked first and its achievement is considered average with a rate of 3.73 ± 0.45. This is due to the current prevailing trend in education towards competitiveness and entry into global rankings.

Emphasis of the department's philosophy on international academic cooperation with leading international universities is ranked last and its achievement score is considered weak at a rate of 2.47 ± 0.24.
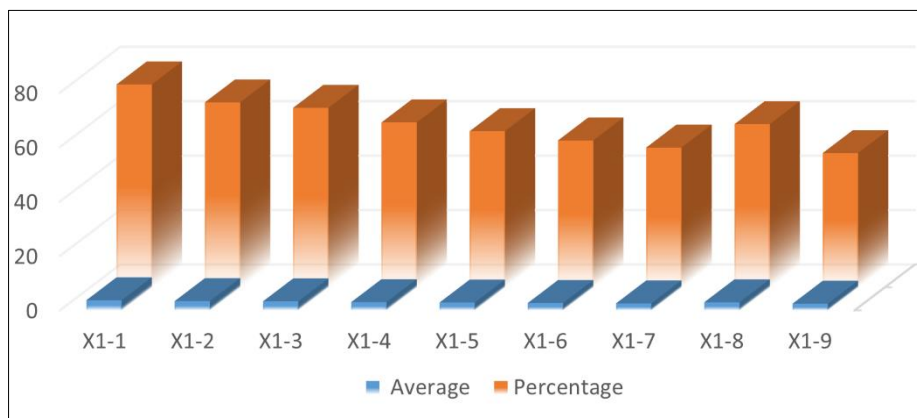

Fig.1: International corporate philosophy
Source: Author

Table 2 shows that the department's formulation of a clear-cut message is based on international trends in higher education that ranks first. Its achievement score is considered average with a rate of 3.67 ± 0.36. This means that the department has a well-defined international message based on international values and standards. The phrase formulation of an international institutional vision with pioneering orientations for the department to reach a

higher level is in the last place and its achievement is weak at a rate of 2.27 ± 0.25. This means that there is a weak tendency in the department towards publishing and generalizing an institutional vision of an international nature.
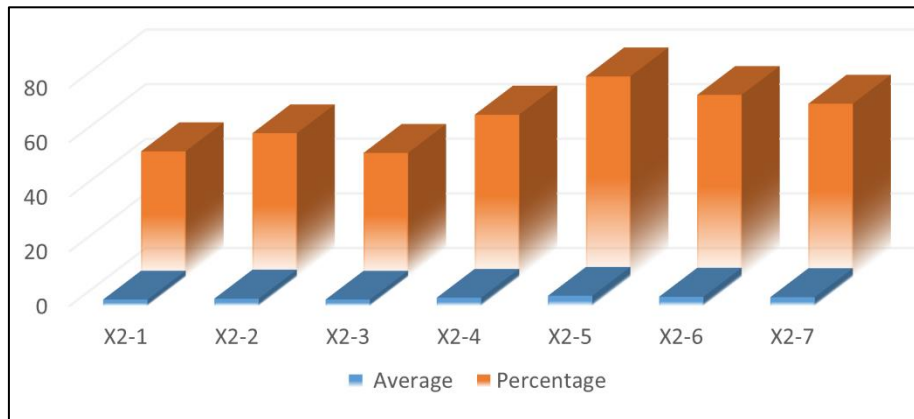
Fig. 2: International strategy and vision.
Source: Author

Table 3 shows that the application of an integrated system to monitor the improvement of the level of the department in internationalization is ranked first and the degree of its achievement is weak at a rate of 2.53 ± 0.32. This means that there is no availability of establishing a specialized department or committee to plan the internationalization strategy applied at the department level. Determining the tasks of the organizational units supervising the internationalization program is in the last rank, and its achievement is weak with a rate of 1.66 ± 0.21.
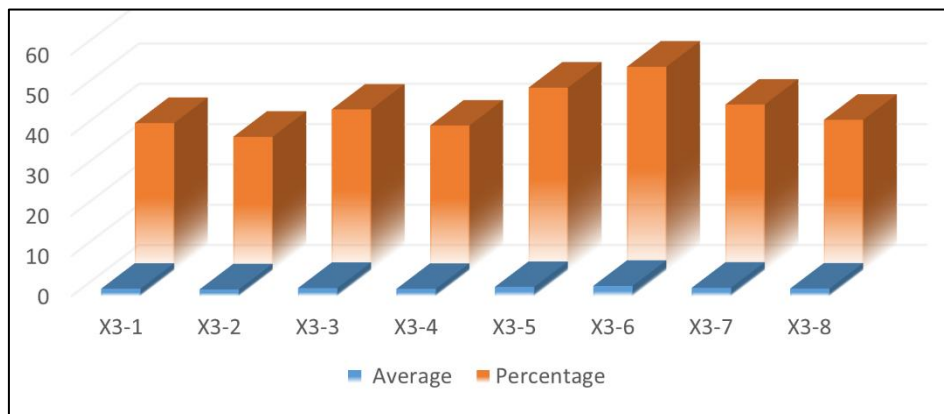
Fig. 3: International organizational structure.
Source: Author

Table 4 shows that activating international cooperation agreements with departments of international universities for the exchange of faculty members is ranked first and its achievement is average with a rate of 3.67 ± 0.44. This means that there is a need to send faculty members and attract faculty members from other international universities.

Attracting internationally distinguished faculty members to work in the department appears in the last place and its achievement is weak at a rate of 2.06 ± 0.17. This means that there is a weakness in the capabilities in attracting internationally distinguished faculty members to work in the department.
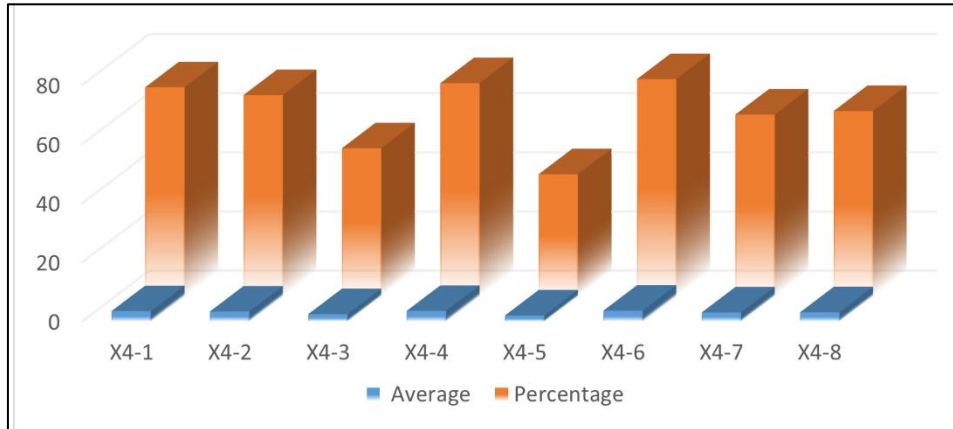
Fig. 4: International professional mobility and development for faculty members.
Source: Author

Table 5 shows that the statement participation with student delegations in competitions / symposiums / international scientific conferences is ranked first, and the degree of its achievement is considered average, with an average of 3.13 ± 0.36. The reason for this is due to the limited student activities in the department to local forums and events, and the immaturity of the experience to participate in international events, either due to the students' weak mastery of the English language as it is the official language in international competitions and events, or the lack of high-quality scientific programs that support and prepare students to participate. In these events.

The phrase application of procedures to facilitate the transfer of students from foreign universities to the department appears in the last place and its verification score is considered weak at a rate of 1.47 ± 0.24. This means that there is poor coordination between the department and the authorities related to granting visas and residence procedures to facilitate the transfer of international students to the department.
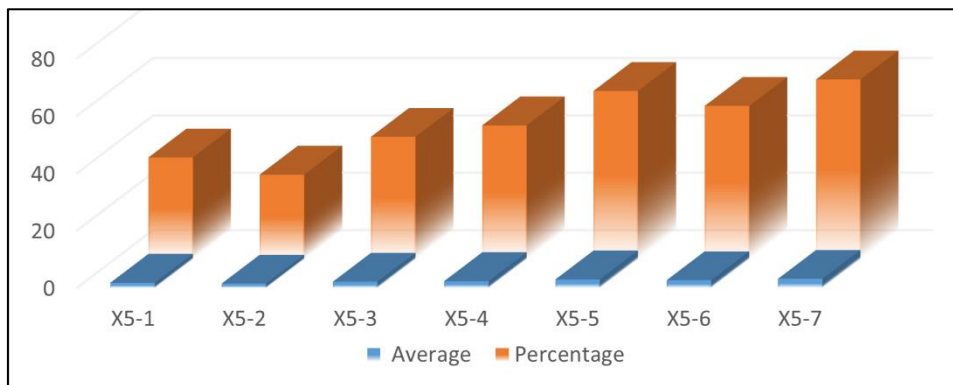

Fig. 5: Questionnaire results regarding International student mobility.
Source: Author

Table 6 shows that building the department's curricula to help students respect international diversity / cultural pluralism / values of dialogue / tolerance is ranked first and its achievement is considered medium with an average of 3.33 ± 0.39. This is due to the connection between the school curricula and the local cultural identity with Arab and Islamic specificity that respects cultural diversity and the values of dialogue and tolerance.

Providing a variety of vocational field training programs for students of the department abroad appears in the last rank and its achievement score is weak at an average of 1.80 ± 0.26. This means that there is a weak financial specialization to support international cooperation projects and academic twinning with international universities.
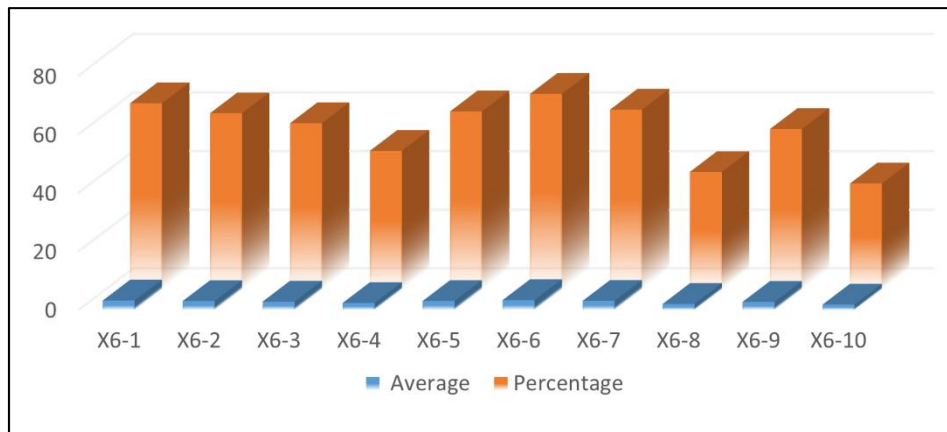
Fig. 6: Internationalization of curricula and academic programs.
Source: Author

Table 7 shows that publishing scientific research for faculty members in international scientific journals is ranked first, and its achievement score is high, with an average of 4.33 ± 0.52. This is due to the global trend prevailing in Iraqi universities towards the global presence in the field of scientific publishing.

Subscription to global information bases/sources/networks ranks last, and its verification score is weak with a rate of 1.57 ± 0.19.
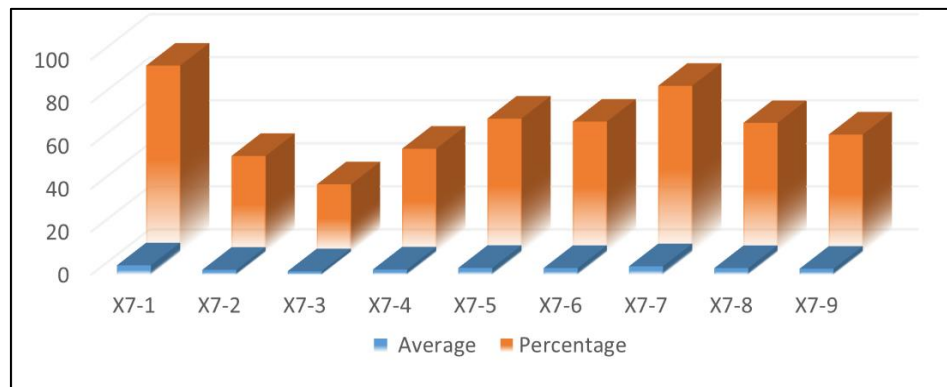
Fig. 7: Internationalization of scientific research.
Source: Author

Table 8 shows that participation in developing research solutions to the problems of poverty and famine around the world ranks first, and its achievement is weak at a rate of 3.07 ± 0.38.

Participation in the UNESCO programs is in the last place. Its degree of achievement is weak, with an average of 1.73 ± 0.21. This means that there is a weakness in the department's participation in the programs offered by the UNESCO.
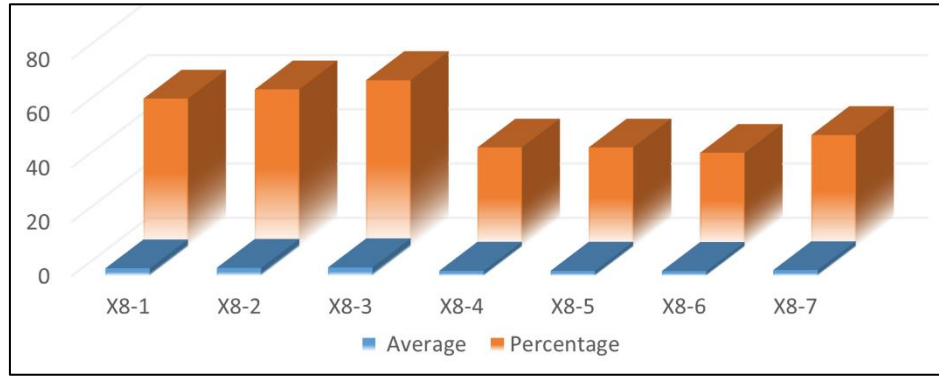
**Fig. 8**: Internationalization of community service.
Source: Author

Table 9 and shows that organizing annual forums to market the department's graduates to international companies and institutions is ranked first and its achievement is average 3.33 ± 0.37. This means the department's participation in international events, exhibitions and forums to market its academic scientific programs is at the international level.

The department's electronic page contains equivalent pages in foreign languages and is ranked last. Its verification score is weak with an average of 2.17 ± 0.23.
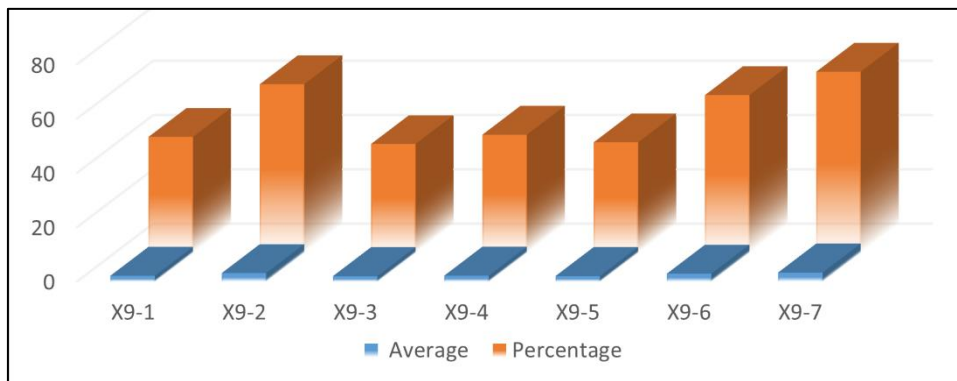
Fig. 9: Financing internationalization activities.
Source: Author
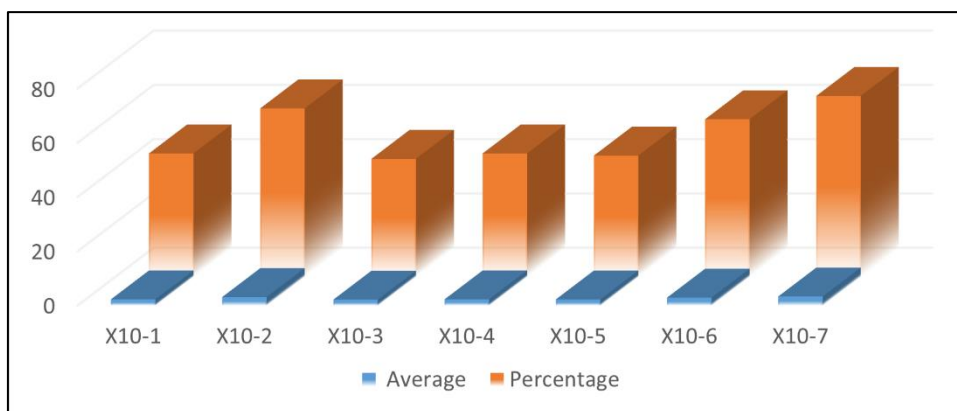
Fig. 10: International marketing.
Source: Author

Conclusions

By examining the results of the questionnaire for the faculty members in the Department of Architecture regarding the extent to which standards for internationalization of university education have been achieved in the department, it is found that the Department of Architecture at Al-Nahrain University is isolated from the highly ranked international universities in the world. Most of the results indicate a weakness in terms of achieving standards. Internationalization requires the department to pay attention to it and strive hard to achieve it.

According to the college's perceptions, it has been shown that there are low levels of international student mobility in the department, as a result of the department's weak strategy in accepting international students. This is due to the poor security situation in the country and the weak government support in this direction, which causes weak standards for attracting international students in the department.

On the other hand, the weak standard of scientific research, according to the college's assessment is due to the fact that the department faces the difficulty exchanging researchers with international university departments due to the research gap between the department and international university departments on the one hand, and the lack of advanced laboratories in which international researchers conduct their research in the department on the other hand. Internationalization of scientific research is one of the most important standards for university internationalization and its weakness negatively affects the internationalization of the department.

The weakness of the department's international marketing standards, according to the college's assessment, is an indication that the department participated modestly or marginally in international conferences related to attracting international students. The reason for this is the weakness or absence of strategies for attracting international students, which makes the department lose its international marketing activities.

According to the college's assessment, the weakness of the internationalization process in the department is due to a weakness in the administrative units that supervise the internationalization initiatives and efforts in the department.

However, the Department of Architecture can be internationalized by providing many elements. For example, institutional and national coordination, commitment of senior leadership to internationalization, as well as faculty members and students, providing the necessary resources, the presence of a supportive vision, and finally human resources development need to act decisively to make this university achieve a higher level of internationalization.

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