

**INTERNATIONALIZATION STRATEGY TO STRENGTHEN
ACADEMIC QUALITY AND CAMPUS REPUTATION**



**Scientific Discourse delivered at the Inauguration of the
Professorship
In the Field of Science Management in higher Education at
Bodhisastra
University of Florida USA, which was conducted
in Bali on Date September 21, 2026**

**By:
Prof. Dr. Adolmando Soares Amaral, Lic. Eco., MM
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**BODHISASTRA UNIVERSITY FLORIDA
UNITED STATES OF AMERICA**

2026

INTERNATIONALIZATION STRATEGY TO STRENGTHEN ACADEMIC QUALITY AND CAMPUS REPUTATION



By:

Prof. Dr. Adolmando Soares Amaral, Lic. Eco., MM

*Peace be upon you, and Allah's mercy and blessings
Greetings of good health to all of us
Om Swastiastu, Namoh Buddhaya, Greetings of Virtue*

First of all, let us together express our deepest praise and gratitude to the presence of Allah Subhanahu wa Ta'ala, the Almighty God, for all His abundance of mercy, guidance and wisdom so that on this historic and blessed day, we can all gather in this noble scientific forum in good health. May prayers and greetings always be poured out to God the Father in Heaven through the intercession of the Lord Jesus Christ, along with family, friends and all his people until the end of time.

Secondly, in the forum of the Open Senate Session of Bodhisastra University Florida USA (BOU) and on this happy occasion, we convey our highest appreciation and gratitude to the honorable:

1. Prof. Dr. Sak Prasendee, CEO & Chancellor of Bodhisastra University Florida, USA (BOU);
2. Prof. Dr. Nathawut W, Emeritus Rector of Bodhisastra University Florida, USA (BOU);
3. Prof. Dr. H. Supari Muslim, Drs., M.Pd., PhD as: (1) Chancellor of Bodhisastra University Florida USA (for Indonesia); (2) Professor of Surabaya State University; (3) Chairman of the Advisory Board of P-ADRI; (4) General Chairman of the Indonesian Higher Education and Intellectuals Consortium (KPTCN); and (5) President Director of PT. Education Consultant Services;
- 4 Assoc. Prof. Dr. Jantamas Wongseri, Vice Chancellor of Management BOU;
- 5 Prof. Dr. Chayarnithsarr Kanijor, International network of BOU;
- 6 The leaders of Bodhisastra University Florida USA who attended the BOU Open Senate Session;

- 7 *Government Officials, Religious Leaders, Community Leaders, and Invited Guests present at this honorable session;*
- 8 *Dear students, extended family, friends, and happy attendees;*

Open Senate Session of BOU and all Distinguished Guests

On this very special and historic occasion, please allow me to deliver an inauguration discourse as Professor in the field of *Strategic Management* at Bodhisastra University Florida USA.

This inauguration represents the highest honor and a tremendous responsibility entrusted to me. I fully recognize that the position of Professor is more than just an academic title, but rather an intellectual responsibility that demands dedication, scientific honesty, and a tangible contribution to the advancement of science and the wider community. In the academic tradition I uphold, this achievement is never the result of the work of one individual alone, but rather the fruit of the support, guidance, and long-term collaboration of many parties, many of whom I cannot mention individually here.

I express my deepest gratitude to my teachers and mentors who have patiently and dedicatedly educated and guided me from my undergraduate studies to my doctoral studies. To my beloved family, who has been a constant source of strength and inspiration throughout every step of my academic journey, I express my sincere gratitude from the bottom of my heart. And to my students, who have been my intellectual dialogue partners, continually challenging and sharpening my thinking, I express my sincerest gratitude.

Through this inaugural speech, I raise a topic that I believe is very relevant and urgent to be studied in depth, namely:

**"Internationalization Strategy to Strengthen
Academic Quality and Campus Reputation"**

I raised this theme because internationalization is no longer an option, but rather a necessity for universities that want to grow, be relevant, and be recognized in the global academic community, without losing their identity and social responsibility to the nation and state.

This scientific oration discussed internationalization strategies as a strategic instrument to strengthen academic quality and campus reputation amidst the increasingly competitive and interconnected dynamics of global higher education. Internationalization is broadly understood, encompassing the internationalization of curriculum and learning, academic mobility of faculty and students, international research and publication collaboration, institutional partnerships and global networks, international accreditation and rankings, and strengthening internal governance and quality assurance.

Using a conceptual approach enriched by empirical experience in higher education management, this speech formulates a realistic, phased implementation framework for short-, medium-, and long-term institutions with varying levels of preparedness and resources. It also identifies common structural and cultural

challenges, along with relevant mitigation measures for higher education institutions in Timor-Leste.

The main conclusion of this speech emphasized that academic quality and university reputation are two sides of the same coin, and internationalization serves as a strategic bridge between the two. An effective internationalization strategy must be designed in a gradual, inclusive manner, and rooted in the institution's local scientific excellence and identity, so that the results are substantive and sustainable for the advancement of national higher education in Timor-Leste. Therefore, the keywords of this scientific speech are: ***internationalization, academic quality, university reputation, higher education, international cooperation.***

I. INTRODUCTION

1.1 Background

We honor all the invited guests and guests

Higher education in this era stands at a crossroads between the demands of *global relevance* and responsibility to the local context. Universities can no longer position themselves as institutions isolated from the flow of international exchange of knowledge, technology, and culture. The *globalization of higher education* is pushing every institution, including the Universidade da Paz (UNPAZ) in Timor-Leste, to consciously and deliberately enter the arena of international academic competition and collaboration.

The internationalization of higher education is understood as the process of integrating international, intercultural, and global dimensions into the goals, functions, and implementation of higher education, encompassing teaching, research, and community service. This process goes beyond simply increasing the number of international students or increasing the number of *memoranda of understanding* (MoUs), but rather transforming the way the entire academic community thinks, works, and performs, orienting itself toward global standards and networks.

Data from various global ranking agencies, such as *the QS World University Rankings* and *Times Higher Education*, consistently places *international outlook indicators*, including the proportion of international students, international faculty, and international research collaborations, as key pillars in assessing higher education quality. This confirms that academic quality and a university's global reputation are inextricably linked to an institution's degree of internationalization.

For UNPAZ, strengthening internationalization is a strategic agenda to accelerate recognition of graduate quality, research output, and institutional contributions at the regional and global levels. The momentum for curriculum reform, strengthening research, and expanding collaborations is a crucial foundation for formulating a targeted internationalization strategy.

Timor-Leste's extraordinary cultural and linguistic diversity provides a unique bargaining position in global academic circles. This diversity, if well-managed, can be a unique strength that differentiates the academic offerings of Timor-Leste's

universities from those in other countries, while also providing essential skills for graduates to thrive in a multicultural workplace.

1.2 Formulation of the Theme and Purpose of the Oration

This scientific oration was prepared to answer a fundamental question: how an internationalization strategy can be designed and implemented systematically so that it truly contributes to improving academic quality and strengthening the campus's reputation, rather than merely fulfilling administrative indicators.

Specifically, this speech aims to: **first** , map the global landscape of higher education (HE) and the urgency of internationalization for universities in Timor-Leste ; **second** , analyze the strategic dimensions of internationalization which include curriculum, academic mobility, research and publication, institutional partnerships, and international accreditation and ranking; **third** , formulate a realistic implementation framework for universities with diverse resources; and **fourth** , identify challenges and mitigation steps so that the internationalization strategy can be sustainable.

With this framework of thought, this speech is expected to not only become an academic discourse, but also a practical reference for policy makers at the study program, faculty, and university levels in designing a contextual and sustainable internationalization roadmap.

II. GLOBAL LANDSCAPE OF PT AND THE URGENCY OF INTERNATIONALIZATION

2.1 Global Dynamics of Higher Education

We honor all the guests and invited guests

The past three decades have witnessed a remarkable acceleration in the mobility of knowledge across borders. According to UNESCO data, the number of students studying outside their home countries has doubled, driven by ease of transportation, digitalization of learning, and *open access* to knowledge policies. Universities around the world are competing to become nodes in the global *knowledge economy*.

The digital revolution has accelerated this process. Online learning platforms, *massive open online courses* (MOOCs), and virtual conference systems enable cross-border research and teaching collaboration without the need for physical mobility. This phenomenon has given rise to the concept of *internationalization at home*, an effort to provide international experiences and insights to all students, including those without the opportunity to physically travel abroad.

At the same time, competition among universities is intensifying. Global rankings serve as a benchmark for prospective students, industry partners, and research funding agencies in assessing an institution's credibility. Universities that is slow to adapt risk losing their attractiveness, both in recruiting top students and in establishing strategic partnerships.

2.2 Internationalization as a Strategic Inevitability

For universities in developing countries, including Timor-Leste, internationalization has a dual meaning. On the one hand, it serves as a means to accelerate *capacity building* through the transfer of knowledge and technology from international partners. On the other hand, internationalization also serves as a vehicle for introducing and promoting Timor-Leste's intellectual property, culture, and local context to the global stage—a reciprocal process, not simply a one-way adoption.

National policies also contribute to this direction. The *Merdeka Belajar Kampus Merdeka (MBKM)* policy framework, for example, explicitly allows students to study part of their studies at foreign universities through *credit transfer* and *credit-earning schemes*. Similarly, policies to increase the number of reputable international professors and publications are key performance indicators for universities.

Internationalization also addresses the need for graduates who can compete in the global and regional job markets, for example through the ASEAN Economic Community. Intercultural competence, foreign language skills, and exposure to international work standards are essential skills that can only be developed through experience and an internationalized curriculum.

2.3 Academic Quality and Campus Reputation: Two Sides of the Coin

Academic quality and university reputation are essentially two sides of the same coin. Academic quality, reflected in the quality of the learning process, graduate competency, research productivity, and the relevance of community service, is the substantive foundation that underpins reputation. Conversely, a strong reputation broadens access to resources, partnerships, and excellent students, which in turn strengthens academic quality itself.

Internationalization serves as a bridge connecting the two. Through international research collaboration, for example, research quality improves due to exposure to global methodological standards and *peer review*, while also generating publications that enhance the institution's visibility and reputation. Through faculty and student mobility, individual academic competency improves, which in turn enhances the university's collective image as a quality-oriented and internationally open institution.

Thus, a carefully designed internationalization strategy is not merely a symbolic or ceremonial activity, but rather a structural instrument to strengthen academic quality while building the campus's reputation in a sustainable manner.

III. STRATEGIC DIMENSIONS OF HIGHER EDUCATION INTERNATIONALIZATION

3.1 Internationalization of Curriculum and Learning

Distinguished guests and all invited guests

Curriculum internationalization is the process of integrating international perspectives, content, and standards into the design and implementation of learning. This can be achieved through enriching teaching materials with cross-national case studies, using English as the language of instruction in certain

courses, and developing learning outcomes that reference international qualification frameworks.

Joint curriculum, double degree, and dual degree programs with partner universities abroad enable students to gain international recognition for their competencies. The success of such programs depends on a coordinated curriculum structure, a transparent credit transfer system, and shared quality assurance across partner institutions.

Furthermore, *internationalization at home* is an inclusive and cost-efficient strategy, for example through collaborative online *international learning* (COIL), virtual guest lectures from foreign academics, and international cross-campus student research projects. This strategy ensures that the benefits of internationalization are not limited to a select few students who have the ability to physically travel abroad.

3.2 Academic Mobility: Lecturers and Students

Academic mobility, both *outbound* and *inbound*, is one of the most concrete forms of internationalization. Student exchange programs, *summer/winter courses*, *sandwich programs* for lecturers and graduate students, and *visiting professor programs* provide firsthand experience interacting with different academic systems, cultures, and scientific standards.

The success of mobility programs requires strong institutional support, including academic information systems capable of automatically managing credit transfers, responsive international student services, and adequate funding through mobility scholarships, whether from internal sources, the government, or international partners.

It is also important to build an academic culture that supports lecturer mobility, for example through a policy of recognizing credit points for lecturers who carry out duties as *visiting scholars* or are involved in international collaborative research , so that mobility is not perceived as an additional burden, but rather an integral part of academic career development.

3.3 International Research and Publication Collaboration

International collaborative research provides access to resources, equipment, data, and scientific networks that may not be available domestically. This type of collaboration also increases the likelihood of research results being published in reputable international journals indexed in global databases, as it involves rigorous methodological standards and *peer review processes* .

Strategies to strengthen collaborative research can be pursued through the establishment of *joint research centers*, active participation in international research consortia, and the use of joint research funding schemes *offered* by donor agencies and partner governments. Involvement in global research networks also increases opportunities to engage in cross-disciplinary and cross-national *grand challenges* in science.

In addition to research collaboration, strengthening scientific writing capacity in English, understanding international publication ethics, and mentoring by international partners or *co-authors* are important factors in increasing the productivity and quality of international publications by lecturers and postgraduate students.

3.4 Institutional Partnerships and Global Networks

Strong institutional partnerships are a prerequisite for the sustainability of all other dimensions of internationalization. Ideally, these partnerships should not stop at the ceremonial signing of a Memorandum of Understanding (MoU), but should be followed up with concrete, measurable *implementation arrangements* with clear targets.

Active membership in regional and global university consortia and networks, such as the Association of Southeast Asian Universities, provides access to policy forums, joint grant programs, and the exchange of best practices between institutions. Partnerships with global industry are also crucial to ensure curriculum relevance and graduate retention in the international job market.

Partnership management requires a special work unit that functions as a *single entry point*, so that communication with international partners is coordinated, consistent, and does not overlap between faculties or study programs.

3.5 International Accreditation and Ranking

International accreditation by a globally recognized quality recognition body provides independent assurance of the quality of study programs, which in turn strengthens the trust of students, parents, and international partners. The accreditation process also encourages continuous quality improvement by *requiring* in-depth self-evaluation and benchmarking *against* international standards.

Participation in global rankings, while fraught with the risk of reductionism, as quality is reduced to numbers and rankings retains strategic value as a *branding tool* and self-evaluation tool. Universities need to be proportionate: using ranking indicators as a benchmark for improvement, not an end in itself that compromises the substance of educational quality.

3.6 Strengthening Internal Governance and Quality Assurance

All of the above dimensions of internationalization can only be sustainable if supported by strong governance and internal quality assurance systems. Good governance includes clear policies, adequate resource allocation, integrated data and information systems, and leadership with a clear and consistent internationalization vision.

The internal *quality assurance system* needs to be expanded to include internationalization indicators, such as the proportion of English-taught courses, the mobility of faculty and students, the number of joint publications with international partners, and the level of satisfaction of collaboration partners. This way, internationalization is integrated into the overall cycle of planning, implementation, evaluation, and quality improvement of the institution.

3.7 The Role of Digitalization in Supporting Internationalization

Digitalization plays a dual role in supporting the internationalization of higher education: as a supporting infrastructure and as an arena for internationalization itself. As infrastructure, an integrated academic information system enables the management of credit transfers, verification of academic documents, and communication with international partners to be rapid, transparent, and *traceable*.

As an arena for internationalization, online learning platforms enable collaborative classes across countries without geographical limitations, while digital research repositories and publication databases enhance the visibility of institutional research output globally. The use of *learning management systems* connected to international partners, for example for the implementation of COIL, is one concrete manifestation of technology-based *internationalization at home*.

However, digitalization also requires network infrastructure readiness, digital literacy among academics, and data security and privacy policies that align with international standards, so that the use of technology truly strengthens, rather than reduces, the quality of cross-border academic interactions.

IV. STRATEGIES AND MODELS OF IMPLEMENTATION OF INTERNATIONALIZATION

4.1 Implementation Stage Framework

We honor all the guests and invited guests

Implementing an internationalization strategy requires a realistic, phased framework, considering resource limitations and varying levels of readiness across work units. This framework is designed in three main phases: the short term, focusing on mapping and strengthening policy foundations; the medium term, focusing on expanding partnerships and implementing substantive programs; and the long term, focusing on consolidating achievements and strengthening reputation.

The following table depicts the proportion of attention and resource allocation indicatively at each stage, as an illustration of a framework that can be adapted to the context and capacity of each university.

Table 4.1 Indicative Resource Allocation Proportion

Stage	Main Focus	Allocation (%)
Short Term (Years 1–2)	Readiness mapping, policy strengthening, and intercultural language/competence training	20
Medium Term (Years 3–4)	Expansion of partnerships, implementation of mobility and collaborative research	45
Long Term (5 years and above)	Consolidation of achievements, international accreditation, and strengthening of global reputation	35

4.2 Role of Stakeholders

The success of an internationalization strategy depends on the synergy of all stakeholders. University leadership plays a role in establishing the vision, policies, and resource allocation. Deans and program heads are responsible for translating this vision into operational plans that are contextualized within their respective fields of expertise.

Lecturers act as driving forces through active involvement in collaborative research, joint publications, and internationalized curriculum development. Students serve as both beneficiaries and agents of internationalization through active participation in mobility programs and international student activities. Educational staffs play a crucial role in providing administrative services that support the smooth running of all these processes.

External partners, whether foreign universities, government agencies, or global industry, act as strategic collaborators that expand the network and resources available to the university.

4.3 Financing and Resources

Internationalization funding needs to be designed sustainably through a combination of internal university funding sources, competitive government grants, co-funding schemes with foreign partners, and contributions from global industry partners. Diversifying funding sources is essential to reduce reliance on a single source that is vulnerable to changes in policy or budget priorities.

In addition to financial funding, non-financial resources such as alumni networks spread across various countries, the scientific reputation of senior lecturers, and local intellectual and cultural wealth are also strategic assets that can be converted into attractiveness in international partnerships.

4.4 Monitoring and Evaluation

Regular monitoring and evaluation are necessary to ensure that the internationalization strategy is on track and that any deviations can be corrected promptly. Evaluations should be conducted at the study program, faculty, and university levels in a hierarchical manner, with aligned indicators at each level.

Relevant performance indicators include the number and proportion of students and lecturers involved in mobility programs, the number of publications with international partners, the number and value of international collaborative research grants successfully obtained, the number of internationally accredited study programs, and the level of satisfaction of collaboration partners as measured through periodic surveys.

Table 4.2 Performance Indicators (Proportion of Lecturers Involved in the Mobility Program)

Performance Indicators	Baseline (Year 0)	Target (Year 5)
Proportion of lecturers with <i>international exposure experience</i>	15	40

Number of publications with international partners per year	25	80
Number of internationally accredited study programs	3	12

The figures in the table above are illustrative and serve as examples of monitoring formats; each institution needs to establish *baselines* and targets based on actual data and its own capacity.

V. CHALLENGES, RISKS, AND MITIGATION

We honor all invited guests and guests

The implementation of internationalization strategies in the field is constantly faced with various structural and cultural challenges. Honest identification of these challenges and the formulation of concrete mitigation measures are key to program sustainability, as summarized in the following table.

Table 4.3 Identification of Challenges and Formulation of Mitigation Steps

Challenge	Mitigation Steps
Limited foreign language skills of academics	Structured and tiered language training, language certification incentives
Funding limitations for mobility and collaborative research	Diversification of funding sources: government grants, foreign partners, and philanthropy
Quality gaps between study programs in international readiness	Gradual mentoring and internal <i>benchmarking</i> between leading and developing study programs
Slow and uncoordinated bureaucratic cooperation	Establishment of a <i>single entry point</i> for international cooperation and digitalization of services
The risk of excessive orientation on quantitative indicators of ranking	Strengthening the substantive value of academic quality as the main priority, ranking as a tool

Beyond these technical challenges, another equally important challenge is building collective awareness (shared *understanding*) among the academic community that internationalization is not an elitist project belonging to a handful of parties, but rather a shared agenda that is relevant to all study programs, including those based on local and vocational sciences.

Mitigation of this risk can be done through inclusive policy communication, providing examples of success (*best practices*) from various scientific fields, and fair incentives for all work units that contribute to the achievement of

internationalization, not only for certain scientific fields that naturally find it easier to establish international partnerships.

The key factors for success in managing these challenges lie in consistent leadership, the availability of accurate data as a basis for decision-making, and the institution's willingness to learn from even the smallest failures as a basis for continuous improvement, not as a reason to stop the internationalization initiatives that have been initiated.

VI. GOOD PRACTICES AND LEARNING

We honor all the guests and invited guests

Various internationalization initiatives pioneered by universities in Timor-Leste, including Universidade da Paz, provide valuable lessons for formulating more systematic strategies going forward. International class programs, *double degree collaborations* with partner universities in Asia, involvement in collaborative research on vocational education and renewable energy, and faculty participation in international academic forums demonstrate that internationalization can be implemented in stages, depending on the institution's capacity.

Important lessons that can be drawn include: **first**, the success of internationalization is largely determined by policy consistency across leadership periods, not simply short-term initiatives dependent on a particular figure; **second**, programs built on the institution's superior scientific strengths tend to attract the interest of international partners more easily than generic programs; and third, the sustainability of partnerships is highly dependent on the quality of personal relationships between academics that are built with sincerity and mutual respect, in addition to the formal institutional framework.

The experiences of various partner universities in Asia and Europe also demonstrate that successful internationalization is always accompanied by the strengthening of local identity and excellence. Universities that gain increasing global respect are those that are able to offer unique scientific perspectives from their local context, not those that simply copy other institutions' models without considering their own context.

For universities with historical roots in vocational and teaching education, excellence in the fields of vocational, engineering, and teaching education can be a unique entry point for establishing international partnerships, for example through collaborative applied research in the fields of energy, learning technology, and curriculum development based on industrial cooperation, which are relatively rarely the main focus of partner universities in many developed countries.

Another equally important lesson is the importance of documenting and managing knowledge (*knowledge management*) for every internationalization initiative that has been implemented, so that the good practices obtained are not lost with the change of program managers, but can be inherited and developed sustainably by the next generation of managers.

VII. CLOSING

7.1 Conclusion

Distinguished guests and all invited guests

Based on the description above, it can be concluded that:

- (1) Internationalization is multidimensional strategy encompassing curriculum internationalization, academic mobility, research and publication collaboration, institutional partnerships, international accreditation and ranking and strengthening internal governance and quality assurance. These six dimensions are interrelated and need to be managed in an integrated manner, not in isolation.
- (2) Academic quality and campus reputation are two sides that strengthen each other, and internationalization serves as a strategic bridge connecting the two.
- (3) An effective internationalization strategy must be designed in a phased, realistic, inclusive manner, and rooted in the institution's local scientific strengths and identity, so that the results are substantive and sustainable, not merely to meet administrative indicators.

7.2 Recommendations

- (1) Universities need to formulate an internationalization roadmap that is explicit, measurable, and integrated with the institution's overall strategic plan.
- (2) It is necessary to form a special work unit as *a single entry point* for managing international cooperation so that the process runs in a coordinated and efficient manner.
- (3) It is necessary to develop a fair incentive system for lecturers and study programs from various scientific fields that contribute to achieving internationalization.
- (4) It is necessary to strengthen the internal quality assurance system which includes internationalization indicators as part of the continuous quality evaluation and improvement cycle.
- (5) Universities need to continue to strengthen their local scientific identity and excellence as the main capital in building partnerships and reputation at the global level.

We hope that the thoughts expressed in this scientific oration can contribute, however small, to the joint efforts to strengthen the academic quality and reputation of UNPAZ, as well as universities in Timor-Leste in general, on the global academic stage.

THANK-YOU NOTE

On this happy occasion, allow me to express my deepest gratitude and appreciation to the Chancellor of Bodhisastra University Florida, USA and the Chancellor of Bodhisastra University Florida for Indonesia, as well as related officials, for their approval of the appointment of Professor that I proposed.

I also express my gratitude to the professors, fellow lecturers, and administrative staff within the Faculty/Study Program for their camaraderie, scholarly discussions,

and support throughout my academic career. To my domestic and international partners, thank you for your trust and collaboration.

My deepest appreciation and gratitude goes to ***my beloved family, my wife Ermelinda Sofiana Silva Andrade, my children 1. Funan Silva Lemos, 2. Fini Silva Lemso, 3. Fitun Silva Lemos, 4. Furak Silva Lemos, 5. Folin Silva Lemos, 6. Lacon Silva Lemos, and my sister Claudia Carla Desterio Andrade*** for their endless prayers, patience, and support that have been the main strength in my journey of dedication in the academic world. To all parties that I cannot mention one by one, I express my sincere thanks and apologies.

We also extend our gratitude and appreciation to the Neon Metin Fund and all the academic community of Universidade da Paz and the Timor-Leste community in general.

Bali, September 21, 2026

Signature

Prof. Dr. Adolmando Soares Amaral, Lic. Eco., MM

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BRIEF BIOGRAPHY

Name: **Prof. Dr. Adolmando Soares Amaral, Lic. Eco., MM**

1. Personal data

Prof. Dr. Adolmando Soares Amaral, Lic.Eco.,MM . Born in Ermera on August 21, 1980. The first child of Domingos Soares Lemos and Maria Leonarda Amaral. He is married, his wife is Ermelinda Sofiana and he has 6 children, namely: Funan Silva Lemos, Fini Silva Lemos, Fitun Silva Lemos, Furak Silva Lemos, Folin M. Silva Lemos and Lakon Silva Lemos.

2. Educational background

- Doctorate in Strategic Management, Widya Mandala Catholic University, Surabaya, 2014
- Master of Management, Satya Wacana Christian University, Salatiga, 2008
- Bachelor of Management Economics, Universidade da Paz Dili, Timor Leste, 2005.

3. Academic & Structural Positions

- Current Position: as Rector of Universidade da Paz, Dili Timor-Leste
- Previous position:
 - 4th Vice Chancellor, at Universidade da Paz, 2008 - 2010.
 - Vice Chancellor 1, at Universidade da Paz, 2010 - 2013.
 - Director of the Peace Research Center (CEE-PAZ), at Universidade da Paz, 2015 - 2017.
 - Director of Financial Administration and Planning of the Amadora Football League (LFA), 2015 - 2019.
 - Director of the Timor Research Center (CEPTIR), 2017 - 2019.
 - Permanent lecturer at the Faculty of Economics, at Universidade da Paz until now.

4. Scientific Works and Books, last 5 years

- **Journal**
 - The influence of auditor competence and auditor experience on audit quality with auditor ethics as a moderating variable (study at the inspection general do estado, Dili Timor-Lesté), 2026.
 - Strategy for building organizational competency in order to improve the performance of private universities in Timor Leste, 2025.
 - The influence of the auditor's experience and the professional ethics of auditors towards the quality auditing (study at the general inspection, Dili Timor-Lesté) , 2024.
 - Career development, salary and employee motivation on job satisfaction in cooperative Café Timor (CCT) Timor Leste, 2024.
 - Science and technology of civil engineering Disasters and Mitigation, 2024
 - The effect of organizational learning, external environment and image of private universities towards the performance of private universities' competency as an intervening variable in Timor-Lesté, 2022
 - The agricultural value chain improvements' participation in Timor-Lesté, 2022
 - The customer awareness toward water supply and service management provided by be'e Timor-Lesté, 2022
- **Book**
 - The nature and management of development, 2024

- Postulate of Shock Management” Challenges and successes of UNPAZ , 2024.
- Strategy for building organizational competencies to improve the performance of private universities in Timor-Leste, 2024.

5. Award

- **Recognition from Warmadewa University, Bali**

Received on September 2025, as a form of recognition for the contribution towards the development of academic cooperation. Location: Bali, Indonesia

- **Medal of the Order of Timor-Leste**

Accepted on November 27 , 2025, in recognition of 17 years of service in education and service to the nation . Location: Dili, Timor-Leste.

- **The Asian Leadership Award**

Received on December 30, 2025, in regional recognition of leadership and contributions to the development of higher education in Southeast Asia. Location: Thailand.

- **The Asian Leadership Award**

Received on December 30, 2025, for exemplary commitment, in-depth knowledge, and impact of planning in serving national and community progress. Location: Thailand

- **Impact Leaders Awards 2026 – World Achievement**

Received on August 23, 2026, announced as the winner in the World Achievement category, for leadership that inspires, transforms, and creates sustainable impact. Location: Jakarta, Indonesia.

- **The Thames International University**

Received on December 18, 2025, awarded in recognition of experience and learning in the specialized field of business management and leadership, Location: Bali, Indonesia

- **Amerta Media**

Received in 2025, awarded as a book intermediary in the book entitled: “Nia maka nia iha Reflesaun Sosiolojiku no Filozofiku.

6. Seminars, conferences and symposiums

Business and Economic Transformation Towards AEC . Organized by the Faculty of Business and Graduate Studies, Widya Mandala Catholic University , 2014. Location: Surabaya, Indonesia

1. **Aid Investment and Accelerated Development of Timor-Leste**

Hosted by PLG, Australian Aid and The Asia Foundation, 2015. Location: Dili, Timor-Leste.

2. **Seminar on Aid Investment and Accelerated Development of Timor-Leste** Organized by PLG, Australian Aid and The Asia Foundation, 2015.

3. **Seminar on Efficient, Effective, and Accountable Public Services** Organized by PLG, Australian Aid, and The Asia Foundation, 2015. Location: Dili, Timor-Leste.

4. **The 29th ADRI International Conference on Multidisciplinary Research** Theme: “Challenges and Opportunities in Education: A Green Economy Perspective in the Digital Age.” , 2023, Location : Surabaya, Indonesia

5. **The 2nd ADRI IKN Kaltim International Conference 2023**

Held in Johor, Malaysia, 2023. Location : Malaysia.

6. **International Seminar and Symposium on Research and Innovation.** Participated as a speaker on the topic: "Surprise Management Postulate: Challenges and Successes of UNPAZ, 2019–2024." 2024. Location : Surabaya, Indonesia.
 7. **Seminar at the Ministry of Justice of Timor-Leste .** Participated as a speaker on the topic: "Academic Perspectives on Development Progress to Ensure Citizens' Rights to Access to Land." 2024. Location: Dili, Timor-Leste.
 8. **National Seminar at the Peace University Doctoral Council .** Participated as a speaker on the topic: "Strategies for Building Organizational Competence within a Framework for Improving the Performance of Private Universities in Timor-Leste." 2024. Location: Dili, Timor-Leste.
 9. **The 5th International Conference on Management, Technology, Engineering and Design – ICoMTED 2026.** Participating as a Keynote Speaker, along with academic leaders from Uzbekistan, Indonesia, and Malaysia. Location: Aryaduta Bali, Indonesia. Date: August 22–23, 2026.
 10. **The international seminar Bali Tourism at a Crossroads: Environmental Crisis, Overcapacity, and Global Challenges.** Organized by the Graduate School of Warmadewa University, 2026. Location: Bali, Indonesia.
 11. **International Conference of Business Administration and Communication (ICoBAC).** Participated as a speaker on the topic: The role of communication and business administration study programs in achieving the Sustainable Development Goals (SDGs). Location: Bandung, Indonesia
 12. **The 7th ^{NCFB} and Doctoral Colloquium.** Participated as a Colloquium discussant at Widya Mandala Catholic University Surabaya, Faculty of Business and Postgraduate Studies, 2014. Location: Surabaya, Indonesia.
- 7. Awards, Medals, and Recognition**
1. **Recognition from Warmadewa University, Bali.** Received in September 2025, as a form of recognition for the contribution towards the development of academic cooperation. Location: Bali, Indonesia.
 2. **Medal of the Order of Timor-Leste .** Accepted on November 27 , 2025, in recognition of 17 years of service in the field of education and service to the nation . Location: Dili, Timor-Leste.
 3. **The Asian Leadership Award .** Awarded on December 30, 2025, in regional recognition of leadership and contributions to the development of higher education in Southeast Asia. Location: Thailand.
 4. **The Asian Leadership Award .** Awarded on December 30, 2025, for exemplary commitment, in-depth knowledge, and impactful planning in the service of national and community progress. Location: Thailand.
 5. **Impact Leaders Awards 2026 – World Achievement .** Received on August 23, 2026, announced as the winner in the World Achievement category, for leadership that inspires, transforms, and creates sustainable impact. Location: Jakarta, Indonesia.
 6. **The Thames International University.** Accepted on December 18, 2025, awarded in recognition of experience and learning in the specialized areas of business management and leadership, Location: Bali, Indonesia.

7. **A merta Media** . Received in 2025, awarded as a book intermediary in the book entitled: “Nia maka nia iha Reflesaun Sosiolojiku no Filozofiku.

8. Scientific Works & Books

• Scientific work

- The influence of auditor competence and auditor experience on audit quality with auditor ethics as a moderating variable (study at the inspection general do estado, Dili Timor-Lesté), 2026.
- Strategy for building organizational competency in order to improve the performance of private universities in Timor Leste, 2025.
- The influence of the auditor's experience and the professional ethics of auditors towards the quality auditing (study at the general inspection, Dili Timor-Lesté) , 2024.
- Career development, salary and employee motivation on job satisfaction in cooperative Café Timor (CCT) Timor Leste, 2024.
- Science and technology of civil engineering Disasters and Mitigation, 2024
- The effect of organizational learning, external environment and image of private universities towards the performance of private universities' competency as an intervening variable in Timor-Lesté, 2022
- The agricultural value chain improvements' participation in Timor-Lesté, 2022
- The customer awareness toward water supply and service management provided by be'e Timor-Lesté, 2022
- Business Ethics and the Environment in Timor-Leste published in the Suara Timor Lorosae' newspaper, Tuesday 16 July 2013 edition.
- Discourse on private higher education and economic development in Timor-Leste. Published in Timor Post, Issue 20 , 2013
- Building a performance strategy model for private universities in Timor-Leste. Published in Timor Post, Issue 27 , 2014
- Timor-Leste faces the ASEAN Economic Community, Timor Post, 12 September 2014. Then the same title was published in Timor Post, 17 September 2014.
- Coalition Government Volume II after the resale, Timor Post, 19 September 2014 edition.
- 2015 General State Budget Without Oral for New Employee Recruitment, Timor Post Edition 10 December 2014.
- Before Timor-Leste's oil and gas guarantees, agriculture and tourism will transform the economic structure, Timor Post, January 21, 2015 edition.
- Business model canvas strategy for academic development in higher education , 2023.

• Book

- The nature and management of development, 2024
- Postulate of Shock Management” Challenges and successes of UNPAZ , 2024.
- Strategy for building organizational competencies to improve the performance of private universities in Timor-Leste, 2024.
- Progress of Timor-Leste's national economic development , 2015

9. Talk Show

- GMNTV
- RTTL
- TVe