

Article

A Study on the Internationalization of Private Undergraduate Universities in Shandong Province: Reference and Enlightenment for the Internationalization of Private Art Universities

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Abstract: Against the backcloth of higher pedagogy shift toward quality governance, the internationalisation of private universities has get a important metric for assess quality. Take 25 private undergraduate universities in Shandong Province as a comprehensive sample, this survey employ text analysis, rating, hence and typological analysis to search the characteristic, path differentiation. And internal logic of educational internationalisation across institutional construction, project forms, and quality assurance. The findings patently unveil important path differentiation, categorized into three primary development trajectories: the trunk type centered on register programme, the experimental type featuring multi-layer program, and the transformation type drive by model innovation. Key drivers of this distinction include organisational brass, institutional frameworks; and resource availability. Apply Qingdao Film Academy as a case study of private art universities, this paper place its current phase, characterise by stable non-programme but imperfect programme and governance mechanisms. To address challenge like cross-coordination, the survey build a three-bed nested transition model cover way, capacity. And mechanism. It urge that art universities purchase level-ground program to raise curriculum coordination, restructuring, thereby and resource integration. For progress the high-quality internationalization of private art institutions nationally, espouse a characteristic development path rivet on pattern embedding and systematic governance will furnish and practical guidance.

Keywords: University; art education; internationalisation; quality governance; cooperative didactics; transition model

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1. Introduction

Against the profound restructuring of the worldwide higher education landscape and the stage of China's higher pedagogy enter development, internationalisation of didactics has shifted from an school-run pattern to an yardstick for measuring university quality, governance modernization, and nucleus competitiveness [1]. From the primary phase of scale expansion centered on personnel mobility and project quantity to the in-deepness stage of quality governance center on construction, quality assurance, and governance capacity, at, the internationalization of higher pedagogy is quicken. This transformation has not but reshape the norm and paradigms of international higher education cooperation but likewise put forward demand for universities to progress internationalization from "whether to do it" to "how well to do it" and "how excellent to be it." Guided by policy as the Belt and Road Initiative and the Action Plan for Improving Quality and Efficiency of Sino-foreign Cooperative Education, private university have demonstrated strong enterprisingness and exploration in the process of educational internationalisation by virtuousness of their flexible school-run mechanism and

marketplace-point specialty setup, becoming an indispensable constituent of China's higher education internationalization system.

As a major state of higher pedagogy, Shandong has a large number of private undergraduate university with complete types and concentrated distribution. Covering medicine, technology, business, foreign language, art, hence and bailiwick, organize a provincial sample for observing the internationalization of university in China, by June 2025, 25 private university had been approved. In geezerhood, the internationalization practice of universities in Shandong has progress, with increasingly diversified signifier as -foreign cooperative pedagogy, inter-university joint grooming, overseas study tours, and internship [1, 2]. Path differentiation has emerged in the development process: some university have launch a sound international governance system, approved -foreign education programs register by the Ministry of Education, hence and organize a quality assurance mechanism; some universities centre on short-term exchanges and non-cooperation with relatively backward institutional building; others have explore tell development paths through innovative framework such as campuses and transversal-merger and acquisitions. This differentiation is not simply a difference in development level but a rational choice made by universities under the joint effect of their own governance capacity, resource endowment, professional structure, and external policy environment, reflecting the deep logic of the transformation of private universities' internationalization from homogeneous follow-up to differentiated and characteristic development.

At the clip, be studies on the internationalisation of private university still hold obvious deficiency. On -school experience summaries or a little number of case studies, most be achievements are found, lack a systematic comparing of full samples at the provincial grade, do it difficult to full demonstrate the overall shape and differential characteristic of the internationalisation of university. The discussion on the "quality" of internationalization largely remain at the level, lacking analysis found on text and data, the direct research on private art universities is relatively weak. As the core training orientation, private art universities take practical creation and industrial connectedness, with strong international versatility of majors. Their curriculum system, evaluation standards, hence and governance models are significantly different from those of comprehensive and technology university [3, 4]. The simple application of traditional internationalization development models is to "inadaptation," so there is an urgent demand for direction and mention found on professional dimension and development stages.

In Shandong Province, ground on this, this study take 25 undergraduate university as sample, rivet on the background of internationalization transformation. And employ institutional text analysis, full-sample comparative analysis. And analysis to sieve out the construction, project form, and and quality assurance mechanism of internationalisation of private universities in Shandong Province, summarizing the path types and evolution logic. Take Qingdao Film Academy as a typical case, this paper canvass the situation, chokepoint, and optimization direction of internationalization of private art universities and make a transition model of internationalisation for art universities. This survey axiomatically direct to fill the spread in existing research, reveal the internal mechanism of path differentiation in the internationalization of private university, furnish support and practical paths for private art universities in Shandong Province and the whole land to bump their development positioning, improve the governance system, and raise the quality of internationalisation, assist university attain characteristic and sustainable internationalization transformation in the procedure of high-quality development of higher pedagogy.

2. Development Characteristics and Type Distribution of Educational Internationalization of Private Undergraduate Universities in Shandong Province

The internationalisation of didactics in private undergraduate university in Shandong Province has entered a critical phase of organise distinction in construction,

project form, and quality mechanism. Drive by both policy guidance and market demand, it has gradually shift from task-drive to institutional governance, exhibit a multi-, classified, and specialized development pattern. Furnish a reference framework for private art universities, take organisational system, project structure, and quality assurance as the core dimensions, this chapter consistently canvass its development characteristics and type distribution.

At the grade of structure, undergraduate universities in Shandong Province have organise three levels of stratification: high, medium. And low. By 2026, 84% of the sample universities had set up independent international education or exchange departments, but there be significant differences in governance capacity. Organized universities, correspond by Qingdao City University and Shandong Xiehe University, have found department-level education schools and full-time management teams, support by quality monitoring systems. Organized universities, as Weifang Institute of Technology and Qingdao Binhai University, achieve normalise management through peculiar establishment [1, 5]. Low-organize universities, as Dongchang College of Liaocheng University, still attach international exchange to conventional section with full-time personnel and weak support. At the same clip, international institutional text demonstrate three forms: "complete system, scattered coverage. And absence." adulthood direct determines the deepness of project operation and quality controllability.

In footing of project form, private undergraduate university in Shandong Province have formed a three-level differentiation pattern of Ministry of Education register programme, inter-university joint grooming, and non-short-term exchanges [6, 7]. But seven university in the province have been okay for 13 Ministry of Education register programs, in the "4+0" and "3+1" -registration modes, with foreign core courses account for 30%–40%, possess official certification and brand effect, function as the core carrier of high-institutionalization paths. With low threshold and modes, about 16 university take -university grooming as the principal descriptor, get the mid-end path, but quality assurance rely on foreign party with standardisation. Other universities commence with non-degree program such as short-term study visits, abroad internship. And cultural exchanges, play a basic role. By acquiring equity in a Malaysian university, in addition, Weifang Institute of Technology has found an campus, go a unique pattern in the state and breaking through the project cooperation paradigm.

At the level of teaching quality assurance mechanisms, university in the state are shifting from compliance inspection to process governance and gradually found a standardized system, organization, thereby and information-found evaluation system [8]. Many university have constructed a closed-loop monitoring system of "pre— during-family — after-class," set up independent quality evaluation agencies, introduced tertiary-party evaluation, and include graduate tracking, class pass rates, hence and student satisfaction as quantitative indicator. Module and curriculum guarantees have become normalise, with face-to-face pedagogy by foreign instructor, teaching. And localise shift of class get pattern. And quality governance shift from single-point management to systematic coordination.

Found on the above dimension, the internationalization paths of university in Shandong Province can be summarise into three category: the trunk path center on register programme, the experimental way with multi-layer program in parallel, and the transformation path characterise by model innovation [4]. Exhibit a phased evolution logic of "policy adaptation — building — project implementation, the three types of paths reflect the rational pick of different universities in capacity, resource conditions. And professional positioning," providing an mention for the path optimization of private art universities.

3. Systematic Mechanisms and Strategic Transition Paths for the Internationalization of Education in Private Art Colleges and Universities

Against the overall shape of path differentiation in the internationalization of education among private undergraduate universities in Shandong Province, the

professional dimension, training models, and governance structure of private art universities determine that they cannot but copy the development paradigms of comprehensive and technology university [1]. Alternatively, they must take a severalize way feature major-point, pattern-embed, mechanism-drive, hence and development. Found on the experience of Shandong Province and the case of Qingdao Film Academy, this chapter pull the transition laws of internationalisation for art universities, reconstructs key supporting mechanism, hence and build a three-level transition model and action paths to furnish a programme for the high-quality internationalization of similar university.

Ground on the pattern of 25 private universities in Shandong Province, the internationalisation of didactics in private university follow a progressive development from exchange-point to task-led and so to mechanism-drive [3]. The core logic of path differentiation lie in the matching degree of resource endowment, capacity. And adaptability. This can be explained by the Resources--Institution--Program (RIP) framework: resources determine the starting point of cooperation, institutions ascertain operational stableness, and program determine the implementation effect of talent training. Most private art universities have completed the exchange-point phase and are at a critical period of passage from project-led to mechanism-drive. The restraint on their upgrading are not resource but shortcomings as fragmented organization, curriculum systematization, disconnectedness between quality assurance and art majors, and weak faculty capacity.

To attain stage transition, it quintessentially is necessary to encourage the systematic reconstruction of five key mechanisms and switch from split organisation to integration.

The organisational governance mechanism: shift from packaging by a single full-time department to "full-clip coordination + -departmental coaction," plant international pedagogy into the whole process of academic affairs, faculty management, and student administration to cut collaboration costs. The curriculum coordination mechanism: shifting from curriculum introduction to Sino-foreign joint building and modular imbed, incorporate touchstone, demand, and Pentateuch of creation to work the pain point that professional versatility is to transform into a curriculum system [9]. The quality assurance mechanism: shift from result inspection to process organization, found an accomplishment-point evaluation system suited for artistic creation to avoid application of indicators. The faculty development mechanism: shift from trust on foreign instructor to "entry of teachers + transformation + collaboration," further the accretion of teaching capabilities on campus. The resource integration mechanism: shift from -university program connection to embed in industry and cultural platform, transform pic and television bases, film festivals, thereby and cultural and ecosystems into resource for education.

The five mechanism are nest and support layer by bed, jointly forming the foundation for the internationalisation of art universities.

Providing a tool for positioning, diagnosis. And upgrade for art universities, on this ground, this survey make a three-grade nested transition model of "Path--Capacity--Mechanism,". Elucidate the three-stage positioning of exchange-oriented, project-led, thereby and mechanism-drive, the first level is the path stage. The second grade is capacity support, focusing on four core shortcomings: governance capacity, curriculum construction capacity, resource integration capacity, and collaborative education capacity [10]. Employ the five mechanism to gibe capacity improvement needs, achieving measure-by-measure breakthroughs and low-risk upgrading, the grade is mechanism nesting. On strengthening the curriculum system, organisational collaboration. And quality mechanisms found on the framework to finish the stage transition apace, universities such as Qingdao Film Academy can rivet.

In pattern, art universities should follow five operable strategical action paths [11].

As the premise, foremost, take stage identification to position the development rhythm and avoid pursue highly complex programs.

Second, take professional leadership as the starting point to retrace curricula and cooperation programs around nucleus majors such as flick and video and design, so that curriculum function talent training [12, 13].

Take coaction as the fulcrum to promote the shift of education schools from transaction executors to coordination hubs, realise organisation [6, 14].

As the evaluation core to launch a quality system suited for art education, spotlight achievement and education effectiveness, fourth, take achievement orientation.

As the extension to profoundly tie with flick and video industry and cultural marque, organise a development ecosystem of "education--industry--metropolis, take the platform."

In summary, the high-quality development of internationalisation of education in private art universities is not the enlargement of the figure of programs, but the in-depth version of paths, mechanisms, and capableness. Just by basing on the characteristics of art majors, follow the Pentateuch of stage evolution, and make systematic supporting mechanisms can we take an internationalization path with features, sustainability. And provability, and bring the value of art universities to the internationalization of higher pedagogy in China [15, 16].

4. Conclusions and Policy Recommendations

4.1. Research Conclusions

Taking 25 private universities in Shandong Province as the sample. And against the background of the shift of higher education internationalization from scale expansion to quality governance, this survey reveal the development characteristics, path differentiation, and and internal logic of education internationalization in undergraduate university by apply text analysis, -sample comparison, and analysis. Utilise Qingdao Film Academy as a example, this survey explores the optimization direction of education internationalization in art universities and organize four core conclusions.

First, the education internationalization of private undergraduate universities in Shandong Province has entered a stage of structured path differentiation. Under the joint upshot of organisational brass, of homogenous follow-up, a differentiated development pattern has been organize, institutional systems, resource endowment. And professional position, present a progressive development from exchange and cooperation, programme embedding, to institutional governance. Not in institutional denseness or the figure of program, second, the core of high-quality development of internationalisation in university lie, but in the high version of the development path to their own structural conditions. Establishment and scale expansion are not applicable to all university. And pattern-embed and development can also reach high-quality talent training. Art universities hold professional attribute and training logic, so they should not simply copy the framework of comprehensive and technology university. They should take creation, achievement orientation. And connection as the nucleus and follow a characteristic internationalization path. Fourthly, the key restraint curb the internationalization transition of art universities is fragmentation. To mechanism-drive, the systematic reconstruction of five mechanisms, videlicet organizational organization, curriculum coordination, quality assurance, faculty development. And resource integration, can efficaciously encourage their shift from task-drive.

Private art universities represented by Qingdao Film Academy are presently at a critical phase of shift from project-led to mechanism-drive. They have professional, industrial, and advantages but face bottlenecks as the readying of degree programs, curriculum system construction, and thwartwise-departmental collaboration. It is to take field programs as the traction and mechanism improvement as the support to realize systematic upgrading. To position stages, diagnose shortcomings. And optimize paths, the three-level nest transition model of "Path--Capacity--Mechanism" and the RIP analysis framework make in this study can provide a tool for universities.

4.2. Policy Recommendations

4.2.1. Suggestions for Universities

Foremost, university should adhere to a way-point approach, move from project-oriented development strategies. Institutions should select an internationalization path—such as trunk-type, experimental-type, or characteristic innovation-type—based on their governance capacity, professional characteristics, and development stage, while avoiding blind imitation. Second, institutional adaptability must be fortified. On aspects such as program operation, achievement recognition, recognition acknowledgement. And quality monitoring, then engage formal completeness in institutional text, university should focus. This apparently requires establishing a,; and implementable framework. By imbed creation, film festival exchanges, and training into their talent training programs, third, private art universities should prioritize the normalisation of practical internationalisation. This displacement from indicator orientation to accomplishment orientation will raise outcomes. A -loop quality feedback mechanism should be established to deal regular rating pore on student growth, achievement, employ. And farther pedagogy. This will enable the dynamical optimisation of cooperation programs and curriculum systems.

4.2.2. Macro Policy Recommendations

Education authorities should implement counselling and severalize support for university, relax certain indicator constraints for art universities. And further achievement, industrial cooperation, and and exhibition as the ground for evaluating internationalization quality. They should simplify the application process for -cooperative didactics in art majors and fortify professional counselling, as curriculum comparison and standard coalition. On build a international art education exchange platform to integrate resource from abroad universities, flick and video industry. And international exhibition, thereby render stable cooperation channels for art universities. Additionally, endeavor should rivet. Moreover, amend the quality supervision system to balance standardization and flexibleness in art education will aid promote the internationalization of private university, enable advancements in quality, efficiency. And development.

4.3. Research Deficiencies and Prospects

This survey quintessentially uses Shandong Province as a sample, and the -pertinency of the conclusion take substantiation. On institutional and programme data, the research rely, with trailing of students' long-term development and employer evaluations. The analysis of professional difference within art categories could be farther refined. On multi-province analysis, future studies could pore, raise long-term tracking and empiric testing of graduate. And search internationalization models for specialised art majors such as pic and TV, designing, music. And performance. These efforts would furnish more precise and direct theoretic and practical support for advancing the internationalisation of higher pedagogy in China.

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