



University of Santiago de Compostela

INTERNATIONALIZATION OF HIGHER EDUCATION

Jacobo Feás Vázquez

International Week
Polytechnic Institute of Viana do Castelo

Introduction

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"We assume that internationalization is good, but we often lack any data to support our assumptions. Also, we don't think too much about the fact that there are different rationales as to why, how, and for which purposes an institution or, for that matter, a whole region, wants to engage in an internationalization effort"

(Stier, 2002)

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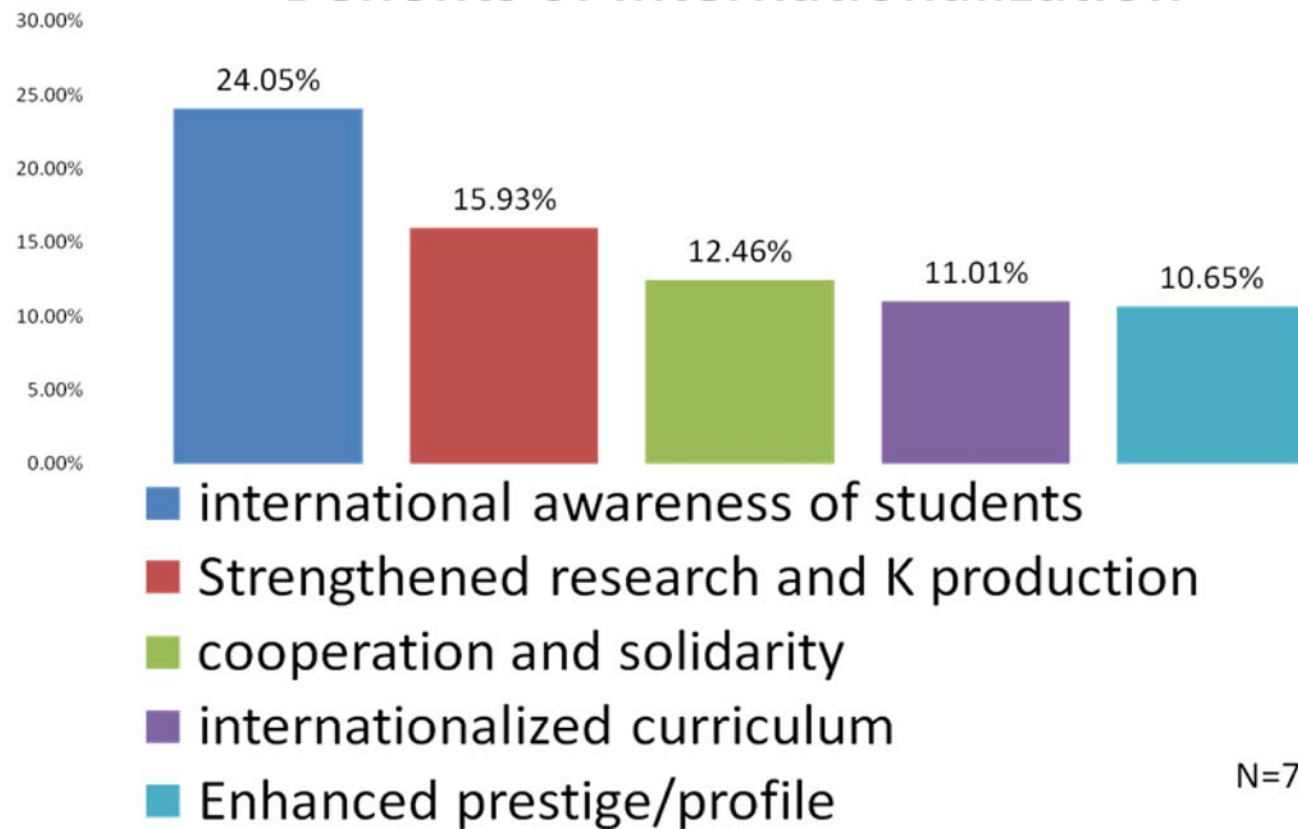
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Benefits of Internationalization



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A conceptual clarification

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"Nowadays the concept of internationalisation is popular and frequently used, in varying context and for diverse purposes. But it still remains ambiguous and unclear"

(Knight 1997; Yang 2002; Stier 2002)

A conceptual clarification

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“the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education”

(Knight 2005)

Strategic internationalization plan

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“the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions”

(OECD)

Strategic internationalization plan

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Three stages in internationalisation in Europe:

1. From a predominantly 'vertical' pattern of cooperation and mobility towards the dominance of an international relationship on equal terms;

2. From casuistic action towards systematic policies of internationalisation; and

3. From a separation of specific international activities, on the one hand, and internationalisation of core activities, on the other hand, towards the integrated internationalisation of higher education.

(Teichler, 1999)

Strategic internationalization plan

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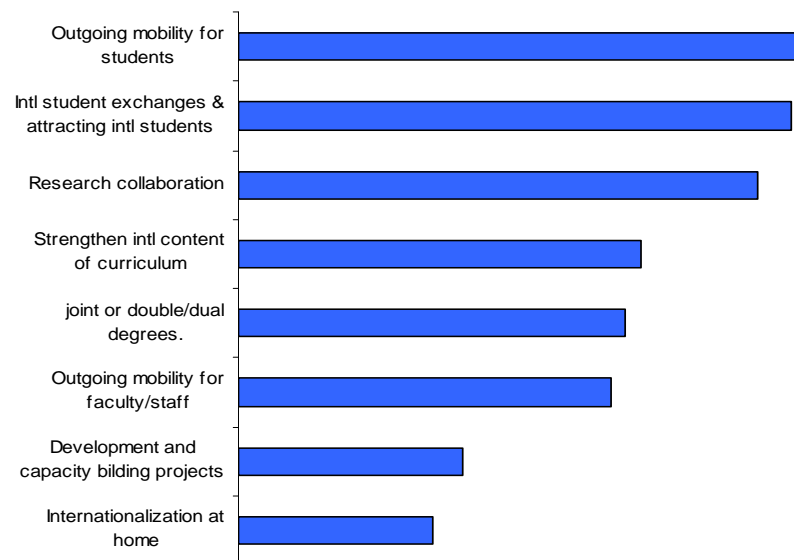
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Institutional Priorities in Internationalization



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Strategic internationalization plan

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Internationalization can be reached by several methods or approaches which are not mutually exclusive.

- **Activity:** Internationalization is described in terms of activities such as studying abroad, curriculum, academic programs, international students, partnerships and institutional networks, development projects and outsourced campuses.
- **Results:** Internationalization can arise in the form of the results expected, such as competitions for students (Deardorff, 2006), developed profile, more international agreements, partners or projects.
- **Reasons:** Internationalization is described with respect to the primary reason or reasons that lead to it. They may include academic standards, income generation, cultural diversity and development of students and/or the staff.

Strategic internationalization plan

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Internationalization can be reached by several methods or approaches which are not mutually exclusive.

- **Process:** Internationalization is seen as a process in which the international dimension is integrated in a sustainable manner into the three main functions of an institution: teaching/learning, research, and service to the society.
- **Ethos:** Internationalization is interpreted as the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and is based on the activities on campus or at home."
- **Overseas / Beyond Our Borders:** Internationalization can be seen as the introduction/relocation of education in other countries through very different and varied models (face to face education, remote education, virtual education, etc.)

What are the rationales behind the internationalization?

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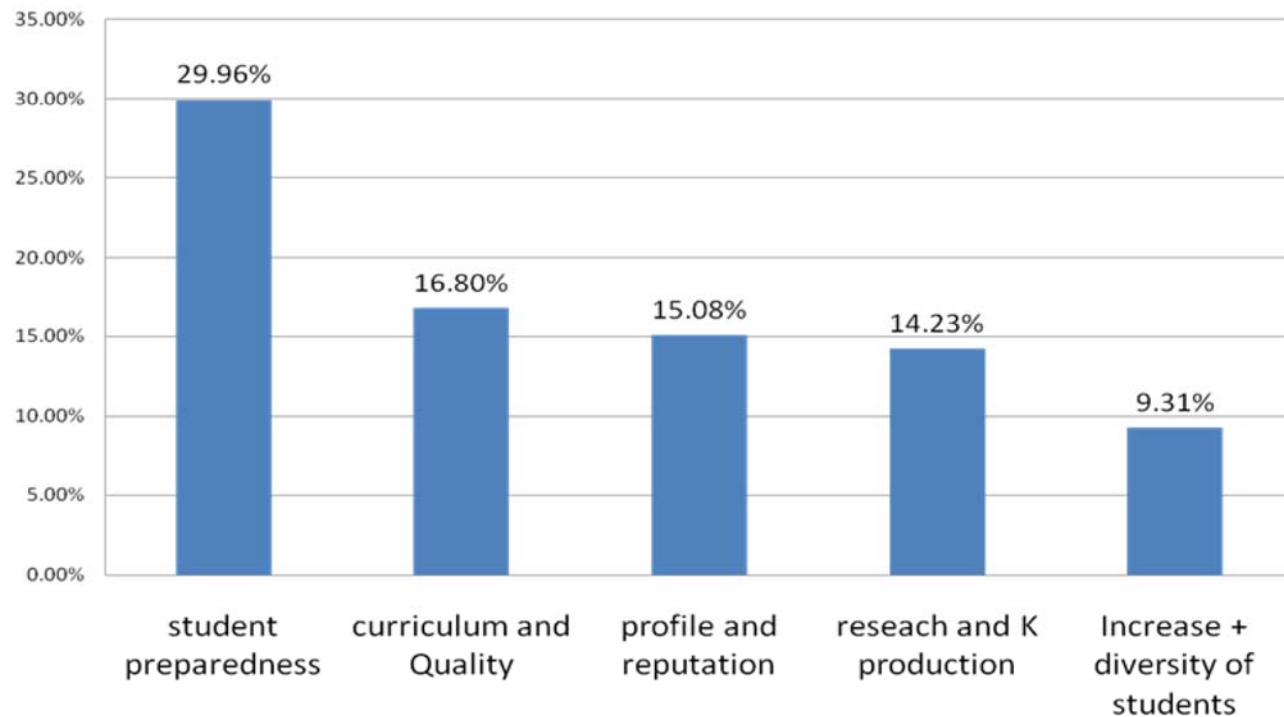
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Top Rationales for Internationalization



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What are the rationales behind the internationalization?

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Numerous questions arising from the main ones could be added:

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-What can be done with the high percentage of students who are not involved in mobility programs?

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-How to achieve a greater involvement of the teaching and research staff in the process of internationalisation?

:: Measurements

-How can we increase the number of foreign students who choose our institution as a university destination?

-What do we do with the administrative and service staff?

-What can we do vis-à-vis the awareness of multiculturalism?

-What can be done in terms of offering undergraduate and graduate degrees in other languages?

-How does internationalisation fit into the strategies of international cooperation for development?

Areas to internalize

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The focus of the internationalisation of universities should be structured into three main lines of action for a better implementation:

training and teaching, research and transfer, and relationship with society and culture,

in addition to some general lines that can and should be developed by each institution according to its particular circumstances.

Measuring success in the internationalization

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We have defined the concept of internationalisation, the basic need to integrate the concept within the core aspects and goals of the universities, the subsequently to translate this goal in an strategic plan, and finally translate this general plan in specific lines of action.

Measuring the success of what we do is becoming important to improve our international policies and it is also an increasingly urgent item for professionals in internationalisation.

Measuring success in the internationalization

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"It becomes even more complex to measure the success of the internationalisation process assuming that everything has changed over the past ten years with regard to the internationalisation of higher education, namely from a more cooperative model to a more competitive model"

(Van der Wende, 2001)

Measuring success in the internationalization

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Bronwyn Jenkins-Deas notes that “institutions are engaged in international activities and processes for a variety of reasons.”

Mike Woolf observes that there are different objectives that stakeholders have to bear in mind when measuring internationalisation and that “international education may be measured as long as we recognise that the outcomes are partial and usually driven by an agenda beyond the purely educational.”

John K. Hudzik and Michael Stohl state that “the lack of attention to assessment ultimately weakens the priority which the institution gives to internationalisation,” but at the same time that “assessments of internationalisation need to be aligned with core missions of the institution.”

Deardorff, Pysarchik and Yun, said that “with globalisation driving the demand for global-ready graduates, it becomes crucial for administrators to assess these outcomes of internationalisation to determine exactly what our students are learning through these efforts and how effective our programmes are in achieving the stated learning outcomes.”

Measuring success in the internationalization

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Some questions that are relevant in addressing the issue of assessment (Hans de Wit, 2009)

- How do we measure what we do?
- What do we measure?
- What indicators do we use for assessment?
- Do we assess processes or activities?
- Do we carry out assessments with a view to improving the quality of our own process and activities or do we assess the contribution made by internationalisation to the improvement of the overall quality of higher education?
- Do we use a quantitative and/or a qualitative approach to measurement?
- Which instruments do we use, *ex post* or *ex ante* measurements, indicators, benchmarking, best practices, quality review, accreditation, certification, audits or rankings?
- Are we focussing on inputs, outputs or outcomes?

A final outlook

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"The ambition for academia, from now on, should be to provide students with intercultural education of quality and adequacy for the global society. Over time, this may lay a solid ground for understanding and tolerance among people of the world and hopefully also for a willingness to come to terms with global injustices"

"For us as international educators this is a great challenge - our job extends far beyond education in a narrow sense - it is a vocation and a path to development - for us, our students and the world as such"

(Stier, 2002)



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