

# INDICADORES PARA LA INTERNACIONALIZACIÓN DE LAS IES Y MEDICIÓN DE SUS IMPACTOS, UNA MIRADA A LA GESTIÓN DE LAS OFICINAS DE RELACIONES INTERNACIONALES.



**Prof. Hans de Wit, Director CIHE**



# CONTENT QUESTIONS

- Internationalization is not a goal in itself but a means to enhance the quality of education, research and service to society.
- How do internationalization and quality assurance relate?
- What are the tools and instruments to enhance the quality of internationalization and how can we measure if an institution or a program can be assessed as of good or even excellent quality in its international dimensions?
- How can they assist institutions of higher education, international educators and quality assurance and program managers in their policies and strategies?



# GENERALES OBSERVATIONS

- There does not exist such a thing like THE UNIVERSITY but there is a whole range of different types of higher and post-secondary education, such as world-class universities, national flagship universities, research universities, universities of applied sciences, colleges, professional schools, specialist schools, etc.
- A good higher education system is based on such a differentiated model
- Not all universities can and should be world-class universities
- The notion of Quality must be embedded in the mission, vision and focus of the institution of higher education itself, as well as its local, national, regional and global context.
- The same applies to internationalization. There is not such a thing as THE INTERNATIONAL UNIVERSITY.

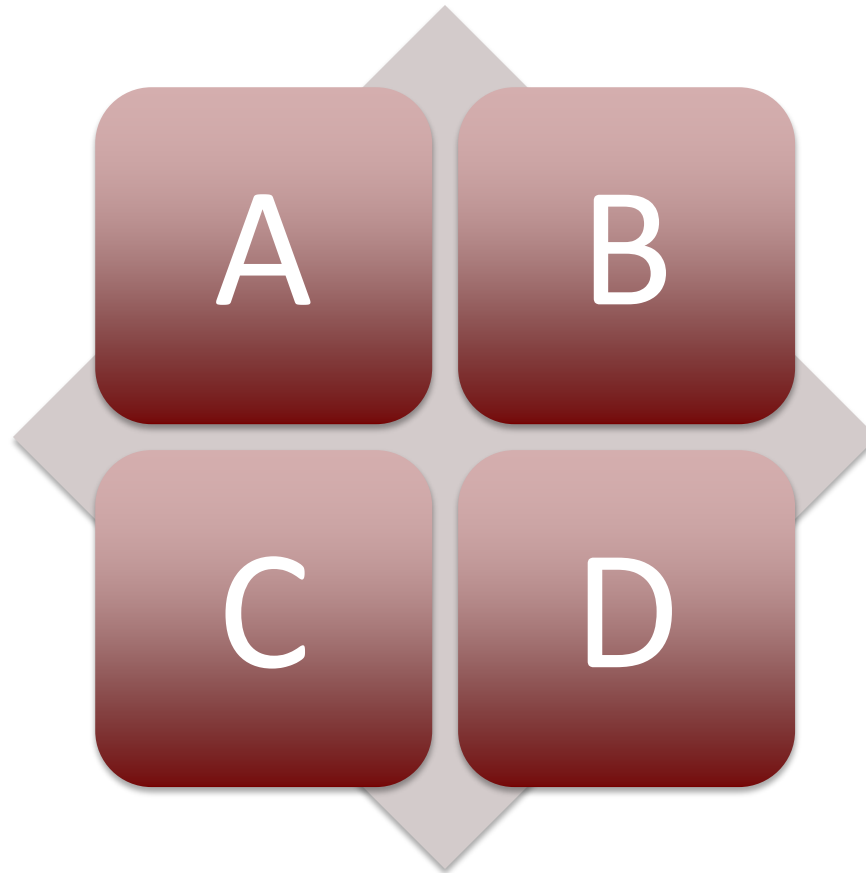


# INTERNATIONALIZATION POLICIES

- **The Why**, based on Internal and External Context analysis
- **The What**
- **The How**
- **And the Outcomes/Impact**

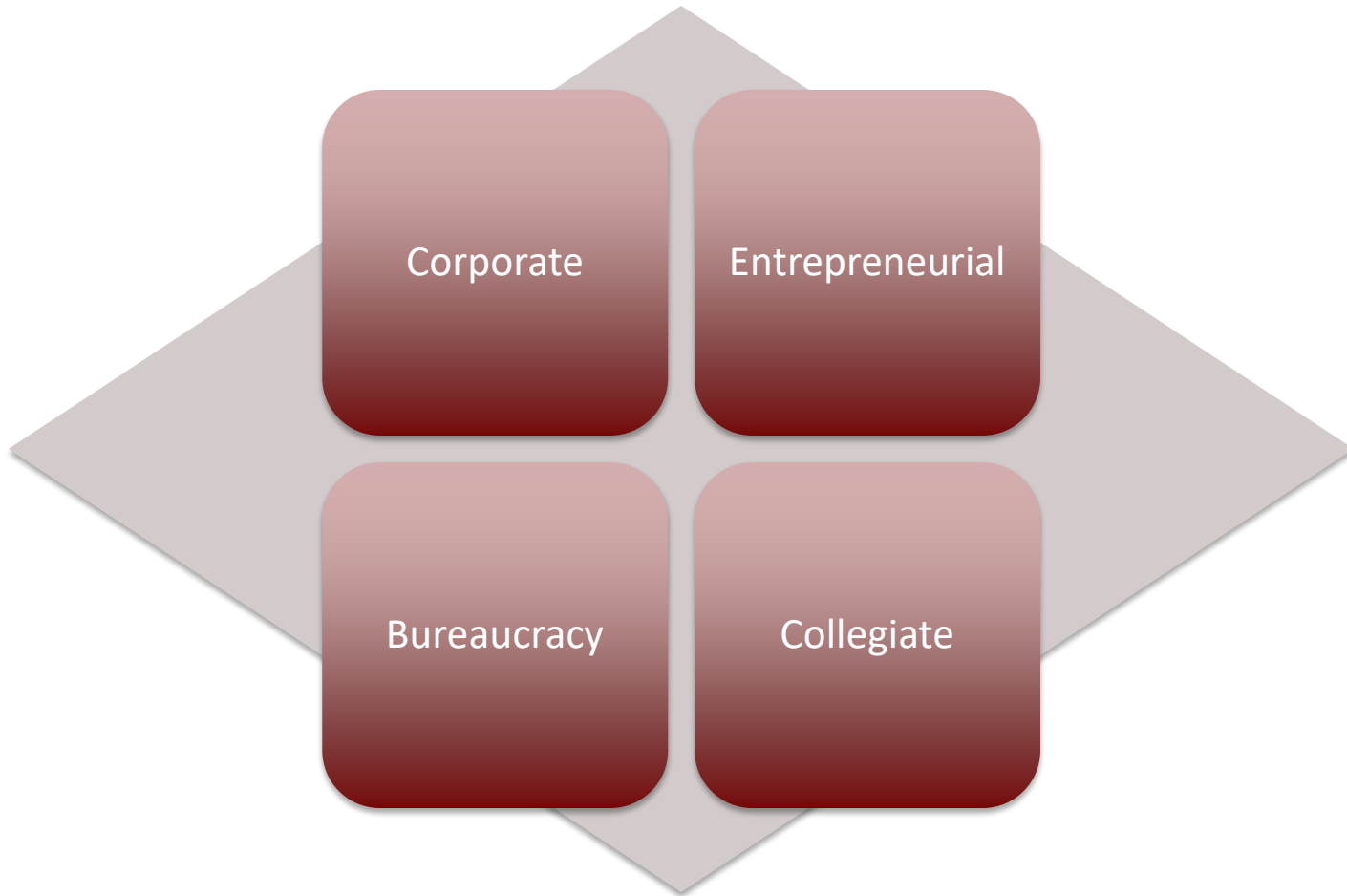


# INTERNATIONALIZATION STRATEGY EVOLUTION MATRIX (DAVIES, 1995)





# ORGANIZATIONAL CULTURES





# MANIFESTATIONS: IAU GLOBAL SURVEY

- The international dimension and the position of higher education in the global arena are more dominant in international, national and institutional documents and mission statements than ever.
- According to the latest *IAU Global Survey*, 53% of the institutions have an internationalisation strategy, 16% have integrated internationalisation in their overall strategy and another 22% are working on such a strategy.
- 69 % report that internationalisation is important for the leadership of the institution.
- That implies that between 7 and 9 out of 10 universities consider internationalisation as a central strategic dimension.
- How is this in Ecuador?



# DRIVERS

- 46% see *institutional leadership* as the most important driver for internationalisation, 28% *the international office*, 32% *government policy*.
- *Rankings* are another top driver.
- How is this in Ecuador?





## FRAMEWORK FACTORS FOR AN INSTITUTIONAL STRATEGY

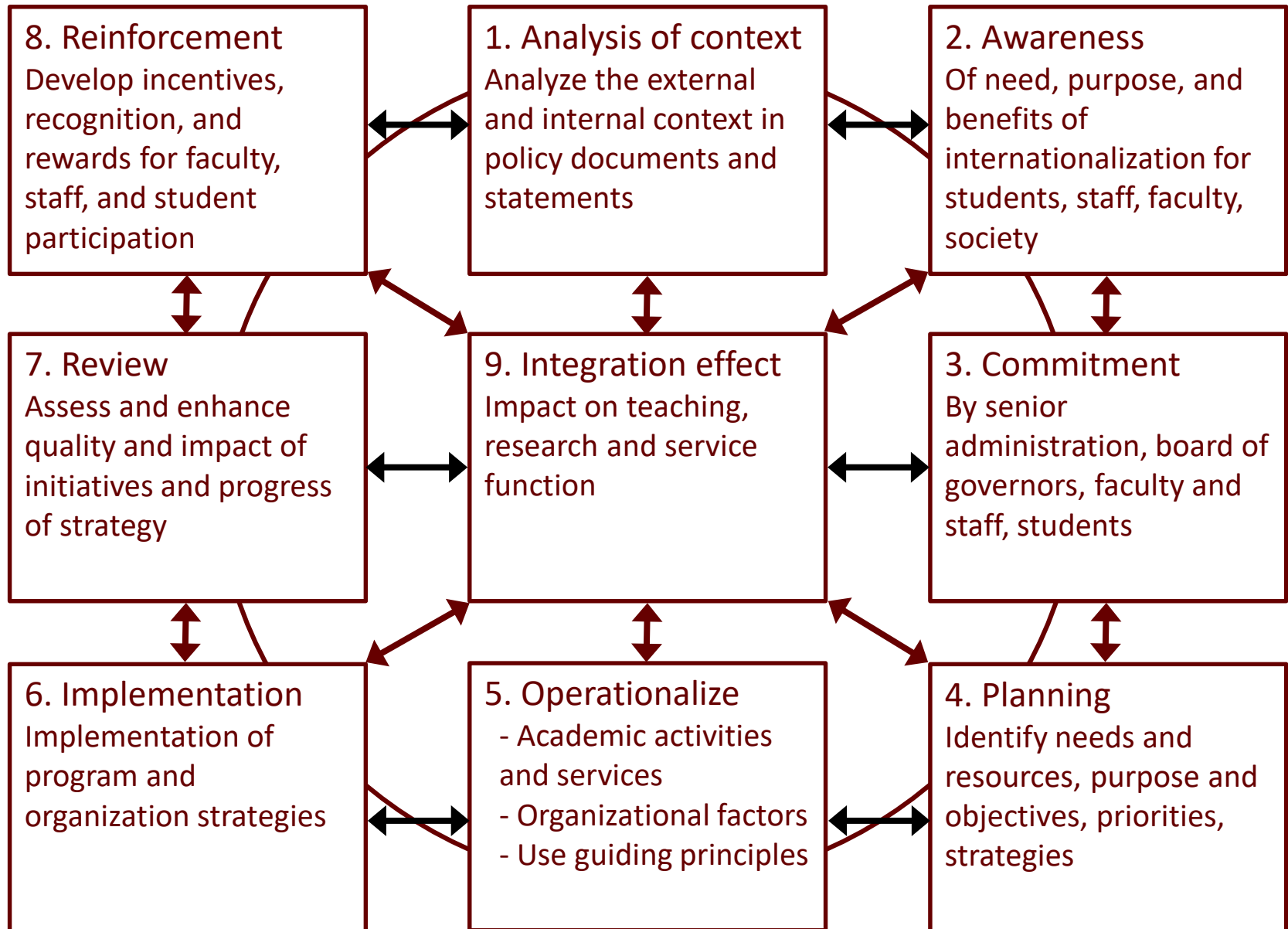
- *Organizational culture*: the basic identity of an institution
- *Reflective conversation* that leads to shared understandings and, in some cases, original and synergistic ideas
- *Essential enablers* of successful change: Leadership, Faculty Engagement, Policy Support, Financial Support



# PROGRAMME AND ORGANISATIONAL STRATEGIES

- **Programme Strategies:** all those academic activities and services of an institution that integrate an international dimension (curriculum, teaching and learning, research, transnational education, extra-curricular activities)
- **Organisational Strategies:** all those initiatives that help to ensure an international dimension (governance, operations, support services, HR development)

# Internationalization Circle





# QUALITY AND INTERNATIONALIZATION

- **Internationalization is not a goal in itself but a means to contribute to the enhancement of the quality of higher education**
- **This implies that as much as possible the assessment of the quality of internationalization has to be embedded in the overall assessment of quality of education, research and service to society**
- **There does not exist such a thing as an International University, there are international dimensions that are relevant in your context.**
- **There is also not such a thing as an International Accreditation, only accreditation by mostly national foreign agencies and bodies.**



# INTERNATIONALIZATION STANDARDS AND INDICATORS FOR QUALITY ASSURANCE AND ACCREDITATION

- **Many Accreditation Agencies look at including standards and indicators to assess the contribution internationalization makes to the quality of education**
- **The main struggle is to move away from the quantitative approach that in particular rankings use towards a qualitative focus**
- **And the second important point to make is that quality has to be strongly embedded in the specific national, and in particular institutional and program context, missions and objectives: No model that fits all!**



## **Focus in national and institutional strategies, accreditation and rankings tends to be still on**

- **Mobility of students and staff**
- **Co-authored publications**
- **International positioning**

## **Far greater efforts needed to**

- **Incorporate approaches into more comprehensive strategies**
- **Focus on internationalization of the curriculum and learning outcomes to enhance quality of education and research**



## DEFINICIÓN DE LA IDC

La incorporación de **dimensiones internacionales, interculturales, y globales** en el **contenido** del currículo, y en los **resultados del aprendizaje** de los estudiantes, los **procesos de evaluación**, los **métodos de enseñanza** y los **servicios de apoyo** de un programa de estudios.

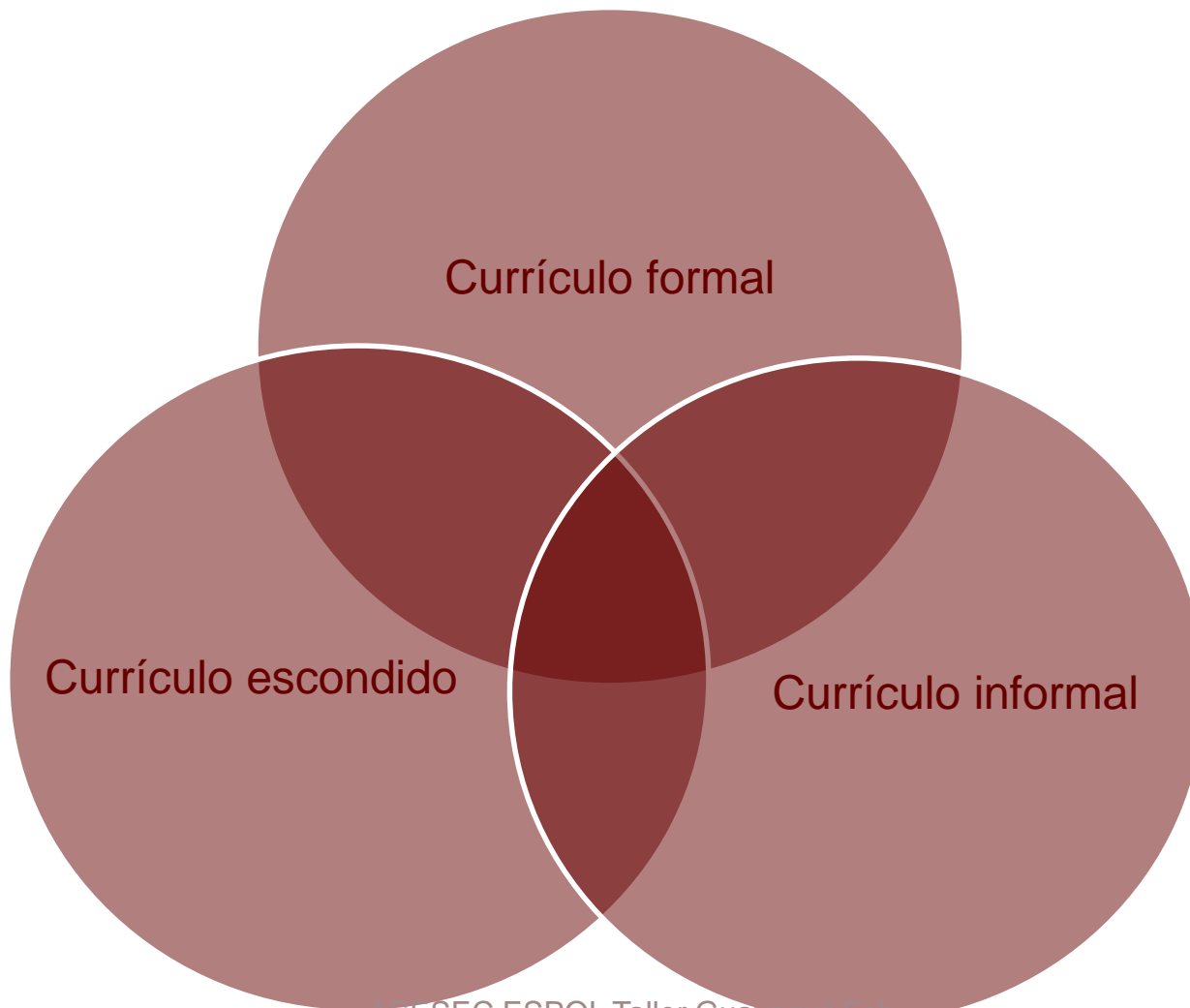
Enfocada en asegurar las **competencias internacionales/interculturales** de todos los estudiantes.

[Consciente del] currículo formal, informal, y escondido

*Leask (2015); traducción por Rumbley (2016)*



# DEFINICIÓN DEL CURRÍCULO







# DEFINICIÓN DE LA INTERNACIONALIZACIÓN EN CASA (IEC)

La IeC es la integración **intencional** de dimensiones **internacionales e interculturales** en el **currículo formal e informal** para **todos los estudiantes** dentro de los **entornos para el aprendizaje en los contextos domésticos**.

‘Todo menos movilidad’

*Beelen & Jones (2015); traducción por Rumbley (2016)*



## LO QUE NO ES NECESARIAMENTE IDC

- Enseñar en Inglés
- Docentes o estudiantes internacionales
- Movilidad de estudiantes hacia afuera
- Todos los clases y cursos tienen que ser completamente enfocado hacia la dimension internacional



## LO QUE ES NECESARIO

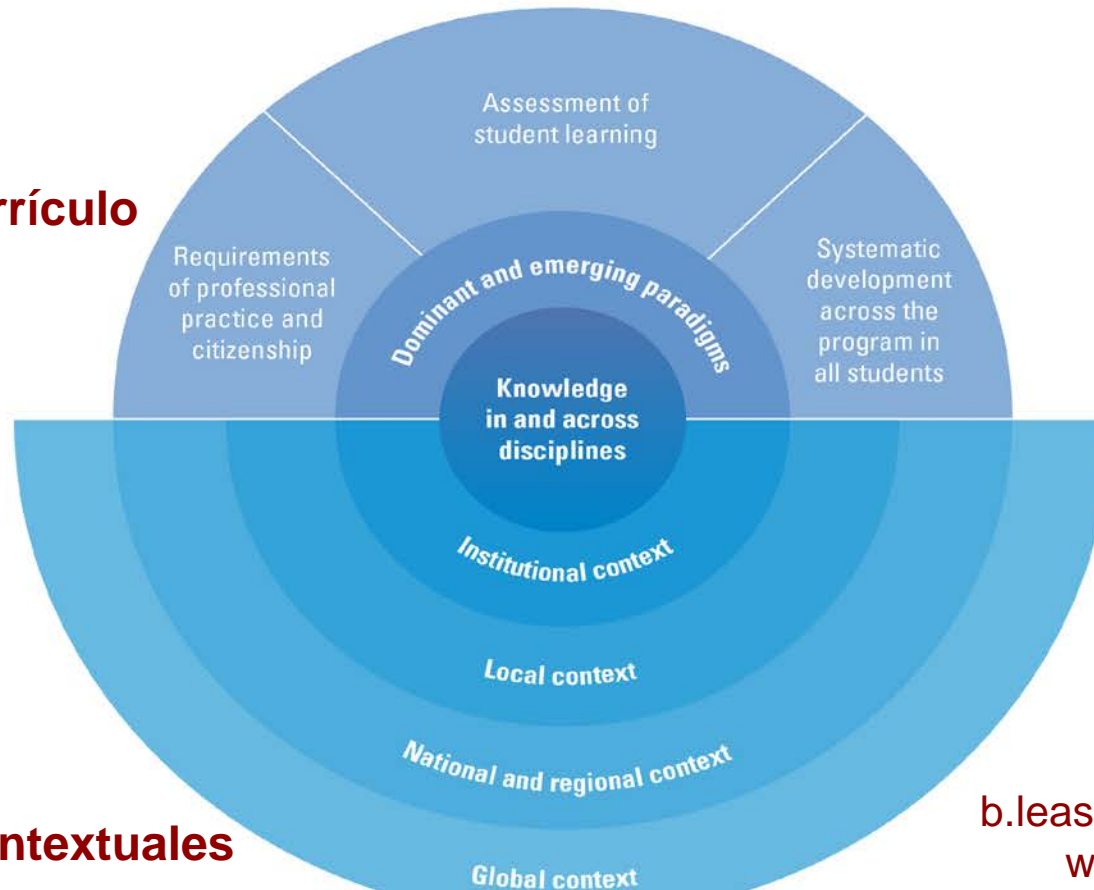
- Entender y captar los tres dimensiones: formal, informal y escondido
- Crear un ambiente de leC dentro el programa y la universidad
- Crear un proceso de abajo hacia arriba con apoyo activo desde arriba
- Desarrollar una política integral para la internacionalización, incluyendo todos los actores internos y externos
- Analizar el contacto institucional, nacional, regional y global para el programa.



# IMPLEMENTACIÓN: UN MAPA

A conceptual framework of internationalisation of the curriculum

**Diseño del currículo**

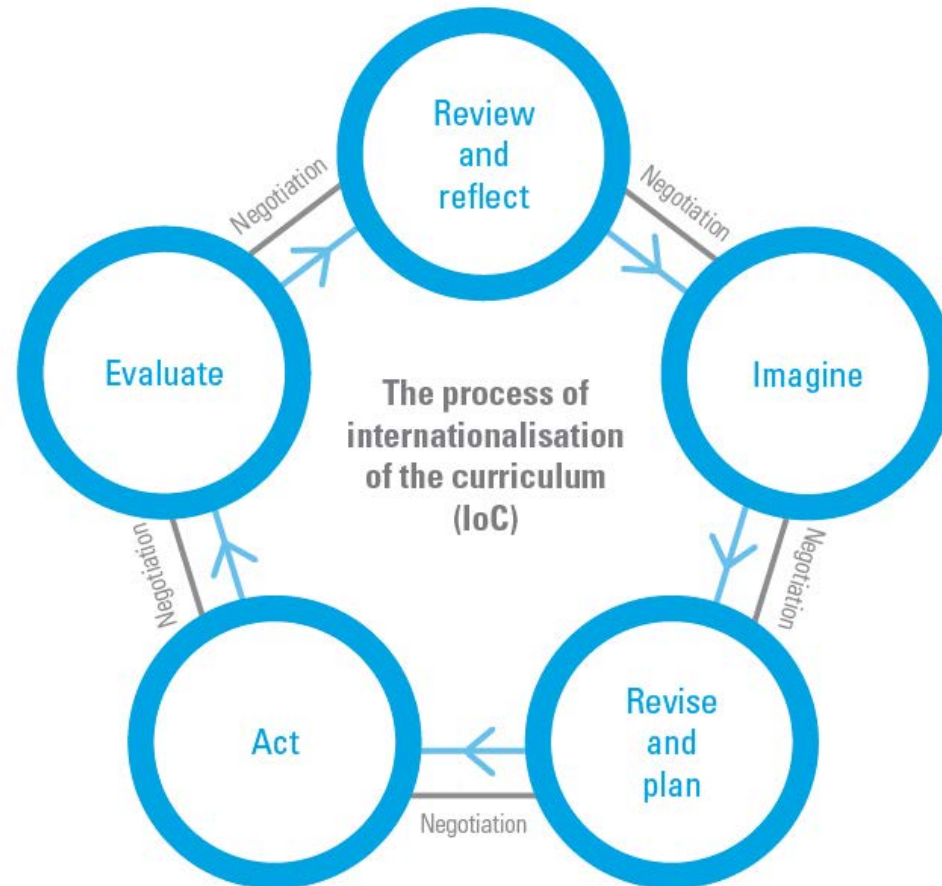


**Influencias contextuales**

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# IMPLEMENTACIÓN: UN MAPA



The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.



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Internationalización de la  
educación superior:

Educación, investigación,  
servicio y cultura del  
campus

Internationalización del  
currículo

Internationalización en casa



## IMPLEMENTACIÓN: FACILITACIÓN

“El papel del facilitador [*facilitator*] es vital para asegurar el éxito del proceso. Una de las habilidades más importantes es la **negociación.**”

**Porqué?**





## IMPLEMENTACIÓN: Posibles obstáculos

*It is easier to move a cemetery than to change a curriculum.*

Woodrow Wilson



## IMPLEMENTACIÓN: Posibles obstáculos

- Desacuerdo o falta de entendimiento con respecto a dónde empezar y qué hacer
- Falta de entendimiento sobre cómo hacer lo que hay que hacer
- Falta de tiempo
- Resistencia
- Sentido de aislamiento y falta de apoyo



## EMPEZANDO A IMAGINAR...

1. Cuáles son las paradigmas dominantes que encuadran o enmarcan mi disciplina o mi programa? Hasta cual punto “restringen” estas paradigmas mi manera de pensar?
2. Cómo es que otros ven el mundo, la disciplina y mi programa?
3. Cuáles paradigmas emergentes son evidentes?
4. Cómo harías las cosas de manera distinta—con respecto a las actividades de enseñanza y aprendizaje, evaluación, diseño del currículo?
5. Quién más podría participar en este proceso?



# REDEFINING INTERNATIONALIZATION

- **“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”**



# MEASURING INTERNATIONALIZATION

- Other instruments like quality assurance and accreditation have a positive impact on internationalization.
- And internationalization can influence in a more qualitative way those processes.
- Processes like the **ISAS of IAU** (institutional quality assurance) and **CeQuint of ECA** (institutional and program, certified and related to accreditation) are relating input, output and outcomes in a qualitative way.
- Increasingly accreditation includes internationalization in its assessment, although even there the shift from output to outcomes is still limited.



# CEQINT: CERTIFICATE FOR QUALITY OF INTERNATIONALIZATION

- Builds on rich experience with the development of instruments like IQR, ISAS, EUA, IMPI, etc.
- Where the others are mainly institutional, CeQuint both Institutional and Programme assessment
- Where the others focus on input and output, CeQuint focusses on outcomes
- Combination of quantitative and qualitative standards and criteria, with emphasis on quality assessment
- Focused in first placement on improvement and only secondly on certification

# Standards and Criteria for Programs and Institutions

- **1. Intended Internationalization:**
- 1a. Supported Goals
- 1b. Verifiable Objectives
- 1c. Impact on Education
  
- **2. International and Intercultural Learning:**
- 2a. Intended Learning Outcomes
- 2b. Student Assessment
- 2c. Graduate Achievement

- **1. Intended Internationalization:**
- 1a. Supported Goals
- 1b. Verifiable Objectives
- 1c. Impact on Education
  
- **2. Action Plans:**
- 2a. Fitness for Purpose
- 2b. Dimensions
- 2c. Support

# Continue

- **3. Teaching and Learning:**
  - 3a. Curriculum
  - 3b. Teaching Methods
  - 3c. Learning Environment
- **4. Staff:**
  - 4a. Composition
  - 4b. Experience
  - 4c. Services
- **3. Implementation:**
  - 3a. Information System
  - 3b. Information-driven Management
  - 3c. Realisations
- **4. Enhancement:**
  - 4a. Measures for Enhancement
  - 4b. Enhancing Education
  - 4c. Stakeholders Involvement



# Continue

- **5. Students:**
  - 5a. Composition
  - 5b. Experience
  - 5c. Services
  
  - ***Unsatisfactory***
  - ***Satisfactory***
  - ***Good***
  - ***Excellent***
- **5. Governance:**
  - 5a. Responsibilities
  - 5b. Effectiveness
  - 5c. Responsiveness
  
  - ***At least three standards have to be assessed as good or excellent and no standard as unsatisfactory to receive the Certificate for Quality in Internationalisation at the program or institutional level***

# References

- ISAS/IAU:
  - <http://iau-aiu.net/content/isas-2>
  - The main services within ISAS (2.0) include:
    - [Advancing strategic internationalization at HEIs \(for HEIs\)](#)
    - [Facilitating individual learning for internationalization \(for HEIs and individuals working at HEIs\)](#)
    - [National advisory service for strategy or policy development for HE internationalization \(for national governments, agencies and organizations\)](#)
- CeQuint/ECA:
  - <http://ecahe.eu/home/internationalisation-platform/certification>
  - Documents are available on this website



**¡SUERTE Y GRACIAS!**

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