“Institutional intermediate devices in the articulation of internationalization”

Jesús Ruiz-Flores
Sergio Lorenzo Sandoval- Aragón
Ignacio Medina-Núñez

Universidad de Guadalajara, México

New Brunswick, NJ, USA
July 17-19, 2016
STRUCTURE OF THE LIGHTNING TALK

1. How do the U of G understands and does internationalization;

2. International referents of the U of G for internationalization;

3. How CA’s engage in such a “culture” of internationalization;

4. The case of UDG-CA-562 and LASS-WSSA;

5. Conclusion.
1. Internationalization as a culture and an institutional commitment

As one of the main challenges of a basic agenda of public affairs that states and societies have faced to consolidate their higher education systems as levers of development. Attention should be reflected in the policies and actions of teaching, learning, research and outreach at all levels.
1. Internationalization … the institutional commitment

• Develop cognitive and multicultural skills (*global competencies*) to enable students to function in employment, social and cultural contexts other than their own, with values such as plurality, respect and tolerance;

• In research, pursue active participation in global networks and collaborative research projects, with increased resources.
2. International Referents of the U of G for the Internationalization

1. The Global University Network for Innovation (GUNI);

2. The Regional Observatory on Internationalization and Tertiary Education Networks (OBIRET, Observatorio Regional sobre Internacionalización y Educación Terciaria);

3. Besides the APLU, among other organizations
2. The Latin America Perspective*

- Lacks of sufficient data for comparative analysis and decision making.
- Mobility covers only 1 percent of students and academics – “is very elitist”- while in Europe it is more than 20 percent.
- A still strongly cooperative focus when in the world there is an evident shift to more competition.

*Hans de Wit, at Panel de expertos Desafíos de la Educación Superior en un contexto de Internacionalización” (Guadalajara, México. May, 2016)
3. How CA’s engage in such a “culture” of internationalization

The CA's (Cuerpos Académicos /Academic Group) started being promoted in 2002 to "offer a more comprehensive teacher consolidation, [as teacher] needs to implement a greater number of skills that are only possible to promote when working as a team ...

A definition of CA: A “small scientific community that produces and applies knowledge by developing one or several lines of research, [in which] work ... functions as glue” (López-Leyva, 2010)
3. How CA’s engage… “Iements that stand to promote the consolidation of CA’s

1. Friendly relations between members;
2. Improvement in the training of the teaching staff;
3. Participation in national and international networks with other research groups. (López-Leyva, 2010)
3. How CA’s engage... Elements that stand to promote the consolidation of CA’s

4. HEI’s professors are encouraged to integrate into CA's, providing financial support for inputs and infrastructure development and research projects;

5. The CA's represent the intent of reversing the trend of the dominant individualizing research in the eighties and nineties. (López-Leyva, 2010)
3. Institutional engaging in internationalization -CUCiénega-

- 18 out of 493 professors (hourly, 284-; Technical Academic, 29; part-time, 21; and full-time, 159), had international mobility;

- Research collaboration with the following institutions were reported: University of Georgia and Rutgers University (USA); International Group *Work for All* (University of Oviedo, University of Cambridge), University of Phoenix, Universidade Federal do Paraná (Brazil), University of Minho (Portugal), Universite de L'Aquila and Western Social Science Association.
3. Institutional engaging in internationalization. Empirical data from CUCiénega*

• Of 21 CA's existing, only 50% develop internationalization activities;

• The main activities reported: "stays", "publication of books", "research", "publication of articles" and "participations in conferences”.

• 25% of them contributed to the “Development of the international profile of students”.

• 25% of them contributed to the "Strengthening the internationalization of the curriculum”

*Survey conducted by Jesus Ruiz-Flores (2016). Partial results
3. Institutional engaging in internationalization. Empirical data from CUCiénega*

The three areas in which CA’s consider internationalization brings more benefits are:

1) "Increasing the prestige / international profile of the institution" (79%);
2) "Strengthening research and knowledge production" (75%);
3) "Improving academic quality of educational programs" (69%).

*Survey conducted by Jesus Ruiz-Flores (2016). Partial results
3. Institutional engaging in internationalization. Empirical data ... partial conclusion*

The knowledge of what motivates CA's and its members towards internationalization and their dynamics of work helps the university authorities to define "the space of possibilities" for achieving the goals that arise through its internationalization policy. This internal knowledge, articulated and expanded with the institutional participation in initiatives like this into the APLU surely help to achieve the goals

* Survey conducted by Jesus Ruiz-Flores (2016). Partial results
4. UDG-CA-562 - Latin American Studies Section (LASS), Internationalization Enhancer

Figure 1. Latin American Studies Papers Presented at WSSA 2000-2016

Source: Elaborated from wssaweb.com
4. The Reno Conference in 2016 included 25 Panels, 82 papers grouped as noted here.

The Social Agenda for Latin American Integration
Migration Movements; Health and Quality of Life; Women: Migration, Quality of Life and Education; Migratory Movements: Social Policy; Poverty and Inequality; State and Social Movements; Youth and Culture; State Combat to *Narco* and International Law; Chronicity and Institutional Approach; Politics I: Election Systems and Legitimacy; Politics II: Elections, Women's Participation and Power; Women and Labour Market; Extractivism; Training, Career and Job Performance; Critical Analysis of Vocational Training; Borderland Economics and Exchange in Mexico; Emotion and Identities; Training, Career Work Performance; (In) equality, Quality and Education Reform; Government Administration; Tourism; Economy I: Productivity: Base of the Real Economy; Economy II: Social Bases of Economics. Industry and Investment
4. The Reno Conference in 2016

Figure 2. Countries of origin of Papers at the Latin American Studies WSSA, Reno 2016. Source: Own data (2016)

- Botswana: 1
- USA: 3
- México: 76
- Cuba: 1
- Brasil: 1
4. UDG-CA-562 - Latin American Studies Section (LASS), Internationalization Enhancer

We have:

• A diversified geographical participation at the level México states as well as the universities of origin;

• Sustained participation of around 30 both Mexican and Americans;

• Academic mobility in both directions (from USA to México as well as from México to USA, and from Cuba to México);

• Attendance and speakers participating in the Latin American Studies Section the last four years has become the busiest section;

• A chair for the LASS on the Executive Council of the WSSA.
4. UDG-CA-562 - Latin American Studies Section (LASS), strategies for Internationalization

• Invitation to colleagues from local universities where the Conference takes place.
• Presentation of joint panels called “inter-panel sections
• We have published a book in Spanish, several articles in English in a special issue of Contextualizaciones Latinoamericanas and assessing conditions for accepting an invitation of Cambridge Scholars Publishing.
• For novice or trainee researchers, participation in the call for best paper and doctoral dissertation as well as the presentation of posters.
Conclusions (1)

• Researchers know that joining a CA gives them access to resources, albeit the PRODEP’s policy on integration of CA’s falls more in the field of regulation than in the formation of CA’s based on epistemic elements.

• We believe in “a still strongly cooperative focus [even] in the world there is an evident shift to more competition”;
Conclusion (2)

• Competition has contributed so crucially to the development and growth, but some of its most alarming has been an enormous social inequality that has generated. (Piketty, 2013; OXFAM, 2013).

• So, as De Wit himself stands, Internationalization on Higher Education must become more inclusive and less elitist; Mobility must become an integral part of the internationalized curriculum that ensures internationalization for all; and that should not focus solely on economic rationales.