



**ALEXANDER
FERNANDEZ**

**A DIMENSÃO INTERNACIONAL DAS
UNIVERSIDADES NA COLÔMBIA**

**THE INTERNATIONAL DIMENSION OF
UNIVERSITIES IN COLOMBIA**



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Dissertação apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Ensino Superior – Erasmus Mundus, realizada sob a orientação científica do Doutor Carlos José de Oliveira e Silva Rodrigues, Professor Auxiliar da Departamento de Ciências Sociais, Políticas e do Território da Universidade de Aveiro.

Thesis presented to the University of Aveiro to fulfill the formalities essential to obtain the degree of European Master in Higher Education -Erasmus Mundus- done under the scientific supervision of Dr. Carlos José de Oliveira e Silva Rodrigues, Auxiliary Professor at the Department of Social, Political and Territorial Sciences of the University of Aveiro.

Dedico este trabalho à minha mãe, esposa e filhos pelo incansável apoio

O júri

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Palavras-chave

Ensino superior, Internacionalização, dimensão internacional, acreditação, universidades públicas e privadas, Colômbia, América Latina.

Resumo

Esta investigação explica e explora os processos referentes à integração das dimensões internacionais através de cinco estudos de caso institucionais de algumas das melhores universidades Colombianas. O estudo também contribui para actualizar o estado-da-arte sobre a internacionalização do ensino superior naquela nação latino-americana. Para o efeito, foram realizadas entrevistas não só nas instituições, mas também na Secretaria dos Assuntos e Cooperação Internacional do Ministério da Educação Colombiano. O quadro analítico estabelecido apresenta uma descrição detalhada das concepções, razões, motivações e acções estratégicas no domínio da internacionalização implementadas por cada universidade, que depois são comparadas. O documento conclui discutindo os resultados que revelam o desenvolvimento do processo da internacionalização ao nível universitário na Colômbia. Acções estratégicas avançadas viradas para a internacionalização do ensino superior são viáveis nos países em desenvolvimento, ou seja modelos de implementação efectiva não são exclusivos das instituições localizadas nas nações desenvolvidas.

keywords

Higher education, internationalization, international dimension, accreditation, private and public universities, Colombia, Latin America.

Abstract

This research explains and explores the processes concerning the integration of international dimensions through five institutional case studies among some of the best universities in Colombia. The study also provides important data that serves to update the general spectrum of internationalization of higher education in the Latin American country since interviews were conducted not only at the institutions but also at the office of International Affairs and Cooperation for the Colombian Ministry of Education. The established analytical framework presents a detailed description on the conceptions, rationales and strategic approaches to internationalization implemented by each university, which are further compared and contrasted. The paper concludes by discussing several issues on the findings that reveal the highest development of the internationalization process at the university level in Colombia. Advanced strategic approaches to internationalization of higher education are feasible in developing countries and effective implementation models are not exclusive to institutions in developed nations.

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Abbreviations

| | |
|-------------|---|
| ASCUN | Colombian Association of Universities |
| CCYK | Colombia Challenge Your Knowledge |
| CNA | National Committee of Accreditation |
| COLCIENCIAS | Administrative Department of Science, Technology, and Innovation |
| DAAD | German Academic Exchange Service |
| EAU | European Association of Universities |
| ECAES | State Examination for the Quality of Higher Education |
| EM | Erasmus Mundus |
| HE | Higher Education |
| IAIP | Institutional Action and Investment Plan |
| ICETEX | Colombian Institute of Educational Credit and Technical Studies Abroad |
| ICFES | Colombian Institute for Educational Evaluation |
| IDP | Institutional Development Plan |
| ISIR | Institutional Statistics and Indicators Report |
| MEN | Ministry of National Education |
| NAFSA | Association of International Educators |
| NAFTA | North American Free Trade Agreement |
| ORI | Office of International Relations |
| PEI | Institutional Education Project |
| RCI | Colombian Network for Internationalization of Higher Education |
| SAI | Secretariat of International Affairs |
| UNAL | Universidad Nacional de Colombia |

I Introduction

Higher education systems and institutions are integrating international perspectives into their respective core functions based on a diversity of rationales and conceptions. In fact, Clark (1983, p223) on his vision of inter-nation change stated that “in higher education as in other institutional spheres, countries are in an age of increasing voluntary learning from one another”. Later studies as Altbach (1997) confirm that universities have expanded their international activities in the last two decades and those activities range from traditional study-abroad programmes to up-grading international perspectives.

As a result of the increased international activities by universities, research is more integrated, English became the lingua franca, and there are more international labour opportunities for scholars and scientists. Different motivations force the internationalization of higher education (thereafter HE) in the global context as for instance profit incentives, the increased number of international students, the need of compatible degrees, and the expansion of supra-national regions as it is the case of the European Union.

The Bologna Process represents one of the most relevant examples of Internationalization of HE. Academics and students are moving across countries obtaining academic experience and degrees recognized not only inside Europe but in other countries that agreed to follow a similar process. In general, at the institutional level, more advanced institutions focus on the quality of their international dimension by monitoring the progress of the integration of new perspectives, and less advanced institutions are developing institutional policies and strategies to reinforce their international horizon (Knight 2008).

In Latin America, a strong relationship between HE and the process of internationalization has also been an issue of concern in the last fifteen years. Universities in Argentina, Brazil, Chile, Colombia and Mexico reveal the highest flow of international activity in the region,

though their international perspectives reflect different rationales and motivations (Gacel-Ávila 1999, 2005 and 2007; Theiler 2005, Laus and Morinsini 2005, Jaramillo 2002).

Based on the global and regional significance of internationalization of HE, the purpose of this research is to explore and explain the international dimension of universities in Colombia in order to understand its development. Though the main purpose was to deal with the institutional level, interviews inside the Colombian Ministry of Education were contrasted with previous national studies allowing for the updating of the national state of the art of internationalization of HE in the country. The information was analyzed and compared through five case studies carried out in accredited universities with wider inputs.

1.1 Motivations and Rationales.

The initial spark that lighted the motivation for this study comes from a very salient personal experience as an international student in the Erasmus Mundus programme. For two years, colleagues from different countries shared the real world of internationalization of HE. The topics of interest were extensively different but loaded with most aspects that make out of the HE arena a borderless phenomenon that attracts individuals from everywhere.

At the same time, it is of a high interest to explore the building up of internationalization of HE in one of the countries with a high level of social problems, drugs trafficking background, and political corruption among several positive qualities of a particular Latin American society. In that sense, Internationalization becomes an enormous challenge that will be later confirmed as “inevitable”.

Therefore, subjective motivations and objective rationales support the pursuit of a greater understanding on the way Colombian universities continue expanding their international dimension after almost two decades of implementations. The contribution

of the present research study concentrates on providing a qualitative perspective that will allow for in-depth knowledge of the evolution of the process of internationalization in Colombian universities after 2007.

1.2 The Research Context

Regarding the issue of the study, there has been a remarkable evolution of the internationalization process in the HE system in Colombia. The process of internationalization of HE was unclear in 1996, as stated by Jaramillo (2005, p175): “No one knows for certain what has been done or where the institutions are heading in the global context”. Nowadays, conditions are more optimistic; the Colombian Ministry of Education sponsors the participation of universities in regional and international activities, and facilitates integration at the national level.

Presently, a reformation of the Colombian HE Law is being discussed by different sectors (MEN 2011a). In general, the green paper proposes an overall reform based on increasing access, a greater participation of the private sector in public HE, the creation of profit oriented HE institutions, and the increasing of quality. However, public and private institutions and the productive sector are concerned with the risk of quality deterioration of education. The new reform promotes the creation of profit-oriented private institutions in a country where the tradition has been based on not-for-profit private universities (MEN 2011b).

In relation to quality, the Colombian HE system deals with two conceptions of quality (Arango 2007 p.2). The first conception is “quality as a condition” for universities and non-university institutions that provide education services under minimum required conditions. The second conception is “quality as an attribute” or HE services provided by universities under higher standards (CNA 2010a).

The international dimension of HE institutions is inquired through five case studies in accredited universities in Colombia. The participant institutions correspond to invitations made by the researcher and their positive feedback. All in all, each of the universities in the study meets the characteristics in order to provide accurate information for understanding the development of internationalization of HE in the country.

The studied institutions (Table 1.1), offer more than 350 undergraduate programmes for almost 150000 students in most of the disciplines of knowledge (SNIES 2010b). The universities represent ten percent of the population of HE students from different locations, academic community contexts, and conceptions of internationalization in the country.

Table 1.1 List of Institutional Case Studies.

| Institution | Character | Regional Location |
|---------------------------------|-------------------------|--|
| Universidad de Antioquia | Public- Regional | North-West Andean Region |
| Universidad Javeriana | Private - Comprehensive | Central Andean Region and Pacific coast. |
| Universidad del Rosario | Private | Central Andean Region |
| Universidad Nacional | Public - State | Almost all geographical regions |
| Universidad del Valle | Public - Regional | South-West Pacific Region. |

The Universities Antioquia, Javeriana, Rosario, Nacional and Valle also represent five of 18 accredited HE institutions in the country. Their characteristics range from being the engine of academic and scientific development, to institutions that offer the largest number of master and doctoral programmes in the country. They are located in the most developed regions of Colombia and some of them were established even before the country gained its independence from Spain. Thus, the research context is integrated by the institutions that besides having a high quality accreditation, have been categorized by diverse regional ranking agencies as the best Colombian universities (RWWU 2011); though in the international ranking sphere no Colombian university is included among the best 400 institutions (TIMES 2011, ARWU 2010).

Summing up, accredited universities enjoy a high prestige in the local context and their core processes include quality as a characteristic. Hence, the present study confirms that the systematic processes of integrating an international dimension into the teaching, research and services are implemented in accredited universities. Nevertheless, it is assumed that relevant practices of internationalization should also be conducted in some non-accredited universities, but the study only focuses in those institutions accredited under higher standards of quality.

1.3 Research Questions and Aims

The main objective of the research is to explore and to explain how the international dimension has been integrated in Colombian universities. Particularly, the primary purpose is to identify their definitions, rationales, motivations and strategic approaches to internationalization. The second purpose is to see how the different elements that integrate the internationalization process relate among institutions.

- 1 How do accredited universities integrate their international dimension into their core functions?
 - Sub-questions will help to explore and explain in-depth their definitions, rationales, motivations, strategic activities, organizational models and relevant outcomes within the different institutions.
- 2 How do those definitions, rationales, motivations, strategic activities and organizational models of internationalization compare among the studied universities?

Questions are feasible to research since all participant institutions can provide precise information on how they conduct their processes and determine what they considered as their relevant outcomes. Institutional information based on official reports will also be

discussed besides the perception provided by the leaders of the units heading the international office. The semi structured interview that serves as the instrument or “device” to collect and analyze data was built based on an analytical framework presented later.

1.4 Research Methodology

1.4.1 Research Design

The present thesis work followed a qualitative approach based on the purposes of exploring and explaining the way high quality accredited institutions in Colombia conduct their internationalization process. Qualitative research applies when “exploring people’s life, history, or everyday behaviour” (Silverman 2000 p. 1). Marshall and Rossman (1999 p.33) describe exploratory purposes when questions are intended to determine what is happening in a context, and explanatory purposes to identify what beliefs, attitudes, or policies shape the phenomenon. Both purposes are the insight of the study.

Quantitative approaches might best suit on hard applied disciplines, fixed variables and concepts, hypothesis testing, or abstract phenomena (Halfpenny 1979 p.799). Instead the proposed study intended to deal with flexible concepts and behaviours, subjective judgments, and a grounded phenomena. The way institutions conduct their internationalization process is founded on their own rationales and motivations, even though the institutions represent a similar side of stakeholders, their programme and organizational strategies are predicted to be different.

Silverman (2000 p.89) argues that “the methods used by qualitative researchers exemplify a common belief that they can provide a ‘deeper’ understanding of social phenomena than what would be obtained from a purely quantitative data”. Yin (1989, 2003) and Bleikie (2000) emphasize that a case study best apply when the researcher has little or no control of the events, and to conduct studies with great diversity of evidence.

Also, case studies apply when there is an implication of exploratory and explanatory purposes (Yin 1989 p.13).

Marshall and Rossman (1999 p. 61) affirm that “in a case study, the most complex strategy, may entail multiple methods-interviews, observations, document analysis, even surveys”. These authors also consider of great importance to provide rationales on the particular kind of qualitative research. For the current study, the kind is for obvious reasons society and culture; the strategy consisted of a case study on each of the HE institutions mentioned in the above research setting part of the proposal. Interviews were conducted in those organizations with the participation of different individuals in charge of the internationalization process at the institutional unit. The interviewees provided wide information not only during the conduction of the semi-structured interviews but through constant communication providing institutional documents and observations of the final reports. One additional face-to-face interview was conducted with the international office at the Ministry of Education, but it was aimed to reinforce the general national state of the art on internationalization since the existing prior studies just reflected the conditions until 2007.

1.4.2 Participants and Sample Selection

De Wit (2002 p.84) refers the various stakeholders with respect to internationalization as for instance international, national, and regional governments, the private sector, institutions, faculty, and students. The research work was conducted in the above mentioned universities which represent institutions as one of the various stakeholders among internationalization of HE.

Marshall and Rossman (1999, p. 78) have presented a typology of sampling strategies in quality inquiry approaches. The selected typology that applies for the existing research is the criterion type sampling which purpose includes all cases that meet some criterion. The criterion that outlines the study considers high quality institutions that give priority to

the process of internationalization, and have established an international affairs or relations office. Institutions also responded positively to allow for a semi-structured interview according to the analytical framework stated in the concepts part.

The institutions, part of the research setting, are the outcome of invitations sent to ten out of eighteen high quality accredited institutions¹ in Colombia (CNA 2010b). Five institutions replied and gave an affirmative response in order to supply institutional information, scheduled interviews, and provide relevant documents and protocols upon formal request from the researcher and his institutional credentials.

1.4.3 Data Collection

According to Marshall and Rossman (1999 p. 105) qualitative researchers depend upon four methods of gathering information: participation in the setting, direct observation, in-depth interviewing, and analyzing documents and materials. Exploratory purposes question to identify important categories of meaning; while explanatory purposes ask to identify relationships of the phenomena. On the other hand, case studies' focus of inquiry is groups and organizations (id.). The selected samples on the study belong to a hierarchical institutional unit where the heads are influential and well-informed individuals whose areas of expertise are relevant to the research topic. In-depth interviewing and analyzing of documents, protocols, and reports were the two main methods for gathering information.

As defined by several quantitative researchers (Marshall and Rossman 1999; Becker and Meyers 1975; Marshall 1984; Zuckerman 1972), "Elite" interviewing provides valuable information because of the position these leaders hold. Given the advantages of elite interviewing, disadvantages are also important to take into account, since heads of units have busy agendas. Initial contacts were established and further protocol traditions were conducted in order to schedule formal meetings.

¹ Three universities were accredited between November 2010 and May 2011.

The second method for gathering information is the review of documents. Archival data as protocols, reports, and formal institutional publications were requested to the participant samples in order to facilitate the flow of interviews. The provision of documents were formally requested to the relevant international offices once the approval of the research proposal.

1.4.4 Data Analysis

The data collected on the research process consists of audio-recordings of in-depth interviews with the individuals leading the international offices at the above mentioned institutions, and physical copies of protocols, reports, and formal institutional publications.

Marshall and Rossman (1999 p.150) define the data analysis process as “bringing order, structure, and interpretation to the mass collected data”. Rubin and Rubin (1995) have marked the stages for data analysis that were followed in the study. The first stage consisted of coding the interviews and documents by grouping each institutional data. After coding interviews and documents, the next stage was to examine and compare the coded data within the categories that are outlined in the analytical framework. The goal was intended to reproduce a clear, accurate, trustworthy report per each institution which represents five individual case studies. The researcher is aware of the extreme versatile advantage of qualitative interviewing, and also aware that in order that quality interviewing helps to explain how and why institutions conduct the internationalization process; hence careful and efficient designing was extremely considered.

1.4.5 Limitations

Methodologies in research projects always reflect trade-offs (Patton1990 p.162). The first limitation is due to time constraints. The “EM-Master programme in HE” allows for one

academic semester for students to conduct their research study. Even though there was a physical visit to every institution dispersed long-wide around the country; there was a lack of time to explore every office of international issues at every institution in-depth. Nevertheless, it must be clearly said that every leader of the office struggled to facilitate time and space, always showing the greatest attitude and excellent good will.

Also the number of case studies could have been increased if time issues for the researcher would have been extended and positive responses from the institutions would have been given sooner.

1.5 The Thesis Structure

This study is organized into six chapters. The first chapter is the introduction that deals with the motivations, the research context and the methodology. The second chapter presents the concepts, literature review and the analytical framework. The third chapter describes the HE system and its features of internationalization. The five universities case studies are reported and comparative perspectives are analyzed in chapters four and five respectively. Chapter six is devoted to the conclusions that discuss the overall findings of the research.

2. Concepts and Analytical Framework.

This chapter has been divided in two main parts. The first part deals with the literature review on internationalization of HE founded on the concepts, and regional studies that influence the conditions of the issue in Colombia. The concepts provide definitions, rationales, motivations, strategic approaches and organization models of internationalization that are relevant and also present in the description and analysis of the five case studies. At the same time, this part presents claims made in Argentina, Brazil, and Mexico that together with Colombia share the same referents that allow for the conception of internationalization in the region. Finally, the second part establishes the analytical framework that will be used to explore and explain the studied accredited Colombian universities.

2.1 Concepts

The basic notion of “international” implies the relation or the way that at least two nations are interconnected within each other. In that sense, internationalization refers to the process in which those nations interact. In times of the knowledge society, to internationalize or to globalize are two very common expressions among diverse sectors, not only in HE, but within the economy, social, cultural, or political domains in order to put their interest in the international or global arena.

Altbach and Knight (2007 p. 290) refer to globalization and internationalization of HE as two related but different concepts. They define globalization as “the economic, political, and societal forces pushing 21st century HE toward greater international activity”. Internationalization, according to the authors, is more a reaction or strategy towards globalization than the globalization of HE per se.

The main objective of internationalization of HE is to enhance their international dimension in order to “educate their students to be more globally literate citizens to be

prepared to live and work in a new international world” (Biddle 2002 p.5). Consequently, academic, research, and services provision are the core functions where HE institutions concentrate their efforts by adding international perspectives and actions.

In order to avoid confusion, several related terms from the last century and from the current times are used by institutions to refer to internationalization. Expressions as “International education”, “multicultural education”, “comparative education”, “cross-cultural education”, and modern conceptions as “global education”, “transnational education”, “borderless education”, “offshore education”, “cross border education”, “trans-nationalization”, “multi-nationalization”, “internationalization at home”, and “regionalization” are important to be considered (Knight and de Wit 1995, Knight 2008). Some of them are referred to and explained at every case study when presented.

Internationalization of HE has a variety of actors, meanings, strategies and approaches that appear to be vague and superficial to some scholars, and relevant and precise to others. De Wit *et al* (2005) discuss the different meanings that internationalization has to the different actors. The authors claim that internationalization means different things to different people; hence it is used in different ways. In that sense, the meaning of internationalization depends on the eyes of a specific stakeholder, actor, or beneficiary. At the same time, such openness and flexibility of the meanings and concepts of internationalization makes almost unfeasible to establish any undisputed conceptual framework on internationalization of HE.

2.1.1 Definition of Internationalization

Several scholars have attempted to define the meaning of internationalization; for instance, Harari (1989, p.2) defines internationalization as “the distinct commitment, attitudes, global awareness, orientation and dimension which transcend the entire institution and shapes its ethos”, but his concept clearly lacks consensus on the inclusion

of institutional rationales for internationalization. Yet, it applies to institutions where conceptions of internationalization have a marked decentralized tendency.

Even at the political level internationalization has been given a definition. For instance, the government of British Columbia considers internationalization as a process that prepares the community for successful participation in an increasing interdependent world (AUCC 1991). Though this conception is aligned with the main objective of universities for internationalization, it reduces internationalization into a process with one specific aim instead of actions and interactions with multiple purposes based on each HE system or institution's own and common interest. AUCC as a government definition, does not widely suit for institutions part of the study.

Arum and Van de Water (1992) argue a "tripartite" definition based on the multiple activities, programmes, and services that fall within international studies, exchange and technical cooperation. The scholars indeed take into consideration the core functions of the higher institutions for internationalization, but leave aside most of the reasons and motives; their focus is mostly on mobility.

In the meantime, Van der Wende (1997, p.18) provides an alternative definition of internationalization as "any systematic effort aimed at making HE responsive to the requirements and challenges related to the globalization of societies, economy and labour markets". Her definition is established based on the modern idea of internationalization; she foresees the concept based on different requirements and challenges that could be interpreted as the rationales and motivations for internationalization. Nevertheless, the expression "any systematic effort" can be considered as too open and too flexible to be part of the conceptualization of internationalization and generate chaos when trying to consolidate institutional rationales and motivations for internationalization in comprehensive large institutions. Additional concepts have also been explored (Ebuchi 1989, OECD 2002, de Wit 2002) but to a greater or lesser degree observations are similar to the presented above.

In the particular case of this study, Knight's (1997, p.8) concept of internationalization of HE, stated as "the process of integrating the international dimension into the teaching, research, and service functions of an institution" is considered to be the most appropriate in Latin America. Gacel-Ávila (2007, 1999) in Mexico, Jaramillo (2003, 2002) in Colombia; Morinsini (2003) and Laus (1998) in Brazil, and Theiler (2005) in Argentina brought Knight's concept when discussing internationalization of HE in their respective countries.

Even though Knight's concept has been established at the Colombian national level, Harari (1993, 1989) and Van der Wende (1997) will also be used in this paper since conceptions might be the same, similar, or totally different within universities inside the study.

2.1.2 Rationales and Motivations for Internationalization

Knight (2008) and de Wit (2002) identify different categories of rationales which are also followed by a number of academics (Wende 1996b, 1995; Ollikainen 1996, 1998; Gacel-Avila 1999; Callan 2000; Blumenthal et al 1996). The categories can be separated into four as political, economical, cultural, and educational rationales.

The political rationales include six subgroups as foreign policy, technical assistance, national security, peace and mutual understanding, as well as national and regional identity. At the institutional level and particularly in this casing, only the technical assistance rationale under the strategy of strategic alliances at the inter-institutional national level seemed to have a greater level of relevance. In reference to this particular category of rationales, Altbach and Knight (1997) claim that they used to have a greater priority in times of the cold war, nevertheless they apply more at the national than at the institutional level.

Instead, the economic rationales became more dominant, and their relation with globalization is nearer (de Wit 2002). Their direct relation has been identified in four

subgroups as economic growth and competitiveness, the labour market, national education demand, and financial incentives for institutions. Still, at the institutional level, economic growth and financial incentives might differ at institutions from developed or developing countries. Developed countries, also understood as the northern perspectives might have a greater economical motivation since they can provide HE services to those developing countries representing the southern perspectives for internationalization (Altbach et al 1997).

Additionally, north-south is not the only relation that can be identified within internationalization. The relations can be north-north, south-north, or even south-south oriented. From the perspective of south-south relations, that are also here relevant, developing countries might provide accreditation, lifelong education, or consultancy services to other developing countries; hence economic rationales with financial incentives can be a priority of internationalization. Economic rationales of the south-north perspectives can be aimed to achieve international cooperation but with an institution building perspective instead of perspectives of financial incentives.

Cultural and social rationales as one single category refer to the export of national and moral values, and at the same time to the relevance of the individual regarding personal development. Inside the universities' core functions there are cultural and social perspectives since humanity is the "the heart" of their actions. Intercultural understanding and social and community development are enhanced when HE institutions integrate an international dimension into their teaching, research, and service functions.

Academic rationales involve providing an international dimension to research and teaching, extension of the academic horizon, institution building, profile status, enhancement of quality, and international academic standards. Academic rationales are in essence, the priority for HE institutions particularly in developing countries. The insertion of international perspectives and actions into the university "life" demands a

myriad of institutional decisions regarding rationales as for instance the internationalization of curriculum, mobility schemes, internationalization of research, international citation amount, and international accreditation.

The factors that explain the aim of internationalization basically respond to the question: Why do a given number of HE institutions from a single system act or interact in the international context of HE? A simultaneous set of comprehensive answers will allow identifying the institutional rationales that shape the conception and actions on internationalization.

In addition to rationales for internationalization, interchangeable terms and definitions when referring the issue indicate the existence of multiple motivations. Knight (1997 p. 5) affirms that “there is no single motivation for internationalization; instead there is a variety of imperatives, which are not necessarily mutually exclusive, but which may be viewed as such”. Altbach and Knight (2007) uncovered different motivations and forces that underline the internationalization idea. Different strategies imply profit motivation by establishing new institutions in different countries as partnering, “twinning”, hosting, etc. Access provision and demand adsorption are other factors of motivation. HE services focused on profits, have identified provision limitations in some countries where the demand is greater than the access.

Prestigious universities adopt international programmes to increase the number of students. Traditional internationalization is a commonly used strategy of not-for-profit internationalization. Nevertheless, it might enhance prestige and competitiveness. Another type of motivation can be seen in the European internationalization interest evidenced in the Bologna process. Compatible and joint degree studies and integration of a research area resemble one of the most relevant outcomes of internationalization.

An economic motivation remarked by Altbach and Knight’s (2007) as well, is the individual internationalization which is based on the two-million student market around the world

representing the northern perspectives as “providers” and southern countries position as “buyers”. The most relevant motivation to the present research is the developing country internationalization type which is usually projected to improve students and scholars’ quality and their cultural composition, to raise funds through international cooperation, or provide HE services to other developing countries or even to some regions in developed countries as it will be found.

2.1.3 Approaches to Internationalization

Knight (2008, p.31) explains the notion of approach as “to help describe and assess the manner in which internationalization in a country or region could emphasize in attempting to develop and implement a position, policy, or strategy to address the international dimension of postsecondary education”. So, internationalization of HE is understood through four types of approaches, namely the activity, the rationale, the competency and the process approaches that integrate the different aspects of internationalization (de Wit, 2002, p.117).

The activity approach describes internationalization in terms of types of actions. Those activities include academic and extracurricular activities, curriculum/faculty students’ exchange; it allows describing internationalization in terms of specific activities and programmes. The rationale approach helps understanding internationalization regarding purpose or intended outcomes. The competency approach perceives internationalization as developing new skills, attitudes, knowledge in students, faculty and staff. In the meantime, the process approach integrates the international dimension through specific actions based on the conceptions, rationales and motivations for internationalization inside an institution. Knight (2008 p. 33) states that such integration is conducted “in a sustainable way into the primary functions of an institution: teaching/learning, research, and service to society”.

The differentiation of HE provision, as it is the situation in this study, implies that institutions have different guiding principles resulting in different motivations, rationales, and strategies. Knight (2008) states that such a difference confirms that there is not “one way or right way” (*id.*, p.32) to conduct the internationalization process at the institutional level. Also Knight considers that internationalization should not be conceptualized by a “one size fits all” approach hence the institutional strategies on internationalization should reflect its process approach. In this sense the analysis is driven by it.

2.1.4 The Process Approach

The different strategies defining how institutions conduct their internationalization process are reflected in the process approach. The programme strategies (de Wit 2002) or the academic strategies (Knight 2008) refer to those activities performed by institutions to integrate an international dimension into their main functions. The author sub-divides this type of strategies into four main groups: academic programmes, research and scholarly collaboration, domestic and cross-border external relations, and extracurricular strategies.

On the other hand, organizational strategies refer to those initiatives that promote the programme strategies based on institutional and administrative systems. Knight (1997) grouped them together into four categories: governance, operations, support services, and human resource development.

Regarding organizational structures, six organization models have been developed and most commonly mentioned (Neave 1992, Rudzky 1995, 1998, Davies 1992, van Dijk 1995, Knight and de Wit 1995, Knight 1997, Wende 1996a, de Wit 2002). Neave (1992) developed two paradigmatic models that allow establishing a distinction between centralized and decentralized models of internationalization. Rudzky (1998) outlined and contrasted the idea of proactive and reactive models of internationalization. Davies

(1992) supports his model by generating a framework of the institutional- international activity to respond to changes in the external environment. At the same time, the author based his model by considering the policy and implementation dimensions. The policy dimension in an institution might be seen as marginal or central while the implementation can be graded as *ad hoc* or systematic.

Van Dijk (1995) extended Davies' model by introducing the support dimension. Institutional support towards internationalization can be seen as one-sided or interactive and different routes indicate a specific organizational model of internationalization. Differently, Wende (1996a) bases her model on three important factors for the internationalization of HE: goals and strategies, implementation, and effects. But Wende (*id*, p.93) also considers her own model to be too narrow and it applies better for regions with supra-national bodies, as the European Union.

The strategic activities for internationalization presented by de Wit (2002), based on the administrative systems grouped by Knight (1997), are interpreted in the study according to Van Dijk (1995) within three categories as:

1. Institutions that indicate a thoughtful approach and a well-structured organizational culture.
2. Institutions that indicate a strong international commitment and an organized institutional culture.
3. Institutions that indicate a quick response to external development, great variety of activities at different levels, and much commitment, which is at a later stage organized in a more systematic way.

Van Dijk (1995) categories range from well organized systems to systems at higher levels of organization. Considering that universities in the study are accredited institutions and that previous data indicated that they were committed to internationalization, it was

expected from the initial stages of the study that their models of organization will range within the above mentioned categories.

2.2 Internationalization in Latin America.

In Latin America, internationalization of HE is a relatively new inquiry. Different scholars have conducted studies at the national and institutional levels through interviews and questionnaires, mostly focusing quantitative approaches (Gacel-Ávila 1999, 2005 and 2007; Theiler 2005, Laus and Morinsini 2005 and De Wit et al. 2005).

In Colombia, as it has been mentioned above, Jaramillo (2002) began exploring the phenomena at the national level by conducting a survey on the internationalization of the Colombian universities. Further, additional analyses were implemented establishing the general conditions that allowed seeing internationalization as an instrument of change (Jaramillo 2003), and one of the most recent studies about the state of the art allows for a quantitative appreciation on policies, rationales, motivations and practices of internationalization at the national and institutional levels in the Country (Rodriguez et al 2007).

As argued before, internationalization has different meanings, hence different rationales and motivations. As an example, Argentina's rationales for internationalization are based for the offering of quality degree programmes (Theiler 2005) while, Brazilian rationales are founded to focus on joint research projects (Laus & Morinsini 2005). The Colombian rationales are oriented towards the quality and pertinence of HE programmes (MEN 2010a) and the Mexican rationales are meant for making Mexico a more international nation (Gacel-Avila 2005).

Different motivations are seen in the four countries as well. The Argentinean motivations are derived from neo-liberal policies adopted in 1990. Similar in Colombia, the motivations for internationalization are a response to external globalization forces.

Brazil and Mexico, as the most active countries, based their motivations for internationalization on the promotion of the countries as competitive emerging nations interacting more often with developed countries. Brazilian international joint research activities have increased in the last decade, while Mexican international cooperation efforts allow for the country to play two roles; the dominated part in the NAFTA agreement, and the dominant part from the south-south perspective (Caribbean and Central America).

The evolution on the issues of internationalization of HE appears to be different for Brazil than for the other Latin American nations. The promotion of internationalization comes from a top-down approach, where the national policy is expanding toward an emerging condition. The country does not only try to serve as a regional power in knowledge and research, but also as a very influential nation in other further regions. On the other hand, especially in Argentina and Colombia, the implementation interest of internationalization of HE comes from the middle structure as a bottom-up approach. It is no doubt that the globalization is forcing change in HE in Latin America, and internationalization as a strategy has been effective to some extent and to some countries. Knight (2008) states that internationalization is changing the world of HE, and globalization is changing the world of internationalization, but in the Latin American context, globalization seems to be changing both.

Regarding strategies to act and interact in an international context, the four nations present similar implementations, though different objectives are assumed. Alliances with institutions, accredited systems based on international standards, joint research programmes, technical cooperation, and efforts for regional integration, promotion and import of information and communication technology for knowledge transfer are only some to the common strategies at the system level across nations. At the middle structure, the conformation of offices of international relations to deal with issues as signing of agreements, participation in national and international networks for internationalization, and outward-inward students and staff mobility are common in Latin

American universities. Also, as a common limitation among the nations is the passive function of international agreements given by their lack of effectiveness since most of international agreements are inactive.

Trans-nationalization of HE services in the four Latin American countries seems to have a greater emphasis according to the recipient's perspective of HE services. Colombia and Brazil do not have foreign universities legally operating in each country, nevertheless tailored programmes and distance education programmes from external institutions provide HE services within the nations. In Argentina, some international universities have been operating for some decades now. Mexico, to some extent, provides educational services in Central and South America through the *Instituto Tecnológico de Estudios Superiores de Monterrey* (ITESM).

Regional integration in Latin America has been promoted by the European Union in a greater amount than regional governments though things might have changed lately. Diverse networks are currently operating in the countries with a very active role of different European countries especially Spain, France, Germany, and England. The United States provide scholarships through the Fulbright programme, but it seems that other more geographically distant nations perform more active roles in the region, though the relation between the U.S. and Mexico is more intense due to the NAFTA treaty.

In general, the economic rationale has a higher influence in the region regarding internationalization of HE. However, instead of revenue generation, the regions' main concern is upgrading knowledge and skills through international cooperation, joint research and academic activities, and regional integration. The political rationale is not that influential in the region, especially after the cold war was over. Additionally, the integration of the Latin American region is more academic and socio-cultural oriented than in any other aspect.

At the institutional level, more updated information is needed to understand the phenomena of internationalization of HE. Most of universities have created an international relations office, but strategies and plans for internationalization not necessarily run along national policies for internationalization. Countries as Argentina, Colombia, and Mexico seem to operate in a narrow context of national policies. Most likely, institutions have been left on their own to succeed in the process of integrating an international dimension into their core functions. Management of the internationalization process appears to be evolving from a marginal ad-hoc model towards a more comprehensive cycle as in Davis (1995, 1992) and de Wit (2002). Integration, at least in Colombia, has shifted from the engagement of the Ministry of Education initially considered as the “missing element” to a more active role of the top office caused by local institutions and organizations reflecting a bottom-up approach.

2.3 Analytical Framework

The analytical framework is presented in two parts² that explore and explain the way universities integrate an international dimension into their core functions. The first part is intended to explore the general implementation of internationalization in the five universities through describing the definition, rationales and motivations, the process approach (Strategic Activities and Organizational Structures), and outcomes in each institution. The second part deals with comparative analysis of the conceptions, rationales and motivations, and the strategic and organization activities for internationalization within the institutions (See figure 2.1).

In the descriptive part, the general exploration is performed by using the semi-structured interviews (Appendix 1) as the main “device” that gathers all the dimensions on the concepts of internationalization of HE. The main objective is to obtain the institutions own conceptions that shape the contexts and perspectives of internationalization. Following the discussion of the institutional background, the instrument looks at the

² The first part is reflected in the Case Studies in Chapter 4 and the second part in the Analytical Comparison Perspectives in Chapter 5.

institutional definition of internationalization being aware of Knight’s (1997) concept and additional interpretations that might be brought by the institutions.

Table 2.1 The Analytical Framework

| Part 1 Descriptive | Part 2 Comparative Analysis |
|--|--|
| <p>Case Studies (Institutions)</p> <ul style="list-style-type: none"> • Institutional Background. • Definition of Internationalization. • Rationales and Motivations for Internationalization. • Strategic Activities for Internationalization. • Organizational Structures • The Outcomes of Internationalization. | <p>Analytical Comparative Perspectives of</p> <ul style="list-style-type: none"> • Institutional Contexts. • Definitions of Internationalization. • Rationales and Motivations for Internationalization. • Strategic Activities. • Organizational Structures |

Regarding the rationales and motivations for internationalization, the “device” allows for an open discussion about the reasons why institutions implement activities for integrating an international dimension. The methodological strategy for the interview allowed keeping constant guiding of the sequence. In that sense, the academic, socio-cultural, economic, and political rationales were discussed in general.

The process approach included the strategic activities and organizational strategies implemented at each institution. The strategic activities help to describe the concrete activities performed by the institutions while the organizational strategies show the administrative structures for internationalization processes in the institutions. The final part of the “device” allows discussing the positive effects that the integration of an international dimension has brought to the five universities.

In the analytical part, the comparative perspectives take the institutional contexts as an initial point of discussion. Then, the meanings, rationales and motivations, and the strategic and organizational structures are compared and contrasted according to the descriptions found within the case studies. The general aim is to reveal similarities and differences that shape the overall integration of an international dimension within institutions.

3. The Colombian HE System.

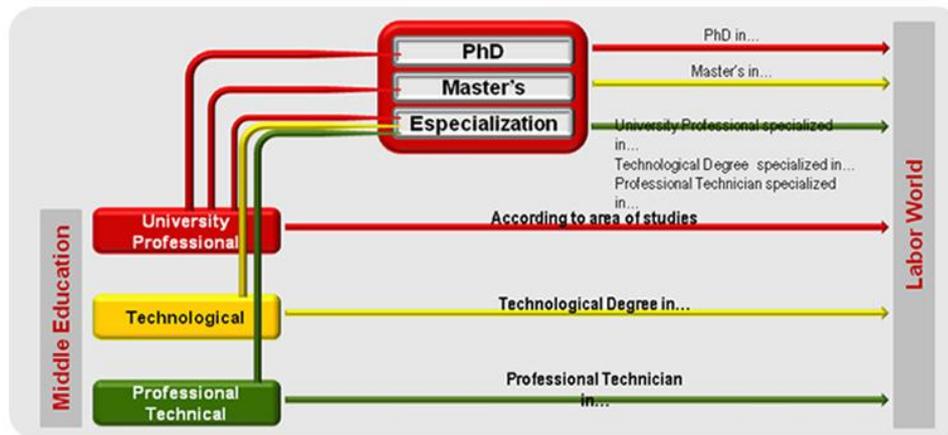
Presently, Colombia is dealing with the discussion part of a reformation of its HE law (MEN 2011). For the time being, Colombia defines its HE regulations through the Law 30 from 1992 (MEN 1992) stating that *“HE is a permanent process that allows for the development of the potentials of the human being in an integral manner, it is given posterior to middle or secondary education and its object is the plain development of students and their academic or professional training” (Art. 1).*

Clark (1983) allows for classifying HE systems and institutions according to their type and level system, clustering, and vertical and horizontal differentiations. Hence, HE in Colombia is a diversified, post secondary, mass education system; clustering in six knowledge fields integrates the sciences, the technology, the humanities, the arts, and the philosophy. At the middle structure, HE institutions are categorized into three kinds of institutions: Technical institutes, technological institutions and *“instituciones universitarias”*³, and universities. Technical institutions qualify students in different occupations or offices in a specific field of action. Technological institutions are entitled to forward occupational, professional, academic and specialized training in the different disciplines. The clusters at any level are provided by national or regional public or non-for-profit private HE institutions.

As in the global conception of HE, universities in Colombia grant all types of degrees, from technology to post doctoral degrees. Universities are centers with national renowned production in scientific and technological research, academic training in professions or disciplines, development, transmission of knowledge, and universal culture.

³ Technological institutions as well as *“instituciones universitarias”* in the Colombian HE context differ from universities in the sense that they are not entitled to offer master and/or doctoral programmes. The literal translation of *“instituciones universitarias”* might be confusing when in English.

Figure 3.1 Higher Education in Colombia



Source Colombian Ministry of Education, 2011

Vertical differentiation, as a consequence, is tacit according to the clustering of the specific HE institution. Students might choose among one year programmes in technical institutions, three to five years in technological or undergraduate programmes, and two to four years in master or doctoral programmes. The country's multiple sectors are integrated by 43-technical institutions, 51 technological schools, 109 university institutions, and 79 universities; 81 public and 201 private institutions for almost 1.5 million students equivalent to the 20 percent of the 17-24 year old population.

Table 3.1 Higher Education Institutions in Colombia.

| Institutions | Number of Institutions (2008) |
|-----------------------------|-------------------------------|
| Technical institutions. | 43 |
| Technological Institutions. | 51 |
| University Institutions. | 109 |
| Universities. | 79 |

Source Colombian Ministry of Education, 2011

As the European model of organization, public and most private universities are discipline-organized. The horizontal differentiation might be established because faculties

or schools are divided into institutes, departments, or centers. Faculties have a wide grouping of professional and academic programmes. In relation to governance; most of the top senior leaders are the rectors, the regional, academic, research or services vice-rectors and deans together with a “superior council” as the maximum authority at the universities.

The Colombian HE is, as in most colonized countries, not a pure model. Spain brought the first HE idea through the medieval university. The Napoleonic model settled in the XVII century, and some institutions, as the Universidad de Los Andes, followed the American model of organization (Mejia, 1994). Universities in Colombia are the only places among HE institutions where resources for research are found, though public universities and some private universities live budget restrictions and several other limitations inherent to developing countries.

3.1 Universities and High Quality Accreditation

The country HE system reflects an additional differentiation among universities in terms of certification. Universities operate either under the minimum conditions of quality through obtaining from the Ministry of Education a “Registro Calificado” (Qualified Register) or an accreditation status under higher standards of quality. Arango (2007 p.2) establishes such differentiation as “Quality as a condition” or “Quality as an attribute”.

In the Colombian case, the Ministry of Education is the government body granting the administrative acts of accreditation. The specialized consulting agency that externally assesses the higher standards in universities through academic peer-evaluation is the National Council of Accreditation –CNA-. The members of the committee are seven international renowned Colombian scholars in charge of the policies, strategies, and processes concerning the two types of accreditation, the institutional or the programme accreditation. So far, 18 universities and almost 500 out of over 6000 programmes have been high quality accredited (SNIES, 2010a).

Basically, the process for institutional accreditation is conducted considering universal principles that contribute to define its rationales and its nature. Some of the principles discussed by Arango (2007) in the Colombian context are the autonomy, the progressivity, the relativity, the promotion of incentives and obviously of quality. The point of departure on the accreditation process starts after the HE institutions have completed an exhaustive self-institutional assessment and satisfactorily accomplished a myriad of conditions verified by an external peer-review strategy. Programmes can independently be accredited, but the aim of the existing inquiry only focuses in universities that have been institutionally accredited (SNIES 2010c).

3.2 Internationalization and the Ministry of Education

Internationalization of HE in Colombia is a relatively young inquiry. Some major studies have been conducted by Jaramillo (2002, 2003, and 2005) and Rodriguez et al (2007). Jaramillo (2005) pioneered the exploration of the internationalization phenomena in the Colombian universities sponsored by the World Bank, while Rodriguez et al (2007) studied the general state of the art regarding internationalization of HE in Colombia supported by the Ministry of Education, the Colombian Association of Universities (ASCUN) and the Colombian Network for Internationalization of HE (RCI).

Jaramillo (2005p.181) argued that the national Ministry of Education was “the missing element” for fostering initiatives and strengthening of the process as a whole. Contributions made by Jaramillo and additional initiatives implemented by ASCUN and the RCI supported by some HE institutions, provoked the engagement and participation of the HE top level office after 2006.

The general state of the art until 2007 reflected that approaches to internationalization and internationalization of research were insufficient and marginal. Regarding mobility there was a slight increasing on the outgoing perspective, though the incoming mobility stood extremely below expectations. The internationalization of curriculum was incipient

and there was a remarked deficiency regarding the command of a second language. The general state of the art by Rodriguez et al (2007) did not reflect a significant evolution when compared to Jaramillo (2002).

Nowadays, based on face-to-face interviews with the heads of the office of International Affairs and Cooperation inside the top system office, the general state of the art can be enhanced by contrasting it with prior studies, the information given by the international office at the top system level, and the information presented in the case studies.

The Ministry of Education developed the Internationalization Project 2006-2010 aimed to promote the internationalization process at the institutional level (MEN 2010b). In 2009 the Ministry together with RCI started providing one-on-one counselling to those institutions with a low development on internationalization. The main objective was to help these institutions in creating their own guiding principles or policies, as well as a strategic plan for internationalization. It is claimed by the Ministry that ten non-university HE institutions were oriented towards a definition of their international dimension in the second half 2010. Currently, the top level body is considering the development of a managerial performance model facilitating a concrete progress that helps the real implementation, in other words from the “rhetoric to the action”.

While developing 2006-2010 projects, given the inertia of the new policies and practices, a synergy with the Ministry of Foreign Affairs was established. The Ministry of Foreign Affairs and its cooperation strategy with the Caribbean, the annual conferences by RCI and the 2006-2010 internationalization project under the strategies of mobility and bilingualism by the Ministry of Education allowed for the integration of Colombia with the Central American countries. Up to now, two rounds of integration have been presented; Cartagena 2009 (RCI 2009), Medellin 2010 (RCI 2010) and a further round will be conducted in Cali 2011(RCI 2011). Additionally, the Ministry of Education had previously conducted a business round with some Spanish, Brazilian, French, Chilean and Australian universities regarding internationalization, bilingualism and blended-learning.

Concurrent events were also being conducted regarding interchange of services by the ICETEX, the DAAD, the BRITISHCOUNCIL and FULLBRIGHT. Furthermore, strategies as “Colombia Challenge Your Knowledge” were proposed as an outcome of the integration of high quality accredited universities and the sponsoring of the Ministry of Education. The strategy promotes Colombia as an interesting place to learn Spanish, shows Colombia’s potentials on biodiversity, and reveals different Colombian projects regarding the strengthening of the triad University-Enterprise-State (CCYK 2011).

In 2008, after negotiations with ASCUN and RCI, the Ministry of Education launched an information system within four basic axes: academic mobility, management of internationalization, internationalization of research, and internationalization of curriculum. Even though contradictors claim that there is no complete information regarding the internationalization, most universities have been providing the required information twice a year. The basic indicators reflect information on academic and students’ mobility, offering of programmes abroad, organization structure inside the international office on every institution, and progress of internationalization of research.

The Ministry of Education looks forward for the internationalization of all HE institutions and is also aware that the internationalization implies an institutional investment in order to facilitate that students from different economical backgrounds have an international experience. All in all, what the Ministry together with ASCUN, the RCI and some of the high quality accredited universities have been doing is training, counselling, and creating spaces for the development of activities on internationalization.

A second component according to the Ministry’s strategy is Internationalization for the positioning of the Quality Assurance System. Colombia is aware of the positive impact of their dual system of accreditation. The general goal is to obtain an international recognition for the CNA as the first internationally certified agency in the region. In fact, Peru has been certifying their HE programmes through CNA Colombia. At present, Colombia has agreements with Argentina, Mexico and Spain what implies that certified or

accredited programmes by CNA will have a direct recognition in those countries, as well as the certified programmes in those countries by their respective agency will have the same recognition in Colombia. In that sense higher accreditation has a salient meaning for universities.

The top level office of education in Colombia considers that their experience on how the articulation among government and non government agencies and HE institutions has allowed for an outstanding regional positioning and a perspective on being the Latin American version of NAFSA. There has been a clear bottom-up approach that has led the country to establish the first national policy on internationalization included in the upcoming reform.

Concretely, the Colombian current green paper in relation to internationalization of HE proposes the continuity of promoting and supporting the strategic approaches to the integration of the international dimension performed by the institutions, it also acknowledges the need to increase the competitiveness of the national labour market through international cooperation frameworks. Additionally, the reform integrates Knight's (1997) conception of internationalization and consolidates the engagement of the Ministry of Education to foment and support the overall process of internationalization (MEN 2011).

3.3 Key Actors on Internationalization in Colombia

De Wit (2002) and Knight (1997) claim that internationalization of HE has many actors at the international, national or international sectors. In Colombia, different government and non-government actors are involved in the process performing different tasks, offering differing services, regulating, controlling, or facilitating the process through the promotion of various opportunities. For the particular aim of the current inquiry only the most relevant actors are considered according to the level of impact on the consolidation of the internationalization in the country as well as in the institutions of HE. However, the

Ministry of Education as well as the CNA are not discussed since they have been presented in the above part.

3.3.1 The Colombian Association of Universities (ASCUN)

A nongovernment association created in 1957 with the aim of promoting the principles of quality, autonomy, and social functions of Colombian universities. The association basically serves as a space of debate, communication, and coordination regarding the global vision of the Colombian HE and its institutions. This Colombian guild is directed by different rectors coming from most national HE institutions. One of their main concerns has been the internationalization of HE in the country.

3.3.2 The Administrative Department of Science, Technology, and Innovation (COLCIENCIAS).

The department promotes policies on the national knowledge production as well as the coordination of the Colombian scientific system. The agency also defines the use of international cooperation for scientific purposes and the promotion of research inside the country. Universities' Institutional research groups, journals or any scientific production in the country are categorized and indexed by COLCIENCIAS (2011).

3.3.3 The Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX)

ICETEX is a government entity that promotes and coordinates student loans for national and international studies. The institution also administers the scholarships offered by NGOs or international governments to Colombia (ICETEX 2011)

3.3.4 The Colombian Institute for Educational Evaluation (ICFES)

The ICFES is a support entity for the Colombian Ministry of Education that offers education assessment at all education levels. The institute performs the national school examination for secondary students through SABER 11 and for students completing undergraduate programmes through SABER-PRO (before ECAES). The institution also conducts research studies on the factors that influence the Colombian education system (ICFES 2011)

3.3.5 The Colombian Network for Internationalization of HE (RCI)

The RCI was created in 1996 under the umbrella of ASCUN with the specific aim of stimulating and strengthening the culture of international cooperation among the Colombian HE institutions. The network's associated and honorary members are part of most HE institutions in the country. The different institutions are grouped according to their geographical location within seven regions along the country.

3.3.6 Strategic Alliances of Accredited Universities

Strategic alliances among some accredited universities represent a key role in the development of internationalization of HE in the country. As a result, "Colombia Challenge Your Knowledge⁴" was established by this type of universities. It can be said that accredited universities are the new actors of internationalization of HE in the country.

⁴ "Colombia Challenge Your Knowledge" is the motto of the Colombian HE aimed to promote different programs for international students. The strategy can be compared with the aims of "Campus France" or "Study in Australia". More information can be reviewed at <http://www.challengeyourknowledge.edu.co/>

4. THE CASE STUDIES

In this chapter, the report of the five case studies is presented as the result of the interviews (Appendix 1) with the head leaders of the offices of internationalization at every institution. The structure of the presentation of each case study follows the first part of the analytical framework, given in the conceptual and analytical framework chapter. The interviews were recorded, transcribed, coded and reported to the participant institutions for observations and feedback.

Table 4.1 List of Interviews⁵

| Institution | Unit | Head of Unit | Length of Interviews | Location |
|---------------------------------|---|---------------------------------|----------------------|----------|
| Universidad de Antioquia | Direction of International Relations | Sebastien Longhurst | 57 min. | Medellin |
| Universidad Javeriana | Secretary of International Relations | Luis David Prieto | 59 min. | Bogota |
| Universidad Del Rosario | Chancery of the Universidad del Rosario | Jeanette Velez | 60 min. | Bogota |
| Universidad Nacional | Office of International Relations | Professor Carlos Alberto Patino | 85 min. | Bogota |
| Universidad Del Valle | Office of Internationalization | Sandra Juliana Toro Hoyos | 58 min. | Cali |

4.1 CASE STUDY 1: The Universidad de Antioquia

4.1.1 Brief Institutional Background

The Universidad the Antioquia is understood as the engine of development of the department of Antioquia⁶ in the north west of Colombia. The first signals of academic

⁵ The universities are presented in alphabetical order, so the sequence does not represent any rank or national prestige considerations.

⁶ Colombia is divided through “Departments” which resemble the idea of “States” in the U.S.A or “Regions” in some European countries.

activity were mentioned in 1801 when the country stood under the Spanish domain⁷. The main campus is located in the city of Medellin and thirteen additional campuses are spread along the region of Antioquia. The university obtained the high quality accreditation in 2003 for a period of nine years.

Figure 4.1 Location of the University of Antioquia



The university can be described as a regional-comprehensive⁸ public university that serves as the example of progress for the local society (UdeA 2009). The vertical differentiation in Universidad de Antioquia offers more than 80 undergraduate programmes, through 14 faculties, 4 schools, 5 institutes, besides 14 administrative units. This HE institution includes 22 academic dependencies under an institutional research emphasis for more than 35.000 students.

The research activity in the university is organized through different centers and a myriad of highly ranked national research groups according to COLCIENCIAS in the disciplines of health, humanities and basic science⁹.

⁷ Colombia obtained its independence from Spain in 1810.

⁸ In general, comprehensive universities are described as institutions that offer a wide range of different disciplines and subjects. The understanding of this term might differ according to each HE system.

⁹ The institutional web page provides detailed information regarding publications, annual reports, project calls, and services (www.udea.edu.co)

4.1.2 Institutional Definition of Internationalization.

The institutional international dimension has been built according to Knight's (1997) concept of internationalization though it has not been institutionally reflected in official documents (UdeA 2006). Since May 2009, there has been a restructuring on the conception and implementation of the institutional dimension. The integration considers the international institutional mission as an inclusive and transversal process within the core functions of the university as they are teaching, research and institutional services.

4.1.3 Rationales and Motivations for Internationalization.

The overall institutional rationale for internationalization reflects the aim to strength the teaching and research capacity of the academic units. Given the fact that the current status of development of the institutional dimension shows a young progress of maturity, the initial stages of integration are marked by the inclusion and transversality of the university international mission to the different core functions.

The extension of the academic horizon and institution building are the main academic rationales evidenced at the institution. The situation in the Universidad de Antioquia confirms de Wit (2002 p.95) argument that "the internationalization of education is inevitable as the advancement of knowledge and understanding is a global enterprise that has no borders" especially for a HE institution with the dimensions of the Universidad de Antioquia as a research oriented institution. The tacit motivation is to allow for participation in international research calls and to raise funds from international offices overseas that facilitates a greater institutional international perspective. An additional motivation is to smooth the progress of inward and outward mobility for students in order to give an added value to international students in the campus and to promote international experiences in local students promoting the institution building through international cooperation from different perceptions.

4.1.4 Strategic Activities for Internationalization.

Three specific lines allow for the integration of the internationalization dimension at the Universidad de Antioquia. The academic cooperation and mobility line mainly manages all issues related to international institutional agreements, internationalization of curriculum, and other aspects related to internationalization of teaching, as well as the different schemes of students and academics mobility.

The scientific cooperation line supports the scientific assistance required by the different institutional research groups in the process of international calls and fundraising. The research activity requires funds that are not always available in the university, the opportunity is then to identify those organizations in the international context that may support and fund the diverse research proposals built at the Universidad de Antioquia. The scientific cooperation line and the research vice-rectory assist research groups on access to international projects and raise different types of scholarships from different international organizations. The third strategic line corresponds to general services on internationalization seen as the traditional administrative role of the office performed with the aim of making official every institutional action on internationalization.

The Direction of International Relations is a support and coordination unit. The office main roles are to provide services to the different actors in relation to internationalization issues and to monitor the different international initiatives granting coherence and effectiveness on every action. As an example of the office support role, if a faculty is willing to develop a double degree project, the direction offers the technical assistance covering academic and administrative issues related to the process; on the other hand related to the unit's coordination role, the project will be mentored until the goals have been satisfactorily achieved. The head of the international relations office claims that in an institution of the magnitude as the Universidad de Antioquia, a single unit can not cover every part of the process. The twenty-two institutional units are the promoters of

the different initiatives and should also conduct the operative part under the technical assistance and mentoring of this support and coordination unit.

The international office has led projects as the creation of the International Relations Committee at the institution, integrated by a representative of every academic unit. The international office has offered training to those individuals who volunteered to lead the internationalization actions at every faculty, school or department. The core task is that faculties articulate their own international projection. The committee meets once a month in spaces created by the international office where every unit has the opportunity to socialize their best practices and goals on internationalization, besides receiving training and support. After a year of meetings, the academic debate has enriched the different actions on internationalization, especially in an environment where all members of the committee have worked with no other interest than to improve the international status of the diverse units.

The committee has agreed on the responsibility to provide the information as a strategy designed by head of the international office in order to keep track of the inward and outward mobility actions and information as part of the report that has to be provided to the national Ministry of Education twice a year. The committee also discusses on different international opportunities as scholarships, international project calls, internships; thus, opportunities are diffused within the institution through the members of the committee. The information is also published in the institutional virtual bulletin coordinated by the internationalization strategic line of general services.

4.1.5 Organizational Structure for Internationalization.

The commitment for internationalization has been expressed by the top leaders of the university. In fact, the rector of Universidad de Antioquia promoted the enhancement of the international office staff members from having four professionals to currently a group of nine people within the different lines of work. A balance between centralized and

decentralized actions within the organization is evidenced at the Universidad de Antioquia where the international office acts as a support unit but faculties take the initiative for international activities. Two monthly meetings since 2009, reveal an increased interest of the faculty members and staff to give an international projection to their units.

The head of the international office is nowadays giving priority to the establishment of institutional policies for internationalization. Within a few months, there will be a new rector elected at the university. Even though the university community is entitled to vote for the election of the new top director, it is the superior council that takes the final decision. Hence, continuity on the internationalization strategies can be affected if there are no institutional policies established.

The strategic activities for internationalization are integrated into the whole institution and its departments. A significant budget allows for the operation at the international office and every faculty or department specifies their international projection in their annual plans. A yearly report on the institution's international projection is socialized with the top leaders of the university and the society in general. Feedback from the report serves as an input for upcoming strategies including a further proposal for institutional policies on internationalization.

The international office, as it has been discussed above, is integrated by a head unit and eight additional members grouped according to the three different lines of action for internationalization. This office, as a support and coordination unit, keeps formal and informal communication with all the twenty-two different units inside the university without any hierarchical empowerment; hence actions on internationalization are based not only on faculty or department interest but on time reflected in hours of work assigned for this specific task to the members representing their respective units.

In relation to support services, the international office provides assistance in a myriad of issues regarding internationalization. The office facilitates housing for international students with cooperation of the external local community and with national students who have experienced studying abroad. Also, the head of the international issues at the university trains faculty and department staff on international projects leading to fundraising, curriculum development and double degree agreements.

According to van Dijk (1995) model, the Universidad de Antioquia reveals a thoughtful approach and a well-structured organizational culture under a balanced of centralized and decentralized strategies of implementation remarked by the absence of institutional policies for internationalization.

4.1.6 The Outcomes of internationalization.

The institution remarks as a relevant outcome, the current institutional clearness of the students' mobility and internship programmes. The international scholarships have increased as well as the opportunities to be part of international research projects and active agreements. The outstanding relevance of scholarships is seen in the response students have given. Despite that studying abroad is an option for students, not a compulsory action; they have shown a great interest in this kind of offers.

According to the institution, both public and private accredited universities have decided to work jointly without any type of ambiguity. The Universidad de Antioquia actively participates in two national networks for internationalization of HE. The institution together with the Javeriana, Rosario and other accredited universities launched the project "Colombia Challenge Your Knowledge", and at the same time the institution leads the regional chapter for the Colombian Network for Internationalization of HE (RCI).

Additionally, building internationalization in the city of Medellin is considered as a challenge taking into consideration that especially in the 1980s, the city lived one of the

most violent social conflicts in the world due to the drug trafficking cartels war. Nowadays, the city and especially the Universidad the Antioquia have enhanced the inward mobility of international students from Brazil, Canada, France, Germany, Italy, México, Norway, Switzerland, Spain, and the U.S that see in this Colombian region a great place to continue their studies on regular basis as interchange students.

Inside the Universidad de Antioquia, there is a greater conscience of the HE activity beyond borders. The presence of international students and the quality of services provided by the university and by the community, has allowed for a gain in recognition from the international community to some extent. Even though outward or inward mobility do not represent a significant improvement on the eyes of international statistics, they represent a meaningful outcome not only at the institutional but at the local community context. At the same time, the head of the international relations office is aware that there still greater goals to achieve and that a minimum progress has been reached.

4.2 CASE STUDY 2: The Universidad Javeriana

4.2.1 Brief Institutional Background.

The Javeriana University was initially founded in 1623, and re-opened academic activities in 1930 after a process where the Jesuits were ejected from Latin America. The university's main campus is located in Bogota, the capital of the country, and an additional sectional campus was established in the city of Cali¹⁰ in 1970.

Javeriana, as a private catholic university in Colombia, operates under the idea of the national vertical differentiation with 2 campuses, 18 faculties, 39 undergraduate programmes, 160 graduate programmes from specialization to master, and 8 doctoral

¹⁰ Cali is the capital for the department of Valle del Cauca. It is considered the third city of the country.

programmes. The student population only in Bogota is over 20000 students, 1300 appointed and 2000 part time professors, and over 1600 staff members.

Figure 4.2 Location of the Universidad Javeriana



Currently, the university has 140 research groups, most of them ranked in the highest categories by COLCIENCIAS. The institution is aware of being among the best first five universities in Colombia together with the National, the Andes, the Antioquia and Valle universities. This university was the first HE institution in obtaining the high quality accreditation in the country.

In reference to students in the campus of Bogota, most of them are from the city and a 20 percent come from nearby regions. Regarding international students, the institution has kept an average of over 200 permanent students, half of them especially from Venezuela. According to the institutional information, the most attractive programmes for this type of students are in relation to medicine, dentistry, economy, management, engineering, political sciences and international relations, and in a world-wide renowned programme in theology.

4.2.2 Institutional Definition of Internationalization.

The international referents, as in most Latin American HE systems, are Jane Knight, Hans de Wit, Jocelyn Gacel-Avila and in Colombia Isabel Cristina Jaramillo. Nevertheless, the institution considered extremely important to develop an owned definition according to the university identity. In that sense, the institution highlights and emphasizes on the meaning of “university context” for Universidad Javeriana, hence the international dimension is incorporated into its functions (teaching, research and services) as well as in its activities (Academic, administrative and welfare). The university defines internationalization in its Policy Agreement (Javeriana, 2007a) as “a planning commitment and an assessment instrument, and performance of the different units, loyal to its nature and in accomplishment of its social function” (Art 2). Additionally, the Universidad Javeriana assumes the integration of its international dimension to its core functions of teaching, research and services, as a continuous and transversal process.

Teaching, research and university services are clearly understood as the core institutional functions. Additionally, the university context is aimed to find the constitution of a university community through specific actions. Briefly, the university provides services for students, academics, researchers, staff members, and also for their alumni beyond the traditional meaning of the office of university services.

4.2.3 Rationales and Motivations for Internationalization

At the same time that the university established a definition of internationalization based on both international referents and the institutional identity, the given definition reflects their rationales, motivations that shape its approaches. In fact, regarding international studies, de Wit (2002 p. 112) states that definitions on internationalization “sum up or emphasize activities, rationales, competencies, and/or ethos”. Similarly, the rationales emphasize the academic and research activity, and the university services in the Javeriana University.

Regarding the academic rationales, the institution struggles to include both local and international high quality and pertinent referents in the training provision given to students. The reason is to build an international students' profile to increase access to opportunities that are part of the global society through the offering of high quality training.

In relation to research, the institution considers that research is where the internationalization becomes more natural, given the fact that the quality of research requires a conceptual framing and a benchmarking work of great importance. At the institutional level, it is required that research groups assure an outstanding international citation, international academic peer-work and international publishing level. On the technological rational, the institutional view is that ICTs might help to improve the scientific and technological development. The idea is to transcend the academic-technical concept, which implies to see in first instance technology inside the academic activities, and second, technology aimed for institutional innovation.

Additionally, in reference to university services, the aim is to make the institution more academically attractive. The initiative of building prestige has been implemented through inter-institutional net working in the national context. One of the strategies is to help building a compact national system by being active in the strategy "Colombia Challenge Your Knowledge"

On the aspect of the economic rationales, the university perceives that economical benefits are more a consequence of different priorities taken into practice while building internationalization than a financial end by itself. The rationales are supported on the motivations of quality and high research training, instead of increasing economical resources. Concretely, a clear motivation for prestige enhancement and competitiveness strengthening support the rationales for internationalization instead of financial incentives motivations.

4.2.4 Strategic Activities for Internationalization.

The strategic activities are based in academic and research actions, as well as in university services. Every action is considered to reinforce the core institutional functions and to serve the university context (Javeriana 2007b). As a result, the academic programme activities on mobility imply a stretched coordination where different units intervene. The units that cooperate with all issues regarding students and academics inward or outward mobility are the Secretariat of International Affairs (SAI) under the umbrella of the rector, the office for students' affairs from the academic vice-rectory, and the offices for the assistance of professorial affairs.

The SAI conducts the establishment and formalization of contacts and opportunities for students' mobility in the wide meaning of the concept. It means every aspect related with academic and research internships, double degree programmes, and all type of miscellaneous mobility. Outward mobility implies that every opportunity is immersed within the students' study plan; seven-teen double degree existing programmes make out of this strategy a very relevant issue.

Internationalization of curriculum is an area of permanent work at Javeriana University. Between the years 2002-2003, the institution was urged to identify a series of guiding principles for undergraduate programmes oriented to take key elements and tendencies of international order.

The first international concept to be studied and included inside the different study plans at the university was the term of competence-based education. Additional concepts were also implemented; the terms flexibility and academic credits help students to develop a training process according to their own timing and learning rhythm. The result is that academic programmes do not last five years any longer, but they last according to the academic progress in terms of credits. Furthermore, by adding the above mentioned concepts into the institutional curricula, the university was able to articulate the different

study plans with diverse HE contexts particularly in the U.S., China and in Europe, especially after the Bologna process.

Students have a 70 percent compulsory study plan, an additional 20 percent in a mini-curricula negotiated by the students with the academic programme members on a specific domain, and 10 percent credits that offer multiple options to be chosen by students. The conception of curricula is wider nowadays after considering an international curricula re-structuring. The present study-plans also involve an amount of international citations, case studies of international order, modules or lectures given by international professors, and a more intense use of ICTs through video conferences or platforms.

Regarding research and scholarly collaboration seen as international cooperation in this center, the university also developed high standards for the creation of its research groups. The general vision is that international citation is taken as a natural institutional activity. Also, the diverse research groups need to have international academic-peer participation from the initial moment of their conformation. The institution has developed different mechanisms to support the consecution of academic contacts at the international level. There is an annual projects call with attractive incentives to develop structured processes with international networks. This strategic action can be evidenced with the collection of institutional indexed journals that represent the greatest in the country with regional and global recognition (Publindex 2011)

The university services that are also known as “Extension Services” in the Latin American context, is the part where the university provides services in terms of lifelong education and consultancy. The university, thanks to its own resources in terms of facilities and laboratories is frequently visited by national and international research groups.

Lifelong educational services are provided to companies particularly in Central America, the south of the U.S. and in a great part of the Andean Region. The concrete strategy for

the office of international relations is to accompany different units at the university in the identification of international partners where lifelong education and consultancy services are feasible and allow obtaining a tangible project at the international level. The strategy implies association with universities or private institutions in order to detect the opportunities.

The institutional strength at the international context relies on the fact that the Universidad Javeriana is part of the international network of Jesuits universities. As a member of the “Society of Jesus”, the university automatically belongs to a network of over 30 Latin American universities and over 120 universities around the world. Some of these universities are world class HE institutions as George Town, Boston College, the University of Sofia in Japan, the Beijing Center in China, the Iberoamerican University in Mexico, the Catholic University in Rio, etc.

At the national context, a small number of high quality accredited universities, including the Universidad Javeriana have launched the project “Colombia Challenge Your Knowledge”. Particularities of the strategy have been mentioned previously, but the Javeriana has given priority to this project by administering several initiatives as part of the intention of promoting the national HE system abroad.

4.2.5 Organizational Structure for Internationalization.

In terms of governance, a top direction commitment by senior leaders is evidenced. There is an active involvement of the faculty and staff members at the institution. The university has always been active in the international context, but just in 2007, after a call made by the university Superior Council, the first institutional policy on internationalization was established.

The committee for internationalization is integrated by the head of the SAI, four deans, the academic and research vice-rectories, and members from the sectional campus in

Cali. The committee is aimed to achieve a constant guiding over the institutional internationalization activity. SAI is the centralizing unit for the institutional international dimension with the orientation to provide support in the definition of concrete activities for internationalization.

Therefore, the policy for internationalization at the Javeriana University determines the aspirations and guiding principles in the institutional planning strategies that are organized into concrete actions of internationalization (Javeriana 2007b). SAI as a centralizing unit keeps constant communication with faculties and related units oriented to the accomplishment of goals and the strengthening of internationalization at Universidad Javeriana.

Assessment of the internationalization activity is permanent at the University. A yearly report has been institutionalized, containing the results expressed in indicators out of the institutional planning stage. The report is presented to the rector, the superior council and the regents of the university, and openly published.

Expressing the internationalization model at Universidad Javeriana according to van Dijk (1995) model through their internationalization cube, it can be described as a priority-interactive-systematic organization model, which indicates a quick response to external developments, a great variety of activities at different levels and much commitment. The whole international dimension is organized in a systematic way.

4.2.6 The Outcomes of internationalization.

The first accomplishment institutionally considered is to have achieved an articulation of the internationalization activities through an institutional vision (Javeriana 2007b). Before, internationalization in the Universidad Javeriana was a set of fragmented activities inside the different faculties, today the institution has a set of inter-active

articulated activities aimed to achieve concrete actions related to the institution's core functions and for the service of the university context.

A great added value is also represented in having a structured process of internationalization without breaking internal academic equilibriums, even though there is a unit with higher leadership in the conduction of internationalization as it is the SAI. The different units have an active participation in the process. In that sense, for the institution is clear that internationalization is institutionally built by all, by every member of the university community. Every faculty at the University has developed its internationalization strategies and they are part of the institutional strategic plan 2007-2016 (Javeriana 2007b).

A well organized process of internationalization at the institution has facilitated healthy alliances at the national level in order to promote the strengthening of the HE system. "Colombia Challenge Your Knowledge" represents for the Universidad Javeriana pertinence and relevance in the structuring of quality at the national level.

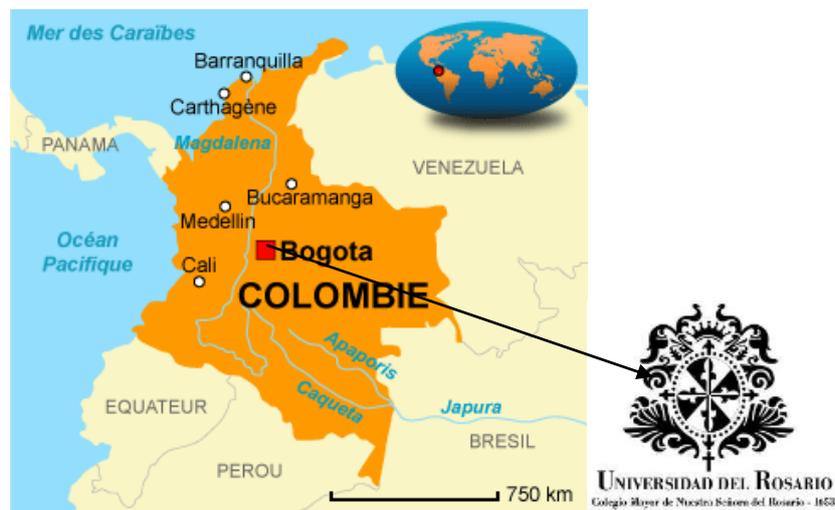
4.3 CASE STUDY 3: The Universidad del Rosario

4.3.1 Brief Institutional Background.

The Universidad del Rosario is located in Bogota being one of the oldest HE institutions in Colombia. It was founded in the XVII century and re-opened after the Jesuits returned to the country. The institutional definition states that the Rosario is a university with teaching staff active in research related to its humanistic nature and its service to community (Rosario 2010). Even though the university has a catholic influence related to its Dominican order; freedom of believe, origin and opinion is highly institutionally promoted. The institutional governance organization follows the "fellow" model as the Universidad de Salamanca, which means that fellowship members named "Colegiales de Numero" elect the institutional top leaders.

The institutional vertical differentiation is divided into 6 faculties, 4 doctoral, 12 master, 6 specialization programmes, and 20 undergraduate programmes in the disciplines of business, basic sciences, economy, health, humanities, international relations, and law. The university also provides lifelong education programmes through seminars and a myriad of different courses.

Figure 4.3 Location of the Universidad del Rosario



Most of the institution's 13000 students are from the capital city of the country and 20 percent come from nearby regions. Every year, the university receives a high number of applications for the specific programmes of law and medicine; only 10 percent are accepted out of over 3000 applications. The Performance Report 2009 (Rosario 2009) indicated the presence of over thirty permanent international students, besides a constant flow of international activity.

The Integral Plan of Development 2004-2015 (Rosario 2004) integrates a sub-division of four categories of institutional priority on research. The four categories are the structure and management of research, the strengthening and projection of research in the internal and external context, the financial support for research and the research training. Most of research groups are categorized by COLCIENCIAS in the A1 level.

4.3.2 Institutional Definition of Internationalization.

Internationalization in the Educational Institutional Project (Rosario 2010) is understood in a wide sense as the process of integrating the international and intercultural dimensions into the teaching, research and university services without losing the perspectives and definitions settled in the “Rosarista” institutional project. In other words, the university included Knight’s (1997) concept of internationalization to its institutional identity and context.

Furthermore, the internationalization at the Universidad del Rosario looks forward to insert a borderless academic life and to promote an attitude towards the international context in order to achieve institutional recognition that allows for inter-relations with academic communities, international organizations and different governments. Starting in 2002, the university modified its strategic integral plan defining three fundamental and one support axes as they are the academic excellence, the “Rosarista” training and the internationalization, and as a transversal axis the financial, technological and administrative issues. As a result, internationalization also became a transversal axis that affects the core functions of the university as teaching, research, and university services applied to the whole academic community (Rosario 2004).

4.3.3 Rationales and Motivations for Internationalization.

The university emphasizes a clear academic rationale in its established policy, as well as in the official practice. The policy overall scope promotes training of individuals under high strategies of leadership and keeping constant contact with the international academic community. The cultural function of internationalization is also noticed on the institutional emphasis regarding the “Rosarista” identity. Even though students enjoy a high international activity, the “Rosarista” training shapes the identity of their students (Rosario 2004). The social rationales are also perceived in relevance for the individual. There is a tacit social learning of the global issues by the “Rosarista” students, and an

enhancement of their anthropology that facilitates the personal development by having an international context at home.

The economic rationale is perceived in terms of the labour market. That situation at the Universidad del Rosario suits the statement presented by de Wit (2002 p.90) who states “The more international the labour market, the more a graduate has to compete with people from other countries”. Motivations are reflected in the sense that a high international activity at home and a constant interaction with the global academic community will bring more competitiveness on the students profile and a higher institutional prestige through the consolidation of the “Rosarista” identity in the international academic context.

4.3.4 Strategic Activities for Internationalization

The Chancery¹¹ is the institutional unit that coordinates and centralizes the development of the whole process of internationalization at the university. The internationalization actions must articulate the teaching, research and university services including the academic community actors. After a period of consultancy and progress, the internationalization at home, the international cooperation and the trans-border education were articulated as the three institutional strategies for the internationalization in the university. Those strategic approaches are understood as inter-related axes instead of fragmented initiatives that involve the core institutional functions for the service of the academic community.

The internationalization at home axis represents the core actions for internationalization of curriculum in order to make it comparative, competitive and flexible. The goals in this axis are marked by making the institutional academic credits system transferable to international HE systems. The goals are achieved by having an international study plan for the different institutional programmes, providing lectures through different languages of

¹¹ The Chancery or Chancellery is the name given after 2002 to the institutional unit that coordinates all issues of internationalization in Universidad del Rosario.

instruction, and also by promoting visits from international scholars. The policy on foreign languages and multiculturalism has been enhanced given the low number of students that have the opportunity of going abroad.

The overall aim is to make the students contact with different international cultures without the need of going out of the country. Otherwise, students will face disequilibrium compared with those who were factually able to experience an international programme abroad. The internationalization of curriculum through the strategy of internationalization at home and supported by multiculturalism and bilingualism programmes strengthens the students' profiles by providing international perspectives.

The Chancery, the academic vice-rectory, the faculties and the different units are involved with the structuring and flexibility of the curriculum. The Chancery, as a coordination unit in the whole sense, defines the language learning policy and monitors the international impact on the curriculum; meanwhile the different units perform the operative part of the strategy as it is the case of the school of humanities on language teaching implementation.

On the second strategic approach, actions are conducted through the axis of international cooperation. This set of actions is implemented in two categories: academic cooperation and cooperation for development. Academic cooperation implies all actions towards the participation on academic networks, research internships for professors and students that are willing to work with international networks. The strategy also allows visualizing a greater academic citation in projects, publications, and international events. The Chancery quantifies, monitors, and controls this type of activities granting an added value for the institution.

In addition, the cooperation for the development strategy deals with all actions related to university services, understood as "Extension Services". This kind of services involves social impact projects that are related to the institutional areas of knowledge. For

instance, projects on the integral attention to alienated population are interdisciplinary ventures where the different faculties intervene according to the suitability of the topics. The core action for the Chancery is to train the different institutional academic units. In that sense the aim is to identify the sources, the required structure, and the implementation and the assessment stages. Additional strategies include setting up the institutional-internal debate strategy that promotes the academic peer-review and the increasing of the amount of projects.

The trans-border education axis performs the traditional actions related to the conventional office of international relations that was institutionally assumed before the 2002 reform. These activities are concentrated in reference to academic mobility, academic trips, identifying agreements, double-degree opportunities, work related to research and publication among international universities, and international visits. The trans-border education axis has also the task to promote the institutional export of knowledge with the objective of showing the different university programmes and services abroad.

As an example of interdisciplinary and interinstitutional strategy, the Universidad del Rosario pioneered together with other high quality accredited Colombian universities the project “Colombian Challenge Your Knowledge” in 2008. High quality accredited universities participated in international events as NAFSA and with the EAU promoting the national system of HE as a joint strategy. This approach was later supported by the Colombian Ministry of Education in order to create a Colombian agency that promotes the national HE abroad.

The three axes that built up the strategic approach are interconnected though they might appear totally different at a first glance. For example, all actions performed in the trans-border education axis reinforce and support the two other strategies as regards the creation of new international contacts, the institutionalization of international project

proposals, or simply by providing information of international opportunities in programmes as ERASMUS or FULLBRIGHT.

The international mobility, the international cooperation, and the internationalization of curriculum do not represent individual strategic elements for internationalization per se. Every element of internationalization has great importance; there is a permanent articulation and interconnection among them. Internationalization of HE offers a myriad of actions to be conducted but the relevance of those actions rely on the “how” part of the implementation stage.

4.3.5 Organizational Strategies for Internationalization.

An active commitment is evidenced at the Universidad del Rosario by the top leaders, faculties and staff since 2002, aimed to integrate the institutional international dimension. The definitions, rationales, motivations and strategic approaches to internationalization have been articulated into an organizational model coordinated by the Chancery as the institutional unit that mentors the internationalization actions as a transversal system. A permanent dynamic communication among the different actors involved in internationalization underlines the institutional strategic plan. The plan condenses all strategies and actions that are implemented by the different units in coordination with the Chancery.

The integration of an international dimension is part of the “Rosarista” education plan, and also of the institutional mission and policy. The internationalization action is performed in an interactive integrated manner at the institution. There is a periodic assessment of the process and outcomes that have been formally institutionalized. The performance on the international dimension is based on strategically planned actions that are reflected in institutional indicators and discussed with the top university leaders.

Summing up, according to the van Dijk (1995) model, the Universidad del Rosario's international dimension is integrated by indicating a strong international commitment and an organized institutional international culture. Policies on internationalization represent a priority, the support on internationalization actions is interactive and the implementation strategy is systematic.

4.3.6 The Outcomes of internationalization.

The dynamics of internal communication related to internationalization issues represent one of the greatest achievements highlighted by the institution. The strategy allows for every planned action to be immersed and applied by every institutional unit. As an evidence, the institution transparently publishes all the results expressed in indicators not only to the internal community but to the whole national and international society (Rosario 2009).

The internationalization committee gathers the participation of all university units that facilitates the constant guiding of the internationalization activity. The issue is debated by different actors, who look forward for a continuous institutional improvement of the process. The Chancery, as a support unit, helps the other different units in obtaining remarkable results; this supportive unit is welcomed by the different actors.

The university acknowledges the need for documenting the internationalization process and showing the results and system conditions to the international community. Joint strategies as "Colombia Challenge Your Knowledge" have been one of the remarkable outcomes symbolizing the national leadership of Universidad del Rosario in the country regarding internationalization of HE.

4.1.4 CASE STUDY 4: The Universidad Nacional de Colombia

4.4.1 Brief Institutional Background

The Universidad Nacional de Colombia (Thereafter UNAL) was officially founded in 1867 and was also marked by liberal and conservative political influences and differences that shaped the country by that period (Mejia 1994). Currently, the UNAL has a main campus in Bogota and eight additional campuses spread along the country. They cover most of the geographical points of the nation; being Bogota, the center that gathers the greatest number of students and academics. The institution stands as the university that offers the highest number of undergraduate, master and doctoral programmes in the country, giving the opportunity to Colombian talented students from any socio-economic background to become professionals in most of the disciplines of knowledge.

Figure 4.4 Locations of the Universidad Nacional in Colombia



Following the traditional European model of organization, the university is governed by a national rector, and sectional campus, general, research, and academic vice-rectors, faculty deans, and heads of departments, and multiple additional academic and administrative units. According to the Institutional Statistics and Indicators Report –ISIR 2009- (UNAL 2009b), the institution offers more than 400 programmes including over 130

master, and 46 doctoral programmes. The university receives over 100.000 applications for new students every year, but only 15 percent get a place. Most of the 45.000 students at UNAL are trained in engineering, economics, humanities, and math and basic-science disciplines. After 1999, last year students in undergraduate programmes must take a national examination (Before ECAES now SABER-PRO) administered by ICFES that allows keeping track of the academic level in most disciplines. The ISIR 2009 reports that students from UNAL obtained the first place in ECAES 2009 in twelve out of thirty evaluated programmes.

The research activity at UNAL is organized under the umbrella of the research vice-rectory and decentralized within the multiples programmes offered by the institution. Currently, the UNAL has almost 850 research groups; 30 percent of the groups have the highest indexation given by COLCIENCIAS. Regarding knowledge production, the university publishes 42 indexed scientific journals, 18 of them under the levels A1 and A2 according to the national categories (Publindex 2011). At the national level, the universities published over 300 journals; the UNAL contributes with 15 percent of the country's scientific production.

Presently, the UNAL has accomplished the re-structuring of the Office of International Relations, now transformed to an Office of International Cooperation (ORI). And, at the same time the research, academic, and extension vice-rectories presented their respective proposals, intended to be the main inputs for the development of institutional policies, strategies and plans for internationalization (UNAL 2011, Duque et al 2010).

4.4.2 Institutional Definition of Internationalization.

Understanding the meaning of integrating an international dimension of the UNAL's teaching, research and services through Knight's (1997) concept requires adding additional presented concepts, given the fact that the three main institutional functions (Teaching, research and services) are performed through decentralized strategies

without an institutional reference that defines internationalization. The specific decentralized model at the UNAL indicates that the academic and research vice rectories, and the ORI under the umbrella of the rectorate guide multiple strategies of internationalization according to their own nature and role inside the university.

This goes in line with Harari (1989, p.2) who defines internationalization as “the distinct commitment, attitudes, global awareness and orientation and dimension which transcend the entire institution and shapes its ethos”. The distinct commitment is evidenced at the UNAL since institutional top leaders representing the three main functions, plan different strategic approaches to internationalization. For the academic vice-rectory’s main concern, there are multiple activities regarding as for instance the internationalization of curriculum, and/or students and academics mobility. For the research vice-rectory, there is a concern about the strategic promotion and inclusion of their academic community in the international arena of research. And for ORI, the main activities are focused on the diffusion of international opportunities for the internal academic community that promote the international cooperation through scientific research, fundraising and the institutional regulations and policy designing that facilitates the national and international academics and students mobility.

Knight (1997) and Harari (1993, 1989)’s concepts partially describe the meaning of internationalization that can be considered suitable at UNAL. In that sense, Van der Wende (1997, p.18) and her open interpretation of “any systematic effort aimed at making the institution responsive to the requirement and challenges” helps concluding an interpretation of internationalization at UNAL. In other words, the UNAL inserts the international dimension based on the distinct commitment from institutional leaders representing the teaching, research and service functions through any systematic effort that facilitates the academic and scientific integration assumed to benefit the institution and its community members.

4.4.3 Rationales and Motivations for Internationalization.

The reasons why the UNAL promotes an intrinsic international policy gathers the political, economic, cultural, and academic reasons as presented by Knight (2008) and de Wit (2002) based on the global context of internationalization of HE. Regarding political rationales, the UNAL seeks international cooperation aimed to enhance the institutional building, and to obtain and provide technical assistance from different international government and non-government organizations.

On economic rationales, one of the interests perceived at the UNAL is the generation of resources from international bodies through the performance of research and academic projects that facilitate the institutional building. As most public universities in the global context, government funding is scarce and institutional needs are increasing, hence both the national private enterprise as well as the international bodies sectors might provide to the institution financial incentives to strength its capacity to provide the teaching, research and extension services.

Additionally, as a public university, the cultural and social rationales represent a major concern per se. The notion of “universalism” can best describe the most traditional characteristics of the UNAL inside the myriad of disciplines offered by the university. Colombians are very receptive individuals willing to share multicultural experiences and showing the world about their national identity, which is occasionally mistaken due to international stigmas. Also, as a social rationale, going abroad on study or professional purposes is limited in the country owed to financial reasons, hence opportunities are well valued when academics or students have the opportunity to participate in international scholar or internships.

Academic rationales are intrinsic given the nature of the university. As it has been mentioned by several academics and referred to in this thesis, “internationalization of HE is inevitable”, especially in the biggest public university in Colombia where a substantial

number of talented students graduate every year. Critical thinking and outstanding performance has become a tradition at the university, hence “parochialism” is not considered an option among the academic and research community in UNAL. Over 36 percent of the scholars have studied their graduate and postgraduate studies abroad; hence professors keep a constant communication with the international academic community. That circumstance leads to keeping an extended academic horizon, and a relevant profile and status, and also facilitates fragmented initiatives on internationalization.

4.4.4 Strategic Activities for Internationalization.

As it has been said regarding the international dimension at UNAL, top institutional leaders representing different university functions (Teaching, research and services) proposed different approaches to internationalization. The Institutional Development Plan -IDP 2010-2012- (UNAL 2009a) was built with the contribution from all academic and administrative units; it allows for budget allocations, and establishing indicators, constructed along the 2017 institutional vision (UNAL 2009a p.18). Based on the IDP the academic, research, and extension vice-rectories as well as the ORI under the umbrella of the rector and additional offices of international relations inside the different faculties propose diverse strategic approaches to internationalization.

The research vice-rectory promotes the structuring and the consolidation of research at UNAL oriented to the national and international context. At the same time, the academic and extension vice-rectories deal with all issues related to the internationalization of curriculum and mobility aimed to formulate policies and coordinate initiatives for the institutional academic development.

Furthermore, the ORI is meant to support, strength, and coordinate strategic approaches to internationalization under four specific strategic lines. The first line is related to the strengthening of the management and communication on internationalization. Under this

line, different communication plans are implemented in order to inform the institutional community about international opportunities, and also the proceedings and regulations for internationalization issues. The second strategic line is to promote the scientific and research international cooperation through supporting the academic and scientific scholars from the UNAL. It is aimed to identify sources for international cooperation, to provide technical assistance on the issues of international cooperation and about available financial sources, and to offer fundraising technical strategies.

The third line is the dynamization of international institutional agreements that helps providing accurate information on their current state and viability. Up to 2010, the university had signed over 500 international agreements. After a depuration conducted the same year, it was found that only 60 percent of the existing agreements were active and viable. The fourth strategic line is the designing of institutional policies that favour the inward and outward international mobility, especially providing assistance to international students visiting the national university.

Additional offices of international relations at the UNAL inside faculties facilitate the strategic approaches to internationalization based on the needs, interests, and opportunities within every faculty. They are entitled to follow the implementation stage through the support, consultancy and coordination of the vice-rectories and ORI.

4.4.5 Organizational Structure for Internationalization.

The seniors and top leaders at UNAL have evidenced commitment and active involvement regarding the integration of the international dimension into the primary functions. The rector has facilitated the reformation of the ORI as well as its regulations and functions. On the other hand, the research and academic vice-rectories have proposed strategies for the consolidation of institutional policies on internationalization. The proposed policies are intended to articulate the rationales and goals for internationalization, but the

consolidation stills at the discussion part though regulations and strategies have been officially implemented.

The strategies have been integrated into the institution and department planning and budgeting but the ISIR 2009 does not reflect indicators of performance related to internationalization. An appropriate organizational structure has been established especially at the ORI, and at the faculty level that facilitates a communication system through informal and formal channels. However, decentralized activities are evidenced in fragmented internationalization approaches performed by the academics regardless the involvement of the academic, research, and administrative units through an overall articulation structure.

Even though the institution has recently restructured the ORI at the top level, the general state indicates a thoughtful approach and a structured organization. The absence of institutional policies has not impeded the implementation of strategies and actions of internationalization but continuity is at risk when changes on institutional government take place in a short term.

4.4.6 The Outcomes of internationalization.

The institution finds in the restructuring of the ORI a significant progress of the integration of the international dimension in the university core functions. The transformation has allowed for the depuration of international institutional agreements and settled the real opportunities for the UNAL in the international context. The system of information on international issues is now available for the academic and research institutional community which evidences the support and coordination provided by the international cooperation agency at the UNAL.

There is a marked increased in the conscience for the creation of institutional policies on internationalization. Even though the process stills in the consolidation part, most of the

top institutional leaders have participated in institutional debates and have contributed with inputs that shape the creation of the policies for internationalization.

4.1.5 CASE STUDY 5. The Universidad del Valle

4.5.1 Brief Institutional Background.

The institution¹² is a state supported university founded in 1945, also being supported by the Department of Valle del Cauca. In the national status, the university is considered as the engine of HE promotion not only for the department where is located, but also for the whole south western part of the country which is gathered by four additional departments.

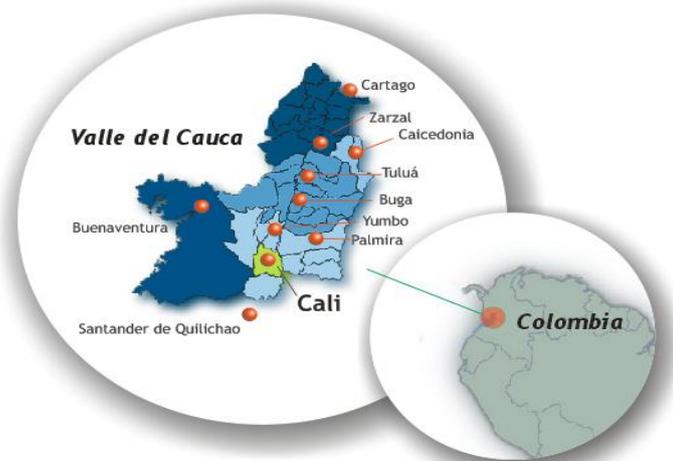
As the European model of organization, the university is led by a rector, and academic, administrative, research, and students' welfare vice-rectors, faculty deans, and heads of departments. In general, the institution is made up by 7 faculties, 2 institutes, 22 schools, and 15 departments through its main campus in Cali and 9 additional campuses in the department of Valle del Cauca.

The Universidad del Valle is a comprehensive university, there is a multi-disciplinary emphasis on basic sciences, health, humanities, education, management, economics, engineering and arts. The institution offers over 250 programmes including 12 doctoral programmes for almost 30.000 students. Research is organized through 2 institutes and 3 centers for over 60 research groups¹³, most of them with the highest national index given by COLCIENCIAS.

¹² The Universidad del Valle is located in the city of Cali at the department of Valle del Cauca, more specifically in the south west of Colombia connected to the pacific Colombian cost.

¹³ Research is directed under the umbrella of the research vice-rectory and outcomes can be evidenced in a myriad of journals and publications reflected in the institutional web-site (www.univalle.edu.co).

Figure 4.5 Locations of the Universidad del Valle



Source ORI Universidad del Valle 2011

Institutional historical remarks highlight external international forces that linked the department of Valle del Cauca and the university with the construction of the Panama Canal and the appearance of the former Colombian railway system besides the department's agro-industrial investment due to its sugar extensive production. Facts that forced the internationalization of the Universidad del Valle from the very initial moment of its foundation.

4.5.2 Institutional Definition of Internationalization

Nowadays, the definition of internationalization at the university is assumed as a contribution to the linkage between the university and its context, represented as a strategic line of action in the institutional Action and Investment Plan (IAIP) 2008-2011 (Univalle 2008). Thus, internationalization is a sub-strategy out the main action of linking the university and its context (Univalle 2005). The university context includes the local, regional, national and international arenas where the institution must create a direct relationship. In that sense, the IAIP allows for the university rector to define the short term international actions through a new International Relations Office (ORI) inserted to the planning office and to the rector's committee.

The short term plan for internationalization at the Universidad del Valle covers all activities related to internationalization as the international academic mobility, the internationalization of curriculum programme, and the institutional bilingualism programme. The internationalization of research programme remained under the umbrella of the vice-rectory of research and the international accreditation programme is monitored by the academic vice-rectory.

Even though Knight's (1997) concept of internationalization has been used at the top level and in most of the case studies part of this thesis work, the definition offered by Van der Wende (1997, p.18), "any systematic effort aimed at making HE responsive to the requirements and challenges related to the globalization of societies, economy and labour markets", best describes the meaning of internationalization at the Universidad del Valle. The internationalization is understood as a projection performed by different units, having the ORI as a support centralizing unit aimed to enhance the linkage of the university and the international context.

4.5.3 Rationales and Motivations for Internationalization.

The explanation of the reasons why the Universidad del Valle integrates an international dimension into its teaching, research and service functions is directly connected to the region and to the historical development of the institution. The university, as it has been mentioned, was initially influenced by external forces. Those forces linked the institution with the regional development and innovation through the cooperation of foreign international missions from Belgium, England and Puerto Rico in the early nineties, even before the official creation of the university. In the 1960's, these different missions together with the participation of renowned multinationals provided training to local scholars abroad with the aim of strengthening the regional labour force for the local agro-industrial sector. The appearance of the humanistic school was marked by the arrival of French and German professors bringing European theories to the region and enhancing the critical thought. A second stage took place between the 1980's and the 1990's, but

differently to the external forces that shaped the initial international profile at the Universidad del Valle, this time the internal forces at the institution allowed for training academics at the doctoral level.

Based on the institutional historical background, the rationales for internationalization were shaped by the connection between the university and the region aimed to improve the labour force through international technical assistance. A positive effect was reflected in the regional development that allowed for the department of Valle del Cauca to be one of the nation's most prominent regions. The university became the regional "think tank" due to the influence of the French and German humanistic schools and their critical thought.

Regarding the academic rationales, the fact that critical thinking was stimulated, helped the university to gain recognition and regional wise prestige. Even though there was a serious institutional financial crisis during the 1990's that forced many academics to go and work abroad; what it was a brain drain during the crisis became a brain gain at the beginning of the new millennium. Most academics came back after the crisis was over and brought with them established academic networks from Germany, France, the U.S and Japan; especially on the issues of water, economic development, and health.

Motivations for internationalization are grounded on a traditional international activity but now oriented by the institutional top leadership. The ORI as a support unit is meant to increase the range of action through the establishment of institutional policies for internationalization that are being discussed with the university superior council.

4.5.4 Strategic Activities for Internationalization.

Through the given explanation on the definitions and meanings, and rationales and motivations for internationalization at the Universidad del Valle, most strategic activities have been revealed. The ORI promotes the inward and outward mobility, supports the

internationalization of curriculum through technical assistance and together with the school of languages facilitates the bilingualism programme at the institution besides the activities related to the articulation of the university and the international affairs. Additional activities include the participation on national and international networks to promote the university, as well as the regional leadership at RCI in the Department of Valle del Cauca. Furthermore, the support unit has been assigned to the designing, submission and defense of the proposal for institutional policies on internationalization before the institutional superior council and with the backup of the university's top leadership.

Meanwhile the internationalization of research is attached to the vice-rectory of research and the international accreditation strategy to the academic vice-rectory, the ORI accompanies and supports any operational activity that might be requested by any academic or staff member at the Universidad del Valle. As a sign of reciprocity, faculty deans are the main link when the ORI shows diverse strategy proposals for internationalization, they provide the professional assistance needed by ORI to accomplish their venture. Also, Institutional international agreements are processed through the ORI reaching 65 percent of current active agreements after a depuration on prior international cooperation contracts signed by the institution.

4.5.5 Organizational Structure for Internationalization.

The institutional top leaders have facilitated the integration of the international dimension to the primary functions at the Universidad del Valle. In fact, they articulated the ORI as a support unit sponsored by the planning office and the rector's committee. At the faculty level, deans and the ORI share a reciprocal technical assistance that facilitates the articulation of the different international issues concerning the university. Even though, currently the strategy for internationalization is short term projected while the development of the institutional policies take place, rationales and goals to integrate the international dimension are articulated within all major university units. The recognition

of an international dimension has been shaped by the historical institutional background, though institutional policies do not straightforward guide the internationalization process.

Strategic activities of internationalization integrate the participation of most units and departments. Planning and budgeting are supported by the top leaders through the IAIP 2008-2011(Univalle 2008). Even though there is an operating organization, the support unit for the strategic activities of internationalization is not officially located as part of the official organizational structures. There seems to be an effective communication strategy, especially through the ORI as an articulator, facilitator and promoter of activities on internationalization.

Despite the fact that ORI serves as an articulator unit, its main role is to provide support to existing operational activities. The facts that internationalization of research and the international accreditation programmes still under the umbrella of the respective vice-rectories, evidence a balance between centralized and decentralized promotion and management of internationalization.

Involvement of academic support has been stated in relation to the bilingualism programme. The unit corresponding to the language department cooperates together with the ORI on different strategies to impulse the learning of languages at the different programmes for specific purposes and levels. Student support services for international students as well as for domestic students are provided by the ORI through orientation, counselling and general assistance.

Following van Dijk (1995) model, one can argue that the Universidad del Valle reveals a thoughtful approach and a well-structured organizational culture reflecting a balance between centralized and decentralized strategies of implementation though no institutional policies for internationalization have been established yet.

4.5.6 The Outcomes of internationalization.

One of the strengths and relevant results for the integration of the international dimension at the Universidad del Valle has been the achievement of strategic actions without affecting the multiple individual interests within the university. This balance has facilitated a successful evolution of the internationalization process to the point of reaching the presentation of the green paper aimed to set the institutional policy for internationalization. Once the policy is approved, there will be an institutional legitimacy of the strategies, and plans; so actions will consolidate an organized model of internationalization. Having established guidelines and actions allows for the different institutional actors to prolong plans without the risk that represents changes of institutional government.

The balance between centralization of the ORI's multiple roles as well as decentralized activities represents the active participation from the different institutional units. There has also been gained a regional leadership through institutional merits that has allowed for recognition from local universities. Double degree agreements are in an advanced stage, even though they are still in process, the progress has been achieved in only a two-year period.

5. ANALITICAL COMPARATIVE PERSPECTIVES

This chapter explains how the programme activities and organization models of internationalization compare within institutions. The analytical comparison is established following the categories presented in the second part of the analytical framework. The analysis begins by discussing the institutional contexts in general within the universities. The aim is to provide clarification of the academic communities where strategic approaches to internationalization are implemented. The definitions, rationales and motivations, strategic activities, and organizational structures are compared and contrasted across universities allowing for the explanation of the issue of inquiry. Discussion about the outcomes of internationalization is tackled globally that is, outcomes are not compared across institutions.

5.1 Institutional Contexts.

Colombia is claimed to have diverse geographical locations and ethnic groups; hence people from the different regions are physically, anthropologically, and educationally different as well as the institutions from different sectors. Even though the studied universities share the idea of “quality as an attribute” by being institutionally accredited, and also by being mature traditional institutions, they are part of different geographical regions, social and cultural backgrounds, anthropological beliefs, and have overall different international perspectives (Table 5.1).

Public and private universities in Colombia share a distinct status, background and conception of universalism, particularly if they have a catholic identity. The institutional “ethos” in public universities is marked by political and social debates based on historical differences between capitalism and communism since the 1950s (Mejia, 1994). Nowadays, the debate has changed to being more focused on the internal national conflict and in the idea of social transformation in terms of equity. In the meantime, private catholic universities in Colombia, enjoy a high prestige due to its functional

organization and quality marked by a specific institutional identity. Therefore, though the organizational structure in public universities might be considered as chaotic and heavily bureaucratic, the freedom of thought is seen as universal. On the contrary, though organizational structures and quality of services are flexible and functional in private catholic universities, freedom of thought is shaped by the institutional identity.

Table 5.1 Institutional Contexts.

| Institution/ Description | Universidad De Antioquia | Universidad Javeriana | Universidad Del Rosario | Universidad Nacional | Universidad Del Valle |
|---|---|----------------------------------|--|---|--|
| Year of Foundation | 1801 | 1623-1930 | 1653- | 1830-1867 | 1945 |
| Character | Public-Regional | Private-Catholic (Pontifical) | Private-Catholic (Dominican) | Public-State | Public-Regional |
| Number of Students (Aprox.) | 37.000 | 24.000 | 13.000 | 45.000 | 30.000 |
| Number Full and part time academics | 3263 | 3500 | 1087 | 3654 | 1624 (2005) Source MEN 2001 |
| Faculties | 14 | 18 | 7 | 25 | 7 |
| Number of Undergraduate programmes | 228 (Including Regions) | 39 | 20 | 94 | 65 |
| Number of Master programmes | 101 | 31 | 9 | 132 | 29 |
| Number of Doctoral Programmes | 23 | 8 | 4 | 46 | 12 |
| Main Campus Location | Medellin | Bogota | Bogota | Bogota | Cali |
| Additional Campuses in other regions | 10 (Located in the Department of Antioquia) | 1 (Cali) | 0 | 7 (Located in different national regions) | 9 (Located in the Department of Valle del Cauca) |
| Research groups | 199 | 140 | 21 | 844 | 80 |

Another consideration has to be made about the institutional size and capacity. Smaller institutions might find easier ways to establish functional organizational strategies than comprehensive universities. Additionally, the number of academics and their training origin background also shape the institutional capacity to implement policies and strategic approaches to internationalization. Regarding international studies, Knight (1994 p. 5) affirms that “there is no single motivation for internationalization; instead there is a variety of imperatives, which are not necessarily mutually exclusive, but which may be

viewed as such". Thus, it can be stated that the greater the number of institutional actors, the greater the difference in motivations for internationalization then, approaches become a more complex process to be implemented.

The differentiation of HE provision implies that institutions have different guiding principles, hence different motivations and rationales. This is similar to what Knight (2008) states regarding such a difference in other contexts that allowed her to confirm that there is not "one way or right way" to conduct the internationalization process at the institutional level. As it has been presented within the case studies, institutions implement different strategies even though conceptions and rationales for internationalization might look similar to some extent.

5.2 Perspectives on the Definition of Internationalization.

Most institutions have adopted the working definition established by Knight (1997). Nevertheless, as Knight and de Wit (1995, p16) stated in reference to prior studies "there is no simple, unique or all encompassing definition of internationalization of the university". The studied institutions have extended Knight's concept to their university context, priorities, rationales, services, institutional identity, distinct commitment, and strategic approaches (Table 5.2).

At the same time that the Universidad de Antioquia and the Universidad Nacional enhance the concept through adding "International Cooperation", the Universities Rosario and Javeriana emphasize the university context and the institutional identity, respectively. On the contrary, Universidad del Valle assumes internationalization by linking its context with the international arena.

Regarding the institutional priorities, the meanings of internationalization in Universidad Javeriana and in Universidad del Rosario consider both teaching, research and service functions and the institutional activities for the service of the institutional community.

This does not imply that the same consideration is ignored by the other three institutions; it reflects that the emphasis of internationalization is placed on the members of the academic community part of the institution, rather than the institution per se.

Table 5.2 Institutions' Definition of Internationalization.

| Institution | Definition of Internationalization |
|---------------------------------|--|
| Universidad De Antioquia | Based on Knight's (1997) concept of internationalization. The academic cooperation and mobility, the cultural-academic and development cooperation and the general services on the issues of internationalization are the three lines where the university integrates the international and intercultural dimension. |
| Universidad Javeriana | The international referents are Jane Knight, and Hans de Wit. The institution highlights and emphasizes on the meaning of "university context", hence the international dimension is incorporated into its functions (teaching, research and services) as well as in its activities (Academic, administrative and welfare). |
| Universidad Del Rosario | Internationalization in the Educational Institutional Project (PEI) is understood in a wide sense as the process of integrating the intercultural and intercultural dimension into the teaching, research and university services without losing the perspectives and definitions settled in the "Rosarista" institutional project. |
| Universidad Nacional | UNAL inserts the international dimension through the distinct commitment from institutional leaders representing the teaching, research and service functions through any systematic effort that facilitates the academic and scientific integration to benefit the institution and its community members. |
| Universidad Del Valle | Assumed as the linkage between the university and its context, represented as a strategic line of action in the institutional Action and Investment Plan (IAIP) 2008-2011. Thus, internationalization is a sub-strategy out the main action of linking the university and its context. The university context includes the local, regional, national and international arenas where the institution must create a direct relationship. |

In the same way, at Universidad Nacional, the priority is given based on a decentralized idea of internationalization. Their conception reflects that different actors must plan, settle, and implement different strategic approaches according to their role inside the institution. Similarly, at Universidad del Valle, internationalization is understood as the linkage between the institution and the international community that allows for institutional building and strengthening according to the institutional action and investment plan.

The five universities consider a direct relation between the integration of an international dimension and the teaching, research and services functions. At first glance, the conception at Universidad del Valle seems not to consider the core functions by giving a

higher relevance to linking the university and its context with the international arena, but the institution assumes the meaning of university from the base of its primary functions.

The institutional meaning of internationalization also reflects the institutional rationales on the same issue. Either for the universities of Antioquia or Nacional, their emphasis is given for international cooperation; on the contrary, in Universidad Javeriana, the reasons are defined for the enhancement of the core functions and for the service of the university context. In the case of Rosario, the rationales are based on adding an international profile to its community but keeping the “Rosarista” identity. Simultaneously for the Universidad del Valle, the definition intends the enhancing of the institutional profile but not giving a especial priority to the relation community’s profile and their identity with the institution.

In that sense, the definition of internationalization becomes “the articulator” together with the rationales that guide the implementation of activities through strategic approaches. As a result, the Universidad de Antioquia will focus its activities on international cooperation in reason to its core functions. The Universidad Javeriana will promote actions on internationalization to benefit the teaching, research, and services on behalf of its community context. The Universidad del Rosario focuses on actions enhancing its community international profile under its institutional identity. The scope of the activities of internationalization for the Universidad Nacional will be reflected on a myriad of diverse strategies according to the different institutional functions and needs. Furthermore, the strategic activities in Universidad del Valle will favour the opportunities that are offered by the international context and suit the institutional orientation.

In conclusion, the universities’ contexts, priorities, rationales, services, institutional identity, commitment, and strategic approaches shape the overall process of integrating an international dimension into the institutions’ core functions for the case studies.

5.3 Perspectives on Rationales and Motivations.

de Wit (2002), as well as Knight (1997), claim that rationales describe why governments or institutions become interested in internationalization. However, the researcher is aware that the existing framework does not clearly differentiate the rationales for internationalization at the national or institutional level. Therefore, the present analysis assumes that the main reasons at the institutional level are based on the grade of importance expressed by the universities. In that sense, Table 5.3 presents the rationales and prioritizes them accordingly to the information reflected during the interviews.

Table 5.3 Institutional Rationales and Motivations for Internationalization.

| Institution | Rationales | Institution | Rationales |
|--------------------------|--|-------------------------|---|
| Universidad De Antioquia | <p>ACADEMIC</p> <p>Institution Building</p> <p>Providing and International dimension to research and teaching.</p> <p>Extension of Academic Horizon</p> <p>Profiles Status</p> <p>Enhancement of quality</p> <p>SOCIO/CULTURAL</p> <p>Intercultural understanding</p> <p>Social and community development</p> <p>POLITICAL</p> <p>Strategic alliances for profile and status</p> <p>Technical assistance</p> <p>ECONOMIC</p> <p>Economic growth and competitiveness</p> <p>Income generation</p> | Universidad Del Rosario | <p>ACADEMIC</p> <p>Extension of the academic horizon</p> <p>International dimension of research and teaching,</p> <p>International academic standards</p> <p>enhancement of quality</p> <p>Institution building,</p> <p>SOCIO/CULTURAL</p> <p>Social and community development</p> <p>Intercultural understanding</p> <p>POLITICAL</p> <p>Strategic alliances for profiles and status</p> <p>ECONOMIC</p> <p>Students and staff development,</p> <p>Profile and status labor market</p> |
| Universidad Javeriana | <p>ACADEMIC</p> <p>Enhancement of quality</p> <p>Extension of the academic horizon</p> <p>Profiles Status</p> <p>Institution Building</p> <p>SOCIO/CULTURAL</p> <p>Intercultural understanding</p> <p>Social and community development</p> <p>POLITICAL</p> <p>Strategic alliances for profile and status</p> <p>Intercultural understanding</p> <p>ECONOMIC</p> <p>Student and staff development</p> <p>Income generation</p> | Universidad Nacional | <p>ACADEMIC</p> <p>Providing an International dimension to research and teaching.</p> <p>Institutional building</p> <p>Extension of Academic Horizon</p> <p>SOCIO/CULTURAL</p> <p>Intercultural understanding</p> <p>Social and community development</p> <p>POLITICAL</p> <p>Technical assistance</p> <p>ECONOMIC</p> <p>Income generation</p> |
| Universidad Del Valle | <p>ACADEMIC</p> <p>Extension of academic horizon</p> <p>Enhancement of quality</p> <p>Providing an international dimension to research and teaching</p> <p>Institution building</p> <p>SOCIO/CULTURAL</p> <p>Social and community development</p> <p>POLITICAL</p> <p>Strategic alliances</p> <p>ECONOMIC</p> <p>Income generation</p> | | |

As in the global context, the nature of universities is the academic activity performed through teaching, research, and services. These multiple academic reasons to internationalize universities act as the dominant rationale. The extension of the academic horizon, which expresses the dominance of studying abroad and mobility of students and faculty, reflects an academic priority for the Universities Rosario and Valle. However, it has been seen in the information provided by the institutions that specific strategies on each institution are different. The idea of mobility in Universidad del Rosario is more inward oriented with an emphasis on internationalization at home. In the Universidad del Valle, the outward mobility has shaped the institutional ethos. Therefore, rationales can be identical but strategic approaches might be different.

The rationales for the other three institutions show a different priority. The main reason for internationalization at Universidad Javeriana is the enhancement of quality; instead the main reason for the Universidad de Antioquia is the institutional building through a transversal integration of their international dimension. In the same way, the Universidad Nacional is providing an international dimension to research and teaching. Despite the casual omission of expressing the exact level of priority of the rationales for internationalization in the moment of the interviews; it was evidenced that most of them share a high level of concern for the different reasons and motivations for internationalization; again, rationales can be identical but strategic approaches might be different.

Socio cultural rationales were also expressed as priorities by the institutions. All five universities reflected concern for the social and community development which is enhanced through the integration of an international dimension into the institutions core functions. Students, faculty and staff members gain intercultural understanding and at the same time, the institution extends its academic horizon.

Simultaneously, the economic rationales need to be understood in two ways. Firstly, economic rationales oriented to consider strategies for income generation through

international cooperation. In this case, the aim is to increase the institutional capacity instead of reaching institutional financial benefits. The economic rationales are more a collateral reason since the real priority is the enhancement of quality. Secondly, economic rationales oriented to enhance the students professional profile. In this case, economic rationales imply an economical benefit for them, not a direct economical reason for the institution ever since students will have a greater international profile, labour opportunities will increase. The institutional motivation in that particular case is the profile and status.

In addition, the Antioquia, Rosario, Javeriana, and Valle universities have considered the developing of strategic alliances intended to strength profile and status at the national level. The Antioquia, Rosario, and Javeriana together with other accredited universities not included in the case studies, launched the project “Colombia Challenge Your Knowledge”. At the same time, the participation of Antioquia and Valle in the RCI together with other non-accredited and accredited institutions also reflects a constant inter-institutional activity of internationalization at the national level. Most accredited universities are leading the strengthening of the HE internationalization at the system level. In fact they have provoked the sponsoring of the Ministry of Education and additional government bodies; thus, the strategy of alliances can be considered under a political rationale aimed to articulate the profile and status at the national and in consequence at the institutional levels. In the specific case of Colombia, it can be concluded that internationalization calls for quality, not only for those institutions that have already promoted strategic approaches to internationalization but also for those other institutions that are willing to gain profile and status.

5.4 Perspectives on Strategic Activities.

The analytical comparison perspectives in this part follow Jane Knight’s (1997) categories of programme strategies as they are academic programmes, research and scholarly collaboration, technical assistance, export of knowledge, transnational education, and

extracurricular activities. Table 5.4 placed together the academic and research approaches into one category, the other categories followed Knight's same perspective though the category of transnational education was not identified among the studied universities.

Accordingly with the institutions' rationales discussed above, the academic and research strategies for internationalization are the main field of action because of the own nature of the institutions. Nevertheless, a wider range of academic activities is noticed in private institutions. It can be assumed that their private and catholic characters as well as the particular international background in the Universidad Javeriana and to some extent in the Universidad del Rosario, allows for the implementation of activities in a more viable way. Catholic education is renown by its discipline and commitment to organization reflected in a wealthy general state.

The strategic approaches to internationalization, understood as "the initiatives that are taken by the institutions to integrate an international dimension" (de Wit 2002p.121), resemble the conceptions of and the reasons for internationalization. As an example, the Universidad Javeriana gives a special priority to the enhancement of quality for the service of its university context; hence their activities consider every core function of the institution. There are specific activities for the internationalization of curriculum in relation to the teaching function. There are also existing activities for internationalization of research, and there is clear strategic approach on the export of knowledge in relation to the institutions' lifelong education and consultancy services.

In the case of the Universidad del Rosario, the three main axis of strategic approaches are understood as the internationalization at home, the academic and development international cooperation and the trans-border education. Hence, student-oriented programmes, internationalization of curriculum and research development programmes are some of the strategies that shape the overall approach. It is relevant to avoid confusion with the terms trans-border education (inward) and trans-national education

(outward) since the idea of the university is to bring the international world into the “Rosarista” campus instead of the offering of HE programmes through campus offshore as a priority.

Table 5.4 Institutions’ Strategic Approaches to Internationalization.

| Institution | Specific Strategic Approaches to Internationalization. | Institution | Specific Strategic Approaches to Internationalization. |
|--------------------------|--|-------------------------|--|
| Universidad De Antioquia | <p>ACADEMIC AND RESEARCH STRATEGIES:</p> <ul style="list-style-type: none"> • Student mobility schemes. • Student exchange programmes. • International students. • Staff –oriented programmes. • Curriculum development programmes. • Internationalization of curriculum. • Local language and culture training. • Joint and double degree programmes. • International research projects. • International research agreements. • International conferences and seminars. <p>TECHNICAL ASSISTANCE STRATEGIES:</p> <ul style="list-style-type: none"> • Student scholarship programmes. • Institution building programmes. <p>EXTRACURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> • Student and club associations. • Operational activities to back up internationalization strategies. • Actions promoting the development of international cooperation. • International and intercultural events. • International fundraising. • Strategic alliances with local accredited institutions for the consolidation of the HE system at the national level. | Universidad Del Rosario | <p>ACADEMIC AND RESEARCH STRATEGIES:</p> <ul style="list-style-type: none"> • Student oriented programmes. • Student mobility schemes. • Student exchange programmes. • Study visits. • Staff-oriented programmes. • Faculty mobility programmes. • Visiting lecturers. • Joint and double appointment for research. • Curriculum development programmes. • Foreign language study. • Local language and culture training. • Area of international thematic studies. • Joint and double degree programmes. • International Ph.D. students. • Research development programmes. • International research projects. • International research agreements. • International conferences and seminars. • International publishing and citation. <p>TECHNICAL ASSISTANCE STRATEGIES:</p> <ul style="list-style-type: none"> • International academic and development projects. <p>EXTRACURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> • Student clubs and associations. • International intercultural events. • Community-based research projects. • Operational activities to back up and to articulate internationalization strategies. • Operational activities to back up internationalization strategies. • Strategic alliances with local accredited institutions for the consolidation of the HE system at the national level. • International fundraising through international cooperation and research project with international NGOs and governments. |
| Universidad Javeriana | <p>ACADEMIC AND RESEARCH STRATEGIES:</p> <ul style="list-style-type: none"> • Student-oriented programmes. • Student mobility scheme. • Student exchange programmes. • International students. • Study visits. • Faculty mobility programmes for teaching and research. • Visiting lectures. • Curriculum development programmes. • Internationalization of curriculum. • Foreign language study. • Area of international thematic studies. • Joint and double degree programmes. • International Ph.D students. • Joint and double appointment for research. • Research development programmes. • International research projects. • International research agreements. | Universidad Nacional | <p>ACADEMIC AND RESEARCH STRATEGIES:</p> <ul style="list-style-type: none"> • Student mobility schemes • Curriculum and development programmes. • Internationalization of curriculum. • Foreign language study. • Joint and double degree programmes. • International research agreements. • International conferences and seminars. <p>TECHNICAL ASSISTANCE STRATEGIES:</p> <ul style="list-style-type: none"> • Student scholarship programmes. • Academics oriented training programmes. • Institution-building programmes. <p>EXPORT OF KNOWLEDGE:</p> <ul style="list-style-type: none"> • Development of postgraduate training programmes in Honduras. <p>EXTRACURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> • Institutional debates on the designing of the institutional policies for internationalization. • Operational activities to back up internationalization strategies. |

| | | | |
|--|---|--------------------------------------|---|
| | <ul style="list-style-type: none"> • International seminars and conferences. • International publishing and citation. • Joint research centers. <p>TECHNICAL ASSISTANCE STRATEGIES:</p> <ul style="list-style-type: none"> • Institution building programmes. • Curriculum development programmes. <p>EXPORT OF KNOWLEDGE.</p> <ul style="list-style-type: none"> • Development of lifelong learning and consultancy programmes for the international market. <p>EXTRACURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> • International and intercultural events. • Strategic alliances with local accredited institutions for the consolidation of the HE system at the national level. • International fundraising. | <p>Universidad Del Valle:</p> | <ul style="list-style-type: none"> • Actions promoting the development of international cooperation. • International and intercultural events. • International fundraising. |
| | | | <p>ACADEMIC AND RESEARCH STRATEGIES:</p> <ul style="list-style-type: none"> • Student mobility schemes. • Study visits. • Curriculum development programmes. • Internationalization of Curriculum. • Foreign language study. • Local language and culture training. • Joint and double degree programmes. • International Ph.D. Students. • International research projects. • International conferences and seminars. <p>TECHNICAL ASSISTANCE STRATEGIES:</p> <ul style="list-style-type: none"> • Student scholarship programmes. • Institution building programmes. • International agreements. • Academics-oriented training programmes. <p>EXTRACURRICULAR ACTIVITIES:</p> <ul style="list-style-type: none"> • Designing of the institutional policies for internationalization. • Operational activities to back up internationalization strategies. • Operational activities to back up internationalization strategies. • International and intercultural events. • International fundraising. • Strategic alliances with local accredited institutions for the consolidation of the HE system at the national level. |

In the mean time, technical assistance represents a higher concern on public universities. The strategic actions in public universities give a high priority to the international cooperation. In that sense, the Universidad de Antioquia articulated three specific lines of actions as they are academic cooperation and mobility, scientific cooperation articulated by the line of general services that conducts the operational part of international relations. In the case of the Universidad Nacional, the re-structuring of the international relations office considers four strategic lines that reinforce the international cooperation initiatives perceived and performed by the academic and research vice-rectories or at the faculty level. In the context of the Universidad del Valle, the vice-rectory of research and the international accreditation strategy through the academic vice-rectory supported by ORI, establish international institutional agreements aimed to reinforce the research or academic international actions. Though, universities of Antioquia and Nacional and to some extent Javeriana develop activities for the detection of fundraising, the Universidad del Rosario focuses on the capturing of projects based on their institutional capacity and supported by diverse international bodies.

In the category of knowledge transfer, three universities stated that they carry on actions with this purpose. The Universidad Javeriana provides lifelong or consultancy services in nearby regions, in the meantime Universidad Nacional is in the process of consolidating the opening of a postgraduate programme abroad. The Universidad del Rosario also deals with different services to be provided out of the country.

Extracurricular activities are priority approaches in all five universities due to the active young process of integrating an international dimension in the country. The universities of Antioquia, Javeriana, Rosario, and Valle seem to give a higher relevance to strategic alliances with local accredited institutions for the strengthening of the HE system at the national level. Extra-curricular activities at the Universidad Nacional concentrate on the specific task for international cooperation aimed to fundraising.

Accordingly, private universities seem to have an advantage regarding the amount of categories of strategic approaches to internationalization. This advantage can be explained due to the intrinsic conditions that make the Universidad Javeriana an international institution per se as member of the "Society of Jesus"; or in the way that internationalization in the Universidad del Rosario was transformed as a transversal axis that shapes the core institutional functions. Both institutions give a high priority to the integration of international perspectives under an institutional order.

Nevertheless, internationalization has been "inevitable" for the public universities as well, although budget restrictions and limitations on human resources do not facilitate the performance of strategic approaches to internationalization in a greater amount. They have evolved inside the institutions even though that the internationalization activity has gained more institutional support after 2008 in public universities.

5.5 Perspectives on Organizational Models.

The organizational strategies and models have been described through the presentation of every case study. Hence, the analytical comparison perspectives in this part are founded in van Dijk (1995) model of organization as shown in Table 5.5

Table 5.5 Organizational Structures for Internationalization

| Institution | Description according to van Dijk (1995) model of Organization |
|---------------------------------|---|
| Universidad De Antioquia | Thoughtful approach and a well-structured organizational culture under a balance centralized and decentralized strategies of implementation remarked by the absence of institutional policies for internationalization. |
| Universidad Javeriana | Described as a priority-interactive-systematic organization model which indicates a quick response to external developments, a great variety of activities at different levels and much commitment, the whole international dimension is organized in a systematic way. |
| Universidad Del Rosario | Integrated by indicating a strong international commitment and an organized institutional international culture. Policies on internationalization represent a priority, the support on internationalization actions is interactive and the implementation strategy is systematic. |
| Universidad Nacional | Thoughtful approach and a structured organization. The absence of institutional policies has not impeded the implementation of strategies of actions on internationalization but continuity is at risk when changes on institutional government take place in a short term. |
| Universidad Del Valle | Thoughtful approach and a well-structured organizational culture reflecting a balance between centralized and decentralized strategies of implementation. Green paper on policy implementation has been presented. |

In general, all institutions reflect different models of organization though organizational structures among public universities reveal similarities. This is perhaps due to its similar character. Organization models in private universities, however described differently, resemble a more organized system, again, perhaps due to their similar character. As it was stated above; processes in these institutions were reinforced since 2002 and 2007. Even though a salient progress is evidenced in public universities their organization models are very young. It can be concluded that organization models need a time of evolution and continuity to reach a greater impact.

Models of organization for internationalization of HE are also shaped by decentralized and centralized tendencies within the institutions. In the particular case of the

Universidad del Rosario, the “Chancery” coordinates and monitors the integration of the international dimension. This unit has a greater centralizing role in the overall process at the institution. In a moderate way, the universities Antioquia, Javeriana, and Valle reflect more balanced organizational models for internationalization. In Universidad de Antioquia, the international office provides and mentors the initiatives presented by the different units inside the institution. At the same time, the SAI in Universidad Javeriana supports and plans the strategies proposed by different faculties. In the Universidad del Valle, the institutional ethos is marked by a reciprocal technical assistance between the office for internationalization and the different faculties and other units. On the contrary, in the Universidad Nacional, the role of the ORI is just at the beginning of the implementation stage and activities on internationalization are marked by decentralization tendencies and fragmented actions.

In general, all institutional leaders have expressed commitment and the role at the faculty or different units range from an existing to a beginning active involvement. Again, more longevity is evidenced in private institutions. There is a greater conscience of the importance of the international dimension, but public universities are just in the process of discussing or developing the designing of policies for internationalization. The Universidad del Valle, is the public university with a higher progress in this issue.

On the contrary, private universities have consolidated their policies of internationalization; the institutional mission statements and regulations state the guiding principles of internationalization. In fact, internationalization has become a transversal element across the different core functions and university contexts for private and to some extent for public universities.

6. Conclusions.

The study explored how five accredited Colombian universities integrate an international dimension into their core functions, and explained how definitions, rationales, motivations, strategic activities and organizational models of internationalization compare within institutions. Even though it was not the main objective, the research also provided the updating of the state of the art concerning internationalization of HE in Colombia.

The findings partially support the thesis that systematic processes of integrating an international dimension into the teaching, research, and services are implemented in accredited universities in Colombia. The exploration reflected that accredited universities together with the RCI and ASCUN have provoked a bottom-up approach to the overall development of internationalization of HE in Colombia. Private catholic universities have reached a systematic, well structured and integrated organization of their international dimension. Their conceptions and rationales of internationalization are reflected in strategic approaches followed by assessment practices under institutional policies that serve as institutional guiding principles. A possible explanation for this might be that their private and also catholic character allowed for a more mature process of internationalization and for a more effective balance between centralized and decentralized strategies; which supported the consolidation of results over time.

The results shown in public universities also present a positive development of the process of internationalization. Their strategic approaches and organization models are identifiable, but marked by the current absence of institutional policies that guide the conceptions, rationales and in consequence the strategies for internationalization.

The differences between the results in public and private universities on the evolution of the integration of their international dimensions can be understood given the fact that the trajectory of the process started to be implemented in public universities only four

years ago. Nevertheless, the inquiry on internationalization has been studied in the country since 2002, and the general issue took importance in 1996 after the creation of the RCI under the umbrella of ASCUN. As it was put in evidence by Jaramillo (2005) and confirmed by Rodriguez (2007), there were some “lost years” when the internationalization in the country was static and obstructing, hence the plain development of the international dimension in public universities was delayed. The process of integration of an international dimension should be continuous and of constant improvement in HE institutions.

Additionally, meanings, rationales, motivations, and strategies for internationalization are shaped by the institutions’ local, regional and/or national contexts. Though meanings, rationales, and motivations are similar, implementation strategies differ according to institutional capacity, commitment, and organizational models. An overall system for internationalization is the outcome of an evolutionary process where different stages allow for integrating the policy, strategies, and actions into one institutional plan.

The country’s geographical, ethnical and anthropological diversity as well as the specific institutional identity also mark a difference on the implementation of strategies for the integration of an institutional international dimension. This helps to explain why integration is more effectively performed in one than in another public university. Reciprocity and participation has a greater tendency in public regional universities, while fragmented activities are more common in the national public university. Somehow surprisingly, strategies and activities on internationalization have a high level of relevance in both types of institutions. This mirrors de Wit’s argument that “the internationalization of education is inevitable as the advancement of knowledge and understanding is a global enterprise that has no borders” (de Wit 2002 p.95). Nevertheless, it can also be stated that the model of organization for universities, regarding the integration of international perspectives, is more successful when there is a balance between centralized and decentralized strategies that benefits the institution as well as its community.

The inter-institutional relations in the national context are considered as positive to the point of unifying strategies among some of the accredited universities with the approach “Colombia Challenge Your Knowledge”. That particular situation implies that internationalization and quality are directly inter-related. In the concrete Colombian case, it can be said that being an accredited university means having more opportunities in the international context; hence internationalization might act as an accreditation driving force for those institutions that are non-accredited. The more quality credentials presented by an institution; the more opportunities for establishing new double-degree and research agreements to attract more international students, or lifelong learning and consultancy services to be provided in the international context.

Another important finding was that there is an increasing number of initiatives for internationalization promoted by national and regional public and private universities. It can be inferred that the more the universities engage in international activities, the more opportunities institutions will find to improve the integration of their international dimensions as well as to reinforce their international horizon.

Regarding the strategic approaches, it is interesting to note that institutions have established “lines” or “axis” that represent specific actions on internationalization; each “line” or “axis” represent specific actions on behalf of each core function of the institution. It was also observed that the more articulated these lines are, the more strategic the institution becomes on internationalization. One single articulated strategic approach, taken in relation to more fragmented approaches, implies more impact on internationalization in terms of optimization of institutional resources and goals achievement.

At the regional level, contrary to expectations, Latin America is becoming more integrated regarding HE and Colombia is playing an active leadership. Hence, the consolidation of policies, rationales, and strategic approaches integrating the national and institutional levels can be considered nowadays as inevitable. Also, continuity of inquiring the

internationalization issue is relevant given the fact that the more initiatives on international integration the more opportunities will come across, and they need to be studied and revealed by the scientific community.

From a general perspective, the study reflects the highest development on internationalization of HE in the country given the fact that the case studies and the analytical comparisons are based on five of the best national HE institutions. Examples as the cases of the universities Javeriana and Rosario represent developed strategic and systematic processes of integrating international dimensions that serve as models for regional and international institutions that are at a lower stage of the process. The strategic approaches within these institutions reveal that advanced actions on internationalization of HE are feasible in developing countries and that effective implementation models are not exclusive to the advanced systems of HE in developed countries.

The study also reflects the positive benefits out of the internationalization of HE for Colombia; the system has reacted providing support and increasing commitment to strength the quality and the international perspectives. Institutions have performed successful practices of integrating relevant international approaches and at the unit levels the programs are training students with more international profiles. Internationalization of HE is acting as a quality driving force at all system levels in this Latin American nation. However, negative impacts of internationalization also need to be explored and explained in further local or regional studies in order to have a clear spectrum of the issue.

The international contribution from this local study relies on the considerations that need to be set by HE institutions in general when implementing strategic approaches to internationalization. Major considerations should consist of exploring the institutional and local contexts, their capacity, and needs. Despite the inevitability of integrating international perspectives into the core functions of universities due to external driving forces, priority has to be given to the institutional and local contexts in order to settle the

conceptions and reasons for internationalization. The institutional capacity and commitment as well as the local and regional strengths and needs must shape the different elements to approach internationalization of HE. In that sense, internationalization of HE besides forcing quality improvement, also leads to local and institutional innovation having clear that “one size does not fit all”.

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Appendix 1

The International Dimension of Universities in Colombia

Semi-structured Interviews

Institutional Background.

- ¿Quién y qué es la Universidad en el contexto Colombiano?

Definition of Internationalization.

- ¿Cómo interpreta la universidad el proceso de internacionalización?
- ¿Qué términos se usan dentro del proceso de internacionalización en la Universidad?

Rationales and Motivations for Internationalization.

Dentro de las razones por las cuales se da el proceso de internacionalización en la educación superior están: las razones políticas, económicas, socio-culturales, y académicas.

Desde esas múltiples razones:

- ¿Se consideran razones de tipo Político?
- ¿Razones Económicas?
- ¿Razones Socio-culturales?
- ¿Razones Académicas?

Strategic Activities for Internationalization.

A nivel del capital humano institucional

- ¿Que acciones se llevan a cabo en lo referente a la docencia, la investigación, la extensión y demás servicios institucionales?
- ¿Cuáles son los tipos de actividades o Categorías de actividades que se llevan a cabo en la Universidad y con que propósito?

The Organizational Structures

Sobre el modelo institucional:

- ¿Cómo está organizada la institución para atender las estrategias y acciones de internacionalización?
- ¿Cómo se definen las estrategias?
- ¿Qué estrategias de evaluación y mejoramiento de la calidad del proceso de internacionalización se llevan a cabo?

Outcomes of internationalization.

- ¿Cuál son los resultados de mayor impacto que se han obtenido tras esta gestión?

Closing

- ¿Adicionaría información pertinente a este proceso en la universidad tras esta serie de preguntas?

