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**INSTITUTIONAL SELF-STUDY ON
INTERNATIONALIZATION**

MARCH-APRIL 2010

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PRESENTATION

The Institutional Self-Study on Internationalization and its report were carried on during the first quarter of 2010, and was guided by an Internationalization Committee and a Coordinating Group.

The initiative for carrying on an Institutional Self-study on internationalization was triggered by the participation of CETYS University in the *Internationalization Laboratory* of the *American Council on Education (A.C.E.)*, a learning community that attends on institutions participating in the development of a comprehensive internationalization strategy, in addition to the assessment and follow up of each institution's advances towards achieving its internationalization goals. The participating universities of the *2009 Cohort* at the *Internationalization Laboratory* were: Inter American University of Puerto Rico, University of Kentucky, Marshall University, Long Island University, East University, Drake University, University of Tulsa, and CETYS University. The first *2009 Cohort* meeting was held on August 28, 2009 in Washington, D.C., with the participation of CETYS University as the first and only Latin American university with no American origins. CETYS University was counseled by Dr. Barbara Hill who represents the A.C.E. in this process, and who visited CETYS University in November 2009. The second *2009 Cohort* of the *Internationalization Laboratory* was held on February 4, 2010 in Washington, D.C.

The Institutional Self-Study on Internationalization, in addition to being a key component of the process and methodology established by the *Internationalization Laboratory* of the *A.C.E.*, serves as input for the institutional strategic planning process regarding the 2020 Plan, especially on the internationalization field.

This report is structured around topics that discuss diverse aspects and areas of the Institution, and tries to reflect the relation among these areas and institutional internationalization, in addition to identifying areas of opportunity and proposals about it. Each topic's section includes an introduction of the topic, it states how it was addressed, is followed by the topic's development, and ends with a list of areas of opportunity and proposals, as well as a list of annexes, according to the section.

Members of the CETYS University community from the three campuses participated in the elaboration of this report: faculty, as well as the administrative personnel.

Annexes to the report constitute a series of documents, tools, formats and surveys elaborated by the Committee to assist on the Self-study process, as well as the results obtained. They have been organized and compiled in a CD attached to the report.

INTRODUCTION

The Institutional Self-Study on Internationalization was based on the methodology proposed by the *A.C.E. Internationalization Laboratory*, and was structured around the following five topics:

1. Articulated Commitment to Internationalization: Mission, Vision, Structures & Policies
2. Linkage of Internationalization to the Educational Model and Deployment through Teaching & Learning: The Curriculum & Co-Curriculum
3. The Human Resource: Faculty & Students
4. Institutional Foreign Policy: Agreements, Partnerships & Mobility
5. Communication of Internationalization Efforts: Internal & External Channels and Strategies

The Internationalization Committee that guided this endeavor has the following purposes:

1. Promote discussion and dialogue regarding Institutional Internationalization, within the Academic and Support areas in the institution, strongly focusing in the 4 main points of the CETYS 2020 Vision.
2. Carry on the Institutional Self-Study process on Internationalization (*Internationalization Review*).
3. Develop the Institutional strategic plan on Internationalization.

The Internationalization Committee is formed by faculty and directors of the three colleges from the three campuses, and has a Coordinating Group.

The Internationalization Committee is organized in 5 teams to carry on the Institutional Self-Study on Internationalization. Each team is responsible of one of the five topics and has a teamleader, as well as a support group.

PRESIDENT OF THE CETYS UNIVERSITY SYSTEM	Dr. Fernando León
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COORDINATING GROUP	Alberto Gárate, Teresita Higashi, Dámaso Ruiz, Helia Cantellano. Scott Venezia, Elba Santaella, Jessica Ibarra

TEAM	TOPIC	LEADER	MEMBERS
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5	Communication of Internationalization Efforts: Internal & External Channels and Strategies	Jessica Ibarra	Francisco Reyes, Efraín Leree, María Elena Aguilar, Socorro Aréchiga

The Institutional Self-Study on Internationalization has a Capacity focus, carried on as with other self-study projects associated with institutional certifications, such as WASC, and academic programs such as CACEI, CACECA, etc., understanding *capacity* as the identification of structures, policies, resources, programs, etc., that define and support the core processes of the Institution. In this case, the focus of capacity and such processes will be about Internationalization.

The work regarding each topic was guided by a series of Key Questions for Review, taken from the guidelines provided by documentation by the *A.C.E. Internationalization Laboratory*, in order to carry on the Self-Study process. Each team included additional questions in their analysis that arose as part of the analysis and discussion process.

Each team elaborated a report where they describe their findings regarding the questions, as well as the corresponding documentation for support, and tools and instruments that are designed and used for gathering information.

Additionally, each team indicated in their report a section where a series of areas of opportunity and proposals are identified, regarding the corresponding topic.

The reports of each team were compiled in a global report, which will be published for the knowledge of the CETYS community and the external community, this document will also be part of the participation process of the *A.C.E. Internationalization Laboratory*, and the proposals derived from the process of analysis and discussion will serve as input for the Strategic Planning process regarding the 2020 Institutional Plan, as well as for the Strategic Planning

process regarding Institutional Internationalization, which will be worked on the following stage by the Internationalization Committee for the rest of 2010.

**TOPIC 1:
ARTICULATED COMMITMENT TO INTERNATIONALIZATION:
MISSION, VISION, STRUCTURES AND POLICIES**

INTRODUCTION.

This topic is about the articulated commitment established by the Institution on Internationalization, which is reflected on its Mission, Vision, Structures and Policies.

The key questions addressed for the analysis of this topic are the following:

- *How is Internationalization defined, as well as the global/international learning, which are part of the Institutional Mission and Vision?*
- *Which are the goals set by the Institution regarding Internationalization, and where are they defined?*
- *Does the Institution have a strategic plan, and if so, how is it integrated on Internationalization?*

- *Where does the Internationalization responsibility lie within the institutional organizational structure?*
- *Which are the institutional policies regarding Internationalization, where are they, and how are they applied?*
- *Which institutional financial resources are destined for Internationalization?*
- *What is the role of the IENAC Board Members in promoting and supporting Institutional Internationalization?*

The analysis regarding this topic has the purpose of stating that, together with the humanist vocation reflected in the CETYS Mission, the Internationalization fields are part of the educational principles of the Institution, and evidence of it will be shown along this report and self-study.

CETYS University is an Institution located in the northeastern border of Mexico. This is a strategic geographical situation for the development of educational processes related to internationalization. The need and emerging search for interinstitutional connections of CETYS have its origins in the far 80's, but is highlighted years later when the first agreement with a foreign university was signed (Cal Poly Pomona, CA, United States). From that historical fact, approaches and collaboration programs with universities from different countries have been multiplied throughout the years. It must be stressed that in the visions of those who have directed the Institution, there has been a global vision, while being encouraged, it goes beyond the geographical.

The team in charge of this topic works in diverse areas of the institution, which allows the review of the Internationalization category from diverse angles: the planning, the administration, the public relations and the academy one. The topic was addressed through a series of face to face and videoconference meetings, besides maintaining contact by electronic means, in order to analyze the key questions, reflect on the topic and exchange information. Diverse self-studies carried on by the institution regarding academic programs and international accreditations were revised, and official documents on the Internationalization field were analyzed, which are promoted by the institution in the development of its academic programs; with all this input, the key questions on this topic were answered.

ARTICULATED COMMITMENT TO INTERNATIONALIZATION: MISSION, VISION, STRUCTURES AND POLICIES

THE INSTITUTIONAL MISSION

CETYS University is defined as a humanist university. It formally initiates this path on its educational processes in 1977, year which the Mission was elaborated. "It is the purpose of CETYS to contribute in the training of people with the necessary moral and intellectual capability to participate in the economical, social and cultural improvement of the country in an important way".

This means a momentous step into the search of its identity as an educational institution, and therefore, its philosophy. It states its purely humanist vocation, for it is the person, not the professional, the priority of the educational process. The confirmation of the social sense in education must likewise be stressed: it contributes, through its graduates, to the improvement of society. On the other hand, a generic profile of its professionals are outlined,

and whose components are, followed by an intellectual capability, "...those values that have been traditionally considered basic so men can live in society in a pacific way, and satisfy the needs that their arduous capability allows them."

This means that CETYS University is redefined according to its Mission, it resumes its vocation and clarifies its role and commitment before the challenges and opportunities that the new world presents at the dawn of this century and millenium. CETYS University looks forward to becoming a civilizing agent, responsible and committed, through its basic operations that must be inspired from and directed by the following guidelines:

- a) Excellence as a way of life and action
- b) Primacy of Ethics over Techniques, by serving human beings
- c) Respect to a person´s dignity and human rights
- d) Affirmation of freedom as a principle that sustains order and social dynamics, as well as solidarity in responding to social problems
- e) Primacy of reflexion over information

THE EDUCATIONAL MODEL AND THE INTERNATIONALIZATION FIELD

Although the projects and programs were being carried out since the 90´s and have a curricular impact in restructuring the curriculum, it is in 2003 when the educational model is explicitly managed as part of the curricular development with a direct impact on student life.

The educational model comes from the Institutional Mission. It runs on the idea that it is through education that we are born unto the world, and, in a direct way, the dimension of time makes sense in students. That is why a general culture, as well as specific knowledge and skills and abilities that lead us to learn to learn, and learn to do, are present, as an unmistakable sign of intelligence; in the same way, the model builds character, coherence, imagination and creativity that pretend to take the pupil to establish relations of social life. Pointedly, the model´s fields direct education towards the aspects that define the profile of today´s and our future´s professionals: they are developed in a continuous improvement environment, of social and working linkage, with an entrepreneurial attitude in an international framework. Essentially, the model sets bases so the pupil acknowledges himself to generate a life project, and exercises citizenship in a social environment.

The Educational Model of CETYS has three components: philosophical principles, pedagogical principles, and the fields.

The fields are the distinctive elements that the institution intends to encourage more strongly in a determined period, and its main points of reference are the institutional philosophy, as well as the pedagogical principles. More than any other, the fields must be clearly reflected in the curriculum design. The educational model views a group of fields, among which the Internationalization Field is identified.

Internationalization and the 2020 Vision

2020 CETYS PLAN AND VISION

The 2020 Plan defines this institution´s raison d´etre for the following years; it poses strategic trends and clearly expresses the challenges and implications it faces. Its elaboration began in 2009 and in 2010 it will begin operations. The Plan has the following purposes:

1. *Define precisely the type of Institution CETYS intends to be, by the humanist education parameters, global competitiveness, viability and sustainability for the following ten years.*
2. *Define and operate a high quality education strategy that guarantees measurable results in the key processes of the institutional life (student learning, the role of the faculty, academic programs, and finance management, among others).*
3. *Strengthen the strategies that consolidate **CETYS in the international field** and its positioning as a competitive university in this context.*

Given these purposes, the Vision has been defined for CETYS and it has been approved by *Instituto Educativo del Noroeste A.C. (IENAC)*, the highest governing body of the institutional life, it is written as follows:

“CETYS University will be an institution of high quality education, globally competitive, operating as a learning community and acknowledged by its actions and outcomes in favor of sustainable development.”

Some of the most relevant attributes to be mentioned, specially those regarding the internacional dimension –globally competitive- are listed as follows:

- ✓ All students having internationalization experience
- ✓ Recognition under international standards
- ✓ Being internationally certified, mastery of the English language (bilingual graduates)
- ✓ Faculty with high prestige and educational levels (including PhD’s)
- ✓ Value proposition (flexible, innovative, competitive)
- ✓ International experience, exchange programs, and student mobility, active faculty participation in inter-university projects in a globalization framework
- ✓ Recognition of cultural diversity and global perspective
- ✓ Double degree programs, foreign stay programs

STRATEGIC TRENDS AND FIELDS

The great patterns or courses the institution will take on to achieve the mission and reach the goals of the vision. It is the first level –the philosophical-pedagogical one- where the internationalizaion field is refered to. It quotes:

CETYS is and will continue to be a university that trains people. This is its *raison d’etre*, as stated in its Mission; finding its concretion in an educational model based on humanist, high quality education, with explicit fields that, with time and context, looks forward to making effective the campuses vocation, the educational levels offered, and the available resources, considering the people they attend to.

There are five fields; the internationalization field states the following:

“It will be a distinctive, differentiating element in our graduates’ education, it tends to provide students, faculty, the administration, and the community, a global perspective that is tolerant and inclusive with cultural diversity, which implies, among other actions, strengthening the internacional focus of the curriculum and co-curriculum, greater student and faculty mobility, graduates with a greater mastery of English and knowledge of a third language, usage of bibliography and data base in English, delivery of lessons

in English, greater mobility in the graduate studies program, and more double degrees as part of our educational offering, among others.”

Internationalization and the internationalization field at CETYS University.

The internationalization field is an initiative that aspires to create a relevant environment at Cetys to develop in students a global mindset that will enable them to perform as competitive professionals in a modern society of the 21st century.

DEFINITION

Internationalization means a process that seeks to broaden the traditional general education of people from a national framework, that values an education that will transcend our borders and prepares them as citizens of the world.

Internationalization implies the establishment of strategies that prepare its members to integrate themselves in a multicultural society where diverse languages and ways of living flow. This multicultural vision confronts stereotypes, promotes cultural diversity, helps to find new value added ways, and helps the university to acknowledge the need for change in many areas.

A global vision is the capacity, abilities, and values a student must develop in order to analyze problems and solutions with an international focus.

ELEMENTS

The international dimension is formed by six main components:

- A) *Curriculum and faculty*: The curriculum must be the core and strongest point of the international dimension, since learning goes directly to the classroom and the students. A few aspects that must be highlighted: courses with international content, general education aspects for all students, special degree options, bibliography, guest instructors (transmitting classroom and virtual teaching); use of foreign languages, contemporary topics of global reach, and dissertations that reflect an understanding of a global environment, among others; faculty with international experience, instructors that incorporate international components to the teaching-learning process when traveling, studies abroad, and participation in congresses and/or events of international relevance, among others.
- B) *Studies abroad and international exchange programs*: promote student participation (greater than 10%), establish agreements and alliances with universities beyond traditional programs in diverse continents; assurance of different programs (double degree, continuation of graduate studies, participation in the Good Neighbor program, short summer stays, and diploma courses, among others); the search of resources or funds to promote more exchange programs or graduate studies; and the generation of new programs as a result of these alliances.

- C) *Foreign Students*: Attract foreign students so they can participate in programs as well as in activities, such as: professional practices, social service, and other community projects (greater than 3% of our population) that will provide our local programs a greater cultural diversity; establish support services to foreigners, such as orientation, advising, housing; follow up and/or contact foreign students upon their return to their country of origin, among others.
- D) *Technical cooperation and international development*: Technical cooperation and international development program for different people and levels where students and faculty can participate in, such as: CONAHEC, Phi Beta Delta, HACU, etc; support resources for student and faculty mobility; the corresponding resources and orientation for this to happen.
- E) *Public Service*: It comprises activities that have to do with the cooperation between the community and the institution, public services and programs of international content that contribute to provide solutions to community needs, for example, entrepreneurial programs, student leadership community programs, development of microentrepreneurs, development of competencies, etc.
- F) *Administration*: An administrative leadership must be sought to achieve the goals set, these go from human resources (director or committees) with their activities defined to develop strategies and manage activities, authority and the necessary resources. This human team may be formed by academia staff from different areas of the institution in order to facilitate the communication with all the community, and mission-vision coherence with operational programs.

OBJECTIVES

- *General*:
 - ✓ Offer students the opportunity to acquire an international dimension to add value to people and to contribute with ideas and principles that lead to the solution of local and global problems.
- *Specific*:
 - ✓ Develop a global mindset in students and in all the CETYS staff that provides them with a general knowledge of other countries, sensitivity towards other cultures, the mastery of at least one foreign language, and the skills required in the professional field to perform competitively in modern society.
 - ✓ Generate programs and educational services together with foreign universities, that redound in quality responses that are new and internacional to their market.

GOALS

Some of the main goals were defined in the 2010 PLAN; some of them are:

- Prompt bibliography with a global focus (international marketing, international administration, international finances, etc.)
- 40% of the courses delivered in English from the sixth semestre in all college academic programs.

- 100% of graduating students shall pass the English diploma course.
- Offer double degree programs to 100% of the administration programs.
- At least 10% of students in the ninth semestre will have had experience abroad.

ORGANIZATIONAL STRUCTURE

In practice, the current responsibility lies on the Office of the Academia Vice-President, with different promptors in it, the departments of International Programs, the Collage, Schools and faculty. Each element complies with different functions in prompting this field. For example, the International Programs Department attends on students exchange programs to diverse foreign universities.

The Board Members at CETYS (members of *IENAC*), support the international vision and the global focus on education, they would even want 100% of the students to have an international experience off campus, but are aware of the limitations in resources. They are continually being informed of the institutional endeavors.

FINANCIAL RESOURCES

It basically comes from the operational budget, as well as special budget headings from the institution (there once was a time for strategic budget heading, which funded part of this endeavor).

There have been some isolated attempts to prompt this type of endeavors from the point of gathering resources.

The International Programs department has resources for student mobility.

The Colleges have support for the double degree programs, the impulse for the English language, courses in English, etc.

This is all included in an operational budget, there is no systematic process of budgeting the fields, and therefore, internationalization as such.

AREAS OF OPORTUNITY / PROPOSALS

Areas of opportunity are identified; the following proposals are posed as follows:

About internationalization and the 2020 Vision

1.1 Consolidating the Internationalization field through the 2020 Vision:

Although the Internationalization Field has played an important role in the Institution, it must be reconsidered and consolidated based on the 2020 Vision, according to the four main points that compose it, focusing particularly on Global Competitiveness and Academic Quality.

1.2 Alignment of the Internationalization Committee's work and A.C.E.'s Internationalization Laboratory project with the 2020 Plan: Although the Institution has been carrying on the strategic planning process in designing the 2020 Plan, while carrying on with the project derived from the participation of CETYS University in the *A.C.E Internationalization Laboratory*, an alignment of both endeavors is proposed, in such a way that this Institutional Self-study on Internationalization and its proposals, work as input for the strategic planning process to define the 2020 Plan.

About Internationalization and the Internationalization Field at CETYS University

1.3 Definition of an Institutional Internationalization Area that depends on the Office of the Academic Vice-President:

Although the endeavors, activities and projects that promote and support institutional internationalization have been carried on, there is not one area that has the institutional strategic overview on internationalization focusing on the academic area, and that is why there is a need for creating an Institutional Internationalization Area that depends on the Office of the Academic Vice-President, it will work for: guiding the endeavors of the Institution's strategic planning on internationalization; coordinating tasks, activities and projects carried on by the Colleges; promoting initiatives on institutional internationalization and providing follow up on all these endeavors for the CETYS System. The Institutional Internationalization Department has been named occasionally in *A.C.E.'s* terminology as a *Senior Internationalization Officer*, depending on the *Provost* or the *Vice-president of Academic Affairs*. This proposal follows the same line as the one proposed in 4.2 and is explained in detail in Topic 4.

1.4 Establishment of an Internationalization Academic Board: Although there is certain academic participation related to the offering of International Programs, there is a great area of opportunity in achieving that the academic staff undertake a central role in defining the policies, procedures and follow up of academic activities related to internationalization and international learning offered by the International Programs; that is why an Internationalization Academic Board is proposed, one formed by the institution's faculty that attends on and follows up on academic aspects that have to do with International Programs, operated by such department. This Board can be a component that makes part of the Academic Senate.

1.5 Definition of the Institutional Foreign Policy document: Although there are institutional documents on internationalization, there is not an institutional document that comprehends them as part of the Institutional Foreign Policy; therefore the elaboration of a document defining the Institutional Foreign Policy is proposed, integrating the existing

documentation and including the outcomes from the Institutional Self-Study on Internationalization, as well as the outcomes from the *A.C.E. Internationalization Laboratory* process. This proposal follows the same line as proposal 4.1 and is explained in detail in Topic 4.

1.6 Carry out a regular and systematic exercise of budgeting the institutional internationalization in all items and aspects: Although budget exercises and financial practices at the institution have maintained a healthy record, there is an important area of opportunity in integrating budget exercises in a systematic and clearly identified way, all that has to do with the fields and its financial impact, that is why the definition and making of an institutional budget is proposed regarding internationalization, that is duly justified and classified in the corresponding items. This proposal follows the same line as proposal 4.12.

TOPIC 2:

LINKAGE OF INTERNATIONALIZATION TO THE EDUCATIONAL MODEL AND DEPLOYMENT THROUGH TEACHING & LEARNING: THE CURRICULUM & CO-CURRICULUM

INTRODUCTION

This topic is about the linkage between the Institutional Educational Model and Internationalization, with a focus towards its deployment through the teaching-learning processes established as part of the curriculum and co-curriculum.

The key questions issued for the analysis of this topic are:

- *How is Internationalization articulated with the Institutional Educational Model?*
- *Are there learning outcomes related to Internationalization and/or global/international learning?*
- *How is Internationalization articulated and deployed, as well as global/international learning through academic programs and co-curricular activities?*
- *Are there language requirements for students, and how is this supported to guarantee the fulfilling of such requirements?*
- *How is learning assessment carried on regarding Internationalization and global/international learning?*

The analysis regarding this topic has the purpose of expressing the way that internationalization and globalization are included in the students' and faculty's, from the CETYS community, daily activities. A reflexion on the learning activities that somehow promote contact with other cultures prepare our academic community to integrate themselves in a growingly diverse world, and allows us to participate in the changes that benefit the world.

A questionnaire was designed and displayed to different instructors and directors from the institution (**Annex 2.1**), requesting their answering some of the key questions, and to make a deeper reflexion on the topic. In the same way, an Internationalization Inventory Instrument was designed and displayed (**Annex 2.2**), in order to gather information about the dynamics that have to do with academic programs offered by the Institution.

LINKAGE OF INTERNATIONALIZATION TO THE EDUCATIONAL MODEL AND DEPLOYMENT THROUGH TEACHING & LEARNING: THE CURRICULUM & CO-CURRICULUM

Internationalization in the Educational Model

For CETYS University, the “*Internationalization*” concept refers to international education, from an institutional, integral and inclusive focus, that comprehends three main points:

- a) The content with the curriculum’s international field and co-curricular activities.
- b) Student and faculty mobility regarding studies abroad, academic/professional development, and research.
- c) Institutional agreements, treaties, and alliances to promote educational programs and international projects.

In order to understand this better, it is worth mentioning that the Educational Model at CETYS University is composed by a central area explained in its humanist mission and vision, as well as by four main points:

- Philosophical principles
- Curricular design
- Pedagogical principles
- International fields

The fields are the distinctive elements that the Institution intends to impulse more strongly in a determined period and its main point of reference is the institutional philosophy, as well as the pedagogical principles. The fields must be clearly reflected in the curriculum design.

The Internationalization Field seeks to provide all students, and therefore all graduates, an international academic and life experience, throughout their education at CETYS University, at any level, regardless of the area they develop in.

Internationalization and Institutional Learning Outcomes

As part of the initiatives derived from the WASC Certification process, the Institution has begun with the dynamics of Learning Assessment, and therefore a series of Institutional Learning Outcomes have been defined, applicable to all academic programs offered by the Institution. Of the four Institutional Learning Outcomes developed as part of these endeavors, there is one corresponding to cultural diversity, defined as Institutional Learning Outcome #4: “Embracement of cultural diversity”, defined as follows:

Upon concluding the academic programs, students will show knowledge and tolerance towards other cultures, and will apply these skills to establish human relations, thus manifesting respect towards diversity.

There is an Institutional Learning Outcome that is being currently applied just to College Programs that has to do with the English language, defined as Institutional Learning Outcome #5: “Clear and effective communication in English”, defined as follows:

Upon concluding the academic programs, students will be able to express ideas clearly and using the appropriate language in English, in an oral, written and visual way.

Internationalization and its deployment in academic programs

The academic programs offered by CETYS University in all levels, common curricular elements can be found that impulse internationalization and global learning, as well as particular elements in several academic programs that impulse internationalization from a discipline or area of knowledge associated to the academic program.

HIGH SCHOOL – Curricular Elements

In High School, Internationalization and Globalization are addressed to all students in the *Socioeconomic Structure of Mexico* course, unit IV, and in another course in fifth semestre named *History of Our Times*. Those students choosing the elective courses from the *Administrative Economic* area, can course *International Relations and Trade I* and *International Relations and Trade II* (**Annex 2.3**).

In addition to curricular courses, the Tijuana and Ensenada campuses have the following High School offering:

a) *Bilingual High School (Tijuana Campus)*: It is a program that CETYS University implemented in 1997, consisting of an upper secondary program that some states in Mexico, and other Spanish-speaking countries, have worked with, where 40% of the basic High School courses are delivered entirely in English, having several participating foreign instructors.

b) *International High School (Ensenada Campus)*: It is a complete pre-College course, rigorous, demanding and balanced, destined to young people and instructors that are highly motivated. It covers a wide range of academic disciplines and constitutes a sophisticated and coherent curriculum consolidated through time, that has educated more than half a million students in 2145 Colleges of 125 countries, since its beginnings in 1968. The young people who have studied this program, are trained to discuss current affairs from an international perspective, to assume leadership positions and to provide support to their communities in an international environment. They are prepared to deepen in the study of specific topics, and at the same time, keep a wide vision in the diverse areas of knowledge. The program conveys to students a positive attitude towards learning that prepares them for college education. International High School students are able to issue complex questions, research a topic and express their opinion clearly. They possess a strong sense of personal and cultural identity, in addition to being skilled at communicating in two or more languages with people who have a vision of the world different from theirs.

COLLEGE – Curricular and Co-curricular Elements.

The College academic programs at CETYS University have a series of curricular components that impulse internationalization, in the way of courses, common to all academic programs. All college academic programs include *Globalization and Economical Development*, as well as *Advanced Communication in English*. Additionally, there are topics addressing internationalization, as well as cultural diversity within the *Culture I* and *Culture II* courses, as well as in *Man and Environment*, *Man and Ethics*, and *Man, History and Society*, which are common to all college academic programs (**Annex 2.4**).

In addition to these common courses, in the case of the academic programs for the Business Administration College, there is a series of courses with a strong international focus (**Annex 2.5**), such as:

- *“Transcultural Behavior”*
- *“Comparative Corporate Tax Framework”*
- *“Comparative Law for Foreign Trade”*
- *“International Law”*
- *“International Business Entrepreneurs”*
- *“International Business Strategy”*
- *“International Business Strategy I and II”*
- *“Global Organizations Management”*
- *“International Marketing”*

Even though these courses are not part of the academic programs offered by our Colleges, they are part of the elective courses that can be studied by students from such academic programs.

The college academic programs offered by all Colleges, establish a semester offering of courses for the fifth semester and on, delivered in English, by tenure and part tenure instructors of the institution, as well as guest instructors. That, attending, to the institutional policy for college academic programs that states that all academic programs must offer courses in English to students from the fifth semester.

The college academic programs offered by the Business Administration College, have a double degree option through the MEXUS and SUMA programs, as well as through City University of Seattle in the United States, which allow students to study different courses abroad, thus obtaining an international life and academic experience, while obtaining a degree from a foreign institution, in addition to the degree obtained by CETYS University.

The college academic programs offered by the Engineering College have two double degree programs with City University of Seattle in the United States, and with Hogeschool Zeeland in the Netherlands.

This information can be found in the Internationalization Inventories of the Colleges (**Annexes 2.6-2.8**).

Regarding co-curricular aspects, in addition to student mobility impulsed by the International Programs offering, there is a series of events that promote internationalization within the institution, such as congresses, simposiums, forums, and reunions, with the participation of diverse international publics, and students and faculty from CETYS University,

like attendants and organizers, who have lecturers and local presentators from different parts of the world, for example, the “*International Economic Summit*” where each year the Tijuana and Ensenada campuses participate, the “Panel of Presidents” carried on in early 2010, where Presidents and Advisers from diverse institutions from 7 countries participated, the Business Administration Congresses, the Engineering Simposiums, etc.

GRADUATE STUDIES PROGRAM – Curricular and Co-curricular Elements

The curricular and co-curricular elements regarding the graduate studies program, can be found in the Graduate Studies Internationalization Inventory (**Annex 2.9**).

Internationalization and language requirements

CETYS University acknowledges the importance of its students managing at least one language in addition to Spanish. In this sense, CETYS University has carried out efforts that allow its students to achieve an English level that enable them to be competitive in their discipline areas when integrating to a company or organization, by performing their professional duties, as well as their performance in the following educational levels they wish to course.

HIGH SCHOOL:

In order to be admitted to high school at CETYS University, it is necessary to present the admissions test from the English Language Center of the local campus. This test will place students at their right level of English in order to study the English course.

During the sixth semester the TOEFL is applied, in order to assess the students’ advance during high school.

COLLEGE:

English as a Second Language is of great importance for student life during college, different scenarios are lived in different moments, and there are strategies for the different stages a student goes through during their academic program:

- *During pre-registration:* As part of students’ registration, Colleges makes a diagnostic exam to all the candidates. The result will not show the admittance or rejection of a candidate, however, it is used to place the candidate at any level in the English Diploma Course, a requirement for all students to course and pass during their college life so they can study the courses whose pre-requisite is the English language.
- *During college:* After having been admitted to a college academic program and having been tested by the English Language Center, students will obtain a result that will specify two possible outcomes: 1) the student has the minimum level, equivalent to 500 TOEFL points, or 2) the student must course one or several English levels of the English Diploma Course, offered by the corresponding English Language Center, with no charge to students.
- *The curriculum:* All students registered in a college academic program must course “*Advanced Communication in English*”, whose pre-requisite is to have previously fulfilled the English requirements, by obtaining a minimum of 500 TOEFL points or having

concluded the English Diploma Course offered by the corresponding English Language Center.

GRADUATE STUDIES:

For all graduate studies programs, except for the Master’s Degree in Education, an English test must be presented as part of the admissions exam.

Internationalization and learning assessment

CETYS University has been gradually developing schemes and instruments to deploy and carry on the learning assessment processes, due to recommendations derived from the WASC Certification process, starting with Institutional Learning Assessment, and eventually progressing towards the Learning Outcomes for each academic program.

Regarding Institutional Learning Outcomes #4 (“Embrace cultural diversity”) and #5 (“Clear and effective communication in English”), the following, regarding learning assessment, has been defined:

#	Learning Outcome	Instruments / tools	Observations about the evidence
4	<p>Embrace cultural diversity (learn to coexist, internationalization): <i>Upon the end of the academic program, students will show knowledge and tolerance towards other cultures, and will apply these skills to establish human relations, and will manifest respect towards diversity.</i></p>	<p>Institutional rubric to assess attitudes towards cultural diversity.</p> <p>Instruments (problem solution and cases) that permit the compilation of evidence on skills related to cooperative and collaborative work.</p>	<p>As evidence of the achieved learning, a sample of essays and solutions to cases and problems from the college and graduate studies programs, will be compiled, which will be assessed based on the annual learning assessment plan.</p> <p>Instruments in order to identify embracement towards cultural diversity will be applied.</p>
5	<p>Clear and effective communication in English (exclusive for College programs): <i>Upon concluding the academic programs, students will be able to express their ideas clearly using appropriate English language in an oral, written and visual way.</i></p>	<p>Institutional Rubric for presentations in English.</p> <p>Institutional Rubric for English writing.</p> <p>Standardized English test and an establishment of an acceptable minimum grade.</p>	<p>As evidence of the achieved learning, a sample of presentations and written work (projects, reports, essays, research papers) will be compiled from the college and graduate studies programs, which will be assessed using the institutional rubrics based on the annual learning assessment plan.</p>

AREAS OF OPPORTUNITY / PROPOSALS

Some areas of opportunity are identified, and the following proposals are made:

About internationalization and the educational model

2.1 Diffusion campaign of the Internationalization Field to internal and external public:

Although the Institution has defined the Internationalization Field as part of its Educational Model, it is observed with great importance that all publics at the Institution know and understand the meaning of this field, as well as the diverse forms in which the Institution carries on its deployment in the academic areas, that is why a diffusion campaign for the Internationalization Field to internal publics (faculty, students, areas of support) and external publics is being carried on, in such a way that the academic people involved in this process get to know this field very well, and the areas of support acknowledge their role in its deployment.

About internationalization and institutional learning outcomes

2.2 Definition of International Learning Outcomes and International Competencies: Although two Institutional Learning Outcomes have been defined (#4 and #5) which address two particular aspects on internationalization (cultural diversity and the English language), a group of International Learning Outcomes is proposed, which will constitute the group of international life and academic learning expected by every student at CETYS University, which must be reflected upon the curriculum (academic activities within the academic programs), as well as in the co-curriculum (the study of languages, student mobility, events, etc.), all these considering the dynamics of Learning by Competencies which our academic programs must start operating by, a group of International Competencies is proposed to be defined, one that every student at CETYS University achieves and that will impact directly on their professional skills and abilities that our graduates will apply on their working field or further studies.

About internationalization and its deployment in the academic programs

2.3 Curricular design of the academic programs on Internationalization:

Although all academic programs at CETYS University offer some component of Internationalization in its common courses, the academic programs do not have a curricular international component that is common, longitudinal, systematic, and measurable, that is why it is proposed to integrate internationalization components to each and every one of the common courses as part of the content and learning activities of each course, in addition to having each academic program define and integrate internationalization components in the content and learning activities to courses belonging to the areas of knowledge and particular disciplines of the academic programs.

2.4 Curricular design of the academic programs regarding student mobility and double degree programs:

Although all academic programs at CETYS University offer International Programs choices for student mobility, and that also several academic programs offer double degree alternatives, the academic programs are not flexible enough to guarantee that all

students participate in student mobility or double degree programs, or that they can conclude their academic program in the ideal period established, in addition to the problems presented when wanting to tie our academic programs to other institution's for the definition of the double degree programs, that is why it is proposed that a curricular design for academic programs have concentrations called "international", where the courses related to student mobility and double degree programs can be located and tied, in addition to designing a curricular map that allows more flexibility, in a way that students can build their academic program depending on the courses they have studied, and that the participation in student mobility and double degree programs can make part of such planning, thus, providing more flexibility.

2.5 Definition of a permanent offering of common College Courses delivered in English per academic program:

Although we have begun to deliver courses in English with tenure and part tenure instructors, as well as with guest instructors, this offering has not been permanent, that is, it varies semester to semester, and it depends on the conditions of each College and Campus, that is why a permanent offering of common College Courses delivered in English is proposed out of the group of courses common to all curriculums, that will additionally make each College academic program define a permanent group of courses delivered in English that belong to the corresponding area of knowledge or discipline.

2.6 Definition of a permanent scheme of foreign guest instructors:

Although we have begun to deliver College courses by foreign guest instructors, this varies semester to semester and it depends on the conditions of each College and Campus, that is why it is proposed that each Collage establish an academic and budget scheme in order to have at least one foreign guest instructor delivering on-site, hybrid, or on-line courses in their academic programs; all three campuses must be benefitted from this through student and faculty mobility between campuses and using electronic means to support learning, such as Blackboard and the videoconference systems. In order to carry this proposal on, it is necessary to first define the profile sought in a guest instructor and use the existing agreements and partnerships, in addition to seeking institutions around the world, and instructors interested in taking sabbatical or about to be retired.

2.7 Definition of double degree programs for all academic programs and the increase of double degree programs offering for the programs that already have them:

Although the Institution has made a big effort so its students participate in programs that offer them a life and academic benefit of a double degree, this option is currently non existent for all academic programs, and there are some academic programs that have a few options that are not necessarily directly related to the areas of knowledge or a particular discipline, that is why a search is proposed, that all academic programs offered by the institution can have at least one double degree program option, and the increase of current double degree programs offering to include double degree programs that will strengthen the particular areas of knowledge and disciplines of the academic programs.

2.8 Search for academic programs certifications by international bodies and institutions:

Although the Institution has had and continues having the commitment towards continuous improvement, reflected in the search for national and international certifications, and that the academic programs have searched for, and accomplished, certifications by national bodies and institutions such as CACEI and CACECA, it is now proposed that we take advantage of this experience and the one from the certification process with WASC to search for certifications from international bodies and institutions, as examples: search for the ABET Certification in the United States for the engineering programs.

2.9 Seek that our students take exams of international professional certifications:

Although the institution has had the commitment of its students being assessed by external bodies like CENEVAL, we now propose the promotion of our students seeking to take exams, general or specific to their discipline, for international professional certifications. As examples: see that our engineering students take the *FE test (Fundamentals of Engineering)*, for which there is an engineering training background, and see that our students from the computing programs take the *A+ test from CompTIA*.

2.10 Offering of Bilingual and International options for High School, for the three campuses:

Although there is an offering of Bilingual and International High Schools at the Tijuana and Ensenada Campuses, this offering is not available for the three campuses, that is why it is proposed that this offering be established permanently for High School with Bilingual and/or International options for the three campuses.

2.11 A permanent and required international component in all events carried on by faculty and students at the Institution:

Although there is a group of co-curricular elements in which the institution, its faculty and students are involved in, some of them periodically others sporadically, in the form of congresses, simposiums, forums, and reunions, and that such events have conveyed international aspects, it is proposed that each event to be held must contemplate an international component regarding the themes, guests and participation related to them, in a way that this becomes an institutional characteristic and is integrated into the daily co-curricular activities of the institution.

About internationalization and language requirements

2.12 Seek that our students take the TOEFL before concluding their academic program:

Although the Institution has been committed so their students achieve an English level, making the TOEFL as such (the oficial version or an institutional one), which in the end constitutes an international standard, is not considered a requisite of the academic programs as it used to be, it is therefore proposed that students make the TOEFL before concluding their academic program, without this being an impediment for graduating or for obtaining the degree. This way, students and the institution will have a more quantitative measure of the English level of their graduating students, regarding an international standard.

2.13 Promote and facilitate a third language to our students:

Although the Institution has been committed so its students achieve an English level, we are aware that the knowledge of other languages besides English (and Spanish) contributes to the education, growth and competitiveness of a professional, in addition to the fact that a percentage of our student community already has an intermediate/advanced English level, becomes an area of opportunity for the Institution to promote and facilitate a third language for its students; it is proposed that High School, as well as the Collage Programs, explore the offering of language courses to students who have achieved an English level according to each academic level's requirements, for example: there was once the alternative, to students who had already acquired certain level of English, to study courses in German and French, for which credits were granted.

About internationalization and learning assessment

2.14 Diffusion of learning assessment outcomes and learning outcomes #4 and #5, and a greater involvement of the faculty in the process:

Although the institution is in the deployment process and in the gathering of information and adjustments regarding learning assessment, it is proposed that once the learning assessment outcomes are ready for Institutional Learning Outcomes #4 and #5, these be diffused among the academic community, in a way they can be integrated to the program review processes and the improvement of international programs and projects that impact on students' learning. In addition, it is proposed that there is a greater participation of the faculty in the learning assessment process, and that such process considers the co-curricular elements on internationalization that contribute to students' learning.

2.15 Integration of the International Learning Outcomes to the Learning Assessment plan:

Although the Institution is in the deployment process and in the gathering of information and adjustments regarding learning assessment, it is proposed that once the International Learning Outcomes are defined, they be integrated to the learning assessment plan, and that instruments are designed to assess the curricular and co-curricular components, as well as diffusing the outcomes.

ANNEXES

- **Annex 2.1:** Key Questions
- **Annex 2.2:** Internationalization Inventory Instrument for Colleges
- **Annex 2.3:** High School courses with international focus
- **Annex 2.4:** Common College courses with international focus
- **Annex 2.5:** Business Administration College courses with international focus
- **Annex 2.6:** Business Administration College Internationalization Inventory
- **Annex 2.7:** Engineering College Internationalization Inventory
- **Annex 2.8:** Humanities and Social Science College Internationalization Inventory
- **Annex 2.9:** Graduate Studies Internationalization Inventory

TOPIC 3: THE HUMAN RESOURCE: FACULTY AND STUDENTS

INTRODUCTION

This topic is about human resources and internationalization, with specific focus on the faculty student binomial.

The key questions that were addressed for the analysis of this topic are the following:

- *Which information is collected by the institution regarding the faculty's international profile (languages, experiences, interests, etc.)?*
- *How is the faculty composed, regarding the international profile (languages, experiences, interests, etc.)?*
- *How does the institutional plan see the development of the international profile of the faculty (languages, experiences, interests, etc.)?*
- *How is the international profile considered (languages, experiences, interests, etc.) in the institutional policies for hiring faculty?*
- *Does the Institution hire foreign guest instructors, and if so, is this part of an institutional strategy?*
- *How much participation from the faculty is there regarding projects and programs with foreign institutions and bodies?*
- *What is the international profile (languages, experiences, interests, etc.) of students?*
- *Which information is collected by the Institution regarding the international profile (languages, experiences, interests, etc.) of its students?*

The analysis on this topic has the purpose of expressing the way in which internationalization is reflected upon the international profile of the institution's faculty and students.

"International profile" is defined as the group of elements of a person, that have to do, primarily but not exclusively, with the following aspects: knowledge of languages, academic and non-academic experience in international environments, as well as interests regarding what is international and internationalization.

A survey was designed (**Annex 3.1**) in order to obtain information about the faculty's international profile, in addition to gathering impressions, points of view and proposals regarding institutional internationalization. A deployment was made to apply these surveys during the month of March 2010, achieving a sample of 67 College and Graduate Studies instructors from the three colleges, from the three campuses.

A survey was designed (**Annex 3.2**) to gather information on students' international profile, in addition to gathering impressions and points of view regarding institutional internationalization. A deployment was made to apply these surveys during the month of March 2010, achieving a sample of 670 College students from all the college academic programs offered by the institution, and from the three campuses.

The survey was also applied to a small sample of 58 students from the 2nd and 4th semesters from the High School at the Mexicali Campus.

THE HUMAN RESOURCE: FACULTY AND STUDENTS

Internationalization and the faculty's international profile

The institution currently collects the information regarding the TOEFL results for those instructors and employees who have taken it; an international profile is not part of the hiring policies, beyond defining minimum language requirements for those positions that require it, and the information in the resumes gathered by Human Resources, the Departments and the Colleges.

There is an institutional development plan for the faculty, which contemplates pedagogical, professional and life aspects containing the CETYS Faculty Certification, however, the international profile is not defined as such within the aspects that contemplate the plan, or within the CETYS Faculty Certification.

The institution has long ago entered the dynamics of hiring guest instructors from foreign bodies or institutions for the College and Graduate Studies Programs, to deliver courses in an isolated way, as well as for fellowships at the institution, this happening more often in the case of the Graduate Studies Program. In addition to making part of a policy or defined strategy at an institutional level with the support of Human Resources, it is part of the plans and projects of each College, and therefore there is no standardized process.

The survey that was designed to be applied to the faculty, contemplates, in addition to general information (Campus, Collage, Seniority, and whether the instructors participate in the Graduate Studies Program or not) the following elements:

- *LANGUAGES:*

As part of the international profile of the faculty regarding languages, whether the instructors speak languages in addition to Spanish, and if they are certified in such languages (for example: the TOEFL for the case of the English language).

The surveys indicate that, from the obtained sample, 92.53% of the faculty speak languages in addition to Spanish, mainly English, with a small percentage that speaks languages in addition to Spanish and English (23.8%).

- *STUDIES ABROAD:*

As part of the international profile of the faculty regarding experience, whether the instructor has had studies for which credits were given, and/or studies abroad for which credits were not given.

The surveys indicate that, from the obtained sample, 38.8% of the faculty have studies with credits abroad, mainly for the Graduate Studies Program, and 23.8% of the faculty have studies without credits abroad, mainly for courses and diploma courses.

▪ *DELIVERY OF COURSES IN ENGLISH:*

As part of the international profile of the faculty regarding experience, whether the instructor has delivered courses in English inside or outside CETYS:

The surveys indicate that, from the obtained sample, 19.42% of the instructors have delivered courses in English inside or outside CETYS.

▪ *PARTICIPATION IN ACADEMIC EVENTS ABROAD:*

As part of the international profile of the faculty regarding experience, whether the instructor has participated as lecturer or instructor in events with bodies or institutions abroad.

The surveys indicate that, from the obtained sample, 34.32% of the instructors have participated in academic events with bodies or institutions abroad.

▪ *PARTICIPATION IN ACADEMIC PROJECTS ABROAD:*

As part of the international profile of the faculty regarding experience, whether the instructor has participated in projects with bodies or institutions abroad.

The surveys indicate that, from the obtained sample, 22.38% of the instructors have participated in academic projects with bodies or institutions abroad.

▪ *CONTACT WITH BODIES OR INSTITUTIONS ABROAD:*

Whether the instructor has had contact with bodies or institutions abroad.

The surveys indicate that, from the obtained sample, 43.28% of the faculty have had contact with bodies or institutions from different countries, mainly Spain, the United States and some of them Europe and Asia.

▪ *INTEREST IN PARTICIPATING IN INTERNATIONAL PROJECTS AND ACTIVITIES:*

As part of the international profile of the faculty regarding interest on internationalization, whether the instructor shows interest in participating in international activities and projects, indicating the nature of the activity or project and the geographic zone of their interest.

The surveys indicate that, from the obtained sample, 95.52% of the instructors have interest in participating in international projects and activities, mainly regarding short stays, research projects and lecturing in a diversity of places from North America, Europe and Asia.

▪ *ACHIEVEMENTS REGARDING INTERNATIONALIZATION AT CETYS UNIVERSITY:*

The faculty's impressions on the institution's internationalization achievements:

The entire list of the faculty's impressions on the institution's main achievements regarding internationalization, can be found in **Annex 3.3**, where it can be seen that the three main achievements identified by the faculty are:

- The certification process with WASC
- Student mobility through the offering of International Programs
- Offering of Double Degree Programs

▪ *AREAS OF OPPORTUNITY ON INTERNATIONALIZATION AT CETYS UNIVERSITY:*

The areas of opportunity identified by the faculty on Institutional Internationalization.

This complete list can be found in **Annex 3.4**, where the main areas of opportunity identified by the faculty are:

- Take advantage of the international established linkages due to WASC.
- Establish double degree programs for all academic programs.
- Internationalization as a distinctive and differentiating element of quality at CETYS University.
- Establish collaboration agreements that promote faculty academic mobility.
- Promote faculty international development and growth, opening opportunities for the faculty.
- Internationalization, beyond student mobility in the way of exchange and double degree programs, evolving towards a point where the Institution has a continuous dynamics of participating in academic projects with international bodies and institutions.

▪ *THE COURSE CETYS UNIVERSITY MUST TAKE TOWARDS INTERNATIONALIZATION:*

The faculty's opinion regarding the course the Institution must take towards internationalization.

The entire list regarding the faculty's opinions on the course the institution must take towards internationalization can be found in **Annex 3.5**, where the faculty agree on the following aspects:

- Consolidation of the offering of international programs.
- Identification of strategic geographical areas and the establishment of collaboration agreements with foreign bodies and institutions.
- More involvement of the faculty in international activities and projects.

▪ *THE ROLE WITHIN INSTITUTIONAL INTERNATIONALIZATION:*

How the faculty identify their role within Institutional Internationalization.

The complete list of the faculty's comments on the role they would like to have in Institutional Internationalization can be found in **Annex 3.6**, where the faculty's comments agree on the following aspects:

- Become promoters of internationalization.
- Participate in internacional academia projects with other institutions.
- Help to impulse institucional internationalization projects.

Annex 3.7 contains the Excel spreadsheet with the complete and detailed results of the surveys applied to the faculty.

Internationalization and students' international profile

The Institution currently gathers students' information regarding their English language training, according to the requirements established for each academic program, however, there is no specific or detailed information on the students' international profile, beyond the one collected by International Programs for those students participating in the mobility and double degree programs.

The survey designed to be applied to students contemplates, in addition to general information (major, semester, and campus) the following elements:

- ***ENGLISH LANGUAGE:***

As part of students' international profile regarding the English language, their English level is assessed for oral, writing and reading skills, using a simple scale which identifies three levels per aspect: Basic, Intermediate and Advanced, in addition to asking whether they have taken the TOEFL, and if so, the points scored.

From the obtained samples, the surveys indicate the following information:

- 43.7% of students consider their oral skills in English advanced, while 46.3% consider it intermediate, and 10% basic.
- 44.3% of students consider their writing skills in English advanced, while 46.7% think it intermediate, and 8.96% basic.
- 56.3% of students consider their reading skills in English advanced, 38.2% intermediate, and 5.52% basic.
- 37.2% of students have taken the TOEFL.

- ***LANGUAGES OTHER THAN ENGLISH:***

As part of students' international profile regarding languages, they are required to indicate whether they speak any language other than English, and if they are certified in such language(s).

The surveys indicate that, of the obtained sample, 16.9% of students speak languages in addition to English, the most important being French, Japanese, and German.

- ***OFFERING OF INTERNATIONAL PROGRAMS:***

Students are required to indicate whether they know the Institution's International Programs offering, and whether they have participated in this program. If they haven't, they must say if they would like to participate, and if not, indicate the reasons why.

The surveys indicate that, of the obtained sample, 69.1% of students know the International Programs offering. Only 12.8% indicate they have no interest in participating, the two main reasons: they are about to conclude their academic program, and economic limitations.

- *PARTICIPATION IN INTERNATIONAL PROGRAMS NOT RELATED TO CETYS UNIVERSITY:*

As part of students' international profile regarding experience, students are asked to point out whether they have participated in any international programs that have not been offered by CETYS University.

The surveys indicate that, of the obtained sample, 9.7% of students have participated in international programs that have not been offered by CETYS University, mainly in short stays abroad in order to study languages.

- *COUNTRIES VISITED:*

As part of students' international profile regarding experience, students are asked to name the countries they have traveled to, for academic and non-academic purposes in the last four years.

The surveys indicate that, the countries where students have traveled for academic and non-academic purposes are diverse around the world, from South America (Argentina, Chile, Brazil), to Europe (United Kingdom, France, Germany, Portugal, Czech Republic, Spain) and Asia (Japan), as well as the United States and Canada. The countries where students have traveled for academic purposes are mainly the United States and Canada, and in some cases students have participated in the Academic Program offering, having traveled to diverse countries from Europe, North and South America.

- *GEOGRAPHIC ZONES OF INTEREST:*

As part of students' international profile regarding interests on what is international and internationalization, students are asked to point out their geographic zones of interest and the reasons why.

The surveys indicate that students are interested in diverse geographic zones, for example: the U.K, France and Spain in Europe; the U.S and Canada in North America; Argentina, Chile and Brazil in South America; Japan, India and China in Asia. The main reasons have to do with the culture, technological development, or an area related to their major, especially Japan and India, for engineering students, Spain for law students, as well as economical development, particularly Asia.

The complete list of geographical zones of interests and the reasons why can be found in **Annex 3.8**.

- *OBSERVATIONS AND COMMENTS ON INTERNATIONALIZATION AT CETYS UNIVERSITY:*

Students' observations and comments on the institution's internationalization.

The complete list of observations and comments on the institution's internationalization can be found in **Annex 3.9**, where the following points were agreed on:

- Interest in participating in the offering of International programs.
- Lack of information diffusion related to the offering of International Programs (mainly at the Tijuana and Ensenada Campuses).
- Differences between the level of service offered by the International Programs department at the three campuses.
- Interest for having International Programs related in a particular and specific way to their academic programs (especially engineering programs).

Annex 3.10 contains the Excel spreadsheet with the complete and detailed results of the surveys applied to the faculty.

AREAS OF OPPORTUNITY / PROPOSALS

Some areas of opportunity are identified followed by proposals:

About internationalization and the faculty's international profile

3.1 Screen the institution's faculty and employee's international profile: Although the Human Resources Department and the Colleges have information related to the institution's faculty and employees, it is important to have their international profile (languages, experiences, interests, etc.) of the entire faculty and employees of the Institution, since internationalization should not only be promoted and supported by the academic area, but by all the operations and activities of the Institution. That is why, this proposal states that a collaboration endeavor between the institution's academic and administrative areas must be carried on to design and deploy an instrument to have the international profile of the faculty and the administrative personnel, and that such information be integrated in a data base that can be used by the administrative area of the institution, to carry on actions regarding the international profile of human resources of the institution. Such profile can even help to identify contacts and areas of opportunity regarding internationalization that the faculty and or employees of the institution can help to impulse.

3.2 Integrating the faculty's international profile to the institutional faculty development plan: Although there is an institutional faculty development plan, it is important to consider its internacional profile, especially due to the course the institution will take on the 2020 Vision, where the faculty's development plays an essential role in the contribution to the institution's Global Competitiveness and Academic Quality. That is why it is proposed to integrate the international profile to the institutional faculty development plan, where development aspects regarding languages and international experience will be shown, based on the information gathered as part of the faculty's international profile screening process, indicated in proposal 3.1. It is important that this faculty development component, regarding their international profile, consider the faculty's potential, as well as their availability and flexibility to leave the country, in order to have more on-site, hybrid, and on-line options, and short and extended fellowships inside and outside the institution.

3.3 Promotion and support for the faculty to study the English language: Although there are some instructors who speak English, there is a great area of opportunity for those who are not skilled in this language, that is why the proposal states to carry on the promotion of studying English to tenure instructors, and that they be given all the necessary support to carry this on.

3.4 Promotion and support for the faculty to study languages other than English: Although there is a limited number of instructors who speak languages other than English, this can be used as a great area of opportunity for those interested in learning another language, therefore the proposal is, to carry on the promotion among tenure instructors to study languages other than English and that they be given all the necessary support to carry this on.

3.5 Definition of a permanent and systematic scheme for faculty mobility at CETYS University: Although there is a limited number of instructors who, due to their own initiative or emergent one, participate in projects and programs with bodies or institutions abroad, it is observed that instructors are mainly interested in participating and being involved in the dynamics of the institution's internationalization, therefore the proposal is, to define a permanent and systematic scheme for faculty mobility, where at least one instructor of each College, with an integration, and equitable and rotating development, participate in activities, such as short or extended projects, fellowships, programs, etc. abroad.

3.6 Definition of a strategy and plan for graduate studies abroad for the institution's faculty: Although there is a number of instructors who have graduate studies from institutions abroad, the proposal states that, each College define a faculty development plan regarding graduate studies, on-site, hybrid, or on-line, with a focus that such studies be made in international institutions.

3.7 Produce an open repository that identifies existing opportunities for the faculty that are part of the agreements and partnerships that CETYS University has with other Institutions: Although CETYS University has a great amount of agreements and partnerships with other institutions, these have been used mainly for student mobility, therefore the proposal states, to clarify systematically which agreements and partnerships convey opportunities that can be used by the faculty, and that such information be included in an open repository that can be consulted by the faculty. This information will be an input for the Colleges that identify opportunities, places, and spaces to carry on what is indicated in proposals 3.5 and 3.6.

About internationalization and students' international profile:

3.8 Standardization on how students fulfill the English language requirement in the College Programs: Although the Institution has worked hard in achieving that its students have an English level, there is no standard way in achieving this operation for all three campuses; the proposal states that a standard English program be defined for the three campuses, and that the necessary resources be found to implement this program and provide follow up.

3.9 Offering of language studies other than English and French: Although the Institution has Language Centers, they are focused on teaching English programs and recently French, with the collaboration of *Alianza Francesa*, however, there is a great area of opportunity in offering languages other than English and French, such as Japanese, Mandarin and German, therefore the proposal states, to offer studies in addition to English and French by carrying on a previous study which identifies the necessary resources and the organizations and institutions with which CETYS University might collaborate with, in order to offer them (for example, the Japanese Association in Mexicali).

3.10 Promote permanently and systematically study travels abroad: Although there are curricular and co-curricular components that support and promote internationalization, there are various forms in which our students can achieve life and academic learning by visiting places, bodies and institutions abroad, in cultural diversity and interdisciplinary environments, therefore the proposal says that each College must have a permanent and systematic offering of travel studies abroad, where academic staff, as well as students from all academic programs from the three campuses, participate. Additionally, it is important to mention that these experiences are documented for promotion and learning assessment means.

ANNEXES

- **Annex 3.1:** Survey – Faculty’s International Profile
- **Annex 3.2:** Survey – College Students’ International Profile
- **Annex 3.3:** Complete list on faculty’s impressions on the institution’s main achievements on internationalization
- **Annex 3.4:** Complete list of areas of opportunity identified by the faculty on internationalization
- **Annex 3.5:** Complete list of the faculty’s opinions on the course the institution must take on internationalization
- **Annex 3.6:** Complete list of the faculty’s comments on the role they would like to play on Institutional Internationalization
- **Annex 3.7:** Excel spreadsheet with the complete and detailed results of the surveys applied to the faculty
- **Annex 3.8:** Complete list of geographical zones of interest and reasons, identified by students
- **Annex 3.9:** Complete list of observations and comments from students on the Institution’s Internationalization
- **Annex 3.10:** Excel spreadsheet with the complete and detailed results of the surveys applied to the faculty

TOPIC 4:
INSTITUTIONAL FOREIGN POLICY: AGREEMENTS, PARTNERSHIPS AND MOBILITY

INTRODUCTION

This topic is about the institutional foreign policy, focused on agreements and partnerships the institutions has with other institutions, as well as human resource mobility of faculty and students, based on these agreements and partnerships.

The key questions addressed for the analysis of this topic were the following:

- *Does the Institution have a global strategy on partnerships, and if so, how does it operate?*
- *Does the Institution have policies on partnerships, and if so, which aspects are addressed and how do they operate?*
- *Which agreements are there with other institutions, and what aspects of these make an impact on faculty and students?*
- *Which agreements with other institutions have been reduced or canceled, and what are the reasons for this?*
- *Are the agreements and partnerships assessed, and if so, how?*
- *How much student and faculty mobility is carried on due to agreements and partnerships?*
- *How is the economical support and resources aide carried on for agreements and partnerships, and how sustainable is the current scheme?*
- *How are the graduates involved in the activities, projects and endeavors carried on by the Institutional Internationalization?*

The analysis on this topic has the purpose of presenting how Internationalization is reflected and operated partly, through the agreements and partnerships of the Institution. The analysis carried on included the questioning to different publics regarding eleven different areas:

1. Institutional strategy on international partnerships, its structure, focus and performance.
2. Institutional policies on international partnerships, its focus and performance.
3. Active agreements the Institution has at an international level.
4. Specific aspects of these agreements that make an impact on students of different levels and academic areas.
5. Specific aspects of these agreements that make an impact on the faculty of different levels and academic areas.
6. Specific aspects of these agreements that make an impact on the staff of different levels and academic areas.
7. International agreements that have been canceled, reduced or that currently have problems; reasons and possibilities.
8. Assessment of international partnerships.
9. Student, faculty and staff mobility.
10. Funds and sustainability of the financial model for international partnerships.
11. Involvement of the graduates in activities, projects and endeavors on Internationalization.

In order to address this analysis, a questionnaire with 24 items was elaborated (**Annex 4.1**), covering the before mentioned aspects. Such questionnaire was sent by email to different departments and people from the three campuses, having received 34 emails with the pertinent information related to different aspects of the eleven areas. The information received through email, as well as the documentation provided by different departments, together with five personal interviews and the information derived from them, were the foundations to elaborating this document.

Additionally, three fields were designed on Excel, which seek to concentrate the information available on international programs in a data base that is understandable and useful to the different academic areas, and for the development of a viable Institutional Foreign Policy, consistant and whole with the decision making process. Such fields were named: “Field of International Agreements” (**Annex 4.2**), “Field of Memos of Understanding and Collaboration Agreements” (**Annex 4.3**), and “Field of Agreements with Problems” (**Annex 4.4**).

INSTITUTIONAL FOREIGN POLICY: AGREEMENTS, PARTNERSHIPS AND MOBILITY

Internationalization and the definition of an Institutional External Policy

The Internationalization Field, is an initiative that aspires to create in CETYS University a relevant environment, to develop in students a global mindset and training that allow them to perform as competitive professionals in the modern society of the 21st century.

This Internationalization Field is the starting point for the existence of an Institutional Foreign Policy.

The Institution has a guiding document which has defined Internationalization as a process that seeks to expand the traditional general education of people in a national framework, valuable to an education that will additionally transcend our borders and prepare students as citizens of the world.

The guiding document considers the international dimension integrated by six different components:

- Curriculum and faculty.
- Studies abroad and international exchange.
- Foreign students.
- Technical cooperation and international development.
- Public service.
- Administration.

The strategic objectives for Internationalization established in this guiding document are the following:

- **General:**
 - ✓ Offer students the opportunity to acquire an international dimension to be capable of valuing people and contributing with ideas and bases that contribute to the solution of local and global problems.

▪ *Specific:*

- ✓ Develop a global mindset in students and in all personnel at CETYS, that provides them with general knowledge of other countries, sensitivity towards other cultures, the mastery of at least one foreign language, and the skills required to perform competitively in the professional field of our modern society.
- ✓ Generate educational problems and services together with foreign universities that rebound in quality responses that are new and international to the market.

It is in the Office of the Academic Vice-President where the Institution concentrates the internationalization endeavor, having four areas that must be impulsed:

- Students
- Faculty
- Curriculum
- Support organization

Regarding the last one, there are two key features: Schools and Colleges (academic figures), and the International Programs Department (support figure).

Internationalization and strategies for partnerships

“Strategy” is a way and path to accomplish a desired goal, the institution does not have a defined strategy to develop and attend to the different achievement opportunities and attention to international partnerships.

The endeavors made have to do with taking advantages of opportunities detected by International Programs, as well as those emerging from activities of academic linkage that the institution and its members carry on in diverse forums, reunions and congresses, due to the projects in which the institution and its members participate in, and the opportunities developed by the faculty. When such internationalization opportunities arise, they typically receive the Institution’s necessary support, since this strengthens the achievement of the Internationalization Field.

In some areas the endeavors are clear and evident like student mobility, the Schools and Colleges are oriented in impulsing the curriculum of English courses, double degree programs, bibliography and courses with international focus, and the mastery of a second language. Faculty mobility is a challenge to be impulsed, as well as continuing the impulse on the English language.

In this sense, there is an area of opportunity in establishing an institutional “foreign policy” that defines (among other factors, and not limited to these elements):

- a. The geographical areas where incursion and coverage will take place.
- b. The types of activities, programs and projects to be impulsed (mobility, double degrees, joint congresses, joint publishings, faculty exchange, etc.) and the type of public (high school, college, graduate studies, students, faculty, staff).
- c. The amount of students that are expected to be sent, and the amount of students expected to be received.
- d. Faculty and academic areas to be covered at different times due to the faculty’s opportunities of mobility.

- e. The organizational structures that will support and operate what is defined in the foreign policy.
- f. The strategies to ensure that such structures, activities, programs, and projects be sustainable.
- g. The metric and mechanisms to carry out the assessment and improvement of such institutional foreign policy.

For its definition, as well as for its operation, this new institutional foreign policy must include a more preponderant role of different activities not only limited to student exchange, but to a more transcendent role of the Schools and Colleges, and therefore, of the academic directors and faculty. International Programs, as support structure, must support the goals and strategies defined by the academic areas.

Internationalization and the policies related to partnerships.

There is no such document as that with policies and criteria that guide the endeavors of Internationalization, achievement and maintenance of international partnerships. On the other hand, the Institution has carried on endeavors to define certain areas and moments, norms and criteria that lead or guide to Internationalization. Examples of existing policies and criteria:

- a. Give special attention to agreements with institutions that have an educational model and infrastructure like the one at CETYS.
- b. Each collaboration initiative must have a person in charge for service and follow up.
- c. Have a project that provides attention to agreements that contemplate the first two active years.

In this area, there is also the opportunity of gathering and establishing in a formal document the different existing policies. These policies, integrated and complemented with others that currently don't exist, would be part of the political body required by the Institution, that support and lead its foreign policy.

Internationalization and relations established internationally

In order to formalize relations with other academia institutions in other countries, CETYS University has used two official documents: Memos of Understanding (**Annex 4.5**) and Collaboration Agreements (**Annex 4.6**).

The Collaboration Agreement is a document through which the parts agree to carry on specific activities or projects, as well as commitments and obligations that the parts acquire in time, in relation to the project or activities in question.

The Institution currently has more than 50 collaboration agreements in all continents, except in Africa (**Annex 4.7**). Most agreements contemplate student and faculty exchange for college and some for graduate studies, information transference, research projects, research projects, seminars, conferences, cultural and sports aspects. Some agreements just contemplate one specific activity. However, by implementing and operating these agreements, the Institution concretizes itself to impulse student exchange, that is, student mobility, and occasionally, inter-semester stays, as well as the possibility for obtaining a double degree.

Other opportunities and activities derived from an existing agreement have not typically been impeded. Regarding this, the information must be contained in formats that provide information of all the activities and possibilities, indicating the academic and public levels of impact, in a way that such diffusion of information is facilitated, and international opportunities are taken advantage of, thus providing detailed and timely information to international programs and to the areas required.

Such formats were designed as part of the work carried on regarding this topic and have been delivered to the International Programs Department for its fulfillment (**Annexes 4.8-4.10**).

The Memo of Understanding is a document through which the parts agree to collaborate in a general way, or express their interest in doing so, without specifying activities or projects.

Due to its essence, as well as to the possibilities of academic activities derived from it and its transcendence, each Memo of Understanding is a document that, in the same way a collaboration agreement has an operation manner, it results to be in a strategic manner for the institution's internationalization, and directs the possibility of future projects and activities that CETYS might obtain and develop with each foreign institution in question.

The Institution has four Memos of Understanding with India, which have given access to nine Higher Education Institutions. Such memos have provided the Institution faculty exchange, joint congresses, donations, and international publishings, but no student exchange (this is not possible due to the difference in education systems, and the unacquaintance of the Spanish language by Hindu students). There is the possibility for double degree programs, once the Indian laws favor this type of association. The information regarding Memos of Understanding for Institutional Foreign Policy decision making purposes, is stated in **Annex 4.7** and **Annex 4.9**.

Internationalization and assessment of partnerships.

Each year, the International Programs department must make an analysis of each agreement, taking into account the activities developed by both parties, the Internationalization needs of CETYS at the time, whether the agreement analyzed can cover such necessity, how the relation between both institutions has improved, the agreement's validity, and the commitment and interest by both parties to continue collaborating. There is no evidence that this endeavor is made in a whole and systematic way.

This assessment has been focused on student mobility aspects and is concentrated in analyzing the balance required for each agreement, its validity and number of participating students.

It is of strategic importance to include in a partnership assessment all aspects derived from a whole institutional foreign policy. Examples of activities and achievements that must be included in such assessment are: faculty mobility, cultural activities, joint research and publishings, fundraising support, and joint academic events, among others. The corresponding formats must be adopted by international programs.

Annex 4.10 and **Annex 4.11**, provide a superficial overview of the current state of some problem agreements, their solution options, other academic relations that for some reason weren't completely harvested, as well as a list of previously lost opportunities in the

international environment. It is suggested that each case be analyzed and determine the possibilities of reestablishing academic relations and the measures required for it.

Internationalization regarding student, faculty and staff mobility

STUDENT MOBILITY

For CETYS, student mobility is fundamental as a mechanism for its students to live internationalization. In fact, the Institution is strongly committed to promoting student mobility, establishing that there be at least 10% of its students, from 5th semester and on, on student mobility programs. This goal is assessed each semester and it has been increased. Likewise, it is expected that more than 30% of students have international experience upon graduating.

Since the main activity of the International Programs department is student mobility, most existing international agreements cover the student mobility area.

Such mobility is typically given in two ways: one-semester stay for selected students for exchange abroad, and inter-semester courses integrating groups of students to participate in taking one or more courses during this period. The first one, makes a mobility impact on the three campuses, while the second one makes a minor impact on the Tijuana and Ensenada Campuses, for the College and Graduate Studies Programs.

FACULTY AND STAFF MOBILITY

In the case of faculty and staff, mobility is more sporadic, not systematic or by design, but by the opportunities and personal contacts, derived from the participation in a project or activity with other Institutions.

In some cases, the participation of the faculty has been given due to accompanying students in short stays or summer courses abroad, taking courses, and every sporadically, teaching in institutions with collaboration agreements.

Thus, faculty mobility has been given, at the beginning, with universities in the U.S, Finland and India, taking teaching opportunities and attendance to joint congresses.

Staff mobility has been given through the participation of programs such as *A.C.E. Fellows*, and the opportunity of observing *best practices* in institutions in the U.S.

The institution periodically hires counselors that support areas, endeavors or specific projects at CETYS, such as library processes, the institution's strategic planning, the certification process, etc. Although this does not mean staff mobility, it does make a substantial impact on Internationalization and the mindset and practicum of the institutional staff.

There is an area of opportunity in establishing annual goals in relation to the amount of instructors, by areas of knowledge and geographical zones, that must experience mobility, and that by taking advantage of scholarships, research projects, conferences, short stays, etc., they use the possibilities established in existing collaboration agreements.

Goals and strategies must be established by the academic areas (for the case of the faculty) and by administrative areas (for the case of the staff), and supported by the international programs department.

Internationalization and resource financing/funding, as well as the sustainability of financial models

The Institution supports the development and maintenance of partnerships internationally, having three offices in each campus, and with resources that guarantee its operations, to continue providing students the service and to have a fund for international scholarships, mainly directed to support student mobility, since it is the Institution's strongest trait. The main focus in budget and funds is directed towards promotion and the operation of student mobility programs.

Occasionally, through specific projects, funds have been obtained for certain partnerships.

The Institution's participation in programs such as *A.C.E. Fellows* is funded from the Office of the President's Institutional budget items, where resources derived from the operation's remainders, are destined to supporting these endeavors.

In the case of the faculty's participation in academic fellowships, for studies or as academic guests to participate in projects, it is the Colleges that provide for traveling expenses, and occasionally for sustenance, by budget entries associated with "Faculty Training".

The funding model has worked due to a good management of economical resources in the last years, but there could be a model that is better structured that would allow a greater development.

Internationalization requires of continuous investment to cover the operation of international programs, as well as the participation in international events such as NAFSA and EAIE, that have been possible not only due to institutional resources, but to external supports as well, without forgetting the need to travel to partner universities.

By having limited resources, the model is somewhat unsustainable. If the faculty is to participate in mobility programs, there are no starting funds that substantially support this area of opportunity.

Internationalization and the graduates' involvement

Until now, the graduates' involvement in the Institution's Internationalization has been minimum, and it presents excellent opportunities. Some of them participate in programs impulsed by the Institution, such as *Phi-Beta-Delta*. In each campus, the graduates have been supportive to the Certification Process with WASC. Others have supported International Programs through different fundraising activities for international scholarships.

A specific area of opportunity is to establish a program through which the graduates participate in international programs during their stay at CETYS, so they can continue collaborating with Internationalization projects, programs and activities, as promoters, as

ambassadors of their professional area, or to work to establish new internationalization projects, programs, and activities.

Another one is to establish institutional collaboration bonds with graduates who have had, or who haven't had, that international experience during their stay, and that are now in a position where the International Field is being developed, so they can collaborate in order to continue impulsing it in their alma mater.

Important endeavors in this field can be developed by establishing internationalization goals according to the institutional foreign policy, for the former students department of each campus.

AREAS OF OPPORTUNITY / PROPOSALS

Some areas of opportunity, along with their proposals are stated as follows:

About internationalization and the definition of an Institutional Foreign Policy

4.1 Definition of the document of Institutional Foreign Policy: Although there are certain institutional documents on internationalization, there is no institutional document that integrates them as part of an Institutional Foreign Policy, it is therefore proposed to elaborate a document that defines the Institutional Foreign Policy and integrates the existing documentation, including what was derived from the Institutional Self-study on Internationalization, as well as what results of the *A.C.E. Internationalization Laboratory* process. This Institutional Foreign Policy document, must define, among other things, the following:

- a. The geographical areas where incursion and coverage will take place.
- b. The types of activities, programs and projects to be impulsed (mobility, double degrees, joint congresses, joint publishings, faculty exchange, etc.), and for what kind of publics (high school, college, graduate studies, students, staff).
- c. The amount of students expected to be sent, and those expected to be received.
- d. Faculty and academic areas to be covered, at different times, by the faculty's mobility opportunities.
- e. The organizational structures that will support and operate what was defined in the foreign policy.
- f. The strategies to ensure that such structures, activities, programs, and projects be sustainable; and
- g. The metric and mechanisms to carry on the assessment and improvement of the institutional foreign policy itself.

This new Institutional Foreign Policy must include a more preponderant role of different activities, not only limited to student exchange, but to a more transcendent role of the Schools and Colleges, and therefore, of the academic directors and faculty.

4.2 Definition of an Institutional Internationalization Department that depends on the Office of the Academic Vice-President: Although the endeavors, activities and projects that promote and support the Institutional Internationalization have been carried on, there is not an area with an institutional strategic overview on internationalization, focused on the academic aspect, that is why it is proposed to create an Institutional Internationalization Department that depends on the Office of the Academic Vice-President, that serves as: guiding the institution's strategic planning on internationalization, coordinating activities, projects and endeavors carried on by the Colleges, promoting Institutional Internationalization initiatives, and following up all these process at a system level. In this scheme, the role of the Institutional Internationalization Department must be clarified and defined as an operation and support role of the academic areas, specifically all that related to the offering of International Programs, considering the possibility that such department be in charge of operating and providing support to student mobility programs. The person in charge for this Institutional Internationalization Department has been named in other occasions, in A.C.E.'s terminology, as *Senior Internationalization Officer*, that depends on the Vice-president of Academic Affairs.

About internationalization and partnerships strategies

4.3 Definition of an institutional strategy for the establishment and follow up of partnerships: Although endeavors regarding international partnerships have been made, there are areas of opportunity regarding the definition of guidelines and policies of establishing and following them up, under a strategic planning framework; therefore the proposal is to integrate the definition of these strategies to the Institutional Foreign Policy.

About internationalization and the policies related to partnerships

4.4 Publishing of a handbook on institutional policies related to partnerships: Although there are certain endeavors regarding the establishment of international partnerships, they have not been documented in a published format available to diverse academic or administrative publics, that may become ambassador of CETYS University abroad, and therefore have the possibility of collaborating in the creation or follow up of a partnership, that is why the creation of a handbook, periodically published and updated, serve as an official document to refer to on institutional policies in relation to partnerships.

About internationalization and the relations established internationally

4.5 Systematic analysis of existing agreements, regarding the areas of knowledge, disciplines and profiles associated with the academic programs offered at the Institution: Although there is a great amount of agreements and partnerships that CETYS University has with other Institutions, there is a great area of opportunity in making an analysis of them regarding the areas of knowledge, disciplines, and profiles associated with the academic programs the Institution offers, in a way they can be standardized; therefore the proposal states to carry on such analysis in a cooperative and collaborative way, between international programs and the Colleges.

4.6 Systematic identification of areas of opportunity in existing agreements, beyond student mobility: Although there is a great amount of agreements and partnerships that CETYS University has with other Institutions, these have been mostly used for student mobility; the proposal states to systematically identify which agreements and partnerships contemplate opportunities beyond student mobility, and that therefore constitute opportunities for other publics such as faculty and graduates. This proposal is the starting point to carry on proposal 3.7, and is part of the Institutional Foreign Policy elements.

4.7 Systematic and strategic identification of geographical zones for the establishment of agreements regarding the existing academic programs and the Institution's development: Although there is a great amount of agreements and partnerships that CETYS University has with other Institutions, there is a great area of opportunity in aligning the institutional planning endeavors and the academic programs offered, in a way that those geographical zones can be systematically and strategically identified for incursion. For example: incursion in Asia and Australia. This does not exclude the strengthening of existing agreements, and the re-establishment of those that have been reduced or canceled.

About internationalization and the assessment of partnerships

4.8 Definition of a systematic process of assessing partnerships: Although certain endeavors have been made on the assessment of partnerships that CETYS University has with other institutions, there is an area of opportunity in the systematization of this assessment, therefore, the proposal states that as part of the Institutional Foreign Policy, a systematic process be defined for the assessment of partnerships, that include, among other aspects: faculty mobility, cultural activities, joint research and publishings, support fundraising, joint academic events, as well as the analysis for those lost agreements, unharvested academic relations, and opportunities that were not previously taken on the international area, in a way that this information is used for determining the possibilities and interests regarding its establishment and continuation.

About internationalization on student, faculty, and staff mobility

4.9 Standardize the service offered by the International Programs Department in the three campuses: Although there are International Programs offices in the three campuses, there is a great area of opportunity in standardizing the service they offer, the proposal states to establish minimum requirements of human and infrastructure resources, as well as the definition of which services to offer and to which publics, in a way that such service be offered with the same level of attention and quality in the three campuses.

4.10 Establishment and fulfillment of goals for the systematic and balanced participation of students of all academic programs of the three campuses, in the offering of International Programs: Although there is an important participation of our students in the International Programs offering, there is a great area of opportunity in achieving that such participation be balanced among the three campuses, and

throughout all the academic programs offered by the Institution, therefore the proposal states to carry on collaborative and cooperative work between the International Programs Department and the Colleges for the establishment and fulfillment of goals, for the systematic and balanced participation of students from all academic programs from the three campuses. The Colleges are in charge of defining strategies, while international programs must be in charge of the operation and support. As part of this endeavor, it is important to mention the identification of scholarships and sources of financial aide to impulse student mobility.

4.11 Establishment and fulfillment of goals for the systematic and balanced participation of the faculty of the three Colleges of the three campuses, in academic mobility: Although there is some participation of the faculty in academic mobility, there is a great area of opportunity in achieving that such participation be balanced among the three campuses and the three colleges, and that is also systematic and balanced, therefore the proposal states to carry on collaborative and cooperative work between the International Programs Department and the Colleges for the establishment and fulfillment of goals, for the systematic and balanced participation of the faculty from the three colleges and the three campuses in academic mobility. The Colleges are in charge of defining strategies, while international programs must be in charge of the operation and support. As part of this endeavor, it is important to mention the identification of scholarships and sources of financial aide to impulse faculty mobility. This proposal complements proposals 3.3, 3.4 and 3.5.

About internationalization and resource financing/funding, as well as the sustainability of the financial model

4.12 Budget systematically and periodically the Institutional Internationalization, in all items and aspects: Although the financial budget and practices of the Institution have had a healthy record, there is an important area of opportunity in integrating the budget in a systematic way, that is clearly identified with all related to the fields and its financial impact, therefore the proposal states to define and make an institutional budget on all related to internationalization, duly justified and classified in the corresponding entries.

4.13 Design and deployment of a fundraising campaign to support student mobility and double degrees: Although there is limited support so students use the International Programs offering, there are areas of opportunity on having economical support for those students who aspire to participate, but do not have the resources; that is why the proposal states to design and deploy a formal fundraising campaign to support student mobility.

About internationalization and the involvement of graduates

4.14 Definition of a program to approach international graduates: Although it is true that a great number of graduates participated in international programs during their studies at the Institution, and another great number of graduates have international experience, there is a great area of opportunity in achieving an approach and involvement of these publics to Institutional Internationalization, that is why the proposal states to carry on, in coordination with the Former Students Department, a program to

approach international graduates, where an international graduates profile from CETYS University is carried on, and that they additionally be invited to collaborate in diverse aspects of Institutional Internationalization.

4.15 Double Degree offering for graduates: Although a great number of our students are interested in participating in double degree programs, because of the benefits this provides to their professional development, there are graduates who did not have the opportunity of participating in such programs, since some are interested in doing so, the proposal states to explore the possibility of offering versions of the double degree programs for graduates, For example: a version of the double degree program BAM with City University of Seattle for College Graduates, with a chance of renewing credits to one of our graduate studies programs.

ANNEXES

- **Annex 4.1:** Exploration Questionnaire
- **Annex 4.2:** Suggested format for the Field of International Agreements
- **Annex 4.3:** Suggested format for the Memos of Understanding Field
- **Annex 4.4:** Suggested format for the Problem Agreements Field
- **Annex 4.5:** Memo of Understanding format
- **Annex 4.6:** Collaboration Agreement (included as example of student exchange)
- **Annex 4.7:** List of Agreements
- **Annex 4.8:** 2010 International Agreements Field
- **Annex 4.9:** 2010 Memos of Understanding
- **Annex 4.10:** Problem Agreements Field
- **Annex 4.11:** Problem Agreements and Lost Agreements

**TOPIC 5:
COMMUNICATION OF ENDEAVORS ON INTERNATIONALIZATION: INTERNAL AND
EXTERNAL CHANNELS, AND STRATEGIES**

INTRODUCTION

This topic is about communicating endeavors (programs, projects, activities and opportunities) held at the Institution by faculty and students, towards the external community and the internal community at the Institution, focusing on internal and external channels, and strategies.

The key questions addressed for the analysis of this topic were the following:

- *Do difusión and communication areas dedicate specific resources for communicating international endeavors?*
- *What are the established communication channels to students, regarding the programs, projects, activities and opportunities on internationalization?*
- *What are the established communication channels to the internal academic community (students, faculty, etc.) regarding the endeavors (projects, activities and opportunities) carried on by the Institution on Internationalization?*
- *What are the established communication channels to the external community regarding the endeavors (programs, projects, activities and opportunities) carried on by the Institution on Internationalization?*
- *What are the established communication channels to prospect students regarding the endeavors (programs, projects, activities and opportunities) carried on by the Institution on Internationalization?*
- *How is internationalization integrated to the institution's promotion strategies?*
- *How will the diffusion on the work by the Internationalization Committee and the participation of CETYS University in the A.C.E. Internationalization Laboratory be carried on ?*

The análisis on this topic has the purpose of presenting how the Institutional Internationalization endeavors are communicated to internal and external publics.

The topic of communication is vital in any Institution, and this self-study that CETYS has been working on becomes a relevant aspect to be developed. The opinions of the people directly involved in this process are integrated: the Institutional Communication Department and the Communication Coordination of the Mexicali Campus, the Promotion and Development Department of the Ensenada Campus, and the Promotion and Development Department that directs the system.

The team distributed the key questions to be addressed according to the topic, major or operation of areas, and later, this was integrated into one document that responds as to how CETYS organizes and dedicates its resources for communicating the Internationalization endeavors, as well as the current communication channels used to students, the internal academic community, and the community in general to diffuse the programs, projects and opportunities that the Institution's Internationalization experience provides.

It additionally states how CETYS capitalizes Internationalization as one of its main differentiating elements of its education towards future or prospect students, or how these aspects are integrated into the promotional speech and in the recruiting strategies, as well as the channels utilized in order to carry this on.

Finally, it is proposed that the recommendations and suggestions presented in this document be presented to internal and external publics in controlled groups, in order to receive feedback.

COMMUNICATION OF ENDEAVORS ON INTERNATIONALIZATION: INTERNAL AND EXTERNAL CHANNELS, AND STRATEGIES

Internationalization and the structures that support the institutional communication

The CETYS University System currently has one Institutional Communication Department, three Communication and Public Relations Coordinations (one at each campus), and a team of collaborators in each city for the areas of information and media, and designers and web editors, according to the needs and projects each campus has.

This communication team is in charge of diffusing adequately and to all publics of interest of CETYS what happens in all its education programs, the directors, and student and academic achievements that impulse the implementation of a Field, as it is the case of Internationalization.

The Institution does not dedicate special resources for this item, it actually capitalizes institutional endeavors provided for all institutional topics.

Internationalization and the communication channels to internal and external publics

The channels used to communicating with internal and external publics, about the Internationalization endeavors at CETYS University are varied: posters, banners and notes on international events and e-Vocetys, as well as announcements on scholarships for students and instructors, testimonials of students who have lived an exchange experience in e-publishings and in the web, the INTERNATIONAL section in Vocetys with notes regarding this field, the direct promotion in classrooms of the notices for international exchange programs, inter-semester courses, trips, etc., and the media agenda where local events are covered, as well as participation in radio and TV.

The most utilized channels for internal publics continue to be e-Vocetys, and for the general community, the notes in published journals on this topic. Additionally, work has been done in the use of testimonial videos, elaborated internally, with low quality production.

During the 2008-2010 period, a total of 46 information newsletters were diffused on the Internationalization Field at CETYS University. In 2008, 24 newsletters were sent to the media, while 16 were issued in 2009. During the first trimester of 2010, 6 newsletters have been produced (**Annexes 5.1-5.3**).

The editorial and graphic works must be mentioned in order to attend to this field with diverse external publics, for example: Institutional Brochure in English, International Programs Basic Brochure, and the Institutional Webpage that has an English version of the most important sections for interested visitors; all endeavors implied a team dedicated to have quality information for prospects and the international community that wishes to know more information about the university.

In this sense, it is worth mentioning the “International Life” section in the webpage in Spanish, a space dedicated to promoting this field: International Programs, universities with agreements, scholarship notices, the Phi Beta Delta Fraternity, student testimonials, Education Orientation Center-U.S, and a section for students interested in attending, named “Exchange Students”. All this stands out in an important way, since there is currently one site for the three campuses where the endeavors of the CETYS System are concentrated.

As an area of opportunity, due to the presence of CETYS in conventions like NAFSA, it is necessary to have diverse high quality elements to fulfill the promotions, detailed as follows: Institutional Brochure for International Programs, translation of the Corporate Video in English, ads directed to International Prospects, Multimedia Presentations, and work in alternative media on the internet.

It was detected that the internal communication can be strengthened with messages that reinforce the concepts associated to Institutional Internationalization, perhaps with the simplest means, and somewhat alternative, diffusing new agreements, trips or international lecturers, the amount of students in exchange programs, foreign students in our campus, testimonials of students from all the campus in a very visible way.

An Internationalization Campaign to external publics is necessary, one where simple and clear messages regarding the impulse and the importance of this field for our students is mentioned, talk about global competitiveness, as well as diverse elements that promote this field.

On the other hand, advantage can be taken on the use of commonly used electronic means like *Youtube*, and social networks like *Facebook*, and *Twitter* to inform about the Institution’s Internationalization endeavors.

It is necessary to make more news on international programs linked to the importance of this field, that is, a series of articles on this topic, more editorials, for example: *why participate in exchange programs? Advantages of double degrees? Are exchange programs dangerous? Exchange to a Spanish-speaking country or another language? Why am I more competitive for studying abroad?*

Internationalization and communication channels to prospect students

The communication endeavors and channels used to prospect students can be divided as to what we do directly with CETYS High Schools, and what we do with the rest of the prospects.

Promotional talks are carried on in all feeding schools, that is the ones where we receive students from, and the Internationalization line plays a vital role, in these aspects: how the information is offered and guarantees the English language of a College graduate, the real possibility of experiencing international mobility through the exchange programs, and the agreements with different universities around the world for summer courses, inter-semester courses, foreign visiting instructors, the offering of courses in English, the opportunity of coexisting with foreign students in the campus, and the competitive advantages of having a double degree.

Additionally, talks about the topic “Beyond Borders, the importance of Internationalization” have been held, where three double degree programs are highlighted: SDSU, City University of

Seattle, Hogeschool Zeeland (HZ) in the Netherlands, as well as the importance of being a bilingual graduate.

The organization of education exhibitions throughout the state, called “*Expocetys Vocacionales*” has been important, where 4,000 prospects of the three campuses are informed of the academic programs and services at the Institution, an event that traditionally has information modules in charge of International Programs, who inform on the different plans so students can have an international approach. Likewise, there have been information modules and specialized conferences from Double Degree Institutions, like the case of City University, which has sent a promotor in different times a year, in order to give firsthand information on the program.

In our CETYS High Schools, in addition to having promotional talks about the college academic programs at CETYS, and the vocational workshops, a special talk on how CETYS lives the Internationalization Field is delivered, with all the options it offers. This talk is reinforced with the parents.

For the first time in 2010, the Promotion and Development Department worked intensely in diffusing and approaching Southern California, operating a diffusion campaign and information talks with 16 high schools, and an important investment of a billboard in Calexico, CA, in order to position CETYS in those areas and potentially receive students for the high school, and especially, the college levels.

Moreover, it is important to acknowledge that Internationalization strengthens the message of quality from CETYS University to publics of private institutions, but it has been detected that in population segments of a lower-class economy, or public sectors, it is sometimes perceived as a barrier or something difficult to obtain, although the communication endeavors go directed to the message that, even though there are no economical resources to live an international experience, there are bodies that support with scholarships, etc.

Besides, one axis in the rotating advertising messages, is also Internationalization, and again, the possibilities of exchange, double degrees, and graduating with mastering the English language.

A monthly poster can be developed, with the “Be with CETYS” slogan (printed in newspaper), as well as making an International Exhibition with presentations, conferences, cultural samples, etc., and develop a lecture series in a systematic way, that constantly makes notes of interest for the diverse publics.

The new technological platforms must be used as well, to strengthen communication, like the digital signal project in Mexicali and Tijuana.

Additionally, a “*Did you Know...*” edition of international programs to be sent to students, instructors, and employees, with a collage of information from CETYS, but supported by things happening around the world, related to internationalization or globalization concepts, seeking its integration to diverse traditional and electronic media.

This internationalization communication can be strengthened by providing more talks by the academy, where the importance of internationalization among professionals is stressed, and the relevance of languages and double degrees in a resume. Moreover, an internationalization

campaign and ads in English can be used: ads on international programs in English and Spanish.

Internationalization and the diffusion of the works carried on by the Internationalization Committee

The participation of CETYS University in the *A.C.E Internationalization Laboratory* has been communicated and diffused since the beginning of the project, however, as the Internationalization Committee's work advances, it becomes necessary to diffuse the results.

The Institutional Self-study on Internationalization (and eventually the Strategic Plan on the Institution's Internationalization), as well as the documentation derived from it, is not integrated and cannot be accessed by internal or external publics, which presents an area of opportunity.

The endeavors of organizing and presenting the information for the Capacity and Effectiveness Reports for WASC, are an example of the good practices within the Institution, on communication and diffusion, that can be adopted by the Internationalization Committee.

AREAS OF OPPORTUNITY / PROPOSALS

Some areas of opportunity are identified, along with the proposals, as follows:

About internationalization and the structures that support institutional communication

5.1 Channeling of resources for the communication and diffusion of Institutional Internationalization: Although there is communication and diffusion of the endeavors, activities, projects, and opportunities on internationalization, internally and externally, there are no resources specifically dedicated to them, therefore the proposal states to channel and destine financial and human resources to coordinate and deploy the international endeavors held at the Institution.

About internationalization and communication channels to internal and external publics

5.2 "Internationalization at CETYS" promotional campaign, using electronic media and social networks: Although there are great endeavors on promoting the Institution's Internationalization activities using printed and electronic means, there is a great area of opportunity in taking advantage of the commonly used electronic means and social networks nowadays, the proposal states to start a promotion campaign of "Internationalization at CETYS" using these resources. Examples of available and commonly used resources nowadays are: *Youtube, Facebook* and *Twitter*; other external communication channels can be weekly newspaper columns, weekly radio capsules, weekly news capsules (including interviews with foreign instructors, news, etc. If someone from CETYS is abroad, the recording of an aspect of the place where he/she is or doing at the time).

5.3 Creation of an “Internationalization Forum” for students participating in International Programs: Although there is a great endeavor in documenting international experiences from those students participating in the offering of International Programs, there is an important area of opportunity in doing this systematically, permanently and useful for subsequent promotion and diffusion endeavors, therefore the proposal states to create an “Internationalization Forum” using electronic resources, where students participating in International Programs document their experiences before and during their international experience, and that such documentaries be available for internal and external publics through the electronic means and social networks mentioned in proposal 5.2, for example: Testimonials in *Youtube*, *Facebook* and *Twitter*, of students participating, or that have participated, in exchanges; videos of interviews prior to participating, that is before leaving the campus towards their international experience, likewise available in the before mentioned means; websites diffusing the internationalization endeavors carried on by faculty and students. (**Annexes 5.4-5.5**)

5.4 Creation of a handbook with a DVD on the offering of International Programs: Although there are channels to diffuse the offering of International Programs, there is an area of opportunity in integrating the documentation and the information, as well as tips, how-to’s, and FAQ’s, for students interested in participating in the offering of International Programs, that guide them through the process; this information can even be useful for the parents, that is why the proposal states to create a “handbook” with a DVD, that in addition to containing pertinent printed information, it contains audiovisual resources, and that this material even be used for promotional purposes for prospect students.

5.5 Creation of a handbook with a DVD for students participating in the offering of International Programs: Although there are isolated endeavors of preparing students who participate in the offering of International Programs, there is an area of opportunity in integrating the documentation and the information, as well as tips, how-to’s, and FAQ’s, for students who are to participate in an International Program, and even for the parents, that is why it is proposed to create a “handbook” with a DVD that in addition to containing pertinent printed information, it contains audiovisual resources.

About internationalization and communication channels to prospect students

5.6 Clarification and diffusion of distinctive and differentiating aspects of Internationalization at CETYS University in relation to other institutions: Although CETYS University has distinctive and differentiating elements on Internationalization, there is an area of opportunity regarding the clarification and diffusion of these aspects in relation to other institutions, a matter that in the end has to do with the information that reaches our prospect students, therefore the proposal states to carry on a study for such effect, where the corresponding areas of Educational Development and Promotion Department and the Colleges participate collaboratively and cooperatively, for example: the need to make a clear difference in what the Public State University offers vs. CETYS regarding exchange programs, since prospects believe them to be the same, they do not perceive the difference.

About internationalization and the diffusion of works carried on by the Internationalization Committee

5.7 Definition of an organization and communication scheme of the documentation and works carried on by the Internationalization Committee based on what was carried on for the WASC Certification process: Although the Internationalization Committee is carrying on important works on the internationalization analysis and vision at CETYS University, it is necessary that the works and documentation generated be organized and communicated, therefore the proposal states to follow what was done in this aspect for the WASC Certification process, thus defining a scheme of similar communication and organization, for example: the CETYS-WASC website.

ANNEXES

- **Annex 5.1:** 2008 newsletters
- **Annex 5.2:** 2009 newsletters
- **Annex 5.3:** 2010 newsletters
- **Annex 5.4:** Examples of social networks – blogs
- **Annex 5.5:** Examples of websites that promote Internationalization endeavors

CONCLUSION

The Institutional Self-Study on Internationalization, reflects that internationalization is not new to CETYS University, and that endeavors have been made in order to impulse the Institution's Internationalization for a long time, and that in turn, there are important areas of opportunity to take the Institution's Internationalization to the next maturity stage.

The following steps in this process are:

- 1) Diffuse the Institutional Self-Study on Internationalization to diverse publics within the Institution (Schools, Colleges, Faculty, Areas of Support), in a way that this serves, on one hand, to impulse continuous improvement projects in each of these areas, and on the other hand, so those who contributed with ideas and points of view see the result of the project in a global way.
- 2) Carry on a systematic analysis of the proposed areas of opportunity where the Schools and Colleges participate with a mapping and classification of the proposals, towards determining the concrete lines of action with indicators and goals.
- 3) Establish a new Internationalization Committee to carry on the strategic planning process based on the Institutional Self-Study on Internationalization and the analysis made by the Schools and Colleges.

As the information and proposals contained in this report are integrated into the Institution's strategic planning processes, with the participation of the Colleges and Areas of Support, this endeavor will be an example of how CETYS University has become a Learning Institution, and how the previous national, as well as international certification projects and their corresponding self-studies, have generated a base of knowledge in the Institution on continuous improvement.