

THE EVALUATION OF THE INTERNATIONALIZATION POLICY OF UNIVERSITIES

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University proliferation as an indicator of the universalization of science

- A growing number of universities:
 - 1088, Bologna, first university;
 - 1490, Europe, 29 universities;
 - 1790, Europe, 143 universities;
 - July 2015, World, 23 729 universities (*Ranking Web of Universities*);
- Universities are present in the poorest and in the most isolated countries.

The progressive enlargement of the science-oriented university framework

- Education, through transmission of science (the European Middle-Age university) ;
- Education, through transmission of science, plus science production, through research (the Berlin university model of 1810) ;
- Education, through transmission of science, plus science production, through research, plus « reaching beyond the walls », through innovation, expertise and « engagement in the world of commerce » (North America university of the 1970s)(*Kennedy D., Academic Duty, Harvard University press, 1997, p. 10 and 241*).

Progress in higher education and the concept of quality (I)

The concept of quality was applied to higher education, in order to promote its continuous improvement through the repeated use of:

- Self assessment;
- External assessment by competent and independent experts;
- Transparency about the results of evaluation.

Progress in higher education and the concept of quality (II)

Progress was made :

- By giving a large scope to quality assessment :
 - Higher education programs (bachelor degree; master degree; doctoral degree);
 - Research activities;
 - Higher education and research institutions;
- Through the role of professionalized quality-assurance agencies;
- Through the independent assessment of quality-assurance agencies (the role of ENQA and EQAR in the European Union).

Trust about quality as a driver for the internationalization of science

- Mobility of students ;
- Mobility of professors ;
- International higher education programs ;
- International cooperation for research ;
- International partnership between higher education and research institutions;
- A strong driver in the European context.

The quality of the internationalization policy of a university

It should be assessed during the evaluation of the university by a quality-assurance agency :

- Institutional positioning, development and partnership strategy, including university hospitals;
- Governance and piloting;
- Strategy for research and education;
- Success for students;
- Strategy for valorization and scientific culture;
- **Strategy for international relationships.**

Framework to assess the quality of the internationalization policy of a university (I)

- Is an international policy defined, implemented and followed-up ?
- Is such a policy coherent with the international policy of the main partners?
- Is it shared by the university components and faculty and coherent with the educational and research international programs?
- Is such a policy a factor of development of the attractiveness of the university?
- Is there a coherent foreign language policy?

The quality of the internationalization policy of a university (II)

Facts to analyze:

- Number and ratio of dedicated persons, including correspondents in the university components, and budget;
- Students' mobility inward and outward (not including students which have a duty to mobility (political sciences, management));
- Professors' mobility;
- Number of international educational activities (sites in foreign countries, delocalized educational programs or distance-learning programs);
- Number of research partnerships;
- Number of institutional MOUs;
- Follow-up measures

The quality of the internationalization policy of a university (III)

Frequent observations about quality indexes :

- A specific internationalization policy with definition of geographical and thematic priority areas and with a plan for action is frequently absent;
- If a specific internationalization institutional policy is defined, it is frequently not shared as a strategic vision and internal adaptations to priorities are not well implemented at the level of faculty, research units or university components;
- The international department is more dedicated to the support to individuals rather than to the international institutional strategy;
- Follow up of partnerships is not implemented;
- Little attention is paid to identify obstacles to mobility in the context of MOUs;
- Less attention is paid to the quality of educational programs organized in foreign countries.

Conclusion

- Students have great expectations in terms of mobility and access to higher education at the international level.
- Research is increasingly internationalized.
- In a knowledge-based world, the internationalization policy of a university is one of its main strategies.
- With the support of the State, such a policy deserves a strong attention to quality and evaluation.