

## INTERNATIONALIZATION IN STRICTO SENSU GRADUATE EDUCATION: CONSEQUENCES ON EVALUATION

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**SFU Conference – Internationalizing Higher Education**  
**Vancouver – Canada, 2016**

# UNDERSTANDING THE CONTEXT

- Article based on a research completed in 2015 (UCB);
  - Part of the concept of internationalization Lima and Contel (2011);
  - Investigates internationalization from its connections with the evaluation of graduate programs in Brazil – The marks range from 2 to 7 and are awarded every four years;
  - The National Policy on Graduate Studies Evaluation (2011–2020) highlights the international evaluation of programs, giving top marks only for programs with a consolidated internationalization.
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## KEY QUESTION

- How has the proposal of internationalization been implemented in two *Stricto Senso* graduate programs in a private higher education institution in Brazil and what are its consequences on the program evaluation?

## GOALS

- Verifying, in the context of practice, how managers and two programs teachers translate the National Policy on Graduate Studies Evaluation (NPGSE) internationalization proposals at their institution;
  - Analyze how stakeholders perceive the impact of their internationalization activities in the CAPES evaluation.
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# CAPEX AND INTERNATIONALIZATION

## CAPEX

- Coordination for the Improvement of Higher Education Personnel (CAPEX)
- Government agency responsible for evaluating graduate programs since 1965.
- Also a pioneer in funding and follow-up evaluation policies in Brazil.

## Internationalization

To Lima and Contel (2011), rather than being motivated by cooperative internationalization and based on bilateral or multilateral exchange of researchers, ideas, and research projects, internationalization has become more competitive, and as a result, is experiencing an increase in the amount of polarization of knowledge production by the countries at the center of the world order, promoting the "geopolitics of knowledge".

# METHODOLOGY

- This is a qualitative (CRESWELL, 1998) case study (YIN, 2001) that is based on the method of policy cycle analysis (BOWE, BALL, GOLD, 1992; Ball, 1994);
- Research Scope: Two *Stricto Sensu* graduate programs at a private higher education institution in the Midwest Region. One with a score of 4 and another a 5 in the evaluation of 2012;
- Procedures used: document analysis, semi-structured individual interviews and mixed questionnaire;
- Participants: 2 Administrators / Lecturer; 1 Institutional Administrator and 18 teachers;
- Data processing: Content Analysis (Bardin, 2010) and the Statistical Package for Social Sciences (SPSS).

# RESULTS

Different concepts of internationalization:

- Program with a score of 5 - more competitive vision
- Program with a score of 4 - more collaborative vision
- "Internationalization, for me, is the program's participation in international activities with international institutions and researchers in the following two aspects: research and teaching" **(PROFESSOR II PROGRAM SCORE 5)**
- "So in the academic community this was seen as inter-university research projects, teacher exchanges between universities, student exchanges and, obviously, as a result of all this, an exchange of cultures, values, attitudes, behaviors, and knowledge as well." **(PROFESSOR IV , PROGRAM SCORE 4)**

# PLANNING AND IMPLEMENTATION OF INTERNATIONALIZATION ACTIVITIES

## FINDINGS:

- A lack of an institutionalized policy
- Program Score 5 - more systematic internationalization of actions by the manager;
- Program Score 4 - for teachers there is an organization of international actions by the manager;
- “I think that, we, as program do not have a very clear internationalization project. I've always insisted that we have difficulty to plan for long term, because the maximum that we can plan for is to receive a professor to teach here as a guest [...]” **(FACULTY I PROGRAM NOTE 4)**;
- “It all depends, as I told you, is a very personal thing. There is no policy, in my view, a more institutionalized way.” **(FACULTY III PROGRAM NOTE 5)**.

# DIFFICULTIES IN THE PROCESS OF INTERNATIONALIZATION

## FINDINGS:

- Lack of funding is common in both programs;
- The gap in English proficiency is more latent in the program with the score of 4;
- “The main obstacle, of course, is the lack of resources for this. And we are certainly noticing that.” **(FACULTY I PROGRAM SCORE 4)**;
- “Even at university level it is very complicated, the students have little proficiency in a foreign language [...]” **(FACULTY II PROGRAM SCORE 4)**;
- “I think so, a very few times I met students with resistance to read material in English... "Professor, but I want a book in Portuguese." "Not available!" (Laughs) And sometimes I include a little book in Portuguese.” **(FACULTY II PROGRAM SCORE 5)**.

# INTERNATIONALIZATION AND THE CAPES PROGRAM EVALUATION

## FINDINGS:

- The criterion "publication" and the Qualis CAPES classification are the main measurements of internationalization.
- “For the doctorate program to maintain a minimum score, that is a 5, it must have a minimum of internationalization, okay?” **(FACULTY I PROGRAM NOTE 5)**
- “In particular, the most weighted element is the academic production. This is linked to research projects. And then enters the internationalization process.” **(MANAGER, PROGRAM NOTE 4)**
- “Although Capes as a whole highlighted the importance of internationalization, one of the points that was considered very important, or weighted, was the publication in scientific journals.” **(FACULTY II PROGRAM NOTE 5)**

**Table 2 - Publications in foreign languages according to Qualis CAPES**

	Program score 5 (N=10)	Program score 4 (N=10)
A1	-	-
A2	4	1
B1	3	-
B2	5	-
B3	-	-
B4	-	-
B5	6	-
C	-	4

**Source:** CAPES, 2014

# CONCLUSIONS

- The lack of a clear policy and guidelines that provide an institutionalized international culture makes each program develop its own internationalization model with mixed results;
- Universities need to create a financing fund for their students and teachers;
- Although there is a greater amount of internationalization in programs that received a score of four, the papers published by the program that received a score of five appeared in more prestigious journals internationally (in the Qualis CAPES system), and this represented a decisive factor in obtaining a higher score;
- A more significant international insertion demands sending more students abroad to pursue a doctorate, attract more foreign students and visiting researchers, and increase the number of publications with foreign institutions.



**Thank you very much!**

**Muito obrigada!**

**Email aqui**

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