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Lynch School of Education and Human Development

Department of Educational Leadership and Higher Education

Center for International Higher Education

COMPREHENSIVE INTERNATIONALIZATION: A DYNAMIC APPROACH TO
TRANSFORMATIVE PRACTICE AT THE CENTRO UNIVERSITARIO DE LOS
VALLES

Master's Thesis

By

MARVA ESTHER MARINA ANTOINE

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**COMPREHENSIVE INTERNATIONALIZATION: A DYNAMIC
APPROACH TO TRANSFORMATIVE PRACTICE AT THE CENTRO
UNIVERSITARIO DE LOS VALLES**

Marva Esther Marina Antoine

ABSTRACT

CUValles has no intentional, integrated institutional pathway to comprehensive internationalization. Consequently, the primary purpose of this transformative inquiry is to analyze how comprehensive internationalization might be achieved at CUValles: a constituent of a decentralized, multi-campus University Network. Interviews with 12 key informants and official document analysis were the means of data collection. Findings indicate the disarticulated presence of all comprehensive internationalization as characterized by ACE, (2017). Comprehensive internationalization might be achieved at CUValles through a context savvy application of de Wit's Internationalization Cycle (2002), integrated from an "Inter-Campus Research Institute for International Higher Education".

AUTHOR'S NOTE

This thesis is a product of the dual degree MA in International Higher Education between the University of Guadalajara in Mexico and Boston College in the United States of America.

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La Maestría en Educación Superior International UdeG (Generación 2018-2020)

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Those who invested in me, nurtured me and gave me room to bloom

Those who dared to take this journey with me

Dearest Hildie, live in Heaven!

My husband, David

El Roi

TRANSLATION GLOSSARY

Concept in English	Concept in Spanish
Annual Professors Performance Stipend	Programa de Estímulos al Desempeño Docente (PROESDE)
Assistance Program for Students Repatriated from the United States of America	Programa Emergente de Atención a Estudiantes Repatriados de Estados Unidos de América
Coordination of Academic Services	Coordinación de Servicios Académicos
Coordination of Extension	Coordinación de Extensión
Coordination of Research	Coordinación de Investigación
CUValles Development Plan 2014-2030	Plan de Desarrollo del Centro Universitario de los Valles 2014-2030
CUValles Rector's Annual Reports (2013-2019)	Centro Universitario de los Valles Informe de Actividades
CUValles' Degree Accreditation Dictums	Centro Universitario de los Valles Dictámenes de Acreditación
CUValles' Mission and Vision Statement	Centro Universitario de los Valles Misión y Visión
CUValles' Organic Statute	Estatuto Orgánico del Centro Universitario de los Valles
CUValles' Postgraduate Dictums	Centro Universitario de los Valles Dictámenes de Creación de Postgrados
CUValles' Undergraduate Degree Dictums	Centro Universitario de los Valles Dictámenes de Creación de Licenciaturas
Department of Behavioral Sciences	Departamento de Ciencias del Comportamiento
Department of Computational Sciences and Engineering	Departamento de Ciencias Computacionales e Ingenierías
Department of Economic and Administrative Sciences	Departamento de Ciencias Económicas y Administrativas
Department of Health Sciences	Departamento de Ciencias de la Salud
Department of Natural and Exact Sciences	Departamento de Ciencias Naturales y Exactas

Department of Social Sciences and Humanities	Departamento de Ciencias Sociales y Humanidades
Division of Economic and Social Studies	División de Estudios Económicos y Sociales
Division of Health Studies	División de Estudios de la Salud
Division of Scientific and Technological Studies	División de Estudios Científicos y Tecnológicos
Facilities Management	Coordinación de Servicios Generales
General Academic Coordination Official Website	Página web de la Coordinación General Académico
General Admissions Regulation	Reglamento General de Ingreso de Alumnos
General Coordination of Institutional Planning and Development	Coordinación General de Planeación y Desarrollo Institucional (COPLADI)
General Law for Education	Ley General de Educación
General Law for Government Accounting	Ley General de Contabilidad Gubernamental
General Law for Higher Education	Ley General de Educación Superior
General Rector's Annual Reports (2013-2019)	Universidad de Guadalajara Informes de Actividades
Global Learning Center	Centro de Aprendizaje Global
International Development and Cooperation Law	Ley de Cooperación Internacional para el Desarrollo
Jalisco Institute of Statistical and Geographic Information	Instituto de información Estadística y Geográfica de Jalisco
Manual of Organizational Procedures from the General Coordination of Institutional Planning and Development	Manual de Organización y Procedimientos Coordinación General de Planeación y Desarrollo Institucional
Master of Arts (M.A) in International Higher Education	Maestría en Educación Superior Internacional
Mexican Agency for International Development and Cooperation	Agencia Mexicana de Cooperación Internacional para el Desarrollo (AMEXCID)
Migration Law	Ley de Migración
Migration Services Unit Official Website	Página web de la Unidad de Servicios Migratorios
National Coordination of Higher Education Scholarships	Coordinación Nacional de Becas de Educación Superior

National Council for Science and Technology	Consejo Nacional de Ciencia y Tecnología (CONACYT)
National Council of Accounting Harmonization	Consejo Nacional de Armonización Contable (CONAC)
National Development Plan	Plan Nacional de Desarrollo
National Language Level Certification	Certificación Nacional de Nivel de Idioma (CENNI)
National Research System	Sistema Nacional de Investigadores (SNI)
National Strategy for Strengthening English Teaching	Estrategia Nacional para el Fortalecimiento de la Enseñanza del Inglés
Office of International Affairs Annual Reports (2013-2018)	Coordinación General de Cooperación e Internacionalización Informes de Actividades
Office of International Affairs Official Website	Página web de la Coordinación General de Cooperación e Internacionalización
Office of the Registrar	Coordinación General de Control Escolar
Official Professors Performance Scale	Programa de Estímulos al Desempeño Docente Tabla de Actividades a Evaluar
Organic Law	Ley Orgánica de la Universidad de Guadalajara
Presencial Optimizada face-to-face optimized Model	Modelo Educativo Presencial Optimizado
Professional License	Cédula Profesional
Professor Training Program	Programa de Formación, Actualización y Capacitación Docente - (PROFACAD)
Network Management Training Program	Programa de Formación Directiva de la Red
Educational Modernization Program 1989-1994	Programa de Modernización Educativa 1989-1994
Academic Aptitude Test	Prueba de Aptitud Académica
Regulation of Revalidations, Establishment of Equivalences and Accreditation of Studies	Reglamento de Revalidaciones, Establecimiento de Equivalencias y Acreditación de Estudios de la Universidad de Guadalajara
Secretariat of Public Education	Secretaría de Educación Pública
Student Mobility Program	Programa de Estancias Académicas

Terms of Reference “Teachers Professional Development Program”	Programa para el Desarrollo Profesional Docente (PRODEP)
U.S.-Mexico Bilateral Forum on Higher Education, Innovation and Research & 100,000 Strong in the Americas Innovation Fund	Proyecta 100,000
UdeG General Graduation Regulation	Reglamento General de Titulación de la Universidad de Guadalajara
UdeG General Programs of Study Regulation	Reglamento General de Planes de Estudio de la Universidad de Guadalajara
University Centers	Centros Universitarios
University Network	Red Universitaria de Jalisco
University of Guadalajara	Universidad de Guadalajara (UdeG / UDG)
University of Guadalajara Academic Tenure and Promotion Regulation	Reglamento de Ingreso, Promoción y Permanencia del Personal Académico de la Universidad de Guadalajara
University of Guadalajara Expense Classifier	Clasificador por objeto del gasto 2019
University of Guadalajara Foundation USA official website	Fundación UDG
University of Guadalajara General Administration Internal Regulation	Reglamento Interno de la Administración General de la Universidad de Guadalajara
University of Guadalajara General Statute	Estatuto General de la Universidad de Guadalajara
University of Guadalajara Income and Expenditure Budget Proposals	Universidad de Guadalajara Presupuesto de Ingresos y Egresos
University of Guadalajara Institutional Master Plan 2013-2018	Universidad de Guadalajara Plan de Desarrollo Institucional 2014-2030
University of Guadalajara	Universidad de Guadalajara (UdeG / UDG)
University of Guadalajara Study Abroad Program	Programa de Español para Extranjeros (PEPE)
University of Guadalajara’s 2030 Mission Statement	Universidad de Guadalajara Misión y Visión
Valley University Center	Centro Universitario de los Valles (CUValles)

Chapter 1: Introduction

According to academic convention, a thesis introduction establishes the limits of the premise of inquiry and articulates a framework that guides as well as justifies decision-making. This introduction emanates from or in concert with the research problem, conventionally expressed in the form of a research question. The present proposal seeks to respond to the question; **how might comprehensive internationalization be achieved at CUValles: a constituent of a decentralized, multi-campus University Network?** Similarly, as Creswell (2014) fitly states, “the introduction creates interest in the topic, establishes the problem that leads to the study, places the study within the larger context of the scholarly literature.... All of this in a concise section of a few pages” (p.149). In keeping with the claims above, this introduction borrows from the Researcher-as-Practitioner Model (Bensimon et al., 2004), to highlight the underlying postulates of this research through the lens of its purpose, its process and, its outcomes.

Purpose

The purpose of this research is to design “pathways” to comprehensive internationalization at the Centro Universitario de los Valles to guide policymaking “from concept, to action, to results” (Hudzik, 2015, p. 57). This purpose is beholden to a key concept, namely: comprehensive internationalization (de Wit, 2002; Helms & Brajkovic, 2017; Hudzik, 2015; Jones, 2013). Of secondary, but eminent significance is the term “pathways” since it frames the ways through which the key concept will be made manifest.

The imperativeness of comprehensive internationalization is a response to the increasingly complex nature of higher education as a whole (de Wit & Merckx, 2012; Egron-

Polak & Hudson, 2014; Hudzik, 2015; Knight, 2012). Though this study extrapolates the layers of comprehensive internationalization, further along, by way of definition, it is “the means by which higher education institutions respond to widening and more complex expectations to connect globally access all missions to better serve students, clientele and society in a twenty-first-century context” (Hudzik, 2015, p.1). Likewise, “pathway” in this context goes beyond its prescriptive connotations to a more descriptive one that borrows from the field of Psychology. Psychology describes a pathway as a network of interconnected neurons along which impulses of a particular kind travel (Oxford University Press, 2015; Merriam-Webster, 2019). Therefore, this research purposes to intentionally stimulate internationalization from the entrails of the institution, not as an add-on, but rather as an integrated component of all its parts.

In closing, it is fitting to add that another purpose of this research, albeit an administrative, one is in partial fulfillment of graduation requirements for the Masters in International Higher Education dual degree Program.

Process

The Centro Universitario de los Valles (CUValles), of the Universidad de Guadalajara (UdeG), stages this four-tier process. In order to peruse the purpose of this research and provide a trustworthy response to the research question under study, this process is to be spearheaded by a thematic review of scholarly literature and policy documents which will encompass the key concept and the institution under study. This desk research will provide state of the art in that respect as well as a clear understanding of the origins, the evolution, and the conditions under which comprehensive internationalization entered the higher education agenda. Likewise, it will shed light on the academic, socio-cultural, political, and economic context of the institutions and its main actors.

These primary findings will inform the design of a research instrument with which to explore and capture the nuanced manifestations of comprehensive internationalization at CUValles through a scholarly lens. The second, third, and fourth tiers of this process are concurrent. They will include: the analysis of the findings, the construction of a proposal for comprehensive internationalization that integrates strengthens and compliments actions that exist, as well as guidelines for the implementation of the comprehensive internationalization proposal.

Outcomes

This study is titled “Comprehensive Internationalization: A Dynamic Approach to Transformative Practice.” The outcome of this research is to create knowledge that would inform and guide (Gamble, 2008) policymaking and practice as regards comprehensive internationalization at the Centro Universitario de los Valles. Additionally, another expected result is the uncovering of pending themes for future research, especially those related to the Universidad de Guadalajara as a microcosm of comprehensive internationalization that portrays and emulates desired forms of knowing, being and doing (Leask, 2009).

Problem Statement

“A research problem is the problem or issue that leads to the need for a study..., *it* begins to become clear when the researcher asks, “What is the need for this study?” or “What problem influenced the need to undertake this study?” (Creswell, 2014, pp.149, 157). Crafted in this context, the essence of these interrogates is, what problem evokes the need for achieving comprehensive internationalization at CUValles, a constituent of a decentralized, multi-campus University Network?

At CUValles, internationalization efforts reside primarily in the Office of the Academic Vice President, who not only provides leadership in policymaking but also determines the related budgetary assignments of the same. Institutionally (UdeG), leadership in internationalization is initiated and spearheaded by the Office of International Affairs. Internationalization is one of the six Strategic Directions for achieving institutional goals in both CUValles' Development Plan and the University of Guadalajara's Master Plan. Some of the initiatives leading to the fulfillment of the Internationalization Strategic Direction include: "Generate a comprehensive internationalization policy in the long-term and short-term..." (PDI UdeG, 2014, p.74); Foster a culture of internationalization at all institutional levels" (PDI UdeG, 2014, p. 75); and "...focus on the internationalization of the curriculum and the international and intercultural competencies of professors and students involved in this process" (PDI CUValles, 2014, p. 34).

However, at CUValles, and UdeG, the main enablers of internationalization rest on the claims of isolated actions. The Strategic Master Plan (2014-2030) itself identifies and describes this policy gap with an express urgency as regards "...strengthening the academic impact of internationalization, under the concept of integrated [comprehensive] internationalization, understood as an institutional culture and commitment reflected in teaching, learning, research and outreach policies and actions at all educational levels" (PDI UdeG, 2014, pp.73-74).

Moreover, scholarly literature from 2018, co-authored by the then Vice-Provost of Internationalization of the Universidad de Guadalajara describes the framework of this problem and the preeminent need for relevant action:

... the number of students who have participated in outbound temporary mobility has almost tripled since 2010, while the number of inbound students has doubled. Nevertheless, poor integration between internationalization activities and the curriculum, the lack of systems to

ensure the quality of the internationalization, and in some cases, the lack of databases and information means that the increasing number of students does not translate directly into improved quality of the teaching-learning processes in HEIs. The preference for mobility over other strategies with greater depth and scope could slow progress toward comprehensive internationalization in HEIs (Bustos-Aguirre, Crotte-Avila, & Moreno Arellano, 2018, pp.119-120).

There is inconsistency amongst institutional policy, policy expectations, and literature as regards comprehensive internationalization. As a result, the University of Guadalajara, including CUValles, is not achieving its institutional goals related to its Internationalization Strategic Direction, and this represents an omission of one of the institutions' commitments to all its stakeholders. Therefore, in keeping with the notions of the previously mentioned context, it can be ascertained that the central research problem is as follows: **CUValles has no intentional, integrated institutional pathway to comprehensive internationalization.**

Justification

Within academic research, the justification establishes the significance of the phenomenon under study by responding to the interrogates: Why is it important to study the research problem? (Creswell, 2014; Hernández et al., 2014). For this context, the response is three-fold.

Firstly, this research will give a new perspective to the existing vertical approach of institutional policy on comprehensive internationalization. Currently, the University of Guadalajara's Master Plan (2014) and, by extension, CUValles' Development Plan (2014) acknowledge internationalization as one of the main Strategic Directions for achieving institutional goals. Additionally, they go beyond this first postulate to recognize the current

policy gap regarding a pathway to comprehensive internationalization. However, scholarly literature on this topic agrees that for comprehensive internationalization to be effective, it should be integrated transversally into the university's ethos (de Wit 2002; Helms & Brajkovic, 2017; Hudzik, 2015; Leask, 2015). Knight 2014 summarizes this perspective by stating that there is an "explicit preference for the integration of comprehensive internationalization into existing institutional missions rather than for it to be seen as something apart from or in addition to what higher education institutions do" (in Hudzik, 2015, p. 19). After a systemic review of the literature written by de Wit and Knight between 1998 and 2004 on the topic, Hudzik proposes a matrix as the most appropriate perspective for comprehensive internationalization. This research will explore pathways to internationalization from a dynamic perspective, rather than from the vertical perspective that currently exists. This approach will transform practice since it will ensure flexibility and adaptability across and among all dimensions of comprehensive internationalization at CUValles.

Secondly, this research seeks to create context savvy pathways to comprehensive internationalization at CUValles ethos (Helms & Brajkovic, 2017; Hudzik, 2015; Leask, 2015). According to Hudzik (2015), "the best model [of comprehensive internationalization] for any institution is the one that fits its mission and circumstances" (p.22). This scholar then conceptualizes "fit" based on three principles: mission and institutional, programmatic priorities; institutional processes and models of operation in making decisions, setting priorities and taking action; and capacity regarding what is possible at a given time. Comprehensive internationalization must fit a specific context to truly occur; thus, this research will transform practice since it will ensure validity from the viewpoint of the idiosyncrasy, diversity, and uniqueness that could only be made manifest in at CUValles.

Finally, this research will enhance the opportunities for synergies at CUValles. de Wit et al. (2015) reframe the internationalization of higher education to reflect an emphasis on quality, equality, and intentionality. In doing so, it will embrace and integrate the more overarching rationales of comprehensive internationalization in a globalized society, namely (de Wit *et al.*, 2015; Hudzik, 2015; Leask, 2015):

1. The core mission driver: knowledge creation and transfer enhance the scope of the discipline.
2. The customer service driver: local stakeholders are global customers too.
3. The social responsibility driver: institutions of higher education collaborate more from a perspective of partnership and less from a perspective of hierarchical assistance.
4. The globalization driver: this is mainstream access, participation, interconnection, and expansion outside of the institution.

The research pathway designed to comprehensive internationalization by this research will transform practice by accentuating the institutional goals aimed at providing a quality higher education through mediating local and global priorities at CUValles.

Research Questions

For Creswell (2014), the central research question acts as a “working guideline,” while the corresponding associated sub-questions finetune the nature of the data gathered through primary and secondary sources. Based on the preceding framework, this central research question and the sub-questions are as follows:

Main research question:

How might comprehensive internationalization be achieved at CUValles: a constituent of a decentralized, multi-campus University Network?

Sub-questions:

1. What elements of comprehensive internationalization already exist in CUValles?
2. What elements of comprehensive internationalization are lacking from CUValles?
3. What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?
4. What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles?

Research Objective

According to Locke, Spirduso, and Silverman (2013), the purpose statement indicates why you want to do the study and what you intend to accomplish... the purpose statement sets the objectives, the intent, or the principal idea of a proposal or a study. This idea builds on a need (the problem) and is refined into specific questions (the research questions) (as cited in Creswell, 2014, p.168). Consequently, the primary purpose of this transformative inquiry is to analyze how comprehensive internationalization might be achieved at CUValles: a constituent of a decentralized, multi-campus University Network.

Chapter 2: Literature Review

A literature review is to ...build bridges between related topics... (Cooper 2010, in Creswell, 2014 p. 61) in order to create a framework from which to respond to the research question fittingly. However, the underpinning principle of this process is that you put together an

argument and draw on your source texts to provide support for your assertions (Ridley, 2012, p. 118). These quotes invite the researcher to craft a narrative that critically appraises key seminal, empirical, and scholarly literature on the central themes, and carve a niche for the contributions of the current research.

Policy documents and institutional discourse at the University of Guadalajara (UdeG) highlight the importance of internationalization to the University Network and the individual University Campuses. However, despite a plethora of isolated initiatives to that end, the UdeG lacks an intentional, comprehensive means to internationalization. The present research focuses on the opportunities for and obstacles to internationalization at the Centro Universitario de los Valles (CUValles), both internally and externally. Its aim is proposing viable means of catalyzing comprehensive internationalization, within CUValles' geographical and structural (organizational) context.

The existing literature serves as a springboard for the extrapolation of tendencies present at CUValles and for framing the ensuing arguments of this study. Beginning at the threshold internationalization and funneling to a closer perspective, (Bui, 2014, p.285; Weissberg and Buker 1990, in Ridley 2012, p.116) this chapter addresses internationalization from; its roots and beginnings; its conceptual evolution; a comprehensive perspective; multi-campus and network contexts; and within Mexican higher education.

Internationalization: Roots and Beginnings

Traditionally, higher education was analogous to international higher education. Literature evokes images of bearded sages, armed with scrolls, sojourning through Asia, Africa, and Europe as early as 700 B.C., in search of deeper meaning and kindred spirits who shared a similar passion (de Wit & Merckx, 2012; Hudzik, 2015; Lulat, 2003; Marlow-Ferguson & Lopez,

2002; Rumbley & de Wit, 2018). Their quests led them through centers of learning where other knowledge seekers gathered with like goals in mind. This phenomenon was the forerunner of the modern university, the scholar as a promoter, gatekeeper, and validator of the corpus of knowledge curated through generations (Ben-David & Zloczower, 1962; Lulat, 2003). Inadvertently higher education faculty was international (Rumbley & de Wit, 2018); the quest for knowledge and learning was borderless, and the nature scope of this individualistic venture formed the 'seed gene' or 'rootstock' for higher education internationalization" (Hudzik, 2015, pp.13-14).

For some scholars (Ben-David & Zloczower, 1962; de Wit & Merckx, 2012; Hudzik, 2015; Lulat, 2003; Marlow-Ferguson & Lopez, 2002; Rumbley & de Wit, 2018) the advent of the modern university in 1088 —University of Bologna— marked a distinct era for the "wandering scholar" (Hudzik, 2015, p. 13) in a less transient role. From a distinct point of view, Neave (1997) speaks of the "inaccurate myth", while Scott (1998) refutes the irrationality on the "international university" during periods when the nation-state did not exist (as cited in de Wit & Merckx, 2012, p. 43). Similarly, Neave (2002) and Teichler (2004) propose that when internationalization is considered in its most original form (mobility) percentage-wise, it most likely occurred at a higher rate 200-300 years ago. For them, what indeed is occurring in present-day is, in fact, "re-internationalization", thus more recent occurrences should be framed as such (as cited in Hudzik, 2015, p.12). Notwithstanding the diversity of notions that dub internationalization, there is a consensus that the demands and dynamics of current academic, scientific, technological, and social culture, required a more institutionalized framework to guide internationalization, although at its core international higher education is still centered on the mobility of ideas. An understanding of the diversity of notions surrounding the beginnings of

internationalization globally, gives insight for tracing Mexican parallels that underline the outworking of comprehensive internationalization at CUValles.

Internationalization: Evolution of the Concept

The term “international education” was first presented as an area of public interest in 1919 at the founding of the Institute of International Education in New York (Arum, & Van de Water, 1992, p. 197). From then on, there was a visible collective presence of international education in university discourse, national educational policies, and even in diplomat exchanges among nations (Arum, & Van de Water, 1992; de Wit, 2002; Knight 2012; Van der Wende, 1997). While the concept matured, different definitions of international education emerged, each fitted to suit the context of its usage. Though functional at best, this multiplicity, albeit ambiguity, was confusing when distinct notions of the same concept coincided in the same forum. In the words of Arum & Van de Water, “...the youthful period of the growth of international education has required so much energy to develop all the main aspects of international education that little time was left available for the difficult task of definitional clarity” (1992, p.194).

Scholars, from Scanlon (1960) to Van der Wende (1997), were thwarted in their attempts to entirely “pin down” international education. The fluid nature of the concept evaded them to the extent that Mestenhause suggested a “contingency-concept” like unto a collage (1998a, 70-71 cited in de Wit, 2002, p. 112). Discussions of a profusion of similar concepts intending to embrace the historical, ideological, and purpose rationales of international education heightened this complexity. In retrospect, international education required a definition built on the premises of action and purpose, rather than on description (Hudzik, 2015, p. 45). One capable of evolving

with the “...rationales, benefits, means, opportunities, and obstacles...” (de Wit *et al.*, 2015, p. 31) of the time.

The shift in that direction was made by Knight (1993 in de Wit, 2002, p. 113) with the use of “process” along with “internationalization”. Terms which suggests the impetus to forge a path forward for policy, scholarly, professional or financial purposes beyond one’s current frontiers (Arum, & Van de Water, 1992; de Wit, 2002; Knight, 2012; Proctor & Rumbley, 2018). Refuting earlier definitions of internationalization proposed by cohorts like Arum & van de Water (1992); de Wit (2002); and van de Wende (1997). Knight (2004), strove to provide a context neutral and pliable working definition of internationalization. One that not easily interpreted as a synonym of “Westernization, Americanization, Europeanization, or Modernization” (Duzlkifli, 2010; Odin & Macias, 2004 as cited in Knight, 2012, p. 29). Thus, defining internationalization as “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education” (Knight, 2004, p.11 in Knight, 2012, p. 29).

This definition was highly acclaimed and the most commonly cited worldwide Proctor & Rumbley (2018, p. 159), until 2015. In that year, a proposal created for the European Parliament “updated” Knight’s definition to highlight inclusiveness, underline the importance of quality in learning outcomes, and portray benefits that went beyond economic gains. This definition presents internationalization as:

the intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (de Wit *et al.*, 2015, p. 27)

Knight (2004) revised definition is currently used as the ensign of internationalization of higher education.

Parallel to this discussion was a concern by scholar-practitioners of the elitism related to internationalization in its traditional perception as mobility (Castiello & Lee, 2018; Proctor & Rumbley, 2018). In summary, the argument that sustains their rationale was that “internationalization abroad”, and its benefits should be made available to a broader population of students and staff. This argument was the precursor to “internalization at home” (Crowther et al., 2001 as cited in Proctor & Rumbley, 2018, p. 159; Beelen & Jones, 2018); “internationalization of the curriculum” (Leask, 2015; OECD, 1996 as cited in Beelen & Jones, 2015, p. 62); and more recently “intelligent internationalization” (Rumbley, 2015). Rather than proposing new definitions, these constructs have formulated a type of “toolkit of instruments” for enabling and enhancing access to internationalization, without the restricting components of mobility. It is also important to note that each of these concepts possesses conceptual and schematic distinctives that can shape the outworking of the teaching, research, and service functions of higher education. As regards CUVValles, this scholarly backdrop of the meanings and manifestations of internationalization facilitates the exploration of its current internationalization actions and the detection of its opportunities, and obstacles.

Internationalization: A Comprehensive Perspective

Granted the thoroughness and implications of Knight’s (2004) definition of internationalization, scholars like de Wit (2013, p. 19, in Hudzik 2015) question whether adding “comprehensive” is a redundancy. Scholarly research to date argues otherwise (Hudzik, 2011; Hudzik, 2015; Proctor & Rumbley, 2018). Likewise, the internationalization experience of CUVValles, the other Campuses of the University Network, and the central problem of this

research are testimony of the need for the integrative factor of comprehensive internationalization.

Comprehensive internationalization also termed “strategic internationalization”; “embedded internationalization” (Hudzik, 2015, p. 45); or “integrated internationalization” (Jones, 2013; PDI UdeG, 2014) is:

a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it (Hudzik, 2011, p.6).

Similar definitions also highlight the integrated (Wit, 2002); transversal (Helms & Brajkovic, 2017); synergic (Hudzik, 2015); and interconnected (Jones, 2013) nature of comprehensive internationalization.

This extended definition frames the underlying principles of the concept and illustrates points of convergence and divergence with the essence of complementing constructs like “internalization at home” (Beelen & Jones, 2018); “internationalization of the curriculum” (Leask, 2015); and “intelligent internationalization” (Rumbley, 2015).

The points of convergence are especially significant to this research since they will give scholar-practitioner credence to possible pathways to comprehensive internationalization at CUValles. They include, but are not limited to:

- Intercultural learning and sensitivity: (Deardorff, 2016; Hudzik, 2015; Leask, 2010; Leask, 2015).
- “Glonacal”—global/national/local— perspectives, interrelations, prosperities, proliferations: (Hudzik, 2015; Marginson 2004 as cited in Kosmützky & Putty, 2016, p. 17).
- The use of comparative methodologies as a strategy for building cross-culture understanding (de Wit, 2002; Deardorff, 2016; Karky, Nandini, 2013; Hudzik, 2015).
- Brain circulation: (Hudzik, 2015; Mahroum, 2000 as cited in Mihut, de Gayardon, & Rudt, 2017, p.17).

In layman terms, and based on the aim of the present research, comprehensive internationalization is context savvy, transversal, inclusive, intentional, guided, iterative, and evaluable; it is an ideal approach to transformative practice.

Models for comprehensive internationalization: the Internationalization Cycle. de Wit (2002) discusses the process approach to internationalization through comprehensive organizational and program strategies. These strategies are focused on furnishing the structural framework and the academic resources required for threading internationalization through the teaching, research, and service functions of higher education.

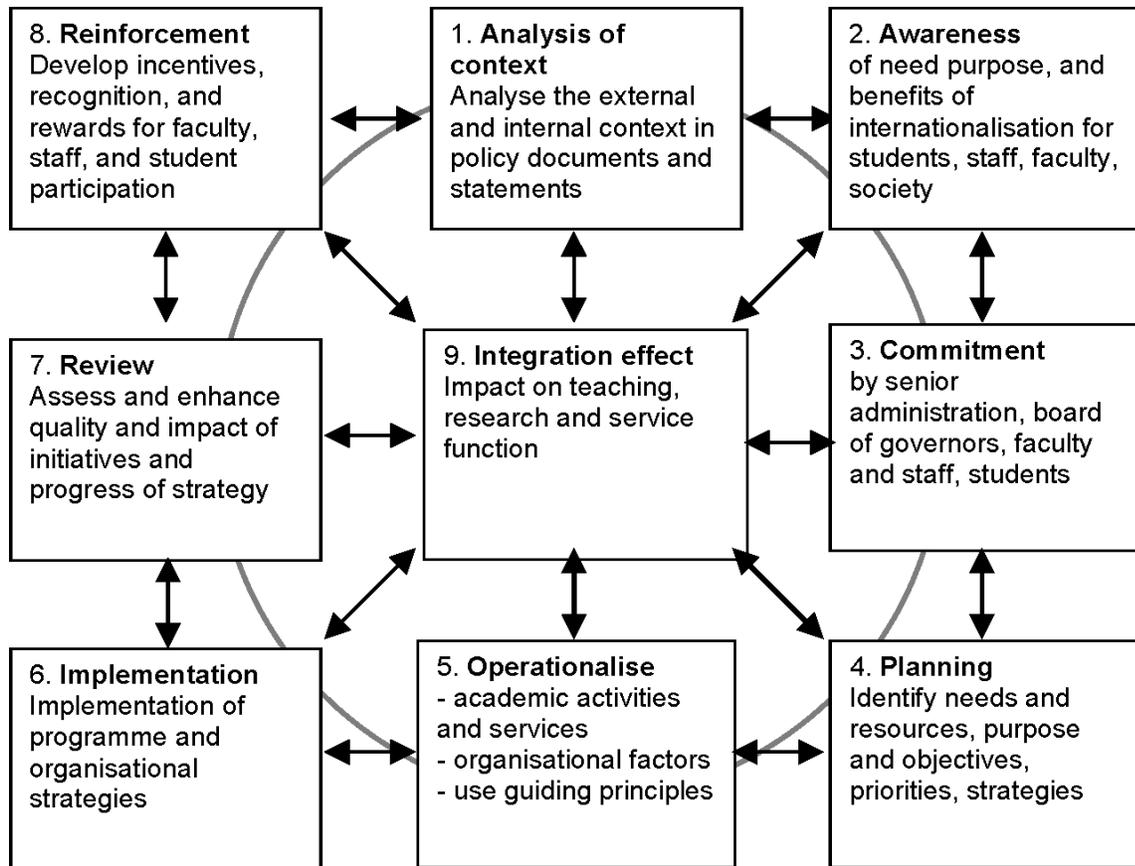
Organizational strategies generally precede program strategies, and they encompass governance, operations, support services, and human resource development (Bensimon et al., 2004; Childress, 2010; Helms & Brajkovic, 2017; Hudzik, 2015; Leask, 2015; Thomas et al., 2017; van der Wende, 1997). The underlying principle of the organizational strategies is to

ensure that internationalization is a transversal, embedded part of institutional policy, culture to the extent that it is and virtually impossible to remove despite future policy change; in the words of Hudzik (2015) “from ‘add-on’ to integration into the core” (2015, p.37).

Likewise, program strategies include academic programs, research and scholarly collaborations, external relations and services, and extracurricular activities (Altbach, 2016; Beelen & Jones, 2018; Hudzik, 2015, Leask 2015; Rumbley, 2015; Salmi, 2009). According to de Wit (2002), the determining factor for the success of program strategies is not their abundance, but the priority that the institution attributes to them as regards meeting the internationalization agenda.

Before de Wit (2002) scholars like Davie, 1992; Knight, 1994; Neave, 1992; Rudzik, 1998; and van der Wende, 1996 made similar proposals for the internationalization of higher education; (-all- cited in de Wit 2020, pp. 125-126). Nevertheless, the lynch-pin of de Wit’s proposal—sustained through the Internationalization Cycle—is the integration factor of internationalization (Figure 1). He argues that internationalization could be fully had at an institution as a parallel or separate agenda without its integration into all the foundational aspects of the University and hence available to staff, professors, students and the wider community (de Wit et al., 2015; Hudzik, 2015; Proctor, & Rumbley, 2018). However, an integrating element will ensure that internationalization flows with the lifeblood of the institution. The Internationalization Cycle also builds on the foundational premises of management, i.e., planning, organizing, directing, and controlling (Fayol, 1949). This characteristic allows the same model (de Wit 2002) to be used for diagnosis, implementation, and evaluation and guarantees that the results are fitted to the uniqueness of the context (Gacel-Ávila, 2019; Hudzik, 2015).

Figure 1: *The Internationalization Cycle*



Source: de Wit (2002, p. 136)

Models for comprehensive internationalization: the ACE Model. Positioning quality is at the forefront of internationalization, compels institutions of higher education to look beyond traditional postulates like academic mobility, towards a more comprehensive perspective that embraces the process through which the university fulfills its substantive functions (de Wit et al., 2015; Hudzik, 2015). Likewise, to consider internationalization as a “quality-centric” process

instead of a fixed status is also to intentionally recognize the subtlety between “internationalization” and “internationality” respectively (Brandenburg, 2018).

It is against this backdrop that comprehensive internationalization is scaffolded in the following sections. Based on ACE’s Model for Comprehensive Internationalization (2017), this discussion considers six dimensions of internationalization—articulated institutional commitment; administrative leadership, structures and staffing; curriculum, co-curriculum, and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships (p.vii)—as the essential pillars within its framework (Figure 2).

Figure 2: *ACE Model for Comprehensive Internationalization*



Source: Helms, Brajkovic (2017, p.2).

Though the manifestation of the six dimensions of comprehensive internationalization (ACE, 2017) can vary slightly among institutions, admittedly, their essence remains the same. The following is a shortlist of crucial elements that form the units of analysis for discovering elements of comprehensive internationalization at CUValles (Table 1).

Table 1: Units of Analysis based on the ACE Model (2017)

Six Pillars	Descriptors (Units of Analysis)	Supporting Scholars
Articulated Institutional Commitment	Mission statements and strategic plans	Childress, 2010; Gacel-Ávila, 2017; Hudzik, 2015
	Internationalization plans	
	Internationalization task force	
	Internationalization websites	
	Resource allocations	
	Symbolic affirmations	
	Assessment actions	
Administrative Leadership, Structures and Staffing	Institutional leadership involvement	Gacel-Ávila, 2017; Hudzik, 2015; Hunter, 2018
	Senior leader tasked to internationalization	
	Relationship among internationalization task force	
	Relationship among internationalization task force and leadership	
	Systems conducive for internationalization	
Curriculum, Co-Curriculum, and Learning Outcomes	General Education Requirements with a Global Component	Beelen & Jones, 2018; de Wit, & Leask, 2017; Gacel-Ávila, 2017; Leask 2015
	Institution-wide foreign language requirements	
	Institutional guidance and resources for course internationalization	
	International course designations	
	Internationalized courses	
	Internationalized majors, minors, and tracks	
	International and global learning certificates	
	Internationally-focused co-curricular programs	
	Globally-focused student learning outcomes and competencies	
	Associations (international sections)	
	Global learning assessments (non-institution based)	
	Curriculum and course design workshops and programs	
	International living-learning communities	
	Assessment of learning outcomes	
Faculty Policies and Practices	Internationalized tenure and promotion guidelines	Childress, 2010; Gacel-Ávila, 2017; Hudzik, 2015; Rumbley & de Wit, 2017; Rumbley & de Wit, 2018
	Programs to promote faculty mobility	
	Faculty awards for international engagement	
	Faculty grants for international engagement	
	Faculty-student international research programs	
	Curriculum internationalization grants	
Student Mobility	Institution-sponsored education abroad programs	Ammigan & Perez-Encinas 2018; Brandenburg, 2018; Castiello & Lee, 2018; Dobson & Conroy, 2018;
	Major-specific education abroad guides	
	Student mobility research	
	Short-term faculty-led study abroad programs	

	Mentoring programs /advisory boards for international students	Farrugia & Bhandari, 2018; Gacel-Ávila, 2017
	Online pre-arrival resources for international students	
	Pre-departure orientation programs in the home countries of new international students	
	Student leader programs for international student orientation	
	Ongoing orientation for international students	
	International student peer programs	
	Local friendship or homestay programs	
	Language exchange programs	
	International student leadership conferences	
	International student awards	
	Community service opportunities for international students	
Collaboration and Partnerships	Partnership programs and agreements	Beerkens, 2018; Gacel-Ávila, 2017; Hagenmeier, 2018; Maringe, & de Wit 2016
	Global engagement planning process and policies	
	Tracking international partnerships and agreements	
	Partnership director job description	
	Community collaborations	
<i>Source:</i> Own elaboration based on data from the ACE Internationalization Toolkit, the Internationalization of Higher Education Fall 2018 course, and related scholarly literature.		

Internationalization: A Latin American and Caribbean Experience

The University of the West Indies (The UWI) has dared to spur internationalization and regionalization from internationality and regionality as a Multi-campus University Network. The UWI was founded as a “regional university” based on the Asquith Report (1945). To date, the 17 islands of the English-speaking Caribbean are served by and fund its operations. The most recent report from the Vice-Chancellor of The UWI shows an enrollment that stands at 49, 162 students, registered in 8 faculties, spread across four campuses—in 4 different countries—and representing the 17 contributing nations and beyond (UWI, 2018).

Lead by the central Office of Global Affairs; The UWI peruses fulfillment of the 5-year mandate orchestrated by its “Triple A Strategy 2017-2022” for comprehensive

internationalization. To guarantee the fulfillment of this charge, an “Integrated Information System for the Balanced Scorecard Reporting Tool” (UWI, 2017, p. 12), has been applied on the university, campus, and faculty level throughout the University of the West Indies. Its diligent application aims at circumventing eminent challenges as they arise.

The underlying factor of this best practice is its strides towards an authentic internationalization through “...pathways that plays to its ...strengths and present resources” (Salmi, 2009, p. 57). Like CUValles, one of its “key strengths and present resources” is its position as a constituent of a greater whole where each part can contribute from its strengths and receive contributions from the greater whole. The same dynamic that makes its role within the “region” or “network” successful is the fulcrum of comprehensive internationalization within their context (Hudzik, 2015; Knight, 2012). This logic is especially so in the University of Guadalajara, where the rationale of creating the University Network is comparable to the rationale for comprehensive internationalization (UdeG, 1989 as cited by Real Ledezma, 2017).

Internationalization: The Mexican Experience

On a national scale, a similar representation of international education could also be traced from earlier times to the present day within the Mexican educational system. Inherent in the founding of México’s first University were significant elements of cross-border education (Burgess, & Berquist, 2012; Knight, 2018); though, in essence, it was but a mirage of the conception of internationalization proposed by de Wit (2015). The Universidad de Salamanca in Spain was the template for the Real y Pontificia Universidad de México. Thus, academic disciplines, access, funding, faculty, governance, and language of instruction were patterned accordingly (Ibarra, 1986). One of the first reforms of pre-tertiary education Mexican Educational Systems was in 1867. It included adding foreign languages to the curriculum “...in

order to facilitate the acquisition of knowledge and the diffusion of ideas” (Ibarra, 1986, p. 6). These beginnings outline an international presence with an academic rationale in the ideology of Mexican higher education (de Wit, 2002; Knight, 2012) and underline fundamental higher education values present even today.

Perhaps, Mexico’s most visible break with its Spanish colonial past after gaining independence is its educational philosophy. Title One, Chapter One, Article Three of the 1917 reenacted constitution, sets its basis by guaranteeing free, mandatory, and secular education for all Mexicans. What has perpetuated education to date is the use of Spanish as the language of instruction in almost institutions of higher education. Legally, the nation acknowledges 68 languages and over 360 linguistic variations as official (General Law of Indigenous Peoples' Linguistic Rights, Article 4; National Institute for Indigenous Languages), and Mexico is home to 7 intercultural universities (Reynaga, 2011, p.37). However, where tradition and legality meet the mainstream formal and informal curriculum, there is still an opportunity to grow before any language other than Spanish is considered mainstream (De Vita, 2007, as cited by Leask, 2009, pp.206 - 207). Though language is only one aspect of fully embracing intercultural diversity, it is a gateway to the profusion of “knowing, doing and being” (Barnett and Coate, 2005, in Leask, 2015) that underlines the postulates of intercultural teaching and learning sought both nationally and internationally.

With this context as a backdrop, it is of significance to note that 1979, however, is the year that marks the coming to being of Mexico’s higher education system. The policy document "la Planeación de la Educación Superior en México" (1979) heralded the start of coordinated events towards planning higher education at a national level; the first step in the creation of a System of Higher Education (Aguilar, 2003, pp.23-24). Ten years later, a homologous strategic

plan for education named “el Programa de Modernización Educativa 1989-1994” (1989) challenged higher education institutions to train critical, innovative, and adaptable Mexicans cognizant of how to make optimal use of global scientific and technological advances. The Plan also established quality higher education as the starting point for said integration. Almost a decade later, the previously mentioned strategic plan, under the name “el Programa Nacional de Educación 2001-2006,” enunciated the government’s 2025 vision for higher education as regards internationalization more clearly. It stated:

“...higher education institutions will have a high capacity to respond to the students’ needs who are increasingly more diverse in their social and ethnic origins, and they will be part of national and international partnerships and academic exchange programs for students and professors...” (PRONAE 2001-2006, 2001, p. 198).

Even with the political will shown nationally, Mexico is yet to define a comprehensive internationalization policy. However, the National Development Plans that have governed the five presidential terms of the last 30 years have established frameworks and strategies conducive to internationalization (Altbach, 2016; Gacel-Ávila, 2017). Without attempting to create an exhaustive list, some of the flagship initiatives geared at promoting internationalization in Mexican education include (Altbach et al., 2009; Altbach 2016; Gacel-Ávila, 2017; Proctor, & Rumbley, 2018):

- Engagement with local organizations that have expert knowledge the topic, these include; la Fuerza Trilateral de Discusión en Educación Superior (FTDES); Consejo Nacional de Ciencia y Tecnología (CONACyt); Asociación Mexicana para la Educación Internacional (AMPEI); Asociación Nacional de Universidades e Instituciones de Educación Superior

(ANUIES); Dirección General de Relaciones Internacionales (DGRI) and Agencia Mexicana de Cooperación Internacional para el Desarrollo (AMEXID).

- Policy and financial incentives for institutions, professors, students participating in internationalization initiatives, such as; grants for postgraduate degree overseas; grants for studying languages nationally and internationally; language labs at higher education institutions; language courses for primary and secondary teachers; repatriation programs for professional Mexicans; retention programs for foreign professors.

- Legislative reforms represented in; Migration Law; International Development and Cooperation Law; General Law for Education and the draft of General Law for Higher Education.

- Strategic international partnerships and alliances for example; Espacio Común de Educación Superior de América Latina, el Caribe y la Unión Europea (ALCUE); Tuning Latin America; Association of American States; British Council; 100,000 Strong in the Americas Innovation Fund; U.S.-Mexico Bilateral Forum on Higher Education, Innovation and Research; Organization of American States; and agreements with Ministries of Education around the world.

- Incoming and outgoing cross-border education. Mexican Universities with international campus include; Universidad Autónoma del Estado de Hidalgo (UAEH); Universidad Nacional Autónoma de México (UNAM); Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM); Universidad de Guadalajara (UdeG).

- Educational services for Mexicans in the USA; through a project called “Plazas comunitarias” that offers continuing education for adults.

Van der Wende (1997) highlights the ramifications of a disconnect between internationalization and higher education policy as a prevalent tendency. In a similar light, Mexico seems to face a disconnect between the national policy frameworks and their opportune fitting with the reality of higher education institutions. In the Mexican scenario, comprehensive internationalization can aid in the agile transition of macro strategic policies to micro operative policies within higher education (Gacel-Ávila, 2017, p.67) since it implies stoking context-specific meaning and applicability from a more extensive more generalized body of knowledge.

Chapter 3: Context

The Mexican Higher Education Context

Inherent to comprehensive internationalization is its "fit" to a particular mission and circumstance Hudzik (2015, p.22). Therefore, a keen consideration of the higher education system where it is embedded is imperative for guiding this process. The following chapter gives an outline of the overall backdrop of higher education at CUValles from a macro to an increasingly micro perspective. It also crafts the means of identifying the fostering and frustrating elements of comprehensive internationalization at CUValles.

History of higher education. Mexican higher education has had a variety of structures, functions, and objectives based on the socio-political epoch in which it exists. Historians date three distinct periods, them being Spanish colony (1521-1810), Independent Nation (1821-1910), and Post-revolutionary Nation (1910 and beyond). In 1537 the emperor Charles V afforded the first experience of international higher education in Mexico when he ordered that "twenty native Indian boys be taken to Spain to receive higher education" (Ibarra, 1986, p. 4). According to the same author, the Colegio de Santa Cruz de Tlatelolco offered higher education in Philosophy and

Literature to the indigenous population after having studied elementary education at the same institution.

However, Mexico's first University, the Real y Pontificia Universidad de México, was created in 1551 by the royal ordinance of Spain. This institution was the third of its kind in the New World preceded only by the Universidad Autónoma de Santo Domingo in 1538, and the Universidad Nacional Mayor de San Marcos in 1551. Historian Eric Williams sheds light on this phenomenon, explaining that Spain encouraged colonizers to make a home in the colonies instead of just considering them economic outposts. Accordingly, the Spanish colonies were afforded the unique opportunity of higher education within their borders before the French, Dutch, or English colonies (Williams, 1942; Williams, 1970). Nonetheless, still caught in the throes of colonialism, higher education responded to the demands of its context (Altbach, 2016).

During its first 300 years, higher education was an elite opportunity afforded to those later charged with "shaping the mind and character of a ruling class" (Trow, 2006, p. 243). Within this period, more than 30,000 undergraduate and 1,000 masters and doctorates were awarded to a very elite fraction of the population, educated by Franciscan, Jesuit, and Augustinian missionaries (Marlow-Ferguson and Lopez, 2002). However, the 1950 to 1960 decade brought unprecedented, irrational and atypical massification to the Mexican Higher Education System (Brunner, 2007; Gallo, 2005). Unprecedented because for the first-time higher education enrolment grew exponentially from 35,000 to 77,000 without being coerced by the "invisible hand" or mandated by public policy (Brunner, 2007, pp.14 and 28). Irrational, since primary and higher education massified simultaneously and spontaneously, instead of sequentially and strategically as had occurred in the global north (Cardoso cited by Bruner, 2007; Gallo, 2005). Atypical, given that Education, Humanities, and Social Sciences were being

perused, against the global trends of Law, Medicine, Industry, Economics, Natural Science, and Technology (Brunner, 2007).

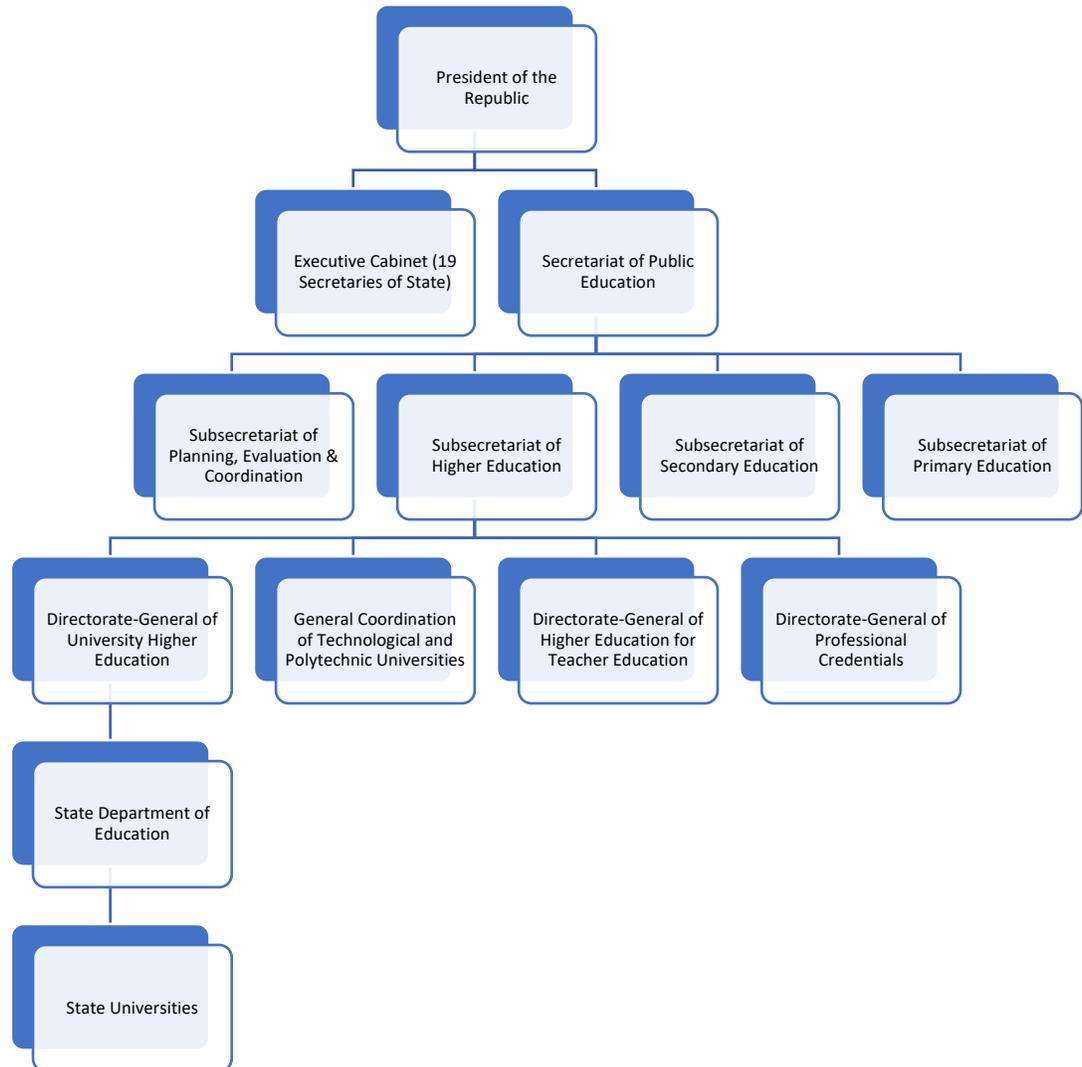
With this context as a backdrop, it is of significance to note that 1979, however, is the year that marks the coming to being of Mexico's higher education system. The policy document "La Planeación de la Educación Superior en México" (ANUIES, 1978) heralded the start of coordinated events towards planning higher education at a national level; the first step in the creation of a System of Higher Education (Aguilar, 2003, pp.23-24). The making of this document, —the first of approximately five others in the following 20 years—invited experts from the Ministry of Education, leaders of higher education institutions and members of the National Association of Universities and Higher Education Institutions (ANUIES) to engage on a topic where they all were stakeholders. However, from a holistic perspective, it could be argued that the establishment of Mexico's system of higher education was a process that spanned over 300 years: Spain granted the institutions, the Revolution and Constitution its credence, Cordoba its autonomy, and Modernization the need to coordinate, therein orchestrating the ultimate coming together of the system we know today.

Organizational structure of higher education. The Mexican Planning Law (Article 21) dictates that within the first two months in office, each Mexican President is to present the Lower House a National Development Plan. After this Plan is approved, all Cabinet Secretariats propose a Program for their sectors that explicitly aligned with the mandates of the National Development Plan. Subsequently, all other publicly funded institutions, including higher education institutions, are also required to put forward a Plan that states their priorities, while remaining within the limits of their direct superior's Plan.

This administrative structure creates a framework for both budget formulation and execution within higher education through the National Council of Accounting Harmonization – CONAC– (General Law for Government Accounting, 2018, Article 6). Likewise, the higher education receives an earmarked subsidy, at a Federal and State level. So, although the University can be flexible with the interpretation of the designations, routine audits and a rigorous legal framework ensure financial decisions' compliance with dictates of external superiors. Furthermore, this construct legitimizes the issuing of the "cédula profesional"; at a State and Federal level to give credence to the diplomas issued by institutions of Higher Education (Parliamentary Gazette, Number 4242-IV, 2015).

This context adds another layer to the complexity of Public Higher Education in Mexico. From a legal and normative perspective, these institutions are guaranteed academic, economic, and governance autonomy (Mexican Constitution, Article 3, Fraction VII). However, in practice, this autonomy, which has been a constitutional right as of 1980, is limited by the frontiers of financial dependence, relative extraterritoriality, and the National System of Democratic Planning (Diaz Barraga, 2004, p. 46). The multiplicity of nuances held by the context above makes the visual demonstration of a chain of command, a web at best. Notwithstanding, the following (Figure 3) is a simple layout of the hierarchy above a typical state university, as is the case of the University of Guadalajara.

Figure 3: Organizational Chart of Mexican Higher Education



Source: Own elaboration based on data from the Mexican Secretariat of Public Education

Types of higher education institutions. Mexico is not a newcomer to a vertical and horizontally diversified higher education system (Clark, 1978 in Altbach, Reisberg, & de Wit, 2017). As early as 1769, Mexico opened the doors of its first secular higher education institution. In its wake followed the: European Model Colleges (San Juan de Letran – 1558); State Universities (Institutos Cientificos y Literarios – throughout the XIX century); Teacher

Education Colleges (Escuela Normal Lancasteriana - 1823); Public Technological Institutes (Escuela Nacional de Artes y Oficios para Hombres - 1864); Research Institutes (Academia Nacional de Ciencias y Literatura – 1869); Female Universities (Universidad Femenina de Mexico – 1943); and Private Higher Education Institutions (Escuela Libre de Derecho – 1912).

Currently, public education is free, secular, and a public good (Mexican Constitution, Article 3, Fractions I & VII). A typical student’s academic life consists of 3 years of preschool, six years of primary education, three years of junior secondary education, and three years of senior secondary education (SEP, 2020). Subsequently, one can opt for higher education—the duration of this level depends on the type of institution attended, and the form of education offered—.

Mexico’s higher education system is composed of 4,042 institutions, diversified by the Secretariat of Public Education, into 12 categories. Table 2 represents the most recent statistics on this diversified system:

Table 2: *Composition of Mexican Higher Education*

Type of Higher Education Institution	Enrollment			Number of Institutions
	Total	Undergraduate	Post-graduate	
Public State Universities	1,226,164	1,172,438	53,726	36
Public State Universities with Solidarity Assistance	64,665	63,396	1,269	23
Public Intercultural Universities	15,000	14,939	61	11
Public Polytechnic Universities	101,937	100,835	1,102	61
Public Technological Universities	246,855	246,810	45	118
Decentralized Technological Institutes	251,306	250,408	898	122

Federal Technological Institutes	356,977	352,378	4,599	128
Federal Public Universities	559,104	509,673	49,431	91
Public Teachers College	85,335	81,658	3,677	293
Public Research Centers	7,031	65	6,966	36
Other Public Institutions	124,793	107,273	17,520	156
Public Subtotal	3,039,167	2,899,873	139,294	1,075
Private Teachers College	10,653	10,320	333	146
Private Universities	1,655,580	1,433,940	221,640	2,821
Private Subtotal	1,666,233	1,444,260	221,973	2,967
Grand Total	4,705,400	4,344,133	361,267	4,042
<i>Source:</i> Own elaboration based on data from the Mexican Secretariat of Public Education				
<i>Note:</i> Table represents fulltime, part-time and independent study students.				

Mexican higher education institutions are generally not classified as teaching-oriented or research-oriented institutions, as defined by Albach (2016). However, there are clusters of prestigious researchers, research centers, and research institutes throughout the nation that are recognized, funded or subsidized by the National Research System (SNI). Additionally, the statistical profile of Mexican Higher Education shows that, on average, 35% of the generational cohort enrolls in higher education, while only 25% graduates successfully. Mexico designates 1.4% of its GDP to higher education, which enrolls 86.9% of higher education's student population (SEP, 2019, pp. 13 & 53). Research surrounding comprehensive internationalization in public Higher Education in Mexico operates within the frontiers of this Higher Education System.

The University of Guadalajara's Context

History of the University of Guadalajara. Founded in by royal decree 1791, the University of Guadalajara is Mexico's second oldest University (Ibarra, 1986, p. 4). Modeled

after the Universidad de Salamanca, the then “Real y Literaria Universidad de Guadalajara” granted degrees in Medicine, Law, Philosophy, and Theology (Real Ledezma, 2017). The University withstood variations in national and institutional ideologies, which lead to a series of name changes and temporary closures. On the 12th of October 1925, the University of Guadalajara reopened its doors after being closed for 65 years. After having survived colonialism and revolution, the University of Guadalajara was ushered into an era of modernization.

Mexico’s geo-political relationship with international counterparts like the Organisation for Economic Co-operation and Development (OECD) and the United Nations (UN) in the 1980s inspired a shift in its organizational structure, from a heavily centralized nation to a decentralized one (Aguilar, 2003). In the educational sector, this meant an increased interest in the quality and relevance of the higher education offered through the nation. This new national direction spurred the University of Guadalajara towards one of its most significant reforms yet.

Between 1989 and 1994, the University of Guadalajara transitioned from a centralized State University to a concentrated decentralized University Network. According to the University of Guadalajara archives, this step addressed four focal points of university life:

1. Democratic access to quality higher education
2. Decentralization and regionalization of higher education.
3. Outreach and collaborations with the productive and social sectors.
4. Academic and administrative flexibility (introducing a system of credits).

These proposals were made manifest when the Congress of the State of Jalisco approved the New Organic Law of the University of Guadalajara (UdeG, 2014). Among the innovations adopted through this Law was: a new admissions policy, the establishment of the University

Network; the introduction of a credit system, the introduction of the departmental model; the creation of the University of Guadalajara High School System.

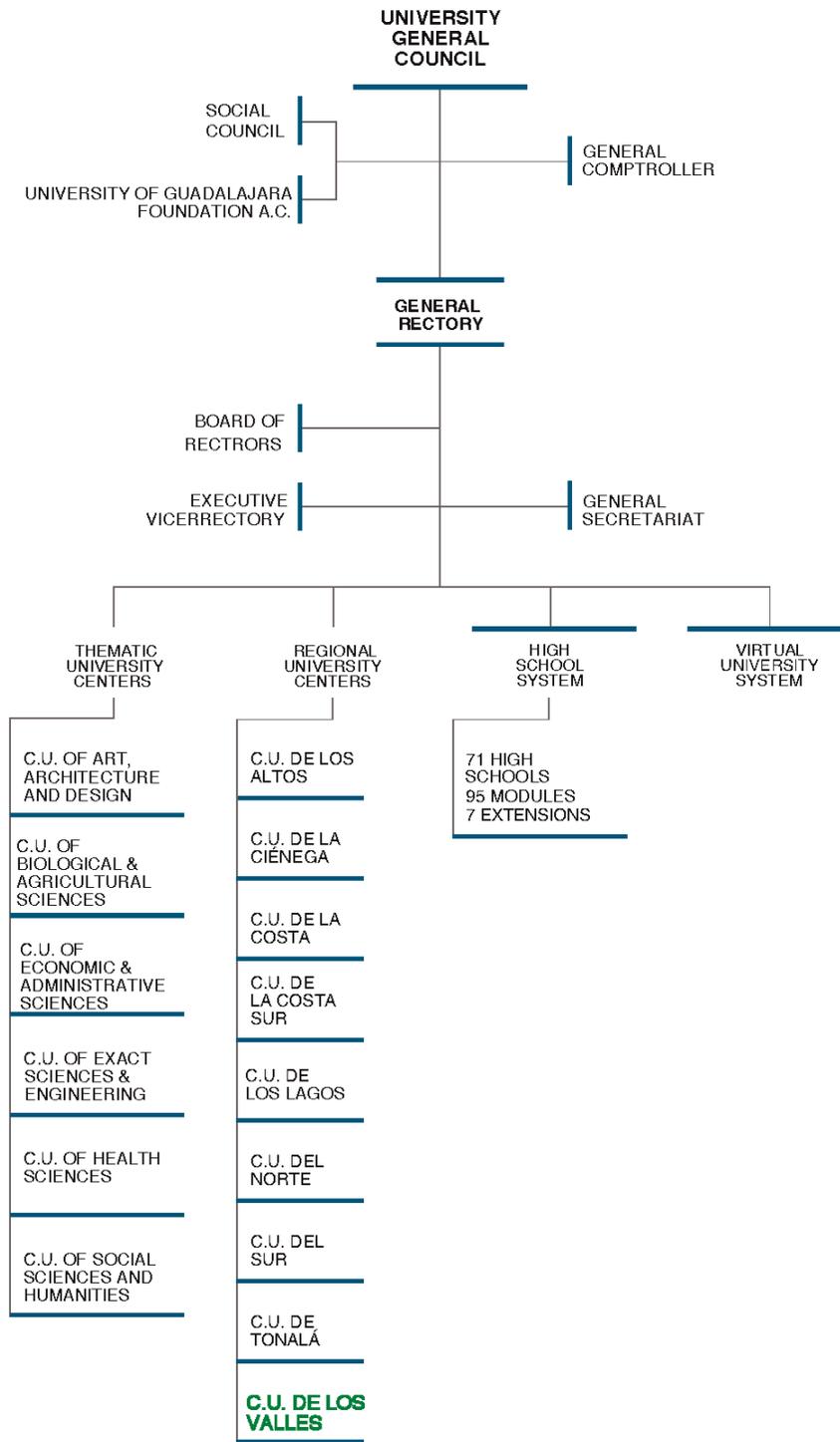
As a concentrated decentralized University Network, there are some salient elements of academic and administrative life that all of the University Campuses share. Firstly, the University Network has a standard admission policy (UdeG General Admissions Regulation, 2017; UdeG Organic Law, Article 20). Thus, all University Campuses share the same admissions calendar, applicants sit the “Prueba de Aptitud Académica,” a standardized test created by College Board, and acceptance is based on the sum of applicants’ high school average and the exam score. Applicants apply to a specific undergraduate program at a particular Campus, in addition to their score, acceptance is incumbent upon the number of places that the particular University Center advertised before the exam, and fulfillment of administrative prerequisites (UdeG General Admissions Regulation, 2017, Article 8 & 14). The University’s General Council could stipulate special admissions criteria in the spirit of equal opportunity (UdeG General Admissions Regulation, 2017, Article 9). Secondly, the University Network has a standard graduation criterion. A —University of Guadalajara— diploma is granted to all students who have completed their credits, and successfully passed one of over 14 options to their diploma —ranging from a thesis, and external exams, to patents—. All students receive the same diploma with the ensign “Universidad de Guadalajara,” no reference is made to the Campus where the student studied (UdeG General Graduation Regulation, 2018). Thirdly, the University Network has a standard process for designing and updating undergraduate and postgraduate degrees. Thus, although many Campuses offer the same degree, they share the same syllabus. In theory, any change that affects more than 25% of the syllabus must be elaborated by an inter-campus committee and approved by the University’s General Council (UdeG General Programs of Study

Regulation, 2006; UdeG General Administration Internal Regulation, Article 9C & D). These are some of the more critical shared elements that affect attempts at comprehensive internationalization since they are significant gatekeepers of the university experience.

The University of Guadalajara's role as public State University extends beyond its direct occupants to that of a statewide, national and international community. Some of the services provided to this broader community are provided through the: Telmex Auditorium; Folkloric Ensemble; State Public Library; Channel 44 TV and Radio Network (transmitting in California); Julio Cortázar Latin American Chair; Cultural Center; Culture UdeG promotion; UdeG Publishing Company; Diana Theater Studio; International Book Fair; Guadalajara's International Film Festival; Civil Hospitals of Guadalajara; International Book Fair in Los Angeles; Leones Negros soccer team; Carlos Fuentes Bookstore; Kids Science Fair; Diana Theater; and University of Guadalajara Foundation USA (UdeG, 2019). Inherent to most of these initiatives is an international dimension of higher education that the university affords to the society at large. The challenge is adding intentionality to the existing inherency to facilitate the ends of internationalization (Brandenburg, 2018; de Wit 2018; Leask, 2015).

Organizational structure of the University of Guadalajara. Before 1994 the University was governed by a Rector who guided decision-making through Faculty Directors. Currently, a Rector governs each Campus, and University Council oversees them. Likewise, the Network is governed by a General Rector who is overseen by a University General Council (UdeG Organic Law, 1994, Article 24, Fraction I). This structure makes the University General Council the maximum decision-making body within the University Network and the General Rector, the highest unipersonal authority, as is displayed in Figure 4.

Figure 4: University of Guadalajara's Organizational Chart

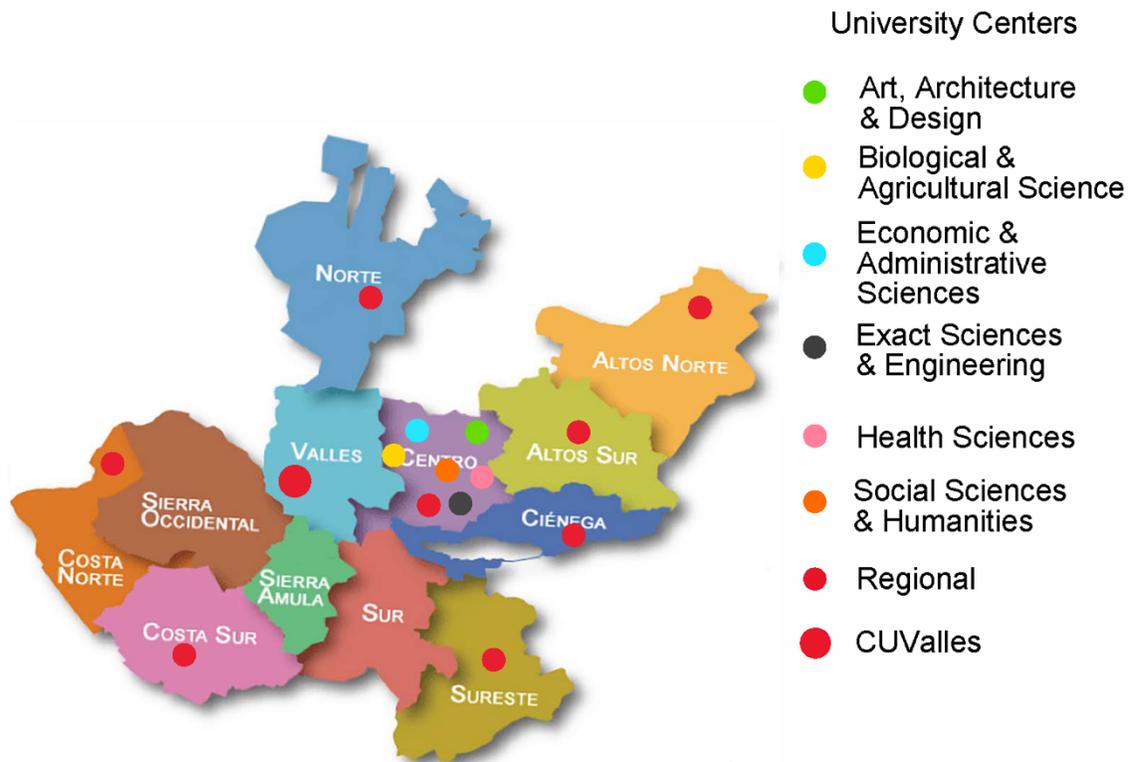


Source: Translated from University of Guadalajara, 2018 (p.11).

In the context of this research, policy level proposals transit from the Network Campuses up through the chain of command to the University General Council, who makes a final decision, or it can travel from University General Council down to the Campuses to be put into practice. However, on every level of decision making, there is a degree of flexibility in policy implementation that allows the parties involved to incorporate the priorities of their immediate context. It is important to note that the directrices of the Planning Law also apply to the University of Guadalajara. In keeping with this notion, it, too, has to put forward an Institutional Master Plan that aligns with the superior goals at State and Federal level and one that sets the precedence for CUValles' Campus-based Development Plan.

The University Network gave birth to 6 Thematic Network Campuses, 9 Regional Network Campuses, and 2 Educational Systems, as is demonstrated in Figure 4. The guild of related disciplinary areas or “themes” were clustered on the site of the most closely related Faculty, occurring almost simultaneously (UdeG Organic Law, 1994, Article 23, Fraction Ia). Regional Network Campuses obeyed a distinct logic, and their names are according to the existing geographical and administrative regions where they are found (UdeG Organic Law, 1994, Article 23, Fraction Ib) - (see Figure 5). From the get-go, these were created based on the needs and demands of a particular Region, and are by nature, multi-disciplinary. While there have been no new Thematic Campus openings since 1994, the most recent Regional Campus was inaugurated in 2016 (UdeG Prensa, 2016).

Figure 5: *Distribution of Network Campuses in the State of Jalisco*



Source: Own elaboration based on University of Guadalajara and State government data.
Note: Locations of University Centers within each administrative Region are approximations.

Composition of the University of Guadalajara’s Network. The University of Guadalajara is the second-largest public institution of higher education in Mexico. This indicator not only refers to access and student enrolment but also the University’s compliance with quality assurance mechanisms established by the Secretariat of Public Education (SEP-ANUIES-INEGI in COPLADI, 2019).

The General Rector’s most recent year-in-review (2018-2019) and the University’s official statistics identify UdeG as the provider 45% of Higher Education state-wide. They also report a 41% admission rate and increase in enrolment of 7, 463 students as compared to 2017,

thus making a direct contribution to the National Development Plan’s goals (PND 2013-2018). This heightened access is the result of policies aimed at fostering affirmative action and a flexible curriculum for applicants, especially underrepresented groups and non-traditional students (Proctor & Rumbley, 2018). Table 3 highlights additional data of interest:

Table 3: *University of Guadalajara’s Enrolment & Academic Offer in 2019*

Enrollment & Academic Offer				
Student Population	High School System		University Centers	Total
	161,357		130,243	291,600
Sex	Male		Female	Total
	133,628		157,972	291,600
Non-national Degree Seeking Students	Undergraduate		Postgraduate	Total
	192		244	436
Academic Levels	Undergraduate		Postgraduate	Total
	123,679		6568	130,243
University Centers	Thematic	Regional	Virtual System	Total
	79,475	46,960	3,808	130,243
Academic Programs	Undergraduate		Postgraduate	Total
	133		226	359
<i>Source:</i> Own elaboration based on data from the University of Guadalajara’s: General Rector’s most recent report year-in-review, Office of Statistics and Office of the Registrar.				

Quality gains importance only when colored by the uniqueness of context and purpose (Aguilar, 2003, p.31; Marlow-Ferguson and Lopez 2002, p. 602; UNESCO, 1998). Literature has framed quality through frameworks (mechanisms) like “...performance, standards, norms, accreditation, bench-marks, outcomes, and accountability...” (Adelman, 2009 in Altbach, Reisberg, and Rumbley 2009, p.53). Within the Mexican Higher Education system, the most salient quality assurance mechanisms include; external accreditation; professors’ acceptance in the National Research System; publications, external examinations and degrees accepted by CONACYT’s quality postgraduate program (Acosta, 2015; CONACYT, 1991; COPAES, 2000; Marun, 2015,

SNI, 1984). In this regard, Table 4 summarizes The University Network quality assurance reports for 2019:

Table 4: *The University Network Quality Assurance Reports for 2019*

Mechanisms	Data
External accreditation	96.55% of undergraduate enrolment
Quality postgraduate degrees	68.4 % of graduate enrollment
National Research System professors	56.3% researchers
External examinations	274 students with above average scores *
<i>Source:</i> Own elaboration based on data from the General Rector’s most recent report year-in-review and the University of Guadalajara’ office of statistics. * The State University in second place has 140 students with above average scores.	

Centro Universitario de los Valles’ Context

History of CUValles. The 45.5-kilometer of the Guadalajara-Ameca Highway is home to the Centro Universitario de los Valles, hereafter CUValles. Prior to its founding, the Biological & Agricultural Science University Center imparted extension courses from that location from 1997 to 2000. In 2000 CUValles’ was declared a sub-Campus and was fit to offer four undergraduate degrees to the Valley Region but under the auspices of other University Campuses. Four years later, CUValles was granted “University Campus” status, along with the responsibilities and the autonomy granted by the University Network.

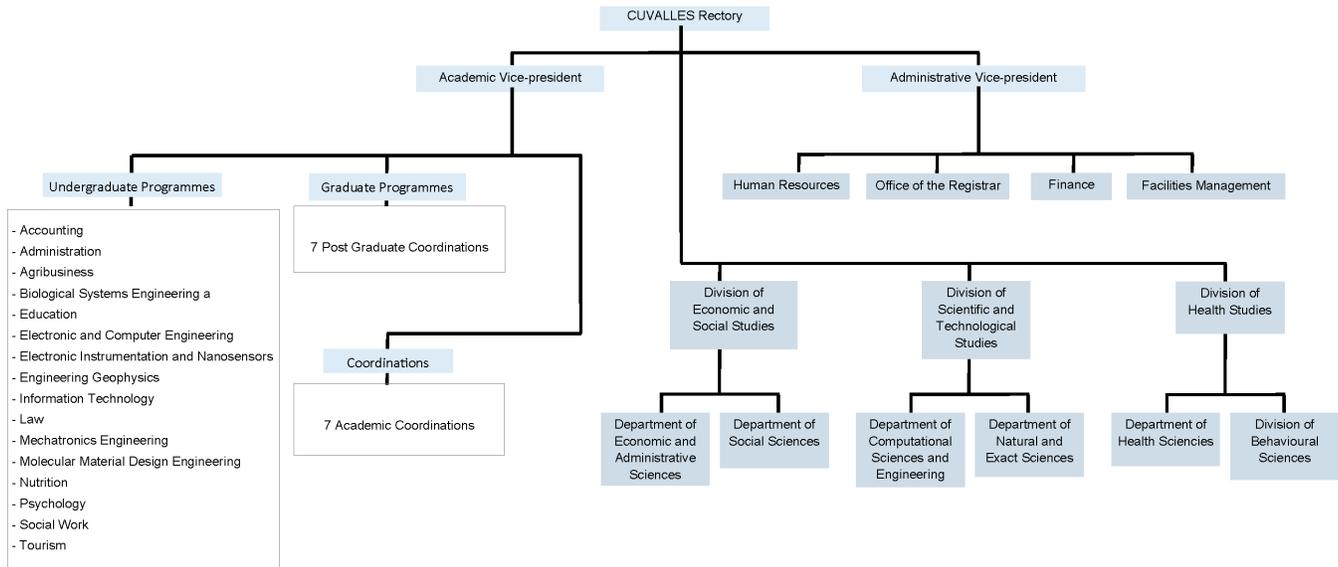
One of the distinguishing characteristics of CUValles within the University Network is its “unconventional” or “innovative” pedagogical model. Known as the Face-to-face Optimized Model, this way of teaching and learning is based on five premises (Proposal for the creation of CUValles, in Quintero Macias et al., 2012):

1. The student is an active participant in their learning;

2. Learning is a self-managed process wrought through insight;
3. The Professor is jointly responsible for student's learning and crafts personalized learning experiences with students;
4. New and emerging technologies facilitate a dynamic learning environment;
5. Advisors and group workshops foster holistic student development in areas related to human and intellectual development, art, sports, and health.

Organizational structure of CUValles. Although autonomous in some regards, the Campus is governed by the principles of concentrated decentralization and is guided by a Campus-based Development Plan (*Plan de Desarrollo del Centro Universitario de los Valles 2014-2030*) derived from a more global Institutional Master Plan (*Plan de Desarrollo Institucional 2014-2030*). The organizational structure of CUValles is a replicate of the other Regional University Campuses. Its Academic and administrative functions adjust to serve the specific needs of each Region. Nevertheless, they are subject to the overarching guidelines of the General Administration. Figure 6 is a graphic expression of CUValles' chain of order:

Figure 6: CUValles' Organizacional Chart



Source: Translated from CUValles Official Website (2019)

At CUValles, internationalization efforts reside primarily in the Office of the Academic Vice President, who not only provides leadership in policymaking but also determines the related budgetary assignments of the same. Under the leadership of the same Office, the scholar-practitioner (Streitwieser & Ogden, 2016; Wasserman & Kram, 2009) roles executed the Academic Services, Research, Postgraduate Planning, Educational Technology, and Extension Coordinators shed light on an alternative route to comprehensive internationalization.

Outside of the Academic Vice Presidency, the departments are identified as the primary academic units of the University and are ascribed the functions of teaching, research, and service (UdeG Organic Law, Article 23 Fraction II, 1994). Each of CUValles' six departments is responsible for a group of academias, who form the academic nucleus of particular fields of study. At one end of the six Departments rests three academic divisions that solidify the academic and administrative responsibilities of the six Departments. On the other end, the

influence of the departments trickles into 16 undergraduate and seven postgraduate degrees. This route seems to be an instinctive one for internationalization to flow through the substantive functions of CUValles.

The conduciveness of the organizational structure to a transversal process like comprehensive internationalization heightens the significance of the research questions under study and gives insights into possible strategies for moving forward.

Composition of CUValles. CUValles is a non-residential, public, tuition-free university campus. It has an enrolment of approximately 5,309 students in 16 undergraduate or seven postgraduate degrees, taught by 400 professors. From 2013 to 2019, CUValles has reported an acceptance rate of that started at 100% and now lies at 55% (CUValles Rector’s Annual Reports, 2013-2019). The distribution of student enrollment for the Fall of 2019 is as follows (Table 5):

Table 5: *CUValles’ Student Enrollment (Fall 2019)*

Undergraduate Academic Offer	Student Enrollment
Accounting	542
Administration	505
Agribusiness	252
Biological Systems Engineering	156
Education	295
Electronic and Computer Engineering	190
Electronic Instrumentation and Nanosensors	107
Engineering Geophysics	50
Information Technology	222
Law	691
Mechatronics Engineering	420
Molecular Material Design Engineering	62
Nutrition	215
Psychology	494
Social Work	640
Tourism	267

Continuing Education (Nursing & Social Work)	81
Undergraduate Subtotal	5189
Postgraduate Academic Offer	Student Enrollment
International Higher Education	1
Learning Technology	47
Mathematical & Physical Sciences	9
Mathematical & Physical Sciences (PhD)	10
Mechatronics Engineering	24
Socio-Territorial Studies	13
Software Engineering	16
Postgraduate Subtotal	120
Total	5309
<i>Source:</i> Own elaboration based on data from CUValles' Office of the Registrar.	

The current student body comes from the 14 municipalities of the Valley Region, numerous surrounding municipalities, and seven other Mexican States. There are also six degree-seeking international students from other countries in Latin America and the Caribbean (CUValles Office of the Registrar, 2019). These students can choose to participate in activities that foster internationalization at CUValles and abroad. CUValles' most recent Annual Report (2019, p. 16) identifies 17 incoming students and 148 outgoing participants in student mobility. During the same period, 73 academic professionals participated in mobility to other institutions, while 33 academic professionals visited CUValles from other institutions. Likewise, the same Report (p.13) confirms 1, 321, and 1515 students studying foreign languages at the English Global Learning Center in the Spring and Fall, respectively.

It is interesting to note that there is institutional data on participation in traditional strategies for fostering internationalization like mobility and foreign language studies. Whereas, though “Internationalization at Home” and “Internationalization of the Curriculum” are mentioned in the institutional discourse, official data is not readily available for these non-

traditional forms of internationalization. Scholarly literature identifies this lack of reliable data as a common barrier to comprehensive internationalization (Hudzik, 2015, p.79; Jackson, & Oguro, 2018, p. 4). A mechanism for systematically collecting and reporting reliable data on all aspects of internationalization present at CUValles should be a vital part of any proposal for comprehensive internationalization at CUValles.

Overview of the Valley Region. This dynamic learning environment is situated on approximately 62 acres of land and bordered by fields of sugarcane. At 70 km from Guadalajara and 7 km away from Ameca Center, CUValles' unique location places it at the center of salient representations of Mexican culture. The hometowns of Mexican Tequila, Guachimontones pyramids; Piedras Bola; Charrería, and Mariachi are all 30 minutes or less from CUValles.

From 2004 to 2018, a total of 9,814 students have completed their programs of study, while 6,104 have successfully graduated from CUValles (CUValles Rector 2013-2019, pp.10-11). Despite an increase in university graduates, a relatively young population of approximately 332,423 inhabitants, and the rich cultural and historical heritage, of the Valley Region; the base of the local economy continues to rest on primary industry, and the emigration index is high (Jalisco Institute of Statistical and Geographic Information, 2019). A comprehensive proposal for internationalization at CUValles, will not only foster quality higher education for the constituents of CUValles, but will also have an outward impact which ensures that meaningful contributions are made to society (de Wit et al., 2015, p.27) and the institution's external frames of reference, partnerships, and relations (Hudzik, 2011, p.6).

The previous exploration of CUValles gives perspective to the specific research questions which inquire about the strengths, opportunities, weaknesses, threats to comprehensive internationalization at CUValles. Moreover, the overview of the Mexican Higher Education

Systems, the University Network, and CUValles shows a clear hierarchy and a level of interconnectivity that requires creativity to circumvent the system by using it as a framework to move purposely beyond internationality into comprehensive internationalization (Brandenburg, 2018). Altbach proposes that higher education is immersed in and answers to an international higher education culture, which is independent of national goals (2012, p.260). However, the Mexican higher education context in which CUValles is immersed paints a complex system that "rotates" in the national context while "revolving" in an international one, whilst remaining tethered to a local "axis." The "glonacal"—global/national/local— (Marginson 2004 in Kosmützky & Putty, 2016, p. 17) nature of comprehensive internationalization is key in bringing this triality to fruition.

Chapter 4: Methodology

Bui (2014), Creswell (2014), and Hernández et al. (2014) urge the researcher to craft a methodology that is consistent with the nature and scope of the research problem. This study analyses the inconsistencies between institutional claims to comprehensive internationalization and the lack of an intentional, integrated institutional means to comprehensive internationalization at the Centro Universitario de los Valles (CUValles), part of the Universidad de Guadalajara Network.

In academic research, the research questions underlie the quest for solutions to the research problem. Ultimately, the central research question acts as a “driver” or “working guideline,” while the corresponding associated sub-questions may finetune the nature of the data gathered through primary and secondary sources (Bui, 2014; Creswell, 2014). Based on the preceding scaffold, the main research question and the sub-questions are as follows:

Main research question:

How might comprehensive internationalization be achieved at CUValles: a constituent of a decentralized, multi-campus, University Network?

Sub-questions:

1. What elements of comprehensive internationalization already exist in CUValles?
2. What elements of comprehensive internationalization are lacking from CUValles?
3. What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?
4. What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles?

The current study is guided by the transformative framework (Creswell, 2014) or transformative paradigm (Mertens, 2010), metaphysical concepts which will be used interchangeably throughout this text. The specific research design denominated a “mixed-method design” consists of qualitative data collection through document analysis and interviews, to identify the manifestations, priorities, opportunities, obstacles, and future of the internationalization. The data gained from the qualitative phase is transcribed, coded through manual thematic analysis. Consecutively, the salient themes from the qualitative phase are counted and ranked by frequency to provide input for a SWOT Analysis. This analysis provides a framework for recognizing the main contributors to and deterrents from comprehensive internationalization at CUValles. This research design highlights the imperativeness of the active role of research participants, who contribute to identifying key informants, ranking salient themes, and identifying the next steps, all indispensable for giving a trustworthy response to the research questions.

A Rationale for Research Design

Transformative framework. The current study is guided by the transformative framework (Creswell, 2014) or transformative paradigm (Mertens, 2010), metaphysical concepts which will be used interchangeably throughout this text. Merriam & Tisdell (2016) remind us that data collection and analysis are simulations in research that includes qualitative data, including the mixed-methods design. Hence it is of utmost importance to explain the theoretical framework, to give meaning to the holistic and integrative processes of data collection, data analysis, and the ensuing proposal.

What is the transformative framework? Mertens defines it as:

A framework of belief systems that directly engage members of culturally diverse groups with a focus on increased social justice (Mertens, 2009, 2010; Mertens, Harris, & Holmes, 2009). The axiological belief is of primary importance in the transformative paradigm and drives the formulation of the three other belief systems (ontology, epistemology, and methodology), (2010, p. 470).

Therefore, social justice and “consciousness-raising” (Mezirow, 2009, p.19) anchor the decisions made to respond to the research question adequately.

What is the relationship between the transformative framework and comprehensive internationalization? The relationship is a causal one. In 2015 de Wit et al., “upgraded” Jane Knights’ (2004) working definition internationalization by placing **quality** and **access** as the central motifs of internationalization. In doing so, internationalization ceased to be an end in and of itself and became a means to **intentionally** pursue **quality education** and **research** for **all students and faculty** to make **meaningful contributions to society** (de Wit et al., 2015, p.27). This definition heralded a new epoch of consciousness on the imperative for internationalization

and its benefits to become more inclusive and focused on learning outcomes, i.e., less elite and focused on student mobility (de Wit et al., 2015; Hudzik, 2015; Leask, 2015). Inherent to this shift in the internationalization rationale is the ensign of the transformative paradigm, which “...has relevance for people who experience... the multitude of other characteristics that are associated with less access to social justice” (Mertens, 2010, p. 474). Other scholars whose research sustains that social justice is at the heart of internationalization and thus compatible with transformative paradigm include Hirschy & Wilson (2017); Lawrence (2015); and Valdez (2016).

According to Mertens (2010), and Mertens, & Hesse-Biber (2013), a mixed-method approach is the research design most suited to explore issues of a transformative nature. A mixed analysis is the essence of mixed-method research design (Berman, 2017; Fetters, Curry, & Creswell, 2013). In other words, this design goes beyond the use of qualitative and quantitative data “it is in the integration or linking of the two strands of data that defines mixed methods research and highlights its value” (Berman, 2017, p.7). Thus, to adequately respond to the research questions, this study capitalizes on the “mixed methods ability to advance the scholarly conversation by drawing on the strengths of both methodologies” (Berman, 2017, p.5).

Comprehensive internationalization models. Two models of comprehensive internationalization guide the current research. Firstly, the Internationalization Cycle proposed by de Wit (2002, p.136) outlines an organizational model of nine iterative phases that an institution has to undergo, to ensure integrated internationalization in the teaching research and service functions of the institution. In the present context, this establishes the sequence of the research, as well as provides tools for structuring the final proposal that will ensue. Secondly, the Center for Internationalization and Global Engagement (CIGE) ACE Model for Comprehensive

Internationalization (Helms & Brajkovic, 2017, p.2), —the ACE Model— constitutes six pillars that together make up the principal content areas of comprehensive internationalization. In this research, the CIEG Model establishes the primary units of analysis (Table 1), and as a result, dictates the nature of the data to be collected, analyzed, and interpreted. The models were designed outside of the Latin American context; however, the “Proposal for internationalization in Latin America and the Caribbean” (Gacel-Ávila, 2018, pp. 183-195) validate their relevance and applicability in higher education institutions like CUValles. Both models are the stencils that will give meaning to the research findings and guide the proposal for comprehensive internationalization at CUValles

Setting

The setting is of utmost importance within the context of research, especially so within the context of the transformative paradigm and a mixed-method design (Bui, 2014; Mertens, 2010). The axiological, ontological, epistemological, and methodological assumptions that underline this belief system identifies the “researched” or the “research participant” as a co-researcher (Boylorn, 2012; Merriam & Tisdell 2016; Mertens, 2010). From this perspective, the research process validates and privileges their input, like that of an expert in activities such as contributing to data collection, interpretation, and even in the crafting (construction) of solutions (Boylorn, 2012). With this in mind, the interactions with these experts occur in a setting worthy of (that acknowledges) their status, and where the power dynamics are in their favor.

The research is situated on the premises on the Centro Universitario de los Valles (CUValles). CUValles, a regional, multidisciplinary, non-residential campus, is located on highway Guadalajara-Ameca at kilometer 45.5. The infrastructure consists of modern, eco-

friendly, administrative buildings and honeycomb structured classrooms, all nestled in a sea of greenery, both of the campus and the surrounding fields.

The in-person semi-structured interviews with the University's three Senior Leaders, and the six key informants take place in each interviewee's office. The Rector, the Academic Vice-President, and the Administrative Vice-President are all located in the same administrative building, while the locations of the six key informants' offices are at different points through campus. However, the three students' interviews take place in a private study cubicle at the Campus Library. Going to the interviewees, meeting them on their turf as it were, as well as staging the interviews in their offices or spaces familiar to them, is in keeping with the postulates of the underlying beliefs of this study previously mentioned.

Data collection through document analysis is not restricted to a particular site since its central activities are through electronic means. However, it is essential to note that this is on-site research, guided by an inside researcher (Sherry, 2012). As a result, a considerable amount of document analysis does occur at the principal investigator's office.

Participants

“The axiological belief is of primary importance in the transformative paradigm and drives the formulation of the three other belief systems (ontology, epistemology, and methodology)” (Mertens, 2010, p. 470). Accordingly, the axiological belief of this framework speaks to who or whose voice (in the case of document analysis) participates in the research process, to ensure a representation that procures social justice. This decision is beholden to a two-part process: establishing criteria for selecting the sample and identifying the research participants that correspond to the criteria established.

The units of analysis guide the process of sample selection. The current research is guided by two models of comprehensive internationalization one of which is of significance in determining the units of analysis, namely the Model for Comprehensive Internationalization (Helms & Brajkovic, 2017, p.2), —the ACE Model hereafter —. The ACE Model (2017) constitutes of six pillars that together make up the key content areas of comprehensive internationalization. These pillars are; Articulated institutional commitment; Administrative leadership, structure, and staffing; Curriculum, co-curriculum, and learning outcomes; Faculty policies and practices; Student mobility; and Collaboration and partnerships. Likewise, in this research, the pillars of the ACE Model (2017) establish the primary units of analysis (Table 1), and as a result, dictate the nature of the data to be collected and the most suitable sample type with which to do so.

To readily analyze the presence of the six ACE pillars in CUValles, expert informants are imperative. Merriam & Tisdell (2016) liken purposeful or purposive sampling to an encounter with an expert consultant. Additionally, they reiterate that “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 96). Based on the belief system that governs this research, the persons qualified to give an in-depth, informed perspective on the six pillars and respond fittingly to the research questions are the ones at the forefront as regards: the formulation (or interpretation) of internationalization policy; the enablement of the internationalization agenda; and the practice of internationalization at CUValles.

Purposeful sampling is a non-probabilistic sampling strategy divided into different types based on the attributes that are sought after by the participants (Merriam & Tisdell, 2016; Patton, 2002; Robson, 2002). From a general perspective, purposeful sampling does not lend itself to

statistical generalization. While this is a probable limitation to the sampling strategy, its impact on the credibility, transferability, dependability, and confirmability is offset in this mixed-method research by the methodological rigor of the research inquiry (Bui, 2014; Merriam & Tisdell, 2016). Within the current context, “unique sampling” and “snowball, chain or network sampling” are used sequentially to identify information-rich scenarios concerning the manifestations, priorities, opportunities, obstacles, and future of internationalization at CUValles.

Firstly, a unique -census- sample of the senior leadership at CUValles participate in a semi-structured in-person interview. They are a unique sample because the senior leadership position that they occupy is singular at CUValles., likewise they are a census sample because 100% of the persons that fit in this unique category are interviewed. The Rector, the Academic Vice-President, and the Administrative Vice-president are authorities on the questions at hand, by virtue of their roles as senior leaders responsible for formulating CUValles’ internal policy agenda, as well as for interpreting and implementing the macro policy that comes from the General Administration agenda in all areas that affect formal University life, including internationalization.

Subsequently, a network sample participates in their semi-structured in-person interviews. This network sample comprises of the three persons most frequently identified by the senior institutional leaders as those entrusted with the advancement of internationalization at CUValles. Thou the University Network and CUValles highlight internationalization in their strategic plans, the formal organizational structure does not include a Senior International Officer (SIO) or someone in a similar capacity. Thus, the administrators or leaders tasked with spearheading the internationalization agenda are selected on the principles of trust or appointed

through a non-competitive hiring process based on the task at hand. The persons identified for this network sample have an in-depth working knowledge of the day-to-day manifestations, priorities, opportunities, and obstacles at CUValles, as well as an operative understanding of the future of internationalization.

Concurrently, another unique sample participates in semi-structured in-person interviews. The distinctiveness of this unique sample is founded in an unpublished “Field Experience in International Higher Education” report as the faculty members with the most “international experience” at CUValles. Only three are recruited, these persons being the highest-scoring faculty member from each of the three academic divisions at CUValles. The international faculty members are also key informants since they can elaborate on the central themes at hand based on their experiences within specific different academic fields.

A third moment comprises of in-person, semi-structured interviews with students. This sample is a combination-sample (Patton, 2002, p. 242) of the two types previously mentioned. The criteria for this sample focus on information-rich cases and are established by this study as being: one international student, one returnee student, and one student that has no academic mobility experience. However, they are recruited based on the recommendations of the administrators or leaders tasked with spearheading the internationalization agenda. Though cognizant that mobility is not representative of the sum-total of internationalization at CUValles, it continues to be at the forefront at the University of Guadalajara and in Latin America (Bustos-Aguirre, Crotte-Avila, & Moreno Arellano, 2018). The intricacies of the student experience are central to this research process since it is the embodiment of an ideal, an abstract idea that the University hopes to accomplish through its teaching, research, and service functions.

Measurement Instruments

A semi-structured in-person interview and a document analysis find responses to the research questions.

An interview is defined as "a process in which a researcher and participant engage in a conversation focused on questions related to a research study" (De Marrais, 2004, p. 55 in Merriam, & Tisdell, 2016). The distinctiveness of the semi-structured research interview is that "either all of the questions are more flexibly worded or the interview is a mix of more and less structured questions. Usually, specific information is desired from all the respondents, in which case there is a more structured section to the interview (Merriam, & Tisdell, 2016, p.110). Robson also adds that interviewers "... have considerable freedom in the sequencing of questions, in their exact wording, and in the amount of time and attention is given to different topics (2002, p. 278).

At the same time, O'Leary (2004) defines document analysis as the collection, review, interrogation, and analysis of various forms of text as a primary source of research data (p.177). Similarly, it is framed as "a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material... The analytic procedure entails finding, selecting, appraising (making sense of), and synthesizing data contained in documents" (Bowen, 2009, pp. 27-28).

These instruments are an effective means of collecting credible, transferable, dependability, and confirmable data for the present study, notwithstanding the limitations of each instrument.

Semi-structured in-person interview. The researcher crafts the semi-structured in-person interview from the standpoint of the ACE Model (2017). The guiding questions are

presented in six categories, each corresponding to a pillar of said Model. There are 28 main questions in the interview. Some include sub-questions to delve into the respondents' answers, based on the depth of their response to the main question further. Even so, the number of questions per category varies depending on the fact-perception ratio per pillar. Categories whose data could be readily verified through document analysis have fewer questions, whereas categories whose data weighs heavily on recent institutional decisions, perceptions, and experiences contain more questions. All the research participants are expert informants in their areas, but not all of them are fully versed in the terminology of international higher education. Thus, though all the questions are open-ended, a few of them contain definitions or options to inform and guide interviewees to a greater understanding of the nature of that specific question.

The purpose of the semi-structured in-person interview is to gather in-depth data not available in institutional documents on the manifestations, priorities, opportunities, obstacles, and future of the internationalization agenda at CUValles. Although the interview guide is standard, the interviewees expound on their answers based on their roles and functions in CUValles. Each two-hour interview is conducted between December 16th, 2019, and January 31st, 2020. The audio recording of each interview is transcribed, coded, and analyzed thematically after each interview is complete.

Document analysis. This instrument is, in essence, a research interview whose interviewees are documents (O'Leary, 2002). The ACE Model (2017) is the scaffold of the document analysis protocol (Figure 1). This protocol is a list of the six pillars proposed by ACE (2017) disaggregated into key descriptors that are furnished by scholarly literature. These descriptors identify salient themes that can be objectively informed by authoritative sources and historical documents. The documents of interest include; policy, strategic and regulatory

documents related to curriculum, faculty, finance, mobility, and collaboration; institutional reports; institutional database; external funding projects; professional practice inventory; institutional awards; University newspaper; and the Official University website.

The purpose of the document analysis is to develop an understanding of the institutional stance of the research questions by identifying the threads of the central theme in official documents and weaving them together. Additionally, evaluating the central theme as portrayed by official documents and guiding principles gives the researcher an understanding of:

- the manifestations, priorities, opportunities, and obstacles, of comprehensive internationalization whose precedent rest within the limits of institutional policy and those attributed to custom.
- the institutional mechanisms that can be guided towards fulfilling the research objectives; and the mechanisms that will have to be created from the ground up.

Document analysis an iterative process that begins during the crafting of the research protocol in August 2019 and ends in February 2020. The data collected is recorded and analyzed through cross-tabulation analysis.

Data Analysis

Data analysis is the process of drawing meaning from data collected based on the research questions and through the lens of the philosophical framework (Bui, 2014; Merriam & Tisdell, 2016; Patton, 2002). Although the analysis in mixed methods research is an iterative process, Merriam, & Tisdell, identifies the main steps as "consolidating, reducing, and interpreting" (2016, p. 202). Similarly, O'Leary names the process "reflective analysis" and identifies the steps as collect, sort, analyze, interpret, and draw conclusions (2004, p. 185).

Notwithstanding, this research design, attests to being a mixed-method design, quantitative traditions have been at the forefront of this inquiry thus far. However, Fetters et al. (2013) propose that in mixed-methods designs, integration can occur at the design level, the methods level or the interpretation and reporting level (p.2136). This inquiry integrates qualitative and quantitative data at the interpretation and reporting level with an approach that includes: data transformation, joint display, and weaving to draw meaningful understanding from the data.

Phases in semi-structured interview analysis. Granted that analysis is more cyclic than it is lineal, the following steps represent the general sequence for analyzing the semi-structured interview:

1. Transcribe the 12 interviews manually.
2. Read and code transcripts deductively according to themes from the ACE Model (2017).
Enter data into an Analysis Matrix-like Table 6 (Total of 24 tables.)
3. Subdivide themes analyzed according to the corresponding secondary research questions.
4. Do a content analysis of common themes to identify their frequency.
5. Rank the themes in order of frequency.
6. Identify the most frequent responses in each ACE (2017) unit of analysis.

Table 6: Analysis Matrix (model)

RQ. 1 What elements of comprehensive internationalization already exist in CUValles?					
ACE Pillar #1: Articulated institutional commitment					
Units of Analysis	Findings (Strengths)	Institutional Documents	Stakeholder (s)	Frequency	Rank

Source: Own elaboration based on literature and data from the research process.

Phases in document analysis. Document analysis is fashioned according to the following steps:

1. Create a list of the relevant documents for review.
2. Select the most important documents through unique sampling.
3. Explore the contents of the documents deductively according to themes from the ACE Model (2017). Enter data into an Analysis Matrix-like Table 6.
4. Subdivide themes analyzed according to the corresponding secondary research questions
Do a content analysis of common themes to identify their frequency.
5. Rank the themes in order of frequency.
6. Identify the most frequent response in each ACE (2017) unit of analysis.

Interpretation and conclusion. This study employs a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis to draw insights from the data analysis and to provide a meaningful response to the general research question. SWOT is a strategic planning tool that involves evaluating the strengths and weaknesses that face an institution internally, as well as the opportunities and threats facing it externally (Bullock et al.2019). The final stage of interpretation and conclusion is knitting a proposal for comprehensive internationalization at

CUValles through the findings of the current inquiry. The findings are integrated through the theoretic framework, the Internationalization Cycle (IC) proposed by de Wit (2002, p.136). The Internationalization Cycle outlines an organizational model of nine iterative phases that guide the institution to intentionally and sustainably integrate internationalization into its teaching, research and service functions, based on the strategies provided by the SWOT Analysis.

Trustworthiness

Lincoln et al. (2011) sum-up the multiplicity of dimensions implied by trustworthiness in the question “are findings sufficiently authentic... that I may trust myself in acting on their implications?” (p. 120). The trustworthiness of the research process is inextricably tied to its alignment with the philosophical underpinnings by which it is construed, and the deliberate decisions that the researcher makes. Therefore “philosophical congruence” (Mertens, 2010; Mertens, & Hesse-Biber, 2013), and “methodological rigor” (Merriam & Tisdell, 2016) are among the few undisputed claims in an ongoing scholarly discussion of the most fitting ways to frame the components of trustworthiness, especially in mixed-method research.

As previously mentioned, the current study is guided by the transformative framework (Creswell, 2014) or the transformative paradigm (Mertens, 2010). Accordingly, the axiological belief of this framework speaks to who participates in the research process to ensure a representation that procures social justice. The ontological belief contemplates the multiple options that exist on the central theme, with a focus on the one that promotes social justice. The epistemological belief envisions ways to understand the research object, to make the quest for social justice relevant. Moreover, the methodological belief pursues data through the means most likely to ameliorate social justice. Likewise, its application within the current context shows that the research process is in keeping with its philosophical beliefs, as portrayed in Table 7.

Table 7: Philosophical Congruence in Practice

Assumptions	Manifestations from a Transformative Perspective
Axiological	<p>Interviewees are selected from the diverse levels of institutional hierarchy (senior leaders, administrators, faculty members and students).</p> <p>Interviews are held in spaces: that the interviewees are familiar with, that recognizes their expert status, and that place the power dynamics are in their favor.</p>
Ontological	<p>Institutional document analysis as the basis for a context savvy research process and proposal.</p> <p>Semi-structured interviews give a voice to interviewees and caters for their perspectives and proposals.</p>
Epistemological	<p>International and national scholarly literature inform the research process and reduce researcher bias.</p> <p>Semi-structured interviews contain definitions or options to inform and guide interviewees to a greater awareness of the tendencies in international higher education.</p>
Methodological	<p>Research method that connects mixed data through a transformative worldview.</p>
<p><i>Source:</i> Own elaboration from the research process</p>	

The methodological rigor of this study is portrayed by its credibility-validity, its consistency-reliability, and its ethical approach. Credibility or validity establishes that this research process measures what it claims to measure and, by extension, is applicable in similar contexts. Consistency or reliability gives testimony to a research record that caters to replicability. The ethical approach ensures the integrity of the participants, processes, and products of inquiry. These constructs within social reality are shifting ones since "...the context and participants would have necessarily transformed over time—through aging, learning, or

moving on” (Tracy, 2013, p. 229 in Merriam & Tisdell, 2016, p.252). Despite this ephemeral backdrop, the strategies in Table 8 establish the basis for trustworthiness in this inquiry:

Table 8: *Methodological Rigor in Practice*

Strategy	Underlying principle	Manifestation in study	Authors
Triangulation	Denotes using multiple methods of data collection or sources of data to procure the convergence of research findings.	The study uses both interviews and document analysis to collect data, while at the same time employing primary and secondary sources of data.	Bowen, 2009; Creswell, 2014; Merriam & Tisdell, 2016; O'Leary, 2004; Patton, 2002; Robson 2002.
Peer review	Signifies debriefing with experts to enhance the quality of the research process. Enhancing.	Expert advisors from Boston College and the University of Guadalajara provide continuous feedback regarding content and methodology.	Bui, 2014; Creswell, 2014; O'Leary, 2004; Robson 2002.
Thick description & Audit trail	Implies the systematic, detailed registry of the research process, accompanied by supporting artefacts.	The research procedure is captured meticulously in the methodology chapter and reports significant artefacts in the appendix.	Bowen, 2009; Creswell, 2014; Merriam & Tisdell, 2016; O'Leary, 2004; Robson 2002.
Institutional Review Board (IRB) Approval	Means constructing a research proposal that adheres to the basic principles of respect for persons, beneficence, and justice.	The researcher fulfills the criteria for an IRB Certificate before engaging in research that involves human subjects. Subsequently, the researcher submits a research proposal and awaits approval from the IRB to begin interviewing.	Creswell, 2014; Merriam & Tisdell, 2016; Mertens, 2010; O'Leary, 2004.
Bias clarification	Involves clarifying personal or professional	A range of scholarly literature substantiates decision-making	Creswell, 2014; Merriam & Tisdell, 2016; O'Leary, 2004;

	dispositions that will overly influence the research process, negatively or positively.	throughout this process of this inquiry. Additionally, the foregoing strategies contribute to identifying and lessening researcher bias.	Patton, 2002; Robson 2002.
<i>Source:</i> Own elaboration based on literature from the research process.			

Even after having established philosophical congruence and methodological rigor Patton (2015) depicts “intellectual rigor” as the ultimate show of trustworthiness:

Methods do not ensure rigor. A research design does not ensure rigor. Analytical techniques and procedures do not ensure rigor. Rigor resides in, depends on, and is manifest in rigorous thinking—about everything, including methods and analysis...
...ultimately, for better or worse, the trustworthiness of the data is tied directly to the trustworthiness of those who collect and analyze the data—and their demonstrated competence... (pp. 703 & 706 in Merriam & Tisdell, 2016, p.260).

Trustworthiness, therefore, knits the researcher’s actions with their capacity to draw meaning from research findings and inherently builds a bridge from this chapter to the next.

Chapter 5: Findings

In academic research, findings refer to the response of data collected to the research question (Merriam & Tisdell, 2016). Likewise, the central motif of this chapter is to describe the phenomenon under study and make inferences on achieving comprehensive internationalization at CUValles. From a general perspective, the findings of this research are simultaneously encouraging and daunting, revealing a landscape dotted with randomly related occurrences of

comprehensive internationalization (ACE, 20127) at CUValles. The supporting data stems from analyzing twelve semi-structured interviews and key institutional documents.

The interviewees represent a cross-section of all the main stakeholders at CUValles. They include all of the members of the senior leadership; the three most internationalized faculty members —based on an unpublished study—; three scholar-practitioners involved in internationalization and global engagement at CUValles; and three students —outgoing, incoming and non-mobile—. The interviewees are those contemplated during the research design, and they all participated willingly. Similarly, the document analysis explores institutional and national documents that give credence and legality to the decision-making process of the University of Guadalajara and its campuses, especially as regards comprehensive internationalization. All documents are public and thus readily available from consultation in public archives or websites. However, interviewees highlight issues on comprehensive internationalization not reflected in official documents and vice versa. This difference shows the relationship between —and the relevance of— institutional directives and the reality of implementing internationalization policy (see Tables 10, 16, and 22).

In the spirit of full disclosure (O’Leary, 2004), the University of Guadalajara welcomed new senior leadership university-wide less than a year ago. In this sense, the 2013-2019 Institutional Master Plan is currently under review, and the new Rectors are on the verge of presenting their first Annual Report in office. Amid this period of transition, most of the institutional documents explored are from the 2013-2019 administrative period; likewise, the interviewees’ responses reflect their perceptions and experiences these two periods. Notwithstanding, the data collected is timely, under the assumption that the Institutional Master Plan will maintain the essence of the former strategic directions since this new administrative

period is being guided by an updated Institutional Master Plan, instead of by an entirely new proposal. While the stakeholders are cognizant of the institutional policies surrounding internationalization, their answers reflect their personal experiences, more so than a position on the institutional stance represented in the documents.

The following paragraphs present key findings of each research question, as well as insight into their significance based on their source, frequency, and their alignment with scholarly literature. The findings address each research question according to the six pillars of ACE (2017). These pillars subdivide into the units that capture the essence of each pillar (Table 1). Each unit is discussed based on the rank it obtained because of the frequency of its mention within the interviews (Table 9). Throughout the discussion, the underlined units highlight the framework of the findings and the inferences drawn from them. Subsequently, these inferences work as the basis for a proposal on achieving comprehensive internationalization CUValles.

What elements of comprehensive internationalization already exist in CUValles?

From the data collected, the first research question infers the elements of comprehensive internationalization (ACE, 2017) present in CUValles (Tables 10 – 15). The depth of said elements is further explored through sub-elements, as is illustrated in Tables 1 and 10. Within the context of this research, they are homologous with strengths (Manley, et al., 2019), an internal factor that represents elements within the University of Guadalajara, and CUValles that contribute to the fulfillment of a particular goal, in this case, achieving comprehensive internationalization.

Articulated Institutional Commitment

The research data shows that resource allocation is the most representative show of an articulated commitment to internationalization (Table 10). These resources range from the human resource areas within CUValles' organizational chart that attend to different aspects of internationalization (CUValles' Organic Statute, 2019; Articles 36, 33, & 35), to the financial resources established in University of Guadalajara income and expenditure budget proposals (2013-2020). An important aspect of resource allocation that exempted from the interviews is the —government-approved— University of Guadalajara expense classifier, which contains sections conducive for additional spending towards internationalization ends if needs be.

Another sub-element highlighted made by all 12 interviewees is internationalization task force, at the Office of International Affairs. This Office is part of the University of Guadalajara's General Administration, and its role is to generate, coordinate and evaluate the internationalization agenda from a macro perspective (University of Guadalajara General Statute 2017, Article 98, Fraction V). In the words of a Senior Leader:

...the essence of the General Administration within the University Network is to coordinate, while each campus carries out the substantive functions. After all, if 15 Campuses are going to be doing the same thing, someone should ensure that what they do is correct (Senior Leader 1).

This agenda includes, but is not limited to, training, academic mobility, and the establishment of strategic partnerships.

The role of this task force is supported by internationalization plans and strategic plans, namely the University of Guadalajara Institutional Master Plan 2013-2018 (pp. 73-76) and

CUValles Development Plan 2013-2018 (pp. 54-56). Identifying internationalization as a part of the strategic directrices within the University of Guadalajara and CUValles makes provision for legitimate resource allocation towards its adequate functioning. The University of Guadalajara's mission statement affirms that this institution has an international vocation where quality, inclusion, cultural diversity, and social justice are among its driving force. This mission statement all but defines internationalization (de Wit, 2015) as one of the University Network's first causes. At a Campus level, CUValles vision statement aspires to achieve regional, national, and international recognition in teaching, research, and contributions to society. Two Senior Leaders and the Referred Informant 3 shared CUValles intention of updating its mission and vision statements with a sharper focus on internationalization in 2020, the 20th anniversary of its founding. This quote echoes their sentiment:

Of course! Of course, we have to update our vision since it plays an essential role in determining the direction that CUValles will take in the upcoming years. I definitely think that the vision should reflect internationalization more clearly despite those that may think otherwise. Why? Because we are a Regional Campus, not an Isolated Campus, and our vision needs to reflect that we are not independent of the global context (Referred Informant 1).

Internationalization at CUValles is assessed primarily through counting international engagement by leadership, staff, professors, and students the participation of faculty, staff, or students in international activities. CUValles' Rector's Annual Report, as well as the General Rector's Annual Report, highlight the symbolic affirmation of this quantitative assessment. According to a Referred Informant:

What a difficult question! The measurement would have to be done with the numbers themselves. Determine how much of our student population have contact with internationalization, either by going or receiving fellow students who are studying. Nevertheless, in the qualitative part, yes, yes, yes, one way or another, we should be able to assess it as well... maybe in the students' awareness, knowing are other universities, other projects, other ways of studying. And that is the part where, when I think we could, we could help each of the more than 300,000 students know that, we are in a great university, but there are also worse universities and better universities with which we can compare ourselves. That is where a qualitative assessment will be more meaningful (Referred Informant 2).

In closing, the interviews and institutional documents illustrate that there is an institutional commitment to comprehensive internationalization at CUValles (ACE, 2017). The findings tick all of the sub-element boxes of articulated institutional commitment, and it is evident that CUValles' commitment to internationalization is sufficient to validate internationalization actions. Notwithstanding the nature of the assessment actions used to affirm internationalization, and the dispersed traceability of the institutional stance (vague notions sprinkled through many documents) shows the loose articulation of the support for institutional commitment.

Administrative Leadership, Structure, and Staffing

The element of administrative leadership, structure, and staffing structure at CUValles (Table 11) complies with the postulates of ACE (2017). Admittedly, the Senior Leaders were the first to acknowledge that CUValles has sufficient resources and institutional knowledge to make positive strides towards a more coordinated internationalization effort. All the Senior Leaders

and the Referred Informants speak of their learning experiences as participants in the Network Management Training Program on educational innovation, entrepreneurship, and internationalization held at leading universities around the world, including Boston College. They agree that institutional leadership involvement helps leaders to visualize valuable possibilities and synergies within their institutions. A Senior Leader reflects:

The Region is filled with possibilities, if we start to generate ecosystems in classrooms where there are foreign students, it is very probable that we can have gradual innovation as a consequence...We have not learnt to value authentic innovations that come gradually with time but have depth (Senior Leader 3).

At a Network level, the University Network's senior leader tasked to internationalization is the Vice-Provost of International Affairs, who reports directly to the Executive Vice-Rector who reports to the General Rector (University of Guadalajara General Statute, 2017, Article 98, Fraction V). Similarly, at a Campus level, internationalization lies within the jurisdiction of the Academic Vice-President, who reports directly to the Campus Rector (CUValles' Organic Statute, 2019; Articles 36, 33, & 35). The proximity of the relationship among internationalization task force and leadership in the University hierarchy gives visibility of trends and the best ways to proceed to the task force, it also adds "weight" to the decisions made by their offices.

At CUValles, the Academic Vice-President is responsible for "acclimatizing" and operationalizing the mandates established by the University's Senior International Officer through the Office of International Affairs. The Coordinations of; Academic Services, Research, and Extension undertake this role. However, these Coordinations carry out a function like onto a conduit between the senior leadership and the recipients or target audience of particular

internationalization actions. Officially, their designations lie with the areas that bear their namesakes, and under the leadership of the Academic Vice-President, they form an "internationalization task force" by default—based on the activities that they promote—. The onus of highlighting the—not always evident— relationship among internationalization task force and determining the degree of articulation or dispersion in work dynamic is on the Senior Leaders. The findings show that this occurs separately within each Coordination, more than transversally throughout the three.

As regards having a system conducive for internationalization, the findings fluctuate considerably. The interviewees rated CUValles' capacity to successfully fulfill five central characteristics of such a system from 1 to 10 (Helms & Brajkovic, 2017; Hudzik, 2015; Hunter, 2018). The mean average is 6.29, but there is no general pattern among the ratings (Figure 7).

While one International Faculty member says:

I had an excellent experience. When my international credentials were evaluated for tenure, I was afraid of receiving a lower category than I actually have, but the evaluation was equivalent to that of my country (International Faculty 1 – interviewed in English-).

The Outgoing Student has a distinct perception:

...it is a slow process; international students will fare better if they have a local friend who can explain the dynamics of Mexico and CUValles to them. Though international mobility is a rich experience for students, it will be more enriching if they receive adequate preparation before venturing out (Outgoing Student).

Figure 7: UdeG – CUValles System Capacity for Internationalization

University of Guadalajara has the capacity to:	SL 1	SL 2	SL 3	IF 1	IF 2	IF 3	RI1	RI2	RI3	Outgoing	Non-mobile
o Adjudicate students' credentials and application materials	3	10	7	10	5	2	0	5	7	5	10
o Provide culturally appropriate counseling and guidance	5	10	6	9	7	3	8	7	7	6	10
o Vet study abroad opportunities and programs	7	10	6	9	5	3	0	6	6	7	9
o Adequately prepare outgoing students	5	8	4	9	3	6	7	8	5	4	8
o Effectively evaluate the quality of external programs	7	8	7	9	5	3	0	9	7	6	8
Individual Average	5.4	9.2	6	9.2	5	3.4	3	7	6.4	5.6	9
Overall Average	6.29										
	SL-Senior Leader; IF-Int. Faculty; RI-Referred Informant										

Source: Own elaboration based on research findings.

The interviewees, especially the international faculty and the outgoing student, gave anecdotes of their personal experiences and scored accordingly. The lowest score comes from the scholar-practitioner, who has the most experience in internationalization among the stakeholders interviewed.

In closing, amidst the sub-elements of administrative leadership, structure, and staffing, two salient points aid in reaching a general conclusion. Firstly, during the interviews, the Senior Leaders were asked to identify three persons tasked with advancing the internationalization agenda at CUValles (Appendix I, Question 3). They identified 11 persons and the top three are this study's "Referred Informants"; however, the rationale behind each person proposed is diverse. Secondly, the variance between the scores on the capacity for internationalization shows a presence that differs mainly from personal experience. The previously mentioned points and related scholarly literature, relay a meandering administrative leadership, structure, and staffing currently at CUValles.

Curriculum, Co-Curriculum, and Learning Outcomes

The findings show the representation of eight of the 14 critical descriptors on Curriculum, Co-Curriculum, and Learning Outcomes identified by ACE (2017). Interviewees mention

CUValles' internationally-focused co-curricular programs thirty-three times (Table 12). These include programs to enhance foreign language skills like PROLEX, JOBS & CELEX; international competitions such as Enactus, Hultz Prize, and Boot Camp MIT Internet of The Things; planned engagement with international students or students from other states; conferences, seminars and cultural expressions of foreign origin. These activities are organized by the General Administration of the University Network, while CUValles organize others. It is interesting to note that the stakeholder who can identify the most substantial quantity of internationalization strategies that are prevalent in CUValles is the Non-mobile Student. In their own words:

I am from Guadalajara, but my twin and I took the opportunities for internationalization into account when we decided to apply to CUValles instead of to a University Center in Guadalajara. We did some research with our parents and decided on CUValles. Here at CUValles, we have English and French classes. I also think that we have German and Chinese. We have classmates from other States that teach us new things, and, we interact with international students on campus. We learn new digital languages for basic programing in JAVA and IOS. We have professors who have studied all over the world and who network with colleagues around the world. We seek out students who have returned from international exchange programs to ask about their experience. We are currently hosting students from Peru whom one of our classmates met when she participated in an exchange program. We have volunteered in PEPE (UdeG, Spanish Summer Program). We attend conferences and workshops on campus from international speakers. We are members of ENACTUS. Furthermore, we can obtain our professional practice credits in an international company in Guadalajara. We have not traveled

because its expensive for both of us to do so together, yet but we have signed up for and receive information from the Office of International Affairs so that we can know what is going on... (Non-mobile Student).

This comprehensive synopsis of internationally-focused co-curricular programs at CUValles identified by the student is present in the Rector's Annual Reports but from a fragmented perspective. However, at CUValles, the faculty, staff, or student who has a personal interest in internationalization can identify its essence in seemingly quotidian activities and enrich their academic experience accordingly.

All of CUValles undergraduate and degrees have a type of institution-wide foreign language requirement. The students majoring in Agribusiness; Information Technology; Law; Social Work; and Tourism have a specific amount of mandatory English Language courses a part of their Program of Studies; except for Tourism that also has French courses. Other majors do not have a course requirement; however, students require passing grades in an English proficiency test as part of their graduation requirements. Students in this situation generally choose to prepare for this graduation requirement by enrolling in formal courses or one of the co-curricular options offered by the University Network. Undergraduate majors with this requirement include Accounting; Administration; Biological Systems Engineering; Education; Electronic and Computer Engineering; Electronic Instrumentation and Nanosensors Engineering; Geophysics; Mechatronics Engineering; Molecular Material Design Engineering; Nutrition; Psychology; and Tourism. Similarly, CUValles' six postgraduate degrees have with English admission and graduation requirements. In the last six years, the University Network increased its impetus in promoting second language proficiency. The dictums for these degrees list access to scholarly literature in other languages, job market opportunities, academic mobility, and

research publications as the key motivations of the language requirements. Stakeholder's comments that reflect this strength are:

...So, we have to take up once more what the previous administration started concerning making a second language compulsory...um...not necessarily forcing students or professors but facilitating second language acquisition. That is what we have been doing in this new administration...in CELEX, JOBS... (Senior Leader 1).

But I know because at the time that was explained to the professors that students that have a good English profile or good marks then they can have an interchange ...Yes, not only the United States, but also in Europe. They can go, they can travel, and do a subject in any other country, and then that will be recognized by the University. Yes, that's one important point (International Faculty 1 – interviewed in English-).

At CUValles, one can choose to receive institutional guidance and resources for course internationalization. As reported by the General Rector's Annual Reports (2013-2019), and seven stakeholders, the University Network's Foreign Language Institutional Program (FLIP) foments teaching and learning in second languages. University of Guadalajara's Network of Libraries complements these efforts by having titles and databases in foreign languages, at the disposal of the university community and the general public. In like manner, CUValles Rector's Annual Report (2018) showcases the iOS Development Lab at CUValles, one of only 3 in Mexico. Six interviewees agree that this Laboratory provides an avenue for mastering digital languages and fostering lifelong learning skills within all academic fields. These skills are the building blocks to an internationalized curriculum (Leask, 2009).

CUValles faculty can opt to attend curriculum and course design workshops and programs offered by the University Network, by CUValles or by other Higher Education

Institutions. The official University of Guadalajara Professor Training Program (PROFACAD) has a module on the internationalization of higher education available to faculty. This course is offered under the auspices of the General Academic Coordination. Likewise, the Foreign Language Institutional Program sponsor provides training in Content and Language Integrated Learning methodology (CLIL) for professors that want to teach some of their class content in English. Training of this kind is not compulsory, however participating faculty is incentivized through tenure and promotion guidelines (University of Guadalajara Academic Tenure and Promotion Regulation, Articles 22 & 24).

One of the Secretariat of Public Education's quality-oriented requirements for Institutions of Higher Education is national or international accreditation. These accreditations give credence to the University's substantive processes, including the assessment of learning outcomes. This element of accreditation evaluates student's performance in formative and summative evaluations of the learning outcomes of CUValles' specific curriculum. Accreditation also considers the outcomes of national exams that CUValles students sit at the end of their academic tenure. Eight interviewees mentioned the accreditation process as a reliable means of measuring learning outcomes holistically.

CUValles relegates global learning assessments (non-institution based) to international standardized foreign language exams. Students who demonstrate mastery of a foreign language can request a grant for applying a standardized test for that language. The Foreign Language Institutional Program —part of the General Administration— fulfills this grant, which includes full or partial payment of exam fees. These assessments are critical in meeting language requirements for international academic mobility and acceptance into national and international postgraduate programs. These assessments strengthen internationalization with a small

percentage of CUValles students since they test students' foreign language proficiency in addition to testing their knowledge of international and intercultural scenarios outside of their local context.

Seven interviewees state that CUValles offers undergraduate degrees whose content and fields of action are inherently international. Though not explicitly stated in institutional documents, these internationalized majors, minors, and tracks rely on international content, perspectives, and literature to fulfill the students' graduate outcomes in these specific fields. Some of these areas of study mentioned in the interviews include Geophysics, Electronic Instrumentation and Nanosensors Engineering, Mechatronics Engineering, and Molecular Material Design Engineering. The stakeholders explain:

I believe that our educational programs are strengths in and of themselves. I think that with undergraduate programs in, Electronic Instrumentation and Nanosensors Engineering, Mechatronics Engineering, as well as Nutrition; Psychology; for example, we should have our fair share of international students (Referred Informant 1).

The first significant element of internationalization at CUValles is our innovative academic offer. If you look at the degrees we offer, you will find that their job market is anywhere but the Valley Region; in fact, their job market is anywhere on the globe that requires the type of development that they supply. For instance, for our degree in Biological Systems Engineering, only a place with an intricate understanding of industrial development can provide a niche for its graduates. The same applies to Mechatronics Engineering and Agribusiness... So while others may consider internationalization as student mobility, I think of it as building global consciousness through a global academic offer (Senior Leader 3).

General education requirements with a global component is an essential requirement for all undergraduate students at CUValles. As mentioned by three stakeholders, as of 2016, CUValles and other Campuses within the University Network added five compulsory courses for fostering 21st-century skills in undergraduate degrees' Program of Study. Partnership for 21st century defines 21st-century skills by stating "Simply put - it's what students need to succeed in today's globally and digitally interconnected world" (P21, 2002), NYAS (2016), OECD (2005), UNESCO (2017), and WEF (2015) hold analogous perspectives. CUValles nurtures these skills through courses on first language Literacy; Numeracy, ICT Literacy; Cultural and Civic Literacy, and Cognitive Ability Development. These courses are designed with an outward-looking approach and are focused on building students' capabilities beyond employability (Leask, 2015).

In a nutshell, the findings reflect the sub-elements of the ACE (2017) curriculum, co-curriculum, and learning outcomes pillar. There are concrete initiatives at CUValles that others may even consider best practices:

I could not believe that CUValles is a public university. Its infrastructure and services are comparable to an elite private university in my country. What especially filled me with satisfaction was having access to 80 or 90 co-curricular workshops free of cost. I wanted to do everything! (Incoming Student)

However, three salient themes run through this element, which are inconsistent with the scholarly propositions on curriculum, co-curriculum, and learning outcomes in comprehensive internationalization. Firstly, sans the institution-wide foreign language requirement and the general education requirements with a global component, the opportunities for internationalization of the curriculum are optional, elective, or co-curricular. This non-obligatory

characteristic can limit the reach of internationalization to the fraction of the university population with sufficient social and cultural capital to understand the value of these activities and get involved. Secondly, from an integrated perspective, curriculum, co-curriculum, and learning outcomes rarely coexist in the same discussions at CUValles. So, like the first scenario, the onus of “joining the dots” to create an international experience rests on the individual, i.e., it is rarely an institutional imperative. Thirdly, a lack of integrated goals breathes a lack of integrated assessment tools. The findings demonstrate no assessment of curriculum, co-curriculum, and learning outcomes regarding their contributions to global learning at CUValles. The effectiveness of internationalization is incumbent on institutional performance and student learning (Green, 2012). CUValles can strengthen this promising element of internationalization by integrating these threads of its tapestry. As they stand, all three options miss the mark on the defining characteristics of internationalization.

Faculty policies and practices

The University of Guadalajara and CUValles have faculty policies and practices following the principles of comprehensive internationalization (ACE, 2017). The 12 interviewees referenced that the faculty at CUValles is privy to programs to promote faculty mobility. Institutional documents like the General Rector’s Annual Reports (2013-2019), and the Office of International Affairs Annual Reports (2013-2018) also substantiate this claim (Table 13). Faculty can participate in short-term academic mobility through standard programs that the Office of International Affairs manages, or they can make request assistance —funding, permission— to engage in mobility related to a particular academic interest. Additionally, the three Senior Leaders underline the University of Guadalajara’s General Statute provision for hosting visiting professors as expert scholars or as advisors to a particular initiative (2017, Article 25). Although

both types of mobility enrich the international acquis of CUValles, the extent of its reach depends on sporadic forums or workshops aimed at integrating new forms of “knowing, doing and being” (Barnett and Coate, 2005, in Leask, 2015) to academic life.

At the University of Guadalajara and CUValles, the University of Guadalajara Academic Tenure and Promotion Regulation govern tenure and promotion guidelines. The scale used for professor’s promotion and tenure rewards proficiency, research, and publications in foreign languages (2019, Articles 22 & 24). These internationalized tenure and promotion guidelines acknowledge the significance of diverse perspectives, albeit languages, within the core of the University. The Tenure and Promotion Regulation rewards international experiences; but, they are not a prerequisite for holding Senior Positions at CUValles., Nevertheless two Senior Leaders reveal that recent appointments for senior trust positions considered international experience as an appointment criterion.

Faculty grants for international engagement are available through the General Academic Coordination and the Office of International Affairs at the University Network level. Within CUValles, faculty can also receive smaller grants mainly from the Academic Vice- President and the Academic Division to which they pertain. Faculty grants are awarded for international collaboration and research and can be used to pay for trips, infrastructure, laboratory equipment, and reference material. One international faculty member reported:

They allow professors to publish their work in international journals. Each year they support with the PROSNI Project. That’s good because professors can take the money and can buy things that are important for their research, from tools to a computer for example. This is an important support of the University of Guadalajara on the research topic. In addition, Professors can go to conferences to share their research with other

people. In general, the University supports internationalization through research.

(International Faculty 1 – interviewed in English-).

The Foreign Language Institutional Program also provides sponsorships for training foreign language faculty in Mexico or abroad. Most grants ultimately are fulfilled by the Secretariat of Public Education; none the less faculty has limited access to Federal funding if the relevant institutional authorities do not approve their requests.

CUValles tenured faculty can choose to submit to evaluation through the Annual Professors Performance Stimulus Program (PROESDE). The points obtained in this evaluation determine the monthly stipend that Faculty receive in the upcoming year. The scale used for this evaluation includes faculty awards for international engagement rewards proficiency, research, courses, and publications in foreign languages. It also includes an incentive for teaching innovation that recognizes internationalization in its multiple manifestations within the classroom. Seven out of nine faculty interviewees highlighted this award.

In closing, there is a representation of the faculty policies and practices pillar (ACE, 2017) at CUValles. Most of the sub-elements identified in the interviews (Table 9) are relevant to all faculty within the University Network, although their application may differ based on the academic discipline with which they are involved. That being said, the findings also reveal some outstanding points that can determine to what degree the presence of these sub-elements make an authentic contribution towards comprehensive internationalization at CUValles. In the first instance, Childress (2010) recommends that faculty be provided with a space to share their experiences as regards internationalization. This space contributes to the “transformation of consciousness” (p. 31) on the part of the listeners and allows faculty speakers “to see the connections between these experiences and their teaching, research, and service [and] to

integrate this international knowledge into their work.” CUValles does offer space, but it is occasional, and participation is optional on the part of all those involved. Secondly, granted that the nuances of internationalization make it challenging to measure, internationalized tenure and promotion guidelines and faculty awards for international engagement exalt work done in a foreign language above, the scientific and academic rigor characteristic of scholarly work. This pattern can encourage faculty to strive for “translations” over “transformation” in their practice and the misconception that the crux of internationalization is engagement solely in a foreign language (Choudaha & de Wit, 2014; Desai & Abeita, 2017). Lastly, the Federal government earmarks grants to suit national strategic planning guidelines, and higher education planning follows suit. This alignment generally puts some academic disciplines at a disadvantage when it comes to capturing funding for internationalization in their field of study (Van der Wende, 1997). CUValles can strengthen the avenues of faculty policies and practices that already exist to ensure that their strides in internationalization lead to a comprehensive good.

Student mobility

The University of Guadalajara provides an array of options for student mobility, as is defined by ACE (2017). The option most frequently identified by the interviewees is institution-sponsored education abroad programs (Table 14) managed and funded through the Office of International Affairs. Students at CUValles benefit from these programs through three primary modalities. Firstly, students apply to a bi-annual student mobility program for perusing credits in an institution of the students’ choice within the University’s counterparts. The program requires that students meet basic requirements established by the University of Guadalajara —GPA, semester, foreign language proficiency, possession of passport —, as well the specific requirements established by the potential host institution. Students are free to choose from a

catalog of UdeG partners as per their level and area of study. Once students receive an acceptance letter from the host institution, they can enter into the second phase of sponsorship, i.e., financial assistance for national and international mobility. The Office of International Affairs makes an equitable distribution of funds among all the Network Campuses, including CUValles. Although it intends to assist as many students as possible, the funds earmarked for this purpose is generally less than the required amount. Thus, priority is given to students traveling to non-Spanish speaking countries and those with higher GPA's. At this juncture, the Office of International Affairs and CUValles seek alternative funding options for students on a case-by-case basis. The third option contemplates pre-packaged mobility programs for short and long experiences. The University of Guadalajara and CUValles partner institutions or consortia sponsor student mobility to specific institutions, generally to participate in a predetermined activity. This option offers less flexibility to students to choose the destination institution or even the area of study; however, it offers more financial stability to students. The Outgoing Student speaks about their experience:

The program that I participated in did not involve the Office of International Affairs. I had a grant as a research assistant at a laboratory in CUValles. The Director of that Academic Division mentioned a study abroad opportunity with one of their research partners at a Canadian university. They encouraged me to participate and helped with the paperwork. We tried to get assistance from the Office of International Affairs, but it was a challenge. In the end, CUValles and the Canadian government sponsored me (Outgoing Student).

Institutional sponsorship exists both in structured, planned programs and in emergent situations, and CUValles provides accompaniment in both contexts.

Nine interviewees confirmed that CUValles could provide community service opportunities for international students. This finding is a representation of the institutional belief since there is no institutional document that confirms this happening. However, a cross-section on the sample interviewees confirms that CUValles has the infrastructure and human resources to offer all the types of mobility to incoming students, including service-learning activities and internships (Appendix I, Question 5). The principles of curriculum flexibility and the credit system of University Network allows assignment credits for students engaged in community service opportunities. The following is one experience:

In my country, I can participate in my field after graduating, before that I can only observe. Being able to enter this country as a student gave me the chance to have practice in my field. This experience was of professional value when I returned to my country (Incoming Student).

Service-learning is a graduation prerequisite for all the undergraduate degrees at the University of Guadalajara. Students develop professional and personal traits in service-learning that is a plus in the job market, and the service contributes to community development (Brandenburg, 2018). Having a system that already includes service-learning is a major selling point—for incoming international student mobility—that is underutilized at CUValles.

The University of Guadalajara General Administration Internal Regulation (2019, Article 21, Fraction 8) requires pre-departure orientation and ongoing orientation for international students. Generally, that takes the form of legal advisory for incoming students at a Network level in the first instance. After CUValles is assigned international students, the Scholarship and Exchange Unit provides case-specific guidance on housing, local transportation, etcetera. Two types of ongoing orientation provided by CUValles but unmentioned in the interviews are

advisory on the special admissions program for “Dreamers” and ongoing advisory on mobility programs for incoming students from partner or non-partner institutions. These two options are significant but less visible since they influence whether or not international students request CUValles as their Campus of choice. Though the Office of International Affairs provides a standardized orientation, the guidelines for orientation at CUValles are blurrier and depend on the disposition and creativity of the Coordination of Academic Services. Its scholar-practitioner stated:

What we do —referring to internationalization as incoming student mobility— is to contact the students that are coming to CUValles, and we start an induction to CUValles and its context. We send them videos of CUValles and Valley Region. We cannot mislead the students on our location, but we can highlight the importance of the cultural and historic site in CUValles immediate surrounding (Referred Informant 1).

University of Guadalajara Study Abroad Program (Spanish Summer Program-PEPE) is a language exchange program for international students to improve their Spanish proficiency. CUValles is not an official host Campus, notwithstanding the campus has welcomed the program for day-long workshops. This program provides an opportunity for local and international students to interact through guided and unguided activities. CUValles’ students can also participate as volunteers, this gives them insight into the inner workings of the program, and for some, it is the motivation factor for subsequent participation in student mobility themselves.

The University of Guadalajara is home to Regional Observatory on Internationalization and Networks in Tertiary Education (OBIRET). Though not mentioned during the interviews, this Observatory carries out a significant amount of student mobility research at a UdeG, National, and Regional level. Its publications and training provide relevant information for

decision-makers and researchers in this field. On the other hand, though it is not a standard institutional initiative, two Senior Leaders remember participating in informal forums where students that have participated in mobility share their experience with others and respond to questions on international student mobility. These forums are undocumented experiences; however, they do encourage other students to follow suit.

In summary, the findings display a manifest presence of student mobility at CUValles (ACE, 2017). Amidst the certainty of this element, there are characteristics of sub-elements that could further consolidate its presence. Student mobility occurs without the knowledge or participation of the Office of International Affairs. These campus-based decisions limit the scope of institutional knowledge that can benefit future decision -making at a Network level to a particular Campus (Gothard, et al., 2012). Distinctive characteristics of CUValles, such as its unique location, and its capacity to provide credit-earning, service-learning opportunities can be crafted into the image of the CUValles instead of being left for discovery on the part of the incoming students (Brandenburg, 2018). Thirdly, CUValles can standardize the pre and post-arrival orientation that incoming students receive. Standard orientation measures will set a quality assurance standard for the campus as well as ensure that the information that students receive can be continuously updated to reflect the current institutional vision. A similar notion applies to the use of research on student mobility. Given that no interviewee mentioned the Observatory, one can perceive a disconnect between the data and research that the University produces, and how it informs the decision-making process. Using existing data can improve the orientation process specifically, and student mobility on the whole, without going to the extremity of 'performativity' (Mayo, 2009, p. 96 in Lawrence, 2015).

Collaboration and partnerships

The findings show that the current basis of most internationalization strategies at CUValles is collaboration and partnerships (Table 15). There are 18 mentions of partnership programs and agreements throughout the interviews. They take the form of international and national collaborations and partnerships for facilitating mobility, research and extension, and strategic partnerships for postgraduate double degrees. CUValles enjoys access to most of the partnerships and programs that are negotiated by the Office of International Affairs as well as other networks that its researchers engage in based on their academic disciplines. A student shared:

I come from another State. One of the reasons why I decided to come to the University of Guadalajara was because I always wanted to participate in an international study abroad program. My home State offered the same degree that I study here, but it is at Technological University, so it provided fewer options for student exchange because it did not have as many agreements as the University of Guadalajara... (Outgoing student).

The previous claim shows that effective partnership programs and agreements require active engagement, and intentionality on the part of the institution, as well as on the part of stakeholders.

The stakeholders identify community collaborations as the second most crucial sphere of action for this ACE pillar (2017). These collaborations are made manifest through initiatives like social service, professional practice, training, and research (CUValles Rector's Annual Reports, 2013-2019). As a public university, CUValles serves as a point of reference for consultations from the public and private sectors, and so its perspective influences the decision-making process. Similarly, the faculty and students that collaborate are ambassadors on the CUValles' ideology, and this soft power can propitiate synchronic development of CUValles and the surrounding community.

The University of Guadalajara has specific strategies for its global engagement planning process and policies. The University Network promotes national and international displays of art, literature, and culture through its outreach program. Five interviewees identify these activities as strategies that celebrate indigenous knowledge as well as create windows into international and intercultural expressions from other countries. The University Network hosts these cultural expressions in Guadalajara. Nevertheless, each year, CUValles holds activities from these events on campus and provides access for faculty and students that wish to attend larger displays of the activities in Guadalajara. In the same vein, the University of Guadalajara Foundation USA, with a branch campus in Los Angeles and Chicago, provides cultural and academic experiences within the USA. The Interviewees do not mention the Foundation; however, upon exploring its website, it reveals an avenue that CUValles can harness to extend and strengthen its global reach.

In a nutshell, CUValles displays elements of collaboration and partnerships (ACE, 2017). Yet these collaborations are frameworks that could pool more resources towards comprehensive internationalization in light of the following considerations. In this case CUValles can focus its attention on consolidating south-south relationships. These alliances catalyze “endogenous development of higher education” as well as generate mutual leverage that makes higher education in the Latin American Region more attractive to its own students as well as to the global north (Hagenmeier, 2018, p. 2). This implies seeing the value of south-south alliances beyond a place where the “*currency exchange is less*” and “*where Spanish is a first language*” (Referred Informant 2). Secondly, reports with a supervisory function validate community collaboration. However, institutional policy rarely requires a conscientious search for synergies that build into the institutional goals and expands its impact in the community. A

channeled vision of collaboration and partnerships can move organic glimpses of comprehensive internationalization to consolidated measurable actions (Hudzik, 2015).

What elements of comprehensive internationalization are lacking from CUValles?

The data collected highlights elements of comprehensive internationalization (ACE, 2017) that are lacking from CUValles. These findings build on the scaffold of the current status of comprehensive internationalization established by findings and the supporting literature presented in the previous section. In other words, now that the elements of comprehensive internationalization at CUValles have been duly identified, what is it that is lacking to initiate a process of comprehensive internationalization as is identified in scholarly literature such as ACER (2017), de Wit (2002), and Hudzik (2015). Within this research, these lacking elements are the same as weaknesses. Weaknesses refer to elements within CUValles and the University of Guadalajara that sidetrack the institution from achieving a specific goal (Manley et al., 2019), that is achieving comprehensive internationalization at CUValles. Tables 16-21 describe the findings as regards the second research question, while Table 9 shows their order of importance.

Articulated Institutional Commitment

As regards an articulated institutional commitment (ACE, 2017), the findings show weakness in: resource allocations, internationalization plans; assessment actions; internationalization task force; symbolic affirmations; mission statements and strategic plans; and internationalization websites. Despite the strengths that exist at CUValles, the concerns raised regarding these sub-elements (Table 16) discloses a lack of organizational strategies, especially in the area of operations (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). According to these scholars' weaknesses related to integrated planning, budgeting, quality review systems; as well as the balance between centralized and decentralized management

hamper comprehensive internationalization. These interviewees identify these weaknesses in their interviews:

We say that internationalization is more than just academic mobility. However, when we try to define the “things” apart from mobility, we start to stumble because, at the end of the day, internationalization becomes concrete when it can be measured through academic mobility...That is why, when we tried to make internationalization something more than academic mobility, we created an air bubble, now we just do not know... (Senior Leader 2).

There is no liberty from the General Administration to make a better offer to a scholar that CUValles may want to attract, or even after they are hired. No liberty to recognize internationalization efforts apart from what the General Administration approves (Senior Leader 1).

Administrative Leadership, Structure, and Staffing

In the administrative leadership, structure, and staffing pillar (ACE, 2017), the interviewees and institutional documents identified: systems conducive for internationalization; relationship among internationalization task force; senior leader tasked to internationalization; relationship among internationalization task force and leadership; and institutional leadership involvement. The case-specific details on this pillar (Table 17) uncover the lack of organizational strategies in the areas of governance, operations, support services and human resource development (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). In line with said authors, the main debilitating elements concern: registrar services, formal and informal communication systems; appropriate organizational structure; active involvement of faculty and staff; and the

recruitment of internationalization expertise. After recounting an anecdote, this stakeholder concludes:

We lack two things, authentic training, and knowledge about internationalization. I mean, from a rational perspective, faculty should know how academic cooperation works and when it is useful. They should be able to ask themselves, is everything on internationalization mobility? (Referred Informant 1).

How can we make internationalization occur from within the departments? They should be the ones feeling the need for an internationalization policy. I think the legal structure is there, but it has become distorted, the departments have become political spaces, we ourselves do not understand the extent to which they have become political... not like in other universities where the Heads of Department are revered scholars... (Senior Leader 2).

Curriculum, Co-Curriculum, and Learning Outcomes

Interviews and document analysis on curriculum, co-curriculum, and learning outcomes (ACE, 2017) detect a lack of internationally-focused co-curricular programs; institution-wide foreign language requirements; assessment of learning outcomes; global learning assessments (non-institution based); curriculum and course design workshops and programs; institutional guidance and resources for course internationalization; and general education requirements with a global component. The descriptions of these sub-elements (Table 18) specify a lack of program and organizational strategies development (Knight and de Wit, 1995; Knight, 1999 in de Wit, 2002, pp. 121-125). The areas of interest within program strategies touch on academic programs regarding curriculum development programs, internationalization of the curriculum, and foreign language study. Similarly, as regards organizational strategies, the area of interest is support

services and operations with a focus on language training, curriculum development, and quality review systems. This is a Senior Leader's take on this pillar:

We have international graduate outcomes that are not adequately evaluated. Because if we are strict in their evaluation, we will be going against our own selves, and so we decide to let our own errors continue to reproduce.... we are not rigorous in evaluating our graduate outcomes because we are forgiving our own shortcomings (Senior Leader 3).

Faculty Policies and Practices

The findings on faculty policies and practices pillar (ACE, 2017) underline shortcomings in: faculty awards for international engagement; internationalized tenure and promotion guidelines; faculty grants for international engagement; programs to promote faculty mobility; curriculum internationalization grants. Their details (Table 19) make-known a lack of program and organizational strategies (Knight and de Wit, 1995; Knight, 1999 in de Wit, 2002, pp. 124-125) at CUValles. In the realm of program strategies and the area of research and scholarly collaborations, there is a lack of faculty mobility programs. Whereas, in organizational strategies, as regards the areas of human resource development and support services, CUValles lacks: rewards and promotion policies to reinforce faculty and staff contributions to internationalization; support for international assignments and sabbaticals; and support for curriculum development. A senior leader mentions the lack of creativity and effort on the part of professors to procure sponsorships for internationalization:

Our main weakness lies in our collaboration schemes, ...why do I say that? Because a professor who wants to do an international project is not without a system of beliefs, and they believe that they have to travel to a foreign county for their project to be

international... we need to change our vision of the path to internationalization. I do not know if the correct work is sustainable, but at least I can say that we need a more practical one, one that is based on the nature of the project, more than one based on the financial resources that one has or does not have, no? We have had this paternal system of beliefs for many years, and we have lived off subsidies. We do not perceive inviting the private sector, the industry, other academic sources, or government agencies to collaborate on the topic of common interest. What we have always wanted is not being denied when we ask for financial resources and not putting effort into receiving it. So, our possibilities are significantly reduced. Lack of creativity is the main obstacle that I see as regards issues on internationalization (Senior Leader 3).

Student Mobility

This research underscores insufficiencies in the student mobility pillar (ACE, 2017) that signal: institution-sponsored education abroad programs, student mobility research, and mentoring programs /advisory boards for international students. These sub-elements (Table 20) manifest a lack of program and organizational strategies (Knight and de Wit, 1995; Knight, 1999 in de Wit, 2002, pp. 121-125). Said publications identify a lack of program strategies in the categories of technical assistance, and research and scholarly collaborations, namely: student scholarship programs; and research development programs. Likewise, the missing organizational strategy is in the area of support services such as: orientation programs, student advisors, and cross-cultural training.

I don't think that we prepare students for international mobility, let alone interculturally. Sometimes we don't even tell them that the grants that they are promised will arrive two months into their stay overseas (International Faculty 2).

Collaboration and Partnerships

Interview and documental findings reveal a weakness in the collaboration and partnerships pillar (ACE, 2017): tracking international partnerships and agreements; community collaborations; global engagement planning process and policies. The details of these sub-elements (Table 21) show that CUValles is without program strategies (Knight, 1999 in de Wit, 2002, pp. 121-123). When viewed from this authors perspective, there is a lack of technical assistance and extracurricular activities in the areas of student and staff-oriented programs; and community-based projects and activities.

CUValles is involved with the Valley Region. Students give their social service there CUValles participates in cultural events; CUValles provides training for business people... but as an institution, we are unsure if we are taking an academic vision, an internationalized vision to the Valley Region, or if we are just helping them to be more creative... (Senior Leader 3).

In summary, the findings show that the elements of comprehensive internationalization that are lacking from CUValles are mainly structural (Hudzik, 2015) or organizational (de Wit 2002) in nature. The findings are aligned to the ACE model—which was used to detect them—but through the rationale of the Internationalization Cycle (de Wit, 2002)—which will ameliorate them. The significance of identifying weaknesses that are primarily organizational or structural is highlighted by the proclivity of organizational strategies to induce transversal, integrative, and embedding elements (de Wit, 2002; Hudzik, 2015) to the current context. A context riddled by isolated internationalization strategies that will continue as such if the lacking elements are not institutionalized.

What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?

This research question studies the findings on crucial opportunities for comprehensive internationalization and makes inferences on how can they be potentialized at CUValles. Merriam & Tisdell (2016) recommend that findings be discussed in mutually exclusive categories. In the context of this research, this means that the distinguishing characteristics between a “strength” and an “opportunity” are to be made clear from the get-go to ensure that their means are not understood interchangeably. In a SWOT analysis, opportunities are the elements outside of the University of Guadalajara and CUValles that facilitate the fulfillment of a particular institutional goal (Bullock et al.,2019; Manley, Foot, & Davis). The following discussion continues in the same vein as the previous section. In other words, the opportunities (Tables 22-27) will be built on the context established by the strengths (Hudzik, 2015), through the perspective of a blended analysis between the ACE model (2017) and the rationale of the Internalization Cycle (de Wit, 2002).

Articulated Institutional Commitment

In terms of articulated institutional commitment (ACE, 2017), the findings exhibit opportunities in the sub-elements of the internationalization task force; and resource allocations. These positive findings (Table 22) reveal organizational strategies in the area of governance and operations (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). More specifically, these opportunities are in the areas of integrated planning; and resource allocation. The first step to capturing the potential of this opportunity is an inventory internationalization resources that are available to CUValles by virtue of it being a public university —no mention is made of one opportunity during interviews—. Secondly, CUValles is to match the needs

(weaknesses) with the available resources. This will inspire the coordination with —instead of the creation of— elements for achieving comprehensive internationalization.

Administrative Leadership, Structure, and Staffing

Concerning the administrative leadership, structure, and staffing pillar (ACE, 2017), the interviews and document analysis identifies an opportunity in the sub-element of systems conducive for internationalization. This finding (Table 23) demonstrates a positive organizational strategy in the area of support services as regards migratory advisory for international students and registrar’s services (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). While CUValles already harnesses the migration services provided, there is a weakness as regards grade equivalencies (Table 17). The framework that the Secretariat of Public Education provides is a standardized resource that can speed-up grade equivalences on the return of outgoing students.

The student visas allow foreign students from other parts of Latin America to study academic areas that are not yet developed in their country, that was my experience as a student (International Faculty 2).

Curriculum, Co-Curriculum, and Learning Outcomes

When it comes to the curriculum, co-curriculum, and learning outcomes pillar (ACE, 2017), there is a favorable finding in the sub-element of curriculum and course design workshops and programs. Its details (Table 24) indicate that it is a favorable program strategy that embraces the areas of academic programs and technical assistance (Knight, 1999 in de Wit, 2002, pp. 121-123). According to these authors, foreign language study; and curriculum-oriented programs contribute to comprehensive internationalization —although not mentioned in interviews—. The

description regarding primary and secondary teachers will benefit CUValles once the students get to higher education. However, the opportunity for training language teachers can have an impact on the weakness concerning students' performance in external language assessments (Table 18).

Faculty Policies and Practices

The findings on the faculty policies and practices pillar (ACE, 2017) highlight programs to promote faculty mobility; and faculty grants for international engagement. According to the description (Table 25), these sub-elements represent a beneficial organizational strategy in the area of human resource development (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). Said authors affirm that rewards policies to reinforce faculty contribution to internationalization; and support for international assignments are opportunities for comprehensive internationalization. CUValles can continue to use the programs that promote faculty mobility as acknowledged in four interviews. On the other hand, the retention and repatriation programs are avenues for supporting top talent that CUValles can channel through its internationalization strategies, though any stakeholder does not mention them.

Student mobility

The stakeholders are most informed on the opportunities surrounding the student mobility pillar (ACE, 2017). The findings disclose opportunities in the sub-elements of institution-sponsored education abroad programs; and language exchange programs. The details from the interviews and the document analysis (Table 26) demonstrate beneficial program strategies in the area of academic programs (Knight, 1999 in de Wit, 2002, pp. 121-123). In CUValles, these opportunities are exemplified through student mobility schemes; and foreign language study. These programs sponsored by the Federal Government can reduce the impact of the Federal

budget that CUValles and the University of Guadalajara have experienced in the area of internationalization (Table 28). Stakeholders share:

My sister and I are not going to be able to participate in a foreign language exchange program like 'Proyecta 100 mil' if we do not have a scholarship (Non-mobile Student).

Students can compete for government scholarships once they have been accepted for a semester in another university (Referred Informant 3).

Collaboration and partnerships

The findings on the collaboration and partnerships pillar (ACE, 2017), tell of opportunities in the sub-element of community collaborations. The interviewees perspectives (Table 27) show constructive program strategies in the area of extracurricular activities, with special reference to community-based projects and activities (Knight, 1999 in de Wit, 2002, pp. 121-123). CUValles can promote service-learning short term mobility programs for international students. This will provide relevant international mobility experience for underrepresented and non-traditional students (Altbach et al., 2009), as well as be an avenue for bringing intercultural and economic development to CUValles and the Valley Region.

I believe that CUValles can promote its degrees in light of the problems and context that we have as a Region; without this vision, the Region will not advance...The Region will provide students from more developed countries with a living lab to practice phenomenon that they have only experienced in theory in their own countries. If we do not make the best use of what we have, whoever discovers it will (Senior Leader 3).

The opportunities complement the elements of comprehensive internationalization that already exist and even provide some answers to the weaknesses. However, the essence of their impact is visible only through systematized monitoring and appropriate use.

What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles?

This last question focuses on the critical obstacles to comprehensive internationalization at CUValles and explores ways to overcome them. Unlike weakness that prevents the fulfillment of a goal from inside of the institution, threats —obstacles— affect the fulfillment of institutional goals, while being outside of its sphere of control, they are called external factors (Bullock et al.,2019; Manley, Foot, & Davis). In this context, threats are external to the University of Guadalajara and CUValles; however, they affect the institutional strides towards comprehensive internationalization. Tables 28 – 34 present an analysis of the findings that result from 12 interviews and extensive document analysis. This section continues with the pattern of analysis of research questions two and three. This continuity propitiates a smoother transition from one section to the other (Table 9) and ultimately from this chapter to the next.

Articulated Institutional Commitment

As regards articulated institutional commitment (ACE, 2017), the findings show threats in resource allocations. The concerns raised by this sub-element (Table 28) reveal a lack of organizational strategies in the area of operations (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). Based on these experts' threats related to adequate financial support and resource allocation systems, hinder steps towards comprehensive internationalization. The stakeholders shared that:

We suffer from State policies, and I'm refereeing to Federal policies that are wrong and hypocritical (Senior Leader 2).

With the recent change in the Federal Administration, there have been significant budget cuts for many of the University's programs...and, and we can say that whenever there is a budget cut the University has to prioritize other things and, in this sense, internationalization is going to be a plus or a luxury...I imagine that priority is going to be given to research, teaching, and infrastructure. I think that internationalization will be sidestepped because it implies a cost...even if they go to the South where the language is the same it still implies very elevated costs. I don't know if this new Institutional Master Plan that we are creating should include the luxury of internationalization at the forefront. I say luxury, not because internationalization should not be integrated as part of the Plan, but because the cost that it represents exceeds the cost of the primary function of the University, which is to provide education for the young people of the Region (Referred Informant 2).

If the budget earmarked for internationalization in the University Network is reduced, CUValles can overcome this hurdle by targeting and intentionally perusing Federal funded programs opportunities (Tables 22,25 and 26) already designated for internationalization. CUValles can also explore more cost-effective ways to meet their funding deficit by taking a more integrated approach to the comprehensive internationalization elements that already exist on campus (Table 12).

Administrative Leadership, Structure, and Staffing

In the administrative leadership, structure, and staffing pillar (ACE, 2017), the interviewees and institutional documents noted: relationship among internationalization task

force and leadership; and institutional leadership involvement. The findings of this pillar (Table 29) uncovers the lack of organizational strategies in the area of governance (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). In line with said authors, the main debilitating elements concern: articulated rationale and goals for internationalization; and expressed commitment by senior leaders. An interviewee that reiterates this point says:

Unfortunately, the budget is of greater interest to the authorities than being able to make connections and being able to have a global vision of things. That's sad, no? And that's a threat...There is also a lack of understanding by decision-makers of how relevant it is to continue supporting funding for internationalization. They worry about criteria, without worrying about the people affected by their criteria (Senior Leader 3).

If national policymakers are not fully aware of the prevailing trends in internationalization of higher education, it is undoubtedly a challenge. Though the threats identified in this pillar are not mentioned in any official document, the stakeholders reiterate their significance. To overcome this obstacle, the University of Guadalajara and CUValles can host key State and Regional events on campus as a way to showcase what is being done regarding internationalization. The University of Guadalajara and CUValles can also use their soft power to lobby support in this regard.

Curriculum, Co-Curriculum, and Learning Outcomes

In relation to the findings on the curriculum, co-curriculum, and learning outcomes pillar (ACE, 2017), there is an issue on institutional guidance and resources for course internationalization. The details of this sub-element (Table 30) specify a concern about program strategies in the area of academic programs; relating specifically to curriculum development. (Knight, 1999 in de Wit, 2002, pp. 121-125). Although the Mexican University enjoys autonomy

it is still dependent on Federal funds which are earmarked according to the national vision for education. If the 2017 educational reform is reverted internationalization could be at a detriment.

We don't know what will happen to internationalization if the government negates the latest Educational Reform. We just have to wait and see, because right now it's not very clear (Referred Informant 3).

This threat makes the need for comprehensive internationalization at CUValles even more pressing. To overcome this obstacle, CUValles has to ensure that comprehensive internationalization is a transversal, integrated part of its academic model; this will ensure its permanence despite a change in the education agenda.

Faculty Policies and Practices

The findings on faculty policies and practices pillar (ACE, 2017) underline deficiencies in faculty grants for international engagement. The description of this finding (Table 31). The risk in the area of organizational strategies relates the area of human resource development, specifically as regards reward and promotion policies to reinforce faculty contribution to internationalization (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). One Senior Leader portrays it colorfully:

And well, the federal government's policy of replacing good wages with temporary incentives up for grabs for activities like internationalization, in my opinion, has created adverse effects. If you throw many dogs, a few bones, and what you will have is a tremendous scramble. And I don't mean this in a derogatory way, but people can go through the motion to receive an incentive, and miss the whole point of internationalization all together (Senior Leader, 2).

Though this threat is only mentioned by one Senior Leader, CUValles is to be wary of its effects. If CUValles presents authentic internationalization options to faculty, they may be less likely to engage in activities that do not contribute to comprehensive internationalization. An integrated internationalization agenda can also encourage faculty who do not value internationalization to give it a try (Childress, 2010).

Student Mobility

This research emphasizes failures in the student mobility pillar (ACE, 2017) pertaining to ongoing orientation for international students. The case-specific details (Table 32) manifest threats in organizational strategies in the area of support strategies (Knight and de Wit, 1995 in de Wit, 2002, pp. 124-125). This perspective underlines threats to orientation and counseling for international students as debilitating to comprehensive internationalization.

An international student cannot work with their visa, and so they have to be receiving financial support from elsewhere. Also, the visa typically lasts for the duration of studies, but it does not take into consideration the six months required to get one's diploma after graduation. So, the students return to their countries with nothing in their hands, and they have to pay a second trip to Mexico to collect their graduation diploma when it is issued (International Faculty 2).

Migration threats can be overcome with relevant, timely information. CUValles can work with the University of Guadalajara Migration Services Unit (Table 14) to prepare a digital handbook that can be easily updated. Additionally, CUValles can assign a tutor or counselor to international students who will help them keep up with migration requirements as well as provide culturally relevant support (Karky, Nandini, 2013).

Collaboration and Partnerships

Interview and documental findings reveal treats in the collaboration and partnerships pillar (ACE, 2017) concerning global engagement planning process and policies; and community collaborations. The explanation of these sub-elements (Table 33) makes it clear that CUValles has challenges in program strategies, in the area of extra-curricular activities (Knight, 1999 in de Wit, 2002, pp. 121-123). According to these scholars, threats to community-based projects could hamper the advancement of comprehensive internationalization.

The Valley Region has little vision beyond the limits of every municipality. Everything is seen in the short-term, and that makes collaborations a struggle. I, for one, I am unsure if it is solely CUValles' responsibility to change this (Senior Leader 1).

CUValles is already a leader in the Valley Region (Table 14). A comprehensive, transversal perspective of internationalization at CUValles will eventually have a ripple effect. It is possible that the first attraction for the community might be an economic one, but after that, more complex nuanced interactions will ensue (Rumbley, 2015).

In closing, it is a challenge for the stakeholders to identify threats to comprehensive internationalization at CUValles and an equal challenge to encounter trustworthy documents that speak to the threats. However, the findings demonstrate threats that are congruent with that of other universities who have undertaken a similar feat. And scholarly literature gives clues on how to circumvent these threats. The findings revealed more weaknesses than threats, this means that the power of positive change is more within the walls of CUValles than it is without.

Table 9: Executive Presentation of Research Findings*

CI** Pillars	Descriptors (Units of Analysis – ACE, 2017)	Research Question 1 (Rank #)	Research Question 2 (Rank #)	Research Question 3 (Rank #)	Research Question 4 (Rank #)
Articulated Institutional Commitment	Mission statements and strategic plans	#5	0	NA	NA
	Internationalization plans	#3	#2	NA	NA
	Internationalization task force	#2	#4	#1	NA
	Internationalization websites	0	0	NA	NA
	Resource allocations	#1	#1	0	#1
	Symbolic affirmations	#6	#5	NA	NA
	Assessment actions	#3	#3	NA	NA
Administrative Leadership, Structures and Staffing	Institutional leadership involvement	#1	#5	NA	#2
	Senior leader tasked to internationalization	#3	#3	NA	NA
	Relationship among internationalization task force	#4	#2	NA	NA
	Relationship among internationalization task force and leadership	#2	#3	NA	#1
	Systems conducive for internationalization	#4	#1	#1	NA
Curriculum, Co-Curriculum, and Learning Outcomes	General education requirements with a global component	#8	#6	NA	NA
	Institution-wide foreign language requirements	#1	#5	NA	NA
	Institutional guidance and resources for course internationalization	#3	#6	NA	#1
	International course designations	NA	NA	NA	NA
	Internationalized courses	NA	NA	NA	NA

	Internationalized majors, minors, and tracks	#7	NA	NA	NA
	International and global learning certificates	NA	NA	NA	NA
	Internationally-focused co-curricular programs	#1	#1	NA	NA
	Globally-focused student learning outcomes and competencies	NA	NA	NA	NA
	Associations (international sections)	NA	NA	NA	NA
	Global learning assessments (non-institution based)	#6	#3	NA	NA
	Curriculum and course design workshops and programs	#4	#3	0	NA
	International living-learning communities	NA	NA	NA	NA
	Assessment of learning outcomes	#5	#3	NA	NA
Faculty Policies and Practices	Internationalized tenure and promotion guidelines	#2	#2	NA	NA
	Programs to promote faculty mobility	#1	#4	#1	NA
	Faculty awards for international engagement	#4	#1	NA	NA
	Faculty grants for international engagement	#3	#3	#2	#1
	Faculty-student international research programs	NA	NA	NA	NA
	Curriculum internationalization grants	NA	#5	NA	NA
Student Mobility	Institution-sponsored education abroad programs	#1	#1	#1	NA
	Major-specific education abroad guides	NA	NA	NA	NA
	Student mobility research	#6	#2	NA	NA
	Short-term faculty-led study abroad programs	NA	NA	NA	NA
	Mentoring programs /advisory boards for international students	NA	#3	NA	NA
	Online pre-arrival resources for international students	NA	NA	NA	NA

	Pre-departure orientation programs in the home countries of new international students	NA	NA	NA	NA
	Student leader programs for international student orientation	NA	NA	NA	NA
	Ongoing orientation for international students	#2	NA	NA	#1
	International student peer programs	NA	NA	NA	NA
	Local friendship or homestay programs	NA	NA	NA	NA
	Language exchange programs	#4	NA	#2	NA
	International student leadership conferences	NA	NA	NA	NA
	International student awards	NA	NA	NA	NA
	Community service opportunities for international students	#3	NA	NA	NA
Collaboration and Partnerships	Partnership programs and agreements	#1	NA	NA	NA
	Global engagement planning process and policies	#3	0	NA	#1
	Tracking international partnerships and agreements	NA	#1	NA	NA
	Partnership director job description	NA	NA	NA	NA
	Community collaborations	#2	#2	#1	#2
<p>Source: Own elaboration based on findings from the research process. Notes: * For an extended version of the research findings, see Appendix II. CI**- Comprehensive Internationalization (ACE, 2017). # - Ranking order based on frequency of occurrence in by interviewees (stakeholders). 0 - Absent in interviews, present in document analysis. NA - Not available in interviews and document analysis.</p>					

Chapter 6: Conclusions and Recommendations

The ethos of this research is a reconstructive, transformative one (Mezirow, 2009). Based on the ACE Model (2017) and de Wit's (2002) internationalization cycle, the strengths, weakness, opportunities, and threats to comprehensive internationalization are identified and reconstructed as regards their relationship one with each other in order to stimulate new synergies propitious to comprehensive internationalization (Childress, 2010; Hudzik 2015). This final chapter focuses on the researcher's conclusions and a proposal that is drawn from the conclusions. The conclusions are crafted from an interpretation of the findings in light of the initial research questions. The outcome of this process are recommendations that link the meaning of the findings to the reality of CUValles, a constituent of a decentralized, multi-campus, University Network.

Conclusions

As far as head knowledge is concerned, all 12 interviewees express informed awareness of the University's stance as regards internationalization. Additionally, the attitude with which they attended to the invitation to be interviewed is a positive, conscientiousness, engaging one that is reflective of political will regarding comprehensive internationalization.

Granted that academic mobility and foreign language acquisition are at the heart of CUValles' key strengths, weaknesses, opportunities, and threats identified, they are an ideal starting point for making other existing internationalization strategies more visible or solidifying them. Furthermore, the findings reflect:

1. A need for an integrated, transversal plan to guide existing actions internationalization to a coordinated measurable end.
2. A presence of the pillars and key sub-elements of the ACE's Model for comprehensive internationalization (2017) at CUValles.
3. A myriad of comprehensive internationalization "particles" that move irregularly, without the guidance of a coordinating or integrative factor.
4. An appreciation of and the desire for coordinated senior leadership as regards internationalization.
5. A preference for internationalization program strategies that fit the social, cultural, infrastructural, and educational characteristics of CUValles.
6. An interest in increasing the quality of learning outcomes at CUValles through transversal program and organizational strategies.
7. An opportunity to create a comprehensive tool for measuring internationalization in the teaching, research, and service functions of CUValles.
8. A gap for a juridical person to make ample use of internal funds, and the capacity to raise external funds for internationalization.
9. An outweighing of weaknesses over threats that place CUValles in an excellent context within which to mobilize internationalization from within its walls, free of significant external inhibitions or pushback.

Recommendations

de Wit's Internationalization Cycle (2002, 136) forms the premise of the recommendations that ensue from this research. The process approach to comprehensive internationalization is threefold and contemplates strategic positioning, informed academic actions, and an implicit case for adequate human resources. Additionally, the Internationalization Cycle (2002) propitiates dynamic motion in two directions. The circular motion effects a **coordinative** function among the eight elements, while the oscillating motion generates an **integrative** function between each element and a central academic node. The Cycle puts forward the department as the integrative space in the process approach to ensure that internationalization is a part of the University's substantive functions and because of the strategic and academic viewpoint that Departments have of the institution.

However, based on the context of CUValles and the premises above, this research recommends the founding of the "**Inter-Campus Research Institute for International Higher Education**" as the integrative node mobilizing comprehensive internationalization. Under the following considerations:

1. The departments at CUValles lack two of the essential features required to effectuate the process approach. One, they are limitedly staffed (only the Head of Department and administrative assistant) and, as such, have no human resources. Two, they possess limited expert knowledge since the institutional knowledge on internationalization lies with scholar-practitioners who are distributed throughout the University of Guadalajara and CUValles and report to many different superiors.
2. The re-engineering of the University of Guadalajara's General Administration will result in the disinstitution of the Office of International Affairs as a Central Office, while its

current functions will be sent to the University Centers. This move by the General Council presents an opportunity to transfer its role to another “juridical person”.

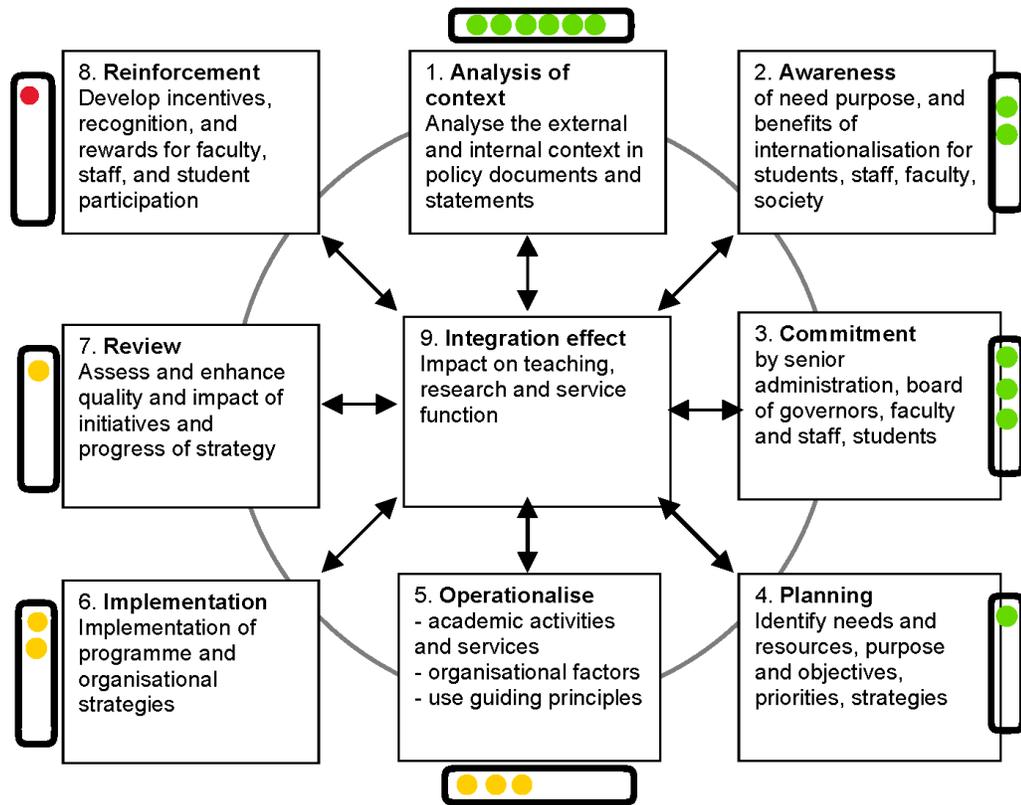
3. An **Inter-Campus Research Institute** is confirmed by experts of at least four Campuses of the multi-campus University Network (UdeG Organic Law). This enhances its reach beyond CUValles, but throughout the Universidad of Guadalajara. Institutes can work under the authority of the senior leadership or of the departments.; this gives authority to the decisions that they make. Additionally, an institute has the legal capacity to source external funding for its projects, which will create avenues for new synergies.

The “**Inter-Campus Research Institute for International Higher Education**” will be based in CUValles and report directly to the Office of the Rector. Its Laboratories, Research Lines, and Educational Centers will serve as the integrative node for discipline-specific internationalization in the teaching, research, and service functions of CUValles.

As regards the other elements of the Internationalization Cycle (2002), this study identifies the partial presence of elements one to four, a very vague representation of elements five, six and seven, and trace components of element eight. The Internationalization Cycle (2002) furnishes the guiding elements to internationalization; however, it does provide for distinguishing between the ideal status of an element and the trace presence of the same element. In the CUValles, this distinction is necessary in order to incite growth in areas that are sparse. Thus, the study recommends that gages are placed on each element to provide a higher degree of accurateness to each element. These gages will allow for formative evaluation and continuous feedback at every point of the Cycle instead of solely the holistic evaluations in elements seven and eight. Furthermore, this study proposes that the Internationalization Cycle (2002) mobilizes internationalization firstly in an oscillating motion between each element and the integrative

center without aspiring for a coordinative effect (Figure 7). With the integration and continued maturity of the individual elements, their synergies will act as a catalyst for the development of less developed elements, sparking the coordinative effect (Hudzik, 2015, p. 82).

Figure 8: *Initial Internationalization Cycle at CUValles*



Source: Adapted from de Wit (2002, p. 136).
Key: Rectangles – Gages; Dots – Element; Color: Presence of the element

This study recommends that the Internationalization Cycle (2002) be applied in CUValles from a transformative learning perspective. “Learning occurs in one of four ways: by elaborating existing meaning schemes, learning new meaning schemes, transforming meaning schemes, and transforming meaning perspectives.” (Mezirow, 2009, p.22). An “**Inter-Campus Research**

Institute for International Higher Education” will facilitate this transformation from an educationally-motivated perspective instead of a structural or politically motivated one.

Limitations of the Study

The following is a summary of the limitations that the researcher deems significant enough to alter the meaning and applicability of the study.

This research is staged during a transition period at CUValles, at the University of Guadalajara and in State and Federal governments. From December 2018 to July 2019, new senior leadership was instituted at all levels. However, new strategic plans are still being put in place, and Annual Reports have not yet been issued. Added to that, on the 28th of February 2020, the University of Guadalajara’s General Council approved the first phase of structural re-engineering of the General Administration, including the Office of International Affairs (Dictum IV/2020/152). It is within this shifting context that recommendations are made; the research attempts to make a proposal that respects the lines of the current structure while making a proposal that will also be relevant when the new structure comes into play.

Secondly, the majority of the interviews were carried out, and the documents analyzed throughout the thesis are in Spanish, one of Mexico’s official languages. Therefore, the ideas and quotes portrayed are translations of the original texts made by the researcher. Although the researcher steered the study by scholarly guidelines for trustworthiness and strived to give an authentic portrayal of the realities encountered, scenarios of this nature can be more susceptible to lapses of human error, misrepresentations, and misinterpretations.

Thirdly, the researcher is a faculty at CUValles. This increases the likelihood of a clouded vision and oversights during analysis. The researcher was guided by external scholars whose observations reduced the likelihood of bias.

Appendix I – Semi-structured Interview Guide

Introduction

1. The interviewee's role

- What is the interviewee's title and what are their main functions?
- To whom do they report and who reports to them?
- With whom do they work most closely, internally and externally to the institution?

2. The interviewee's career trajectory

- How does the interviewee characterize his/her path (academic, professional, etc.) to the position they currently hold?
- What are the skills, attitudes, knowledge, and/or personal characteristics they think are most important for success in their role?

Articulated institutional commitment

1. The interviewee's **view of the current status of internationalization at CUValles**

- What elements of internationalization are prevalent in CUValles?
- The mission does not include or allude to an international dimension, should it be included? Why / why not?
- What are current and future actions for achieving the vision?
 - We are a University Center with regional, national and **international recognition** for our educational, scientific research and contribution to sustainable development from the technological, economic administrative, humanities and health areas. Our **graduates' impact** local institutions and organizations, within the framework of values of responsibility, equity, justice and democracy.
- What are the main **goals** and **priorities** of CUValles as regards internationalization?
- What are the main **internal** and **external opportunities** that CUValles faces as regards internationalization?
- What are the main **internal** and **external obstacles** that CUValles faces as regards internationalization?
- Has CUValles responded sufficiently and effectively to these opportunities and strengths

2. The interviewee's **vision for internationalization at CUValles**

- What is their vision for internationalization at CUValles for the next 5 years?
- What internationalization strategies are priority within the next 5 years?
- How can you ensure that those aspirations /goals/ plans are achieved?
- What quality assurance strategies are in place to monitor the outcomes and impact of internationalization plans?
- What national/international best practices of internationalization guide their vision for CUValles?
- How can CUValles strengthen its commitment to internationalization?

Administrative leadership, structure, and staffing

1. Who is currently responsible for leading internationalization initiatives at CUValles?
2. Who are the senior level administrators or leaders specifically tasked with moving the internationalization agenda forward?
3. Name three main actors involved in internationalization and global engagement at CUValles?
 - What are their primary roles?
4. On a scale of 1 to 10 (with one being the lowest) how adequately trained is CUValles staff / personnel to:
 - Adjudicate students' credentials and application materials

- Provide culturally appropriate counseling and guidance
 - Vet study abroad opportunities and programs
 - Adequately prepare outgoing students
 - Effectively evaluate the quality of external programs
5. What types of decisions concerning internationalization are made by CUValles and what type are made by a centralized body?
 6. How and in what ways are institutional are leaders and administrative actors empowered or not to play the best role they can in internationalization efforts?

Curriculum, co-curriculum, and learning outcomes

1. How is CUValles preparing students for the 21st century?
2. What is the role of the curriculum in meeting CUValles internationalization agenda?
3. What strategies promote IoC in teaching, learning and assessment at CUValles?
4. How is IoC in the formal, informal and hidden curriculum promoted / rewarded?

Faculty policies and practices

1. Who does CUValles identify as international faculty?
2. How does hiring international faculty factor into CUValles internationalization agenda?
3. How is faculty teaching, research, and service roles related to the internationalization agenda at CUValles?
4. How does CUValles foster the competencies required to contribute to its international, intercultural or global dimension?
5. How feasible are the following rewards for stimulating professors' participation in internationalization initiatives?
 - Permitting international activity
 - Rewarding international activities in faculty assessments
 - Making international activity a prerequisite activity for faculty

Student mobility

1. Who is an international student?
2. How does international student recruitment factor into CUValles internationalization agenda?
3. How are students prepared (academically, interculturally ...) for mobility?
4. What does CUValles do benefit non-mobile students from the experience of those that have had an international experience?
5. What type of mobility is CUValles best suited to offer?
 - Degree seeking (financial benefits?)
 - Credit-seeking
 - Internships
 - Research focused options
 - Service learning activities
6. What type is most fitting with the institutional agenda?

Collaboration and partnerships

1. How does CUValles engage with the local community and society on international issues and capacity building?
2. What is the impact of the external environment (context) on CUValles?
3. How can CUValles further its internationalization agenda through the collaborations and partnerships that it already has? (Eg. the Consorcio de Cooperación e Internacionalización de la Educación Superior de Jalisco)

Appendix II – Findings

Internal Factors

Table 10: *Articulated Institutional Commitment Present in CUValles*

RQ. 1 What elements of comprehensive internationalization already exist in CUValles?					
ACE Pillar #1: Articulated institutional commitment					
Units of Analysis	Findings (Strengths)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Resource allocations	Coordination of Academic Services; Coordination of Research and Coordination of Extension liaison with Coordinations of the General Administration to promote the Internationalization Agenda	CUValles’ Organic Statute (2019; Articles 36, 33, & 35)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	21	1
	Specific financial resources allotted for internationalization	University of Guadalajara income and expenditure budget proposals (2013- 2020)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2		

			Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Non-mobile Student		
	General expense classifications that can contribute internationalization in: Housing, food, general expenses abroad Grants for staff training abroad Ceremonies abroad Importing goods and services from abroad Grants for local students studying abroad Grants for foreign students studying in Mexico Salaries for UdeG representatives abroad	University of Guadalajara expense classifier (2019, pp. 95-128) based on the National Council of Accounting Harmonization (CONAC)	Not mentioned / considered in interview		
Internationalization task force	Office of International Affairs generates, coordinates and evaluates the Internationalization Agenda	University of Guadalajara General Statute (2017, Article 98, Fraction V) Office of International Affairs official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	12	2
Internationalization plans	Internationalization is one of six strategic directions of the Institutional Master Plan (in transition).	University of Guadalajara Institutional Master Plan 2013-2018 (pp. 73-76)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	10	3

	Internationalization is one of six strategic directions of CUValles' Development Plan (in transition).	CUValles Development Plan 2013-2018 (pp. 54-56)	Referred Informant 2		
	Planning, programming, and budgetary evaluations	Manual of Organizational Procedures from the General Coordination of Institutional Planning and Development (2016)	Not mentioned in interview responses		
Assessment actions	Quantitative reports on the fulfilment of internationalization goals	Office of International Affairs Annual Reports (2013-2018) General Rector's Annual Reports (2013-2019) CUValles Rector's Annual Reports (2013-2019)	Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	10	3
	Rector's Annual Reports highlight mobility statistics, and international competitions won.	CUValles Rector's Annual Reports (2013-2019)	Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 3		
Mission statements and strategic plans	Mission states that the University has an international vocation where quality, inclusion, cultural diversity and social justice are among its driving forces.	University of Guadalajara's 2030 Mission Statement	Not mentioned in interview responses	6	5
	Vision aspires to global prestige and innovation in teaching, research and social transformation.	University of Guadalajara's 2030 Vision Statement	Not mentioned / considered in interview		
	Vision seeks regional, national and international recognition in teaching, research and contributions to society.	CUValles' Vision Statement	Senior Leader 1 Senior Leader 3 Referred Informant 3		
	CUValles has a draft proposal of an updated vision	Not established in official institutional documents	Senior Leader 1 Senior Leader 3 Referred Informant 3		
Symbolic affirmations	General Rector's Annual Reports highlight international engagement by leadership, staff, professors and students.	General Rector's Annual Reports (2013-2019)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 2	5	6

			Referred Informant 3		
Internationalization websites	Official website has a button to translate key institutional data to English	University of Guadalajara official website Office of International Affairs official website	Not mentioned in interview responses	0	0

Source: Own elaboration based on literature and data from the research process.

Table 11: *Administrative Leadership, Structure, and Staffing Present in CUValles*

RQ. 1 What elements of comprehensive internationalization already exist in CUValles?					
ACE Pillar #2: Administrative leadership, structure, and staffing					
Units of Analysis	Findings (Strengths)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Institutional leadership involvement	In the absence of an action plan internationalization could be strengthened with the resources that CUValles currently possesses	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	21	1
	All Senior Network Leadership experience best practices in internationalization through initiatives like the “Programa de Formación Directiva de la Red”	General Rector’s Annual Reports (2013-2019) University of Guadalajara income and expenditure	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Referred Informant 1		

		budget proposals (2013-2020) Office of International Affairs Annual Reports (2013-2018)	Referred Informant 2 Referred Informant 3		
Relationship among internationalization task force and leadership	A positive attitude about internationalization	Not established in official institutional documents	Senior Leader 1 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	14	2
	Vice-Provost of International Affairs (Senior International Officer - SIO) reports directly to the Executive Vice-Rector who reports to the General Rector	University of Guadalajara General Statute (2017, Article 98, Fraction V) University of Guadalajara official website	Not mentioned in interview responses		
	All the Coordinations that participate in internationalization —except the Registrar— respond directly to the Academic Vice-President of CUValles, who respond to the Rector.	CUValles' Organic Statute (2019; Articles 36, 33, & 35)	Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3		
Senior leader tasked to internationalization	The precedence for the Internationalization Agenda is set at the Central Administration	University of Guadalajara General Statute (2017, Article 98, Fraction V) University of Guadalajara Institutional Master Plan (pp. 73-76)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	13	3

Systems conducive for internationalization	<p>University of Guadalajara has the capacity to: Adjudicate students' credentials and application materials Provide culturally appropriate counseling and guidance Vet study abroad opportunities and programs Adequately prepare outgoing students Effectively evaluate the quality of external programs</p>	<p>University of Guadalajara General Statute (2017, Article 129, Fraction I) Regulation of Revalidations, Establishment of Equivalences and Accreditation of Studies (2017) Office of International Affairs Annual Reports (2013-2018) Office of International Affairs official website</p>	<p>Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 2 Incoming Student Non-mobile Student</p>	12	4
Relationship among internationalization task force	Office of International Affairs liaison at every University Center	CUValles' Organic Statute (2019; Articles 36)	<p>Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student</p>	12	4
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 12: Curriculum, Co-curriculum, and Learning Outcomes Present in CUValles

RQ. 1 What elements of comprehensive internationalization already exist in CUValles?					
ACE Pillar #3: Curriculum, co-curriculum, and learning outcomes					
Units of Analysis	Findings (Strengths)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Internationally-focused co-curricular programs	Cocurricular opportunities (PROLEX, JOBS & CELEX) to enhance foreign language skills	General Rector's Annual Reports (2013-2019) Foreign Language Institutional Program official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Incoming Student Outgoing Student Non-mobile Student	33	1
	CUValles success in international completions like Enactus, Hult Prize, and Boot Camp MIT Internet of The Things	Official newspapers "gaceta UdeG"; "gaceta CUValles	Senior Leader 3 Referred Informant 1 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student		
	Students engage with foreign students or students from other states on camps	Not established in official institutional documents	Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student		
	Students display an openness and social consciousness uncharacteristic of a rural region	Not established in official institutional documents	Senior Leader 3 Int. Faculty 1 Referred Informant 1		

			Referred Informant 3 Incoming Student Non-mobile Student		
	Conferences, seminars and cultural expressions of international origin	Not established in official institutional documents	Senior Leader 3 Referred Informant 1 Referred Informant 3 Non-mobile Student		
Institution-wide foreign language requirements	5 undergraduate degrees with compulsory English classes	CUValles' undergraduate degree dictums	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3	21	2
	13 undergraduate degrees with English proficiency as a graduation prerequisite	CUValles' undergraduate degree dictums	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3		
	6 post graduates with English admission requirements	CUValles' postgraduate dictums	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3		
Institutional guidance and resources for course internationalization	Foreign Language Institutional Program foments teaching and learning in second languages.	General Rector's Annual Reports (2013-2019) Foreign Language Institutional Program official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Referred Informant 1 Referred Informant 3 Outgoing Student	19	3

	Network of Libraries with titles and databases in foreign languages	General Rector's Annual Reports (2013-2019)	Not mentioned in interview responses		
	Students are encouraged to use international bibliography, or bibliography in a second language.	Not established in official institutional documents	Senior Leader 1 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3		
	iOS Development Lab	CUValles Rector's Annual Reports (2013-2019)	Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Non-mobile Student		
Curriculum and course design workshops and programs	Official Professor Training Program (PROFACAD) has a module on the internationalization of higher education	General Academic Coordination official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Referred Informant 1 Referred Informant 2	12	4
	The Foreign Language Institutional Program sponsor provides training in CLIL methodology for professors that want to teach some of their class content in English	General Rector's Annual Reports (2013-2019) Foreign Language Institutional Program official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3 Outgoing Student		
Assessment of learning outcomes	All undergraduate and graduate programs are accredited by national / international experts	CUValles' degree accreditation dictums	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Incoming Student Non-mobile Student	9	5

Global learning assessments (non-institution based)	Grants for Language Certification Exams	Foreign Language Institutional Program official website	Senior Leader 2 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	8	6
Internationalized majors, minors, and tracks	Offering of undergraduate degrees whose content and fields of action are inherently international	Not established in official institutional documents	Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	7	7
General education requirements with a global component	Compulsory courses for fostering 21st century skills “Desarrollo de Habilidades Cognitivas”	Not established in official institutional documents	Senior Leader 3 Int. Faculty 1 Referred Informant 3	3	8
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 13: *Faculty Policies and Practices Present in CUValles*

RQ. 1 What elements of comprehensive internationalization already exist in CUValles?					
ACE Pillar #4: Faculty policies and practices					
Units of Analysis	Findings (Strengths)	Institutional Documents	Stakeholder (s)	Frequency	Rank

Programs to promote faculty mobility	The Office of International Affairs provides opportunities for professors to participate in academic mobility	General Rector's Annual Reports (2013-2019) Office of International Affairs official website Office of International Affairs Annual Reports (2013-2018)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	15	1
	Visiting professors can be invited as expert scholars or as advisors to a particular initiative.	University of Guadalajara General Statute (2017, Article 25) University of Guadalajara Academic Personnel Statute (2019, Article 44)	Senior Leader 1 Senior Leader 2 Senior Leader 3		
Internationalized tenure and promotion guidelines	The scale used for professor's promotion and tenure rewards proficiency, research, and publications in foreign languages	University of Guadalajara Academic Tenure and Promotion Regulation (2019, Articles 22 & 24)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	11	2
	The appointments for this administration did take international experience into account even if it is not a written policy.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2		
Faculty grants for international engagement	Researchers receive grants for international collaborations and research	General Academic Coordination official website	Senior Leader 1 Int. Faculty 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1	8	3

			Referred Informant 2 Referred Informant 3		
	The Foreign Language Institutional Program sponsor certificate courses for foreign language professors	General Rector's Annual Reports (2013-2019) Foreign Language Institutional Program official website	Not mentioned in interview responses		
Faculty awards for international engagement	Annual Professors Performance Stimulus Program (PROESDE) stipend rewards proficiency, research, courses and publications in foreign languages	Official Professors Performance Scale	Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2	7	4
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 14: *Student Mobility Present in CUValles*

RQ. 1 What elements of comprehensive internationalization already exist in CUValles?					
ACE Pillar #5: Student mobility					
Units of Analysis	Findings (Strengths)	Institutional Document	Stakeholder (s)	Frequency	Rank
Institution-sponsored education abroad programs	A bi-annual student mobility program for perusing credits in an institution of the students' choice within the University's counterparts.	Office of International Affairs official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1	22	1

			Referred Informant 2 Referred Informant 3 Outgoing Student Non-mobile Student		
	Information and expert advisory on national and international mobility	Office of International Affairs official website	Not mentioned in interview responses		
	Financial assistance for national and international mobility.	University of Guadalajara income and expenditure budget proposals (2013-2020) Office of International Affairs Annual Reports (2013-2018)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Non-mobile Student		
	Pre-packaged mobility programs for short and long experiences.	Office of International Affairs official website	Not mentioned in interview responses		
Pre-departure orientation and ongoing orientation for international students	Legal advisory for incoming students	University of Guadalajara General Administration Internal Regulation (2019, Article 21, Fraction 8) Migration Services Unit official website	Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 3 Incoming Student Non-mobile Student	11	2
	Special admissions program for “Dreamers”	Assistance Program for Repatriated Students from the United States of America official webpage	Not mentioned in interview responses		
	Scholarship and Exchange Unit have informative sessions with students	Not established in official institutional documents	Senior Leader 2 Senior Leader 3 Referred Informant 1		

	Advisory on mobility programs for incoming students from partner or non-partner institutions.	Office of International Affairs official website	Not mentioned in interview responses		
Community service opportunities for international students	CUValles has the infrastructure and human resources to offer all the types of mobility to incoming students	Not established in official institutional documents	Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	9	3
Language exchange programs	University of Guadalajara Study Abroad Program (Spanish Summer Program-PEPE)	University of Guadalajara Study Abroad Program official website	Referred Informant 1 Referred Informant 3 Non-mobile Student	3	4
Student mobility research	Students that have participated in mobility share their experience with others in informal spaces.	Not established in official institutional documents	Senior Leader 1 Senior Leader 3	2	6
	Host of the Regional Observatory on Internationalization and Networks in Tertiary Education (OBIRET)	Regional Observatory on Internationalization and Networks in Tertiary Education official website	Not mentioned in interview responses		

Source: Own elaboration based on literature and data from the research process.

Table 15: *Collaboration and Partnerships Present in CUValles*

RQ. 1 What elements of comprehensive internationalization already exist in CUValles?					
ACE Pillar #6: Collaboration and partnerships					
Units of Analysis	Findings (Strengths)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Partnership programs and agreements	International and national collaborations and partnerships for facilitating mobility, research and extension.	Office of International Affairs official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student	18	1
	Strategic partnerships for postgraduate double degrees. E.g. Masters in International Higher Education with Boston College	Masters in International Higher Education with Boston College dictum	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3 Non-mobile Student		
Community collaborations	Community engagement through initiatives like social service, professional practice, training and research.	CUValles Rector’s Annual Reports (2013-2019)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3	10	2

			Referred Informant 1 Referred Informant 2 Referred Informant 3 Non-mobile Student		
Global engagement planning process and policies	University promotes national and international manifestations of art and culture through its outreach program.	General Rector's Annual Reports (2013-2019) University of Guadalajara official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3	5	3
	University of Guadalajara Foundation USA with branch campus in Los Angeles and Chicago	University of Guadalajara Foundation USA official website	Not mentioned in interview responses		
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 16: *Articulated Institutional Commitment Absent from CUValles*

RQ. 2 What elements of comprehensive internationalization are lacking from CUValles?					
ACE Pillar #1: Articulated institutional commitment					
Units of Analysis	Findings (Weakness)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Resource allocations	Heavily bureaucratic processes add another dimension of complexity to internationalization	Office of International Affairs official website	Senior Leader 1 Senior Leader 3 Int. Faculty 2 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student	23	1

			Non-mobile Student		
	Large percentage of budgetary allocations are made by the General Administration	University of Guadalajara budget proposals (2013-2020)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3		
	CUValles is part of a Network, but its social and cultural context as well as the infrastructure, structure, staff and recent beginnings does not put it on par with the thematic centers.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3		
Internationalization plans	Internationalization is addressed from a vertical perspective instead of from a transversal one.	University of Guadalajara Institutional Master Plan 2013-2018 (pp. 73-76) CUValles Development Plan 2013-2018 (pp. 54-56)	Senior Leader 1 Senior Leader 3 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Outgoing Student	11	2
	Internationalization is a recent priority in the University's strategic direction, unlike the private universities in Jalisco.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Referred Informant 1 Referred Informant 2 Referred Informant 3		
Assessment actions	No comprehensive assessment to measure long term impact of Internationalization.	General Rector's Annual Reports (2013-2019) Office of International Affairs Annual Reports (2013-2018) Manual of Organizational Procedures from the General Coordination of	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	6	3

		Institutional Planning and Development (2016) CUValles Rector's Annual Reports (2013-2019)			
Internationalization task force	CUValles has no concrete policies, action plan or specific taskforce solely focused on advancing internationalization	CUValles' Organic Statute	Senior Leader 1 Senior Leader 2 Referred Informant 1 Referred Informant 3	4	4
Symbolic affirmations	Rare commemoration of international days	Not established in official institutional documents	Senior Leader 3 Referred Informant 1 Referred Informant 3	3	5
	Official newspapers sporadically feature internationalization news	"gaceta UdeG"; "gaceta CUValles"	Not mentioned in interview responses		
Mission statements and strategic plans	CUValles' mission does not allude to internationalization.	CUValles' mission statement	Not mentioned in interview responses	0	0
Internationalization websites	Official website has no information in a second language	CUValles official website	Not mentioned in interview responses	0	0
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 17: *Administrative Leadership, Structure, and Staffing Absent from CUValles*

RQ. 2 What elements of comprehensive internationalization are lacking from CUValles?					
ACE Pillar #2: Administrative leadership, structure, and staffing					
Units of Analysis	Findings (Weakness)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Systems conducive for internationalization	Elevated cost to revalidate courses taken in other universities or countries	Office of the Registrar official website	Senior Leader 3 Referred Informant 1 Referred Informant 3	18	1

	The admissions process is for degree seeking international students the same as a national student	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3		
	There are problems with the establishing equivalencies of grades and diplomas from other countries.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Referred Informant 1 Referred Informant 3 Outgoing Student		
	There are limited strategies for identifying international students with the student body	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3		
Relationship among internationalization task force	Many areas within the university can initiate and approve student mobility.	University of Guadalajara General Statute (2017, Article 39, 89, 95, 97, 116, 126, 138, 141,169)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Referred Informant 1 Referred Informant 3 Outgoing Student	7	2
Senior leader tasked to internationalization	CUValles organizational structure has no Senior International Officer – (SIO)	CUValles’ Organic Statute (2019)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	6	3
Relationship among internationalization task force and leadership	No direct link between the internationalization agenda and the departments which are the basic academic units of the University.	University of Guadalajara Organic Law (2014, Article 23, Fraction II)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	6	3
	The enabling the internationalization agenda is tasked to the Office of International Affairs and	University of Guadalajara General Administration	Not mentioned in interview responses		

	while the human recourse to carry it out resides in the General Academic Coordination.	Internal Regulation (2019, Article 9 & 12)			
Institutional leadership involvement	Significant academic units are governed by political appointees who lack academic vision or capacity	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3	3	5
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 18: *Curriculum, Co-curriculum, and Learning Outcomes Absent from CUValles*

RQ. 2 What elements of comprehensive internationalization are lacking from CUValles?					
ACE Pillar #3: Curriculum, co-curriculum, and learning outcomes					
Units of Analysis	Findings (Weakness)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Internationally-focused co-curricular programs	No intentional relationship between the co-curriculum and internationalization.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 2 Referred Informant 1 Referred Informant 3	6	1
	Most of the internationalization initiatives are cocurricular activities	General Rector's Annual Reports (2013-2019) CUValles Rector's Annual Reports (2013-2019)	Not mentioned in interview responses		
Institution-wide foreign language requirements	No class taught entirely in a second language	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1	6	1

	Professors, coordinators and students question the importance of a second language.	Not established in official institutional documents	Senior Leader 1 Senior Leader 3		
Assessment of learning outcomes	CUValles has a student body that scarcely completed high school and most likely would not have access to higher education if it was not for CUValles	CUValles Consulting Reports Office of the Registrar statistics	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3	5	3
	No comprehensive tool for measuring internationalization in learning outcomes beyond students' performance in foreign languages and success in international completions	General Rector's Annual Reports (2013-2019) CUValles Rector's Annual Reports (2013-2019)	Not mentioned in interview responses		
Global learning assessments (non-institution based)	Incongruence between student's performance during classes and final external exams	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3	5	3
	Large percentage of CUValles' students are in the lowest percentile of UdeG admissions	Office of the Registrar statistics	Not mentioned in interview responses		
Curriculum and course design workshops and programs	Professors project their insecurities regarding internationalization unto students and stunt their growth	Not established in official institutional documents Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3	5	3
Institutional guidance and resources for course internationalization	Multiple visions of internationalization of the curriculum	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3	3	6
	Internationalization of the curriculum prevalent in institutional discourse with no concrete transversal policy for its guidance	University of Guadalajara Institutional Master Plan 2013-2018 CUValles Development Plan 2013-2018	Not mentioned in interview responses		
General education requirements with a global component	Lack of innovative adaptive learning tools to prepare students for the 21st century.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3	3	6

Source: Own elaboration based on literature and data from the research process.

Table 19: *Curriculum, Co-curriculum, and Learning Outcomes Absent from CUValles*

RQ. 2 What elements of comprehensive internationalization are lacking from CUValles?					
ACE Pillar #4: Faculty policies and practices					
Units of Analysis	Findings (Weakness)	Institutional Documents	Stakeholder (s)	Frequency	Rank
Faculty awards for international engagement	No comprehensive tool for measuring the participation and impact of professors in international activities	General Rector’s Annual Reports (2013-2019) CUValles Rector’s Annual Reports (2013-2019)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	16	1
	The collegial role of professors as academia is not considered in internationalization initiatives.	University of Guadalajara General Statute (2017, Article 17)	Senior Leader 1 Senior Leader 1 Senior Leader 3 Int. Faculty 2 Referred Informant 1 Referred Informant 3		
	Anarchy, simulation and distortion of role of Academia at CUValles	Not established in official institutional documents	Senior Leader 1 Senior Leader 2		
	Linking the Official Professor Training Program (PROFACAD) to the annual performance stipend for professors has perverted its essence.	Not established in official institutional documents	Senior Leader 2 Referred Informant 3		

Internationalized tenure and promotion guidelines	Institutional policy does not clearly define the international professor	University of Guadalajara Academic Personnel Statute (2019)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	13	2
	There is no recruitment policy for attracting top talent among international professors. concerning, because there is money and no liberty to do so.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3		
Faculty grants for international engagement	Lack of innovative /creative ways to collaborate internationally and fund initiatives.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	9	3
	Professors that mostly teach have large groups, heavy work load and little time for activities that promote internationalization	Not established in official institutional documents	Senior Leader 1 Referred Informant 1 Referred Informant 3		
Programs to promote faculty mobility	Some professors use the scarce resources of the university for mobility with little or no impact for the rest of the university	Not established in official institutional documents	Senior Leader 2 Referred Informant 1 Referred Informant 2 Referred Informant 3	4	4
Curriculum internationalization grants	Lack of collegial efforts to make the appropriate adjustments and improvements to the curriculum	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3	3	5
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 20: *Student Mobility Absent from CUValles*

RQ. 2 What elements of comprehensive internationalization are lacking from CUValles?					
ACE Pillar #5: Student mobility					
Units of Analysis	Findings (Weakness)	Institutional Document	Stakeholder (s)	Frequency	Rank
Institution-sponsored education abroad programs	Limited funds to offer financial support to student mobility applicants	University of Guadalajara income and expenditure budget proposals (2013-2020)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Non-mobile Student	43	1
	Students lack the financial resources to fund their own mobility	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student		

	Lack of interest or commitment	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Outgoing Student Incoming Student Non-mobile Student		
	Approximately 3% of CUValles participate in student mobility.	CUValles Rector's Annual Reports (2013-2019)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Non-mobile Student		
Student mobility research	No comprehensive tool for measuring the participation and impact of students in international activities	General Rector's Annual Reports (2013-2019) CUValles Rector's Annual Reports (2013-2019)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3 Outgoing Student Non-mobile Student	9	2
Mentoring programs /advisory boards for international students	CUValles has no recruitment policies to attract - talented- international students to CUValles	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3 Non-mobile Student	6	3

Source: Own elaboration based on literature and data from the research process.

Table 21: *Collaboration and Partnerships Absent from CUValles*

RQ. 2 What elements of comprehensive internationalization are lacking from CUValles?					
ACE Pillar #6: Collaboration and partnerships					
Units of Analysis	Findings (Weakness)	Institutional Document	Stakeholder (s)	Frequency	Rank
Tracking international partnerships and agreements	Underutilized collaboration agreements	Office of International Affairs official website Office of International Affairs Annual Reports (2013-2018)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Referred Informant 1 Referred Informant 3 Non-mobile Student	9	1
Community collaborations	CUValles has been unable to catalyze development on a large scale in the regions	Not established in official institutional documents	Senior Leader 2 Senior Leader 3 Referred Informant 3	6	2
	Lack of tools to measure the relationship between the participation of professors in international activities and the impact on the wider community	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3		
Global engagement planning process and policies	No official catalogue of double degree programs within the University	General Rector's Annual Reports (2013-2019) CUValles Rector's Annual Reports	Not mentioned in interview responses	0	0

Source: Own elaboration based on literature and data from the research process.

External Factors

Table 22: *Articulated Institutional Commitment Opportunities for CUValles*

RQ. 3? What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?					
ACE Pillar #1: Articulated institutional commitment					
Units of Analysis	Findings (Opportunities)	Official Documents	Stakeholder (s)	Frequency	Rank
Internationalization task force	Mexican Agency for International Development and Cooperation (AMEXCID) facilitates bilateral, multilateral, regional and triangular cooperation	International Development and Cooperation Law (2015, Article 10) AMEXCID official website	Referred Informant 1	1	2
Resource allocations	Government commitment to collaborate with public universities on the internationalization agenda	International Development and Cooperation Law (2015, Article 10, Fraction VI)	Not mentioned in interview responses	0	0
	Internationalization of Higher Education to become National priority	Draft of the General Law for Higher Education (2018, Article 9)	Not mentioned in interview responses		

Source: Own elaboration based on literature and data from the research process.

Table 23: *Administrative Leadership, Structure, and Staffing Opportunities for CUValles*

RQ. 3? What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?					
ACE Pillar #2: Administrative leadership, structure, and staffing					
Units of Analysis	Findings (Opportunities)	Official Documents	Stakeholder (s)	Frequency	Rank
Systems conducive for internationalization	Government issues relevant visas to non-nationals for studying or working in Mexico	Migration Law (2019, Article 40)	Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 3 Incoming Student	6	1
	Secretariat of Public Education offers a framework for international grade equivalencies at any educational level	Secretariat of Public Education official website MEXTERIOR official website	Not mentioned in interview responses		
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 24: *Curriculum, Co-curriculum, and Learning Outcomes Opportunities for CUValles*

RQ. 3? What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?					
ACE Pillar #3: Curriculum, co-curriculum, and learning outcomes					
Units of Analysis	Findings (Opportunities)	Official Documents	Stakeholder (s)	Frequency	Rank

Curriculum and course design workshops and programs	The State Department of Education and the British Council provide training for primary and secondary school English teachers.	State Department of Education Announcement	Not mentioned in interview responses	0	0
	Secretariat of Public Education offers programs for the professionalization of language teachers	National Language Level Certification (CENNI) official website	Not mentioned in interview responses		

Source: Own elaboration based on literature and data from the research process.

Table 25: *Faculty Policies and Practices Opportunities for CUValles*

RQ. 3? What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?					
ACE Pillar #4: Faculty policies and practices					
Units of Analysis	Findings (Opportunities)	Official Documents	Stakeholder (s)	Frequency	Rank
Programs to promote faculty mobility	Secretariat of Public Education offers study abroad grants to tenured professors	Terms of Reference for the “Teachers Professional Development Program” (PRODEP)	Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3	4	1
Faculty grants for international engagement	Repatriation programs for Mexican researchers that reside abroad	National Council for Science and Technology (CONACYT) official website	Referred Informant 1	1	2
	Retention programs for foreign and local researchers	National Council for Science and Technology (CONACYT) official website	Not mentioned in interview responses		

Source: Own elaboration based on literature and data from the research process.

Table 26: Student Mobility Opportunities for CUValles

RQ. 3? What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?					
ACE Pillar #5: Student mobility					
Units of Analysis	Findings (Opportunities)	Official Documents	Stakeholder (s)	Frequency	Rank
Institution-sponsored education abroad programs	Secretariat of Public Education offers study abroad grants to undergraduate students for credit mobility.	National Coordination of Higher Education Scholarships official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Non-mobile Student	14	1
	Secretariat of Public Education offers grants to postgraduate students for national or international credit mobility.	National Council for Science and Technology (CONACYT) official website	Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 3		
Language exchange programs	Secretariat of Public Education offers grants to undergraduate students for short-term foreign language courses in the USA and Canada.	Secretariat of Public Education official website	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Int. Faculty 3 Referred Informant 1 Referred Informant 2 Referred Informant 3 Outgoing Student Non-mobile Student	11	2

Source: Own elaboration based on literature and data from the research process.

Table 27: *Collaboration and Partnership Opportunities for CUValles*

RQ. 3? What are the key opportunities for comprehensive internationalization, and how can they be potentialized at CUValles?					
ACE Pillar #6: Collaboration and partnerships					
Units of Analysis	Findings (Opportunities)	Official Documents	Stakeholder (s)	Frequency	Rank
Community collaborations	The social, cultural and economic characteristics of the region makes it la living laboratory.	Not established in official institutional documents	Senior Leader 3 Int. Faculty 1 Referred Informant 3 Incoming Student	7	1
	CUValles is located 30 minutes away from outstanding symbols of Mexican cultural symbols (Tequila, Guachimontones pyramids; Piedras Bola; Charrería and Mariachi)	Not established in official institutional documents	Senior Leader 3 Referred Informant 3 Non-mobile Student		

Source: Own elaboration based on literature and data from the research process.

Table 28: *Articulated Institutional Commitment Threats for CUValles*

RQ. 4 What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles					
ACE Pillar #1: Articulated institutional commitment					
Units of Analysis	Findings (Threats)	Official Documents	Stakeholder (s)	Frequency	Rank
Resource allocations	Reduced government funding and subsidies	2018 vs. 2020 budget proposals for the University of Guadalajara	Senior Leader 1 Senior Leader 2 Senior Leader 3 Int. Faculty 1 Int. Faculty 2 Referred Informant 1 Referred Informant 2 Referred Informant 3	14	1
	Lack of initiatives to empower those that carry the internationalization agenda forward.	University of Guadalajara income and expenditure budget proposals (2013-2020)	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 3		

Source: Own elaboration based on literature and data from the research process.

Table 29: *Administrative Leadership, Structure, and Staffing Threats for CUValles*

RQ. 4 What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles					
ACE Pillar #2: Administrative leadership, structure, and staffing					
Units of Analysis	Findings (Threats)	Official Documents	Stakeholder (s)	Frequency	Rank
Relationship among internationalization task force and leadership	National policy makers have a limited understanding of internationalization.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Referred Informant 1 Referred Informant 2 Referred Informant 3	6	1
Institutional leadership involvement	Decisions concerning requirements for credit mobility are taken outside of the university	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Referred Informant 1 Referred Informant 3	4	2

Source: Own elaboration based on literature and data from the research process.

Table 30: *Curriculum, Co-curriculum, and Learning Outcomes Threats for CUValles*

RQ. 4 What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles					
ACE Pillar #3: Curriculum, co-curriculum, and learning outcomes					
Units of Analysis	Findings (Threats)	Official Documents	Stakeholder (s)	Frequency	Rank

Institutional guidance and resources for course internationalization	Current debate on reverting National Educational Reform	Not established in official institutional documents	Referred Informant 1 Referred Informant 3	2	1
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 31: *Faculty Policies and Practice Threats for CUValles*

RQ. 4 What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles					
ACE Pillar #4: Faculty policies and practices					
Units of Analysis	Findings (Threats)	Official Documents	Stakeholder (s)	Frequency	Rank
Faculty grants for international engagement	Substituting “decent” salaries for annual incentives causes professors to pattern their behaviors according to the incentive instead of on institutional needs.	Not established in official institutional documents	Senior Leader 2	1	1
<i>Source:</i> Own elaboration based on literature and data from the research process.					

Table 32: *Student Mobility Threats for CUValles*

RQ. 4 What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles					
ACE Pillar #5: Student mobility					
Units of Analysis	Findings (Threats)	Official Documents	Stakeholder (s)	Frequency	Rank

Ongoing orientation for international students	Student visa is only for the duration of study, whereas the diploma is issued at least 6 months afterwards.	Migration Law (2019)	Int. Faculty 2 Referred Informant 1 Referred Informant 3	5	1
	Student visa does not allow students to work.	Migration Law (2019)	Int. Faculty 2 Referred Informant 1		

Source: Own elaboration based on literature and data from the research process.

Table 33: *Collaboration and Partnership Threats for CUValles*

RQ. 4 What are the key obstacles to comprehensive internationalization, and how can they be overcome at CUValles					
ACE Pillar #6: Collaboration and partnerships					
Units of Analysis	Findings (Threats)	Official Documents	Stakeholder (s)	Frequency	Rank
Global engagement planning process and policies	There is no collective vision beyond the boundaries of each community.	Not established in official institutional documents	Senior Leader 1 Senior Leader 2 Senior Leader 3 Non-mobile Student	4	1
Community collaborations	The region on a whole suffers from a cultural setback. This not only refers to languages, it also refers to art, music etc.	Not established in official institutional documents	Senior Leader 1	1	2

Source: Own elaboration based on literature and data from the research process.

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