

Chapter 16

Factors Affecting Internationalization Degree of Higher Education Institutions in Portugal and Spain

Marina Amorim Sousa
Instituto Politécnico do Porto, Portugal

Tomás Bañegil Palacios
University of Extremadura, Spain

Beatriz Corchuelo Martínez-Azúa
University of Extremadura, Spain

ABSTRACT

The aim of this study is to evaluate the degree of internationalization of Iberian Higher Education Institutions (HEIs) and the factors that influence their internationalization process. The study begins with the contextualization of the HEI internationalization process through a brief historical synthesis and the establishment of the levels of analysis of this process, to focus, in more detail, the organizational level. To this end, it is supported in an organization dimensions model to define the components of the internationalization process and the data collection by questionnaire. The results were processed for each of its components, and the degree of internationalization was obtained by calculating the mean values of the components total. The study concludes that the Iberian HEIs have an interesting level of internationalization, which is higher for institutions with more than 5.000 students, with simultaneous focus on teaching and research, conferring the master's and doctor's degrees.

INTRODUCTION

Historical Synthesis of the Internationalization Process of Higher Education

The history of the University traces its origins to around the 12th century in Europe, with the Medieval University, natural corollary of Christianity, of strengthening the feudal territorial independence, of land concentration and its settlement as well as of the increase in agricultural production, and consequently of its surpluses trade.

The Medieval University is the source of the concepts of University that still last today: the University was not only a learning institution, but also a place for developing the thought and for creating knowledge. It was the headquarters for scholarly debate, and often the area of conflict between the real power and the ecclesiastical power. Masters and students overcame their territorial borders to acquire the necessary knowledge for social development and for power support, a mission that lasted until the end of the 17th century.

Simultaneously with the consolidation of the Medieval University, “the discovery of new worlds” cycle happened from the 15th century on. This cycle can simply be seen as a colonization movement that first involved the Portuguese and the Spanish (1492-1572) (Hernandez, 1985), and afterwards (1534-1630), other peoples from Europe, namely the Dutch, the Swedish, the French and the British. The depth of this colonization movement is clearly perceived when knowing that it included the founding of two universities – the University of Lima in 1551, and the University of Mexico in 1553 –, leading, in following years, to the founding of universities in South America and Antilles, in India, Macau, China and Japan.

We can, therefore, affirm that from the 12th century to the 17th century the University had an international vocation and its own mission, centered on masters and students’ mobility, and on its settlement in scattered regions around the world.

Within this cycle the “discovery of America” took place, specifically of its northern continent, colonized by the French and the English, who fought each other for the possession of the territories in that vast region. This rivalry gave origin to an indigenous settler movement, which culminated in the American War of Independence and in the ensuing Declaration of Independence (1776). The United States were born with a very close configuration to the one we know today. Those French and British settlers that did not comply with this secessionist movement moved farther north, having founded Canada (Fohlen, 1985).

It was during that colonial period under the British power that the first American Universities were formed. The first was the Harvard College (1636), which, having been founded by British settlers, replicated the fundamentals and culture of the two main British Universities: Oxford and Cambridge.

Nevertheless, and concurrently after the beginning of the 17th century, there was a decline in the University foundational principles derived from a social transformation process whose epicenter was France and the French Revolution (1789-1799). The French Revolution repercussions were extended under diverse forms and degrees to almost all Europe, as well as to the United States and to Canada. It was a social transformation of both economic and social nature, in which the University assumed, paradigmatically, a new mission with utilitarian significance:

...offer to the State and to the post-revolutionary society the necessary boards to stabilize a troubled country; strictly control its training and education according to the new social order; and prevent the rebirth of new professional corporations (Charle & Verger, 1996, p. 76).

28 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/factors-affecting-internationalization-degree-of-higher-education-institutions-in-portugal-and-spain/192807

Related Content

Cluster Business Processes Management with 3D Immersive Environments

Michail Glykas (2015). *International Journal of E-Entrepreneurship and Innovation* (pp. 1-23).

www.irma-international.org/article/cluster-business-processes-management-with-3d-immersive-environments/163947

The Nature of Trust in Virtual Entrepreneurial Networks

Alistair R. Anderson, Elina Steinerteand Ellina O. Russell (2010). *International Journal of E-Entrepreneurship and Innovation* (pp. 1-21).

www.irma-international.org/article/nature-trust-virtual-entrepreneurial-networks/40920

The Effect of Strategic Orientations Factors to Achieving Sustainable Competitive Advantage

Burhan Ali Baniataand Haroun Alryalat (2017). *International Journal of E-Entrepreneurship and Innovation* (pp. 1-15).

www.irma-international.org/article/the-effect-of-strategic-orientations-factors-to-achieving-sustainable-competitive-advantage/189097

Entrepreneurial IHEs: A Framework to Stimulate I&E in Vulnerable Economies

Alizabeth M. Sanchez-Lopez, Eileen Segarra-Almesticaand Jose M. Pérez-López (2018). *Evolving Entrepreneurial Strategies for Self-Sustainability in Vulnerable American Communities* (pp. 126-146).

www.irma-international.org/chapter/entrepreneurial-ihes/187947

The Role of Co-Innovation Platform and E-Collaboration ICTs in Facilitating Entrepreneurial Ventures

Mohamad Wali Osmani, Ramzi El Haddadeh, Nitham Hindiand Vishanth Weerakkody (2020). *International Journal of E-Entrepreneurship and Innovation* (pp. 62-75).

www.irma-international.org/article/the-role-of-co-innovation-platform-and-e-collaboration-icts-in-facilitating-entrepreneurial-ventures/253875