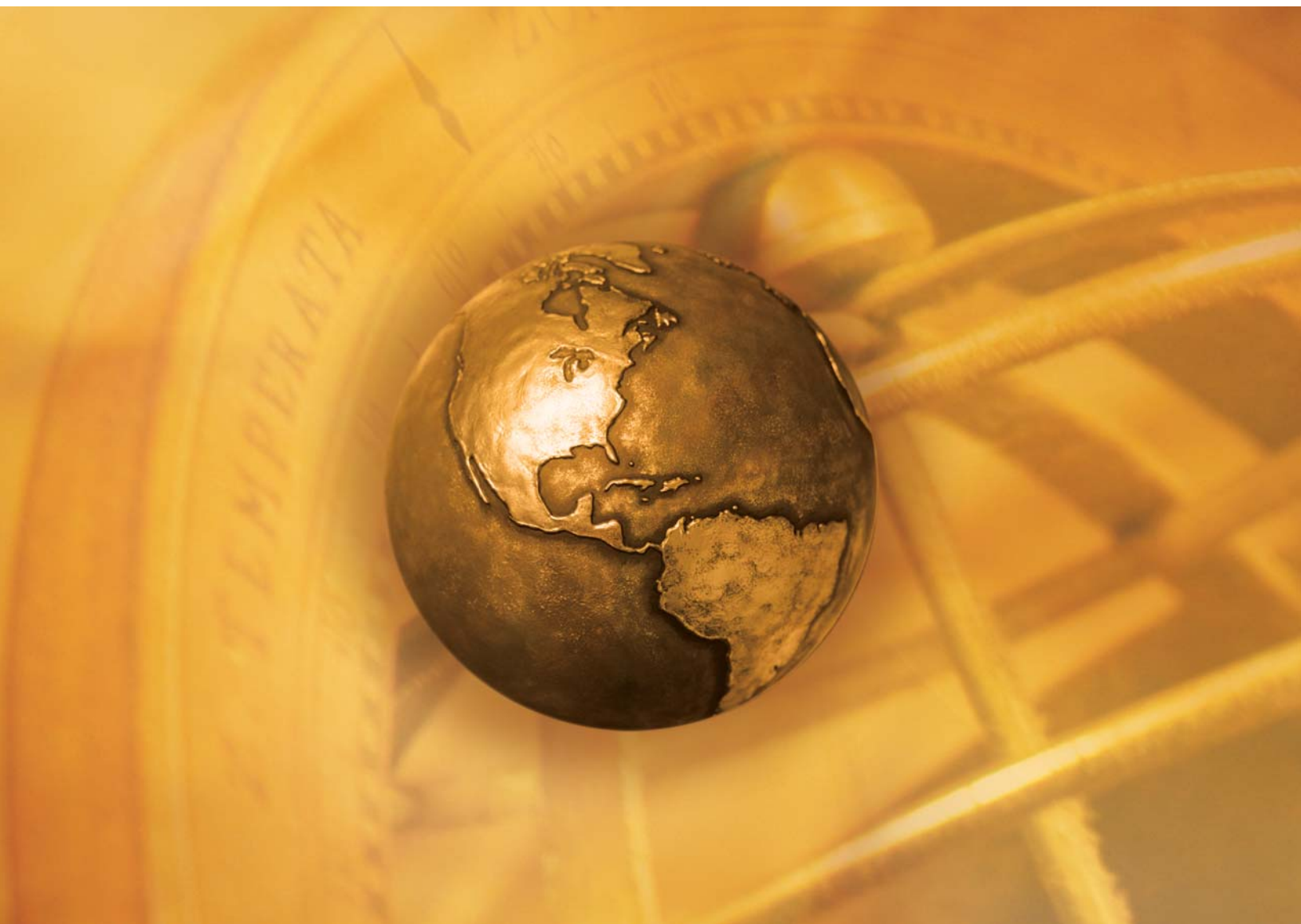


Internationalizing Canadian campuses

Main themes emerging from the 2007 Scotiabank-AUCC workshop
on excellence in internationalization at Canadian universities



Internationalization is the process of integrating an international and intercultural dimension to the teaching/learning, research and service functions of a university.

For further information about this program, please contact:

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Table of contents

<i>Scotiabank-AUCC workshop on excellence in internationalization at Canadian universities.....</i>	<i>1</i>
<i>The AUCC 2006 internationalization survey.....</i>	<i>2</i>
<i>Overall survey findings.....</i>	<i>3</i>
<i>Why internationalization matters to society.....</i>	<i>6</i>
<i>Student mobility.....</i>	<i>8</i>
<i>Internationalization of the curriculum.....</i>	<i>12</i>
<i>Knowledge exports.....</i>	<i>14</i>
<i>International development cooperation.....</i>	<i>16</i>
<i>International research collaboration.....</i>	<i>18</i>
<i>Persistent challenges.....</i>	<i>20</i>
<i>Next steps for AUCC.....</i>	<i>24</i>

Acknowledgment

AUCC gratefully acknowledges Scotiabank for its sponsorship of the Scotiabank-AUCC workshop on excellence in internationalization at Canadian universities. Launched in 1996, the partnership between Scotiabank and AUCC aims to recognize the achievements of AUCC member institutions in providing Canadian students with the international knowledge, skills and perspectives they need to live, work and communicate as professionals and citizens in today's global environment.

Scotiabank-AUCC workshop on excellence in internationalization at Canadian universities

“For Canada to be a world player, we need to understand the world.” With this quote from Jim Balsillie, co-chief executive officer of Research in Motion, Claire Morris, president and CEO of the Association of Universities and Colleges of Canada (AUCC), launched the Scotiabank-AUCC workshop on excellence in internationalization at Canadian universities, held in Ottawa on September 17 and 18, 2007.

Sponsored by Scotiabank, which has been partnering with AUCC since 1996 to recognize outstanding internationalization initiatives in Canadian universities, the event brought together about 100 senior university representatives with external stakeholders to consider the key findings from the 2006 AUCC survey on internationalization at Canadian universities, and to discuss implications of the survey results for institutional strategies. In the higher education context, internationalization is understood as the process of integrating an international and intercultural dimension to the teaching/learning, research and service functions of a university.

Representatives of the four university initiatives honoured by the 2006 Scotiabank-AUCC Awards for Excellence in Internationalization launched the workshop, discussing their initiative in light of the survey findings. The winning programs had been heralded by an expert panel and a selection jury for their breadth and depth. Some institutional winners provided campus-wide opportunities for students across all disciplines to prepare for a global future, while others harnessed the depth of Canadian expertise in specific areas to address international issues such as human rights and the plight of the global South. Overviews of the four winning initiatives, listed below, are inserted at the end of this brochure:



Mike Pinder

*Winners of the 2006 Scotiabank-AUCC Awards for Excellence in Internationalization at the October 2006 award ceremony in Ottawa. **Front row, left to right:** Claire Morris, President and CEO, Association of Universities and Colleges of Canada; Robert Gough, Assistant Director, Residence Education and Programs, The University of Western Ontario; René Provost, Director, Centre for Human Rights and Legal Pluralism, McGill University; Sheila Embleton, Vice-President, Academic, York University; Andy Knight, Professor, Political Science, University of Alberta; Kevin Clark, Managing Director, International, Corporate and Commercial Banking, Scotiabank. **Back row, left to right:** Gregor Reid, Director, Canadian Research and Development Centre for Probiotics, The University of Western Ontario; Paul Davenport, President and Vice-Chancellor, The University of Western Ontario; Anthony Masi, Provost, McGill University; Polina Kukar, student, York University; Indira Samarasekera, President, University of Alberta; Lorna Marsden, President and Vice-Chancellor, York University.*

- **University of Alberta:** Global Education in Peace and Governance;
- **McGill University:** International Courts and Tribunals Program;
- **The University of Western Ontario:** Finding Solutions to HIV/AIDS in Africa – The Western Heads East Story;
- **York University:** York International Internship Program.

Following these inspiring and thought-provoking presentations, workshop participants had several opportunities to discuss the key findings of AUCC's 2006 survey on internationalization at Canadian universities, assess where they stood relative to other universities in their internationalization policies and practices, and determine the implications for their respective institutions. The survey is an important tool to assess progress and understand the "field" of internationalization. As David Turpin, president of the University of Victoria and chair of AUCC's Standing Advisory Committee on International Relations, explained, the survey is a snapshot, not an evaluation and statement of quality about what universities are doing. Nor does it indicate what universities should be doing. There is a wide range of approaches based on the size and diversity of institutions, and the survey results represent an important benchmark for individual university efforts to bring an international dimension to their teaching, research and community service.

The workshop brought important perspectives on the external relevance of internationalization at Canadian universities, featuring the Honourable Noël Kinsella, Speaker of the Senate, David Stewart-Patterson, executive vice-president of the Canadian Council of Chief Executives, and Hans de Wit, dean of Windesheim Honours College in the Netherlands and editor of the *Journal of Studies in International Education*. Dr. de Wit billed the workshop

The AUCC 2006 internationalization survey

Since the early 1990s, AUCC has sought to track the depth and breadth of its member institutions' international activities with a view to understanding how this has contributed to the integration of an international and intercultural dimension to teaching/learning, research and community service on campuses across the country. An initial survey in 1991 was followed by a more extensive and systematic survey in 1993, which resulted in the publication of the national report *Internationalization of Canadian Universities: The Changing Landscape* (Knight, 1995). In 2000 AUCC published the findings of a 1999 follow-up survey in its comprehensive report *Progress and Promise – The 2000 AUCC Report on Internationalization at Canadian Universities*.

Six years later, in September 2006, AUCC surveyed its member institutions to gather comprehensive, up-to-date information about the nature and scope of internationalization at Canadian universities. The survey comprised seven questionnaires:

1. Rationale, challenges and organizational factors related to internationalization
2. Canadian students studying out of the country
3. Curriculum and the teaching/learning process
4. International students at Canadian universities
5. Education and training programs delivered outside Canada
6. Canadian university engagement with developing countries
7. Canadian universities' knowledge exports

The overall response rate was 78 percent, yielding a representative sample reflecting the diversity of size, mission and region of Canada's universities.

The findings of the survey were released in September 2007 in a series of four fact sheets, inserted at the end of this brochure, on international student mobility, internationalization of the curriculum, knowledge exports, and Canadian university engagement in international development cooperation. A fifth fact sheet on international research collaboration will be forthcoming in 2008. All publications based on the 2006 survey appear on AUCC's web site at www.aucc.ca/internationalization.

as a "lively exchange of ideas on the state of internationalization in Canada" and said the trend data would be very useful to compare Canada's international involvement with that of other universities around the world.

Pari Johnston, director of international relations at AUCC and chair of the workshop, said the dialogue among participants provided much direction for the future of internationalization on Canadian campuses

and for AUCC's own advocacy efforts on behalf of its members' international efforts. The key themes broached by the panellists and workshop participants are captured in this document, which was designed to guide key stakeholders from governments to universities in building a society "filled with young people who have an unprecedented openness to the world," as called for in the Canadian government's recent speech from the throne.

Overall survey findings

The AUCC 2006 survey shows that internationalization has in many ways become part of the mainstream of universities' organization and overall strategies. As Dr. Turpin indicated, the encouraging trend is that 15 years ago, few institutions prioritized internationalization, and now, one would be hard pressed to find one that doesn't. Universities readily acknowledge that providing students with international and intercultural skills is a core mandate or at least a very important responsibility of their institutions.

This commitment is borne out in practice. Canadian universities are experiencing steady progress in their internationaliza-

tion efforts and reporting a deepening and broadening of activities to integrate an international dimension into their core teaching, research and service functions. The 2006 survey found growth – some impressive, some modest, as shown in Table 1 (see page 4) – over the previous six years in international student mobility, curriculum change, knowledge exports and faculty and student engagement in international development cooperation. The findings demonstrate that internationalization is now an integral part of Canadian universities' institutional strategies, organizational approaches, and expected learning outcomes for students.

Why internationalize

Since AUCC began surveying its members on internationalization, the main rationale for integrating an international dimension into universities has remained the same: to prepare graduates who are internationally knowledgeable. In 2006, an overwhelming 94 percent of respondents ranked this reason among their top five (see Figure 1).

Canadian universities' next most important reasons for internationalizing campuses were to build strategic alliances and partnerships with key institutions abroad and to promote innovation in curriculum and diversity of programs. Well over half

Figure 1
Top reasons for internationalizing campuses

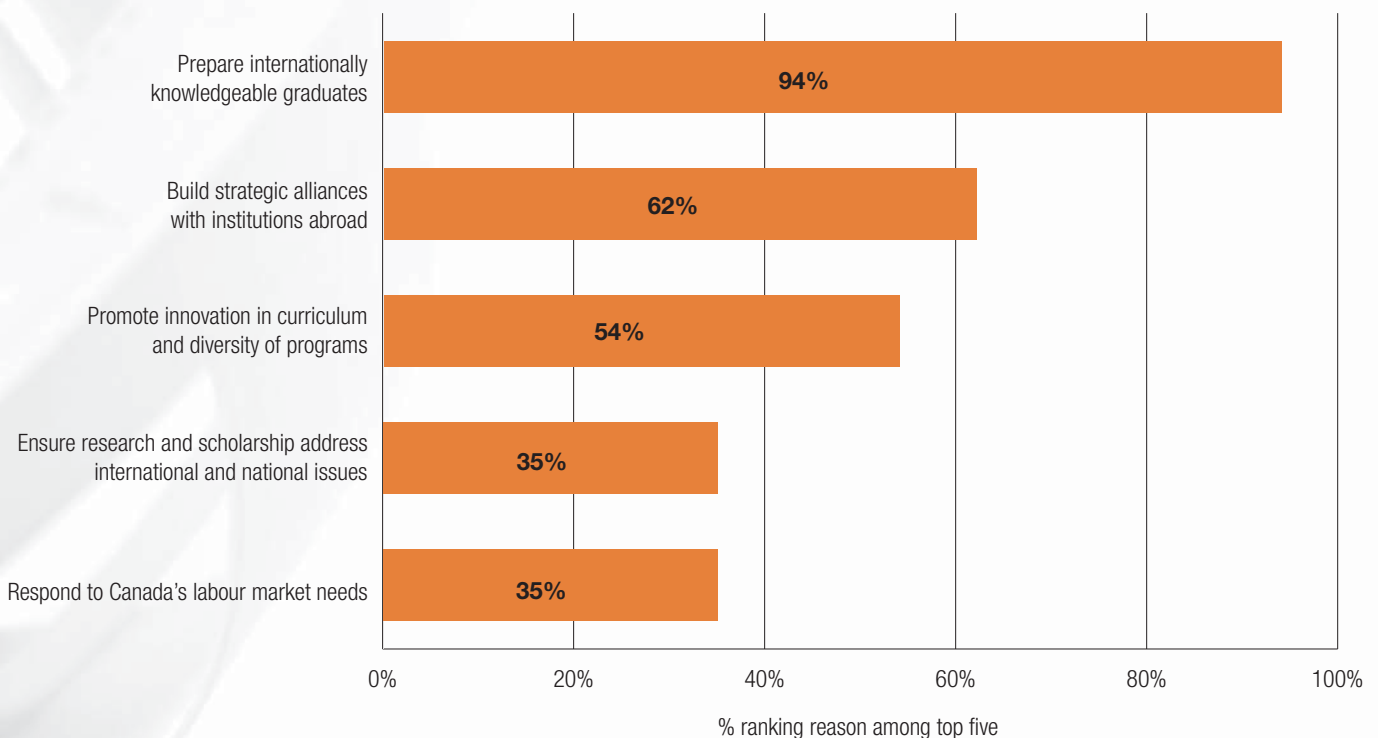


Table 1
Key trends in internationalization

	2000 survey	2006 survey
Organizational factors		
Universities referencing the international dimension in their strategic planning documents	84%	95%
Universities reporting the creation of leadership positions at level of vice-president, international, or equivalent	—	38%*
Universities reporting the creation of leadership positions at level of directors of international affairs	—	58%*
Universities reporting increased budget for international office	—	74%*
Canadians studying abroad		
Full-time Canadian students on for-credit study abroad experience	0.9%	2.2%
Universities providing financial support to Canadians studying abroad for credit	62%	81%
Universities providing logistical and moral support to students prior to and during study abroad	74%	83%
International students at Canadian institutions		
Full-time visa students on Canadian campuses	35,988†	70,000†
Universities offering scholarships targeted to international undergraduate students	36%	69%
Universities offering scholarships targeted to international graduate students	38%	62%
Internationalization of the curriculum		
Universities offering, or in the process of developing, workshops on how to internationalize the curriculum	—	58%
Universities offering academic programs with an international focus	53‡	61‡
Academic programs with an international focus	267‡	356‡
Universities requiring graduates to have knowledge of a second language	16%	9%
Knowledge exports		
Universities actively marketing education products and services abroad (excluding international student recruitment)	42%	67%
International development cooperation		
Universities reporting increased interest among students to engage in international development cooperation	—	67%*
Universities reporting increased interest among faculty members to engage in research collaboration with developing country partners	—	63%*

* This survey question pertained to "the last five years" and was asked for the first time in 2006.

† Statistics Canada data, 1998-99 and 2005-06.

‡ Data based on AUCC's Directory of Canadian Universities database, 2004 and 2006.

of respondents ranked these reasons among their top five.

The strong academic rationale expressed in the first and third reasons underpins several facets of internationalization. For instance, more than 90 percent of respondents said their main reason for recruiting

Internationalization is now an integral part of Canadian universities' institutional strategies.

international students is to promote an internationalized campus. Three-quarters said they encourage Canadians to study abroad to develop responsible and engaged citizens. And more than two-thirds said they deliver education and training programs outside Canada to enhance their reputation as an international institution of higher learning.

The desire to build strategic alliances with key institutions abroad hints at the increasingly complex and multifaceted nature of internationalization. Clearly, partnerships with institutions outside Canada help support internationalization. It is through partnerships that opportunities arise for faculty and student exchanges, international development cooperation, and strategic research collaboration. Correspondingly, more than half of respondents said that one of their main reasons for delivering education and training programs abroad is to develop new national or international partnerships. Similarly, developing agreements with institutions abroad to facilitate faculty exchange is the top strategy for facilitating faculty members' participation in the internationalization process – and for fostering student and faculty mobility with developing countries.

Strategies for internationalization

Canadian universities are increasingly backing their interest in internationalization with concrete measures and investments. They attach considerable importance to the leadership and strategic planning that

support internationalization. Almost all respondents (93 percent) consider the integration of the international dimension into their institutions' overall strategic plans to be of high or medium importance. Translating this vision into practice, nearly every university references the international dimension in its strategic plans or long-term planning documents, an increase from

84 percent in 2000 to 95 percent in 2006. More than two-thirds report that the international dimension ranks among their top five priorities.

In addition, there are now more leadership positions associated with internationalization on campus. Since 2000, new positions were created at the level of vice-president, international, or equivalent in 38 percent of universities, and at the level of director of international affairs in 58 percent of universities. University officials have also allocated more resources to support internationalization, as evidenced by the larger staff complement and increased budgets of international offices in three-quarters of universities.

Tellingly, while senior-level leadership was rated as an important organizational factor to support internationalization, strong faculty interest was rated as the most important catalyst of all, a finding that clearly resonated with workshop participants.



This student from École Polytechnique de Montréal helped build an elementary school in a village in Togo through his institution's Comité international de projets outre-mer.

Why internationalization matters to society

Presented with these overall survey findings, participants at the September workshop engaged in a discussion that was a powerful validation of what's going on with respect to internationalization at Canadian universities – as well as its centrality to the university's mission and its contribution to society more broadly. University participants had much to confirm and nuance based on their vantage point, with respect to overall findings as well as findings on specific components of internationalization. The cross-cutting findings that resonated most with their experience were: students' interests drive growth in internationalization, internal champions are needed, and internationalization must be built into academic objectives. Perspectives from private industry and the public sector accentuated the relevance of universities' efforts in this realm.

Students' interests drive internationalization

According to some workshop participants, responding to students' needs and interests constitutes a key driver of internationalization in Canadian universities. Many at the workshop confirmed that student interest for international issues and experiential learning was "huge," and that students understand the added value an international dimension brings to their education. Many said that developing global citizens and civic engagement – and enhancing diversity and global awareness – is definitely the main goal underpinning internationalization efforts at their institutions.

Britta Baron, vice-provost and associate vice-president, international, at the University of Alberta, commented that Canada is very much influenced by the liberal arts paradigm of global citizenship, i.e., preparing students who are aware of global issues and imbued

with a global ethic. She contrasted this with underlying drivers shaping internationalization efforts – and students' interests – in other countries. In the United States, students who go abroad to study tend to seek self-fulfilment and a more sophisticated personal enrichment from internationalization. In Europe, students going abroad are focused on professional advancement and personal competitive advantage. A joint degree is proof of their ability to perform in a globalized workplace – not so much in a globalized "world." Workshop participants agreed that the various perspectives are not mutually exclusive and suggested that society values the skills needed to be both a global citizen and a competitive, skilled individual.

Internal champions are required

Although students' needs help drive institutional internationalization efforts, this transformation does not occur without internal champions. Champions are needed at all levels, from faculty members who are in closest contact with students to department chairs and deans who are influential in mobilizing the human and budgetary resources for internationalization to university leaders who set the strategic direction for their institution. Robert Gough, assistant director of residence education and programs at the University of Western Ontario and spokesperson for the Scotiabank winning initiative "Western Heads East," also showed how internationalization initiatives can capitalize on the strengths and contribution of universities' non-academic personnel.

Connecting to the academic mission

The interconnectedness of the various components of internationalization resonated with university participants. Internal

champions of internationalization – including the leaders and spokespersons for the Scotiabank winning initiatives – all agreed that for this cohesiveness to happen, internationalization must be part and parcel of the academic mission.

Andy Knight, professor of political science at the University of Alberta and spokesperson for his institution's Scotiabank winning initiative, said his university has a strategic plan for internationalization, with the stated objective of ensuring that students become global citizens. To anchor the "Global Education in Peace and Governance" win-



High school students in Alberta develop leadership skills and engage in political debate during a mock United Nations event, held as part of the "Global Education in Peace and Governance" project from the University of Alberta, which won one of four 2006 Scotiabank-AUCC Awards for Excellence in Internationalization.

ning initiative in the academic mission, the University of Alberta framed it in the context of peace and governance, with the academic goal of better understanding the issues underlying wars and conflicts and how to reconstruct countries. Hence, the resulting four-year certificate in peace and post-conflict studies, which allows students to take part in symposia, internships and applied research, is rigorously entrenched in the academic objectives of the university and informs which countries and partners are targeted for strategic partnerships, i.e., Africa where there are many war-torn countries.

Similarly, Vincent-Joël Proulx, doctoral student in international law at the McGill Centre for Human Rights and Legal Pluralism, said that the McGill University Scotiabank winning initiative “International Courts and Tribunals Program” not only contributes to international law but also draws from international legal phenomena to constantly renew academic programs. He explained that the evolution from a state-centric paradigm toward global governance requires a corresponding shift at the institutional level toward academic programs and research focused on comparative law and international judicial institutions.

A plus for the workplace

David Stewart-Patterson, executive vice-president of the Canadian Council of Chief Executives, reaffirmed the view held by many in the private sector that Canadian graduates need to enter the job market with international and intercultural skills if Canada is to compete effectively in today’s globalized economy. “It makes good business sense for universities to develop globally engaged citizens, quite simply because Canadian business operates internationally. Canadian universities should do whatever is necessary to be the engine of the country’s economic success,” he said.



Law students from McGill University gained invaluable experience working for nine months in international courts and tribunals like the Special Court for Sierra Leone. The university’s International Courts and Tribunals Program won one of four 2006 Scotiabank-AUCC Awards for Excellence in Internationalization.

Mr. Stewart-Patterson also shared other reasons why internationalization matters to the workplace. Businesses and markets are based on relationships, and the opportunity to strengthen international relationships through study abroad can only help Canadian companies’ connections around the world. In addition, Canadian companies face a demographic crunch and need more human resources. International students are a valued source of immigrants to Canada, combining the benefits of an advanced education and a familiarity with Canada obtained through their studies in the country. Finally, Canada’s diversity – and multitalented, multicultural workforce – is one of its greatest competitive advantages. For this very reason, foreign companies wishing to serve customers in multiple languages from a single location find Canada a place of choice.

A plus for the nation

The Honourable Noël Kinsella, Speaker of the Senate, stressed the critical need to increase the number of Canadians studying abroad and appealed for a national public policy to support international education, saying it’s in our public interest.

Beyond funding challenges and more study abroad, he highlighted the issue of credit transfer and recognition. He praised the Bologna process, which aims to make academic degree standards and quality assurance standards more comparable and compatible throughout the European Union, pointing out that Europe has the same demographic profile as Canada, i.e., an aging population with an urgent need to renew the workforce. All the more reason, he said, to make the university environment very attractive to young Canadians and work to achieve seamless credit transfer with other universities at home and abroad.

The internationalization of Canadian campuses can be aligned with the priorities of the nation as Canada stakes out its place in the world. For example, universities can contribute much expertise to the promotion of human rights and democracy, areas where Foreign Affairs and International Trade Canada has increased its focus. Participants also saw the potential for featuring Canadian universities’ internationalization as a key asset and competitive advantage to include in the federal government’s branding and marketing of the Canadian postsecondary system abroad.

Student mobility

As students' needs drive growth in internationalization, workshop participants had much to say about student mobility, and about Canadians studying abroad in particular. AUCC's 2006 internationalization survey indicated that student uptake of study abroad opportunities for credit is as low as 2.2 percent and that financial considerations are by far the top barrier preventing students to study abroad, followed by the inflexibility of the curriculum. The workshop discussion focused on the barriers preventing students from seizing this opportunity despite their strong interest in international issues and experiential learning.

Impediments to study abroad

Lack of funding

While many participants acknowledged lack of funding and found that socio-economic background affects students' participation in study abroad, they saw other barriers at work as well. Vianne Timmons, vice-president, academic development, at the University of Prince Edward Island, recognized that financial constraints pose an obstacle to greater student mobility on her campus but agreed the issue is deeper. Students, she said, also have family commitments, rent commitments, part-

time jobs and student loan obligations. Participants from a number of universities said that their institution had allocated funds to support study abroad but found that these funds were never tapped entirely, suggesting other barriers. Ms. Baron, of the University of Alberta, argued that what made the Erasmus exchange program so successful in Europe was not so much the injection of new money as the program's tremendous success in raising awareness and rallying public support around the value of study abroad.

Lack of flexibility in the curriculum

Lack of flexibility in the curriculum was confirmed as another prime challenge. Unless study abroad fits with academic objectives, it can be a tough sell. It must be linked to curriculum objectives and credit transfer to warrant recognition as an academically valuable pursuit. For this reason, some universities are embedding study abroad in academic programs and requiring their students to gain international experience as part of their degree. Others are bundling an international experience credit with other courses. Participants noted that often universities favour timely completion of degrees for their students, without a pause in the accumulation of credits. As a result, many will encourage study abroad or stints with community service organizations outside the academic year, preferably during spring or summer breaks. (Students who need this time to earn money for further studies may not take up these opportunities, again reflecting the funding issue.)

Finding credit equivalencies with foreign partners is a closely related barrier. Not all overseas higher education institutions develop course outlines to allow Canadian faculty



Lise Arseneault, centre, a student from the Université du Québec à Rimouski, produced a film on the effects of international aid in African communities while studying in Benin. Canadian universities' overriding objective for promoting student mobility is tied to the desirable outcome of a global perspective for students.

to evaluate the learning achieved and establish equivalencies with courses offered here. To circumvent the issue of credit equivalency, some universities choose as their partners foreign institutions that have been approved through formal accreditation bodies.

Inadequate language capacity

Another barrier raised by Sheila Embleton, vice-president, academic, at York University and spokesperson for the Scotiabank winning initiative “York International Internship Program,” is one of language. Some internship opportunities at her institution went unfilled because of students’ lack of knowledge of the host country language.

Faculty buy-in is essential

Students themselves are often unaware of opportunities for study abroad until a university professor raises this possibility in class. Professors are also in a position to link study abroad to the curriculum and to initiate and nurture the international partnerships giving rise to full-year exchanges or shorter-term international education opportunities for students. Despite the crucial role of faculty members

attuned to international issues and are poised and willing to move internationalization forward given adequate rewards and recognition. Participants noted that top-down encouragement is needed at both the departmental and the faculty levels, as chairs and deans who throw their support behind study abroad can greatly accelerate progress on this front.

Safety and liability issues

Participants discussed examples which illustrated that study abroad is not a risk-free proposition and that safety and liability issues must be carefully considered by institutions sending students abroad.

Among the safety measures already in place on campuses, the Queen’s University protocol regarding emergency procedures has emerged as a standard for many other Canadian universities. In Queen’s emergency support program, students register critical information in a database prior to departure (passport numbers, contact person, etc.) and receive a wallet card with a toll-free number to call in case of an emergency abroad. This emergency support protocol is part of an overall university service called QUIC

“Students should get a passport along with their student ID... and they should use it to study abroad at least once during their academic careers.”

– Allan E. Goodman, President and CEO, Institute of International Education

in promoting study abroad, several workshop participants noted that many faculty members are neutral or indifferent to the value of internationalization overall. Universities register greater success with professors hailing from foreign countries, who are keen to give back to their countries of origin. Another encouraging sign is the new generation of faculty members who tend to be more

(Queen’s University International Centre), which supports the international activities of the whole campus and provides online tools at www.queensu.ca/quic.

While a number of administrators across Canadian campuses use the same protocol as Queen’s, many said they are not equipped to have someone on the ground in all



York University’s International Internship Program places students from a full range of disciplines in international work environments. Michael MacKechnie, above, administered hearing test scans on infants in Amman, Jordan. York won one of four 2006 Scotiabank-AUCC Awards for Excellence in Internationalization for its innovative program.

situations and called for a greater coordination of existing mechanisms for emergency protocols. One suggestion was that Foreign Affairs and International Trade Canada set up emergency protocols, especially an emergency contact for students abroad. Workshop participants also discussed the importance for students doing internships in the same foreign country to be able to connect with each other in emergency situations. In this regard, AUCC’s list of students doing internships through the Students for Development program, available at www.aucc.ca/sfd, is a useful tool.

Measuring study abroad

One of the participants' concerns regarding AUCC's internationalization survey lay with the measurement of study abroad and what constitutes a significant international experience. Several suggestions were provided for future AUCC information-gathering



Peer helpers at the Centre for International Programs at the University of Guelph held a bake sale featuring treats from around the globe to expand international awareness on campus. Among them is Sheeba Thallury, right, an international student from India studying biochemistry.

exercises in order to capture a fuller picture of the Canadian university study abroad landscape.

Dr. Embleton, of York University, argued that if the goal is for students to have some experience abroad, then it is important to include non-credit as well as for-credit activities since they account for a large portion of international experience. Casting the net wider would recognize the fact that students have a diversity of backgrounds and motivations and are seeking a diversity of options, e.g., co-op terms, volunteering experiences with groups like Engineers Without Borders, independent studies and other non-curricular activities.¹

Participants also pointed to the importance of collecting data on Canadian students seeking full degrees abroad and international students pursuing short-term study in Canada.² Another suggestion was to measure study abroad on a cohort basis over a four-year cycle rather than at a single point in time.

Visa issues for international students

The workshop discussions concerning international students coming to Canada brought immigration issues to the fore. Once they admit international students to their programs, many campuses face hurdles in helping them secure study permits to enter Canada, and this despite alerting the relevant staff at Canadian embassies in advance and providing them with a well-documented dossier. Workshop participants explained that Canadian immigration of-

ficials in various countries refuse to provide study permits to international students who state upfront their intention to stay in Canada upon graduation. While other top recruiting countries also require international students to demonstrate an intent to return to their home country after graduation, Canadian university officials pointed out the discrepancy between government policies that encourage international students to stay in Canada to meet local labour market needs and the policy of immigration officers to refuse study permits to students on the same grounds.

Mr. Stewart-Patterson noted that the government's approach toward visas for international students has parallels in other parts of the economy and speaks to broader issues affecting the competitiveness of our country. The Canadian economy has undergone significant structural changes with the aging of our population, he said, moving from a lack of jobs to a lack of people. Our regulations and programs, which take time to change, have not kept pace with the changing demographics and are still geared toward the economy of a decade ago.

Countries targeted and emerging competition

Presented with the main countries of origin of international students, some university participants expressed concern with their dependence on China as a source of international students. Since the Chinese government is strengthening its own higher education institutions, they pointed out, the flow of undergraduate students from that

1 AUCC's 2006 survey had included questions in this regard, but too few responses were provided to produce meaningful statistics; it will be important to continue monitoring progress on this front.

2 Further AUCC analysis of the 2006 internationalization survey data to extract the shorter-term participation of international students showed that international exchange students account for roughly 1 percent of the *undergraduate* enrolment, and international exchange students and postdoctoral students account for 2.4 percent of the *graduate* enrolment in Canadian universities. This represents an additional 10,000 international students on campus, over and above the 70,000 full-time and 13,000 part-time visa students reported in the September 2007 fact sheet as being enrolled at Canadian universities. UNESCO's *Global Education Digest 2007* shows that 42,373 Canadian students went abroad to study at the postsecondary level in 2005 and that the United States, the United Kingdom, Australia, France and Germany were the top five destinations, accounting for 92 percent of Canadian tertiary students studying abroad.

country may well decrease. For this reason, some Canadian universities are focusing on other regions like India and the African continent and hiring full-time international student recruiters to support their efforts in these countries.

Dr. de Wit, from the Netherlands, pointed out that while Europe, the United States and Australia were singled out by the AUCC survey as the main competitors for international students, future competition is more likely to come from emerging contenders such as China, Malaysia and Singapore, which are recruiting actively, in addition to Central Asia, Russia and Kazakhstan. South Africa is a contender on the African continent, he said, as are Mexico, Brazil, Argentina and Chile in the western hemisphere.

Services for international students

International students can be an invaluable resource in university classrooms, but they also bring new challenges to course and service delivery.

Integration services

While almost all universities provide ongoing counselling and non-academic support services, as well as academic advising support, to international students, Dr. Timmons, from the University of Prince Edward Island, was surprised to see that only 47 percent of universities offer specific programs to ensure a successful experience for international students during their academic stay in Canada. Her university has put in place the ambassador family program to support international students and help them integrate in the community. Through the program, local families adopt international students for a term, inviting them for dinner from time to time and being there in times of crisis. Other campuses have integrated international students in a number of ways, from the creation of a

Facebook forum for these students to the provision of counselling services as part of other regular faculty services “to avoid the stigma associated with counselling.”

Language services

Language issues figure prominently. International students do not always have an adequate command of one of Canada’s two official languages, creating a need for language services and testing – both prior to and after admission to a Canadian campus. At the application stage, universities may offer distance education courses to shore up language ability, provide online language testing or simply rely on TOEFL test scores. Once students are in Canada, universities may provide language training and assessment – for example through a summer language program recommended for all international students or as part of a graduate education preparatory program – which allows them to enter into the regular programming. These language courses can serve double duty by also introducing students to their new university and to Canadian culture,

and by providing tips on how to cope as an international student in Canada.

Integration of international perspectives in the classroom

Workshop participants also reported a range of difficulties pertaining to the integration of international students in the classroom. Along with the rise in the number of international students, some questioned whether there had been a corresponding attention to their successful integration in classes. Participants observed that different cultural paradigms are at play, and that some Canadian students are frustrated at the changes required to the classroom despite appreciating international students. Faculty members are searching for the appropriate methodology to incorporate diverse viewpoints and make the class dynamics work better. In this respect, a growing number of institutions provide workshops to help faculty members integrate international viewpoints into their teaching.



Aminata Diena Ep Ndiaye, left, is a student from Senegal doing predoctoral research in preschool and primary education at the Université de Sherbrooke.

Internationalization of the curriculum

The internationalization of the curriculum – that is, the effort to introduce an international, intercultural or global dimension into course content and materials and into teaching and learning methods – makes the teaching process more relevant for international students on campus and provides an avenue for Canadian students to develop global perspectives and skills at home.

Reviewing the curriculum

Participants debated whether internationalization of the curriculum should be a bottom-up exercise, with incentives

and awards for excellence, or a top-down exercise, starting from the wider institutional mission, stated goals and objectives to be operationalized by each department. The review process of new/revised courses can take considerable time to ensure they meet rigorous quality assurance policies and practices. Dr. Embleton, of York University, emphasized for her part that “small wins” and “small successes” – one course at a time – can sometimes go a long way toward internationalizing the curriculum, without always requiring lengthy Senate approvals.

Participants agreed that the main focus must be on linking internationalization

to learning outcomes. What do graduates need to be prepared for the world and for the international and intercultural dimension of life in Canada? Faculty members need to expose their students to various cultural perspectives and be mindful that the world is the point of reference for curriculum development in their discipline. Dr. Crago, from the Université de Montréal, noted that the disciplines mentioned as undergoing internationalization in AUCC’s fact sheet are typically in the social sciences and the humanities. Why not also science and technology, she asked.

The community service learning component of the university mission must be internationalized as well, added Dr. Knight from the University of Alberta, by providing experiential learning opportunities in other countries or settings. This can take the form of experiences such as his institution’s United Nations simulation for high school students or internships in the community at the home institution and in a foreign country for credit.

Universities can leverage a number of resources for internationalizing the curriculum. They can tap into the commitment of faculty members who are from abroad and include students’ prior international experience – both incoming international students and Canadian students returning from study abroad. Faculty members can also take advantage of information and communication technologies to link with their international colleagues for teaching and research collaboration and to hold interactive classes linking students across institutions in different countries.



Originally from Rwanda, Joséphine Mukamurera, above, brings an international perspective to her teaching of pedagogy at the Université de Sherbrooke.



Diana Nethercott

Professors Catherine Harding, left, and Erin Campbell of the University of Victoria worked together to redesign a first-year art history course in visual culture around the world. The redesign followed a faculty seminar at UVic that encouraged instructors to integrate an intercultural or global perspective into the content of one of their courses.

Integrating language learning

Some participants voiced their concerns with respect to the survey results showing a decline in the number of universities requiring a second language for graduation. What is the image of Canadians in the world if they are mostly unilingual, they asked. Dr. de Wit, from the Netherlands, urged Canada, with its majority of English speakers, to require its students to learn more than one language to develop a less anglo-centric view of the world.

The decline in language requirements was attributed by some to an issue of cost, as these courses typically require small groups and have therefore been eliminated from

the curriculum. Yet participants realize that the need for language training is greater than ever in the context of globalization.

Survey respondents agreed that internationalization must be linked to learning outcomes in order to prepare graduates for the intercultural dimension of life in Canada and the world.

Perhaps language needs to be recognized as a skill, some said. Different models were explored, ranging from the language department acting as a service centre for the entire university to the language department being responsible for teaching languages in

the context of their respective literature. Participants recognized that different languages require different methods of teaching, with some taught in a more applied way. Each institution must resolve the issue of whether language should be taught as a skill or as an academic pursuit.

Sharing best practices

The desire for sharing best practices on internationalizing the curriculum was evident. Participants suggested a compilation and profiling of success stories, for instance as a list of 100 simple tips, to help set direction at their institutions.

Emerging trends related to curricular change were noted. Dr. Crago of the Université de Montréal presented several models of joint programs as ways to internationalize the curriculum. Joint programs allow students to do part of their degree in Canada and part in another country. At the undergraduate level, this can take the form of a 2+2 program, allowing students to study in Canada for two years and abroad for two years. An equivalent 1+1 program can be instituted at the master's level. The PhD level is heavily focused on research and not focused on a set curriculum, but students could nonetheless do part of their

research or lab work elsewhere, part on campus and part in the private sector, with the final packaging of their thesis back on campus. Other examples are co-tutelles and joint PhD supervision, shared by Canadian and foreign faculty members.

Knowledge exports

Knowledge exports – defined in AUCC’s 2006 survey as the provision of educational products and services overseas – is a growing area of internationalization but one that provokes several questions. Participants called for more sharing of information and expertise on this facet of internationalization. Tools that would help include guidelines for quality assurance in the delivery of educational products and services overseas and key considerations for effectively engaging in the knowledge export market, workshops allowing universities to learn from one another’s experience and expertise by compiling their “best” and “worst” practices, and a case estimating the contribution of knowledge exports to the Canadian economy.

Exports or partnerships?

When discussing knowledge exports, workshop participants debated the term and questioned several underlying assumptions, including referring to knowledge sharing and partnerships with foreign academics, which imply mutual benefits, as knowledge

traditional academic partnerships, international development capacity building and business transactions. Participants most readily associated knowledge exports with pure transactions – or the provision of educational products and services for a fee – but they emphasized that all three categories are interconnected. Some participants were wary of the broader connotations of the word “export,” which raises market-related and legal considerations such as patents, intellectual property rights and the commercialization of research.

On the other hand, some participants argued that the business model resonates well. Even 2+2 joint degree programs should be considered knowledge exports, they said, as they entail costs that must be sustained, including hiring professors to deliver courses overseas. Even the area of international development cooperation overlaps with knowledge exports now that financing from the Canadian government in this area has declined considerably and universities find themselves in a position to sustain development initiatives by charging some sort of fee for service.

Offshore delivery of educational products and services provides the foundation for other types of value-added activities such as internships, research collaborations and professional development.

exports. For example, joint degrees involve a clear exchange of academic expertise on both sides, and the term “knowledge export” does not reflect this reality. Workshop participants identified three streams of offshore delivery of education and training:

The export landscape has changed

Participants noted significant changes to the export landscape since the start of the decade. For one, universities increasingly



Bjarni Kristjansson, an evolutionary biologist who discovered Iceland’s first known freshwater amphipod, is completing a PhD at the University of Guelph through the Iceland-Guelph Institute. The partnership entails joint activities and programs, delivered via exchange and distance education, to allow students to study in both countries.

rely on international activities as a source of revenue generation, although AUCC’s 2006 survey showed this is a secondary rationale for the delivery of educational services and products overseas. There is also a trend toward increased specialization. Whereas there was a great appetite overseas for business-

related programming from Canadian universities five years ago, there is now more interest in specialized and technical programs. In addition, programs tend to be much more tailored and client driven. As a result, the main challenge today is finding a niche in target countries or regions.

The quality issue

Knowledge exports also represent an effective tool to recruit top international students, since they are a great way for Canadian universities to enhance their international profile and acquaint prospective students with Canada's educational offerings. Offshore delivery of educational products and services also provides the foundation for other types of value-added activities such as internships, research collaboration and professional development. At the same time, participants pointed to the experience of countries that have over-engaged in this area as a cautionary tale to ensure that the drive to engage in knowledge exports is not solely motivated by revenue generation but by the academic mission.

Quality assurance for offshore delivery of educational products and services includes several challenges: maintaining Canadian academic standards and the representation of the Canadian institution, keeping Canadian professors engaged and willing to work in other countries, and relying on internationally hired professors. Institutions wishing to engage in knowledge exports must therefore be prepared to commit the resources, which can be substantial, to monitor and maintain quality. This requires an infrastructure in place, including significant human resource involvement, solid legal agreements and excellent international partners to uphold the quality of the academic programs being delivered.



A partnership in aquaculture development between the University of Victoria and Burapha University in Thailand benefited local communities by teaching improved sanitary procedures and other measures to conform to international norms on seafood exports.



Wairie Richardson

A student from Nipissing University leads a class in rural Kenya during her practicum teaching placement.

International development cooperation

Dr. de Wit, from the Netherlands, shared a unique international perspective on the involvement of Canadian universities in international development cooperation. His take on AUCC's 2006 survey results was that this component appears to be a very important aspect of internationalization of higher education in Canada – and one of the better integrated. In moving from a fragmented to an integrated approach to internationalization, Canadian universities have managed to maintain the relevance of international development cooperation alongside an increased focus on the recruitment of international students and knowledge exports.

Depth of institutional commitment

Some participants questioned this assessment as well as the 73 percent of survey respondents who identified international development cooperation as a high or medium

It is important to articulate the meaningfulness and relevance of specific international development initiatives to the university's core mission.

priority in their institution's strategic plans for internationalization. Many participants

suggested that while international development may be reflected in the strategic plan of the university, there is sometimes a gap between rhetoric and action, as international student recruitment and student mobility often take priority over international cooperation in their institutions. The relatively

small number of Canadian universities (19) with international development studies programs identified in the AUCC survey was also noted by some as illustrative of this gap.

To enlist the support of university leaders, participants suggested demonstrating the many spinoffs that international development cooperation brings to their campuses, such as creating opportunities for exporting education programs abroad and marshalling substantial resources back to the campus.

In some universities, not-for-profit initiatives such as international development cooperation are led by faculty members. Participants suggested that universities could leverage faculty members' expertise and commitment and build leadership to drive international development cooperation by recruiting influential people into leadership roles and putting in place a management structure – a central office or an international liaison office – to oversee strategy, play a management and intelligence role, and determine whether particular international cooperation initiatives make sense for the campus.



A University Partnerships in Cooperation and Development project between Saint Mary's University and the Mongolian University of Science and Technology is building the technical and managerial capacity of the mining industry in Mongolia to carry out mining activities in an environmentally and economically sustainable way.

Tie to academic mission

University participants stressed that international development cooperation needs to be tied to the academic mission and to university expertise. Consequently, it is important to articulate the meaningfulness and relevance of specific international development initiatives to the university's core mission and ask how a particular initiative benefits the university community more broadly. The greater challenge may lie in involving a broad range of faculty and students, who are often actively involved in launching grassroots development projects that are not officially recognized, in formal international cooperation initiatives.

In moving from a fragmented to an integrated approach to internationalization, Canadian universities have managed to maintain the relevance of international development cooperation alongside an increased focus on the recruitment of international students and knowledge exports.



Merrill Barry

The Students for Development program allows senior-level university students from Canadian universities to work together with partners in developing countries to promote good governance. Joanne Turner, a social work student at the Memorial University of Newfoundland, spent her internship in Grenada where she assisted with a summer camp for underprivileged children.

Reducing dependence on a single funder

Harnessing existing expertise is all the more important since organizations that fund development work often turn to universities precisely because of their expertise. This is true of a number of international donor organizations if not of the Canadian International Development Agency, which has funded most universities' international development work in the past.

Participants recognized the need to reduce Canadian universities' dependence on a single funding agency and the wisdom of tapping other sources such as international donor organizations and partnering more with the private sector and other universi-

ties. There are significant costs associated with managing international development cooperation projects, and universities cannot wholly rely on the personal commitment of an international liaison officer or a faculty member.

To leverage funding opportunities, universities emphasized the importance of becoming more collaborative. While universities' modus operandi revolves around competition and peer review, international development cooperation – and globalization more generally – calls for a joining of forces. Participants concluded that collaboration requires knowing what other universities are doing, raising yet again the need for more information sharing among academic institutions in Canada to introduce more cohesiveness in this area.

International research collaboration

Canadian universities' interest and engagement in international research collaboration have evolved considerably in recent years. As other countries are also increasing their activity on this front, global opportunities are emerging for our country to engage in collaborative research abroad, with the potential of making Canada's research excel-

lence a centrepiece of Canadian universities' overall internationalization efforts. Workshop participants had the opportunity to discuss this prime area of Canadian universities' international involvement to inform AUCC's ongoing research and engagement on this issue.³

hiring increasingly depends on individuals' internationalized focus and research perspective in addition to their teaching skills and experience. International research activities are expanding in all disciplines and extending beyond natural sciences and engineering into the humanities and social sciences.



Ernesto Guzman, a Mexican honeybee expert and faculty member in the department of environmental biology at the University of Guelph, is consulting with Ontario beekeepers on some of the industry's most critical concerns, including the potential for introducing the Africanized or so-called "killer bee."

Global problems increasingly require global research and solutions – as well as scholars at ease with collaborative research on an international scale.

The research landscape has changed

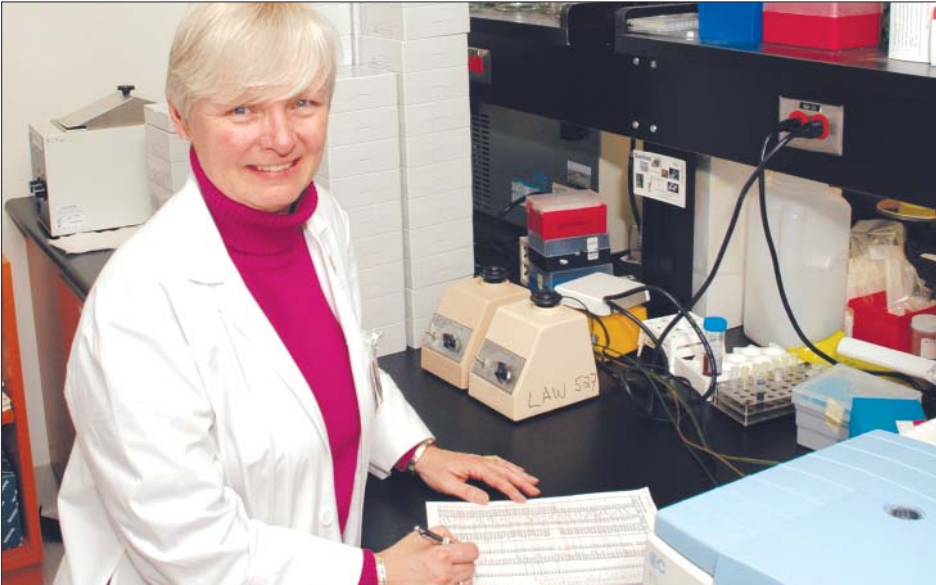
Workshop participants noted that the research landscape has evolved in three significant ways over the last decade. First, global problems, such as diseases that spread across boundaries, increasingly require global research and solutions – as well as scholars at ease with collaborative research on an international scale. Canadian researchers are fast developing this ability as they co-publish more with foreign researchers (36 percent in 2003 vs. 24 percent in 1992). As of 2003, only 3.6 percent of world knowledge came from Canada, which constitutes 0.5 percent of the world population, emphasizing the need for Canadian researchers to be part of international networks.

Second, international research collaboration is increasingly taking place in institutions across the country and across the full spectrum of disciplines, with greater numbers of Canadian universities developing specific strategies in this regard. Faculty

Third, the priorities of funding organizations – governments and industry alike – are shifting, and universities must align their institutional research priorities with these new priorities to secure funding. For instance, the current focus on the environment and climate change has altered research demand and supply, and the call for increased commercialization of research and industry involvement has necessitated adjustments on the part of universities. There is a growing emphasis on accountability as well, and university researchers need to demonstrate the value and outcomes of their research more concretely.

Traditionally, international collaboration took place between individual researchers. Now, to enhance their engagement, universities need a framework to shape and align country-to-country collaboration. Confronted with these new realities, universities recognize that international research collaboration will ultimately stem from their own thematic priorities, competitive advantages, and capacities.

³ AUCC will examine the issue of international research collaboration in a fifth fact sheet in spring 2008 and in its follow-up report to *Momentum: The 2005 report on university research and knowledge transfer*, to be published in fall 2008.



Over the last 25 years, researchers from the University of Manitoba and the University of Nairobi in Kenya have contributed significantly to the global fight against HIV/AIDS. Their research on the spread and development of HIV/AIDS has contributed to the training of more than 500 Kenyan health care professionals and the establishment of 10 health clinics dedicated to prevention and care.

Support is fragmented and insufficient

Senator Kinsella told the workshop audience, “The world holds Canadian universities in very high regard, for their fine teaching and their excellent research.” Despite this platform of excellence, funding for international research collaboration is fragmented and insufficient in Canada. Workshop participants noted that international research collaboration is an orphan in the current federal government research funding framework, with funding fragmented across the granting councils, the Canada Foundation for Innovation and various other government departments and agencies.

While recognizing the fragmented nature of current funding, workshop participants debated whether they preferred funding support for international research collaboration to be mainstreamed, i.e., included as part of overall investments in Canadian uni-

versity research, or targeted, i.e., channelled through a separate international program.

Some advocated for an investment in the overall research endeavour, all the while reminding the government of the impor-

tance of international research collaboration and its part in the broader Canadian research enterprise. “If you want value, fund research. If you want value-added, fund international research collaboration,” is how one participant summed it up. This included a call for more funding for the granting councils, which would then be in a better position to open up their programs for international collaboration. Another approach suggested was a dedicated central fund for international research collaboration that university researchers could tap to meet international research partners half-way, much like the Seventh Framework Programme for Research and Technological Development, or FP7, which is the European Union’s main instrument for funding research in Europe.

Participants also recognized the importance of investment in seed funding. These small amounts of money help make the connections for fostering new strategic research partnerships with institutions and researchers overseas. The front-end work of establishing partnerships is costly, but it is the exploratory trips and meetings that prove to be productive and need to be supported.



Frank Simpson

Researchers from the University of Windsor and their Nigerian counterparts have formed a multidisciplinary partnership to examine gully erosion, which occurs mainly as a result of deforestation and unsustainable farming practices.

Persistent challenges

Throughout the workshop, common themes emerged across the various facets of internationalization, such as greater interest on the part of students and faculty, increased support by universities for international engagement and a growing interconnection among the various components. Common challenges and issues also surfaced, particularly regarding financial support from institutions and governments for international activities, but also with respect to setting clear and strategic priorities within universities, involving faculty members and sharing knowledge among universities.

Setting clear and strategic priorities

Dr. Turpin, of the University of Victoria, advocated moving the agenda forward by integrating internationalization goals in the fabric of institutions. Progress has been made to bring internationalization in the mainstream and enshrine its place in universities' strategic plans. Efforts must now be directed to overcoming persistent challenges to make these goals a reality.

Dr. Timmons, of the University of Prince Edward Island, lamented the fact that once academic planning is in place, the internationalization strategy is too often relegated

to an appendix. Indeed, nearly two-thirds of survey respondents identified setting clear and strategic priorities in light of increased demands as their top challenge relative to internationalization.

John Mallea, president emeritus at Brandon University, had much guidance to offer in this respect. The major argument for internationalization is that it increases the quality of the institution, he said, yet very few Canadian universities have carried out either internal or external peer reviews to assess the quality of their internationalization practices. In his project *Going Global*, Dr. Mallea visited 51 Canadian universities to discuss innovation and excellence in this area and found that no more than five institutions had used external peer review to guide the integration of internationalization in their core functions of research, teaching and service. He pointed to past Scotiabank winning initiatives as a useful source, as they constitute a database of excellent internationalization practices recognized by a selection jury outside the university community.

"I find it mystifying that every aspect of university life goes by the external peer review process, except internationalization," he said, enjoining institutions to place greater emphasis on quality assurance related to policies and processes guiding internationalization itself.

Likewise, targeted research would help articulate the benefits of an international experience for students. It would help specify the desired learning outcomes and determine the indicators for the skills, values and perspectives needed to become a global citizen, which 94 percent of universities surveyed said they wanted their students to possess.



Students from École Polytechnique de Montréal go abroad each year through the Comité international de projets outre-mer to participate in a technical project in a developing country, such as the construction of schools, health centres and irrigation canals.

Involving faculty members

Dr. Mallea also found that universities have not integrated internationalization in their core functions partly because of a lack of incentive in the current faculty recognition and reward structures. Many workshop participants concurred, saying faculty members who want to engage in international activities often refrain from doing so because it is not valued and recognized at their university. Generally, most faculty members are bound by a collective agreement that defines tenure and promotion policy and practice. These agreements are negotiated between faculty associations or unions and representatives of the university administration. The implementation of the policy – and the recognition of faculty members – occurs at the departmental level.

Because faculty members are instrumental in advancing internationalization, universities must find ways to value and facilitate their involvement. If embedding the internationalization process into the formal incentives and performance review of faculty members proves too arduous, other informal measures can be used to help secure faculty buy-in:

- linking internationalization to academic objectives by mapping learning objectives and outcomes;
- linking internationalization to research, especially at the graduate level;
- recognizing publication of research findings in a broader selection of journals, including key journals in international development;
- enlisting senior administrators, especially at the vice-president level, in communication exercises affirming the role of internationalization and valuing the full spectrum of international research and academic activities;
- cultivating the crucial support of deans as key change agents as they oversee departmental budgets and can influence direction in their faculty;
- hiring faculty members who are devoted to opening the curriculum out onto the world and building a heterogeneous faculty to foster further diversification.



Paul Bodson, professor at the Université du Québec à Montréal, observes the work of a master potter in Honduras as part of a partnership with a Honduran university to help create a new master's program in local development and tourism.

Workshops are excellent means of involving faculty members. They can be used to inform faculty about existing institutional partnerships overseas and show them how they can get involved. They can also be used as training opportunities and as venues for

dialogue and discussions about pedagogical issues encountered in class.

Securing financial support

Financial constraints also impinge on the ability of institutions to realize their internationalization goals. In AUCC's 2006 internationalization survey, half of institutions reported this as a generalized challenge. This difficulty was also apparent across all facets of internationalization. Respondents pinpointed lack of financial support as the most significant barrier to study abroad by Canadians. They identified lack of seed



The University of Western Ontario ran a successful fundraising campaign for the “Western Heads East” initiative, which sent students to Tanzania to teach women to make a probiotic yogurt that can kill harmful bacteria and reduce the chance of contracting HIV. The initiative won one of four 2006 Scotiabank-AUCC Awards for Excellence in Internationalization.

funds or support to help universities develop educational products for an overseas market as the top measure needed to enhance efforts to export educational products. They also cited lack of research grants or funds as the top barrier to Canadian faculty engagement in research collaboration with developing country partners.

Universities have already adopted a number of strategies to circumvent these limited resources, as reported by workshop participants. Many reinvest the tuition fee differential between Canadian and foreign students – and the profit from knowledge exports – into internationalization efforts. Some hold a portion of current international projects into an account to provide seed funding for future projects. Others raise awareness in the local community and

hold public engagement events that help raise funds to support international development activities. An outstanding example was provided by one of the four Scotiabank winners: Dr. Gough explained how the University of Western Ontario’s fundraising campaign for the “Western Heads East” initiative reached 15,000 students each year as well as their home communities, high schools, churches and parents’ workplaces in the London community and the greater Toronto area. He also emphasized how funding like that received from the Students for Development program was essential to sustain endeavours like Western Heads East. Dr. Embleton explained that by making York University’s Scotiabank winning initiative a strategic academic priority, it was easy to redirect resources to it, as the benefits to the students and the university were clear.

Coordinating government involvement

Government support for internationalization is deemed essential. When asked in AUCC’s 2006 internationalization survey about the main challenges and issues facing the higher education sector more broadly, respondents pointed to:

- lack of financial support for internationalization;
- lack of a coordinated federal government strategy to enhance internationalization efforts;
- need for improved coordination among provincial and federal governments and non-government stakeholders.

On the financial front, there are emerging signs that the government is starting to pay more attention and dedicate some resources to certain components of internationalization at Canadian universities. In its March 2007 budget, the federal government allocated a modest \$2 million over two years to marketing Canada’s postsecondary education system internationally. This is a first step, but much more needs to be done, particularly considering the investments that governments from other countries are making toward marketing higher education abroad, study abroad and international research collaboration.

For instance, prestigious scholarship programs such as Chevening, Fulbright and Australian Scholarships aim to attract the best and brightest international students. Competitor governments dedicate substantial marketing resources and build supportive infrastructure in target markets. In the United Kingdom, the British Council receives core funding of 189 million pounds a year (about \$375 million Cdn) from the British government and maintains

7,500 staff in some 234 towns and cities in 110 countries and territories. When it comes to study abroad, initiatives such as Erasmus and Erasmus Mundus are providing means for greater numbers of European youth to study in other countries.

There is a need for champions who can articulate the value of incorporating the internationalization of Canadian higher education and research into Canadian public policy.

On the issue of coordination, workshop participants saw the need for greater coordination at the federal level and between federal and provincial levels. Senator Kinsella counted several federal departments with a stake in the internationalization of Canadian universities. In addition to federal departments and agencies, other levels of government are involved, underlining the importance of greater cohesiveness and the need to bring together champions who can articulate the value of incorporating the internationalization of Canadian higher education and research into Canadian public policy, both domestically and internationally.

Sharing knowledge among institutions

The need to foster networking and connections among initiatives emerged loud and clear throughout the workshop, and participants recommended a number of possible knowledge-sharing tools.

Databases could be created at each university, with information on faculty members' expertise, the countries where they do international work (and where they want to work) and the nature of this work.

Case studies focusing on different categories of institutions – to balance out the aggregate

survey data – would help develop a picture of these institutions' contribution to internationalization and bring out their success stories, best practices and lessons learned. In addition, research drawing on good practices elsewhere and examining various

organizational models to support internationalization would help institutions seeking a more cohesive approach and management coherence – and compensate for a dearth of good practices, standards and data on which inputs lead to which outcomes.

Workshops or similar venues for convening representatives of key university networks to discuss specific challenge areas such as faculty engagement or curriculum change and to share insights and practices were in popular demand. Dr. Mallea also recommended institutional leadership workshops on the topic of internationalization of higher education that would be offered to presidents, vice-presidents, deans, student leaders and the university community more broadly. Small, interactive, client-based workshops would provide a forum for discussing “the place of the global” in the core functions of the institution.

Celebrating successes and outstanding examples of internationalization at Canadian universities through a systematic sharing of experiences in the field will cast light on the value of internationalization and serve to engage more players in this valuable enterprise.



An initial meeting with members of the Indo-Canadian community, including business people, politicians, academics and students, played an important role in defining the development of Simon Fraser University's India Initiative, which encourages student and faculty mobility, provides work placements and recruits students from India and the Indian diaspora.

Next steps for AUCC

Drawing on the rich workshop discussions, AUCC will continue to build the knowledge base on internationalization at Canadian universities and will leverage the findings of its 2006 survey to position the international dimension of higher education and research in Canada's domestic and foreign policy and to facilitate its members' involvement on the international scene.

Building the knowledge base

Over the coming year, AUCC plans to engage in targeted research projects on critical areas identified in the September workshop. It will publish a fifth fact sheet on international research collaboration in spring 2008 and feature international partnerships in the second issue of *Momentum*, its flagship report on the value of investing in university research, in late 2008. As part of its ongoing partnership with the International Development Research Centre, AUCC will undertake background research and convene policy dialogues on faculty recognition and reward – and on the involvement of faculty members from the diaspora – in the context of international research collaboration for development. AUCC will also undertake further background work in the area of Canadian universities' knowledge exports, including an assessment of market trends and key considerations for export readiness leading to the development of a "primer" to support member engagement in the cross-border education market.

Looking ahead, AUCC hopes to explore various models for evaluating the impact of internationalization and its various components, paying special attention to the value of external peer review.

Leveraging the survey findings

In addition, AUCC will be attentive to opportunities for strategic discussions with key national and international stakeholders to highlight trends in internationalization, support Canadian universities' international efforts and help position Canadian universities as active international players.

First, informed by the research findings, AUCC will continue to engage in a dialogue with senior federal government officials to advocate for adequate resources to support and sustain Canadian universities' internationalization efforts and to raise awareness about the need for greater coordination among federal players. Over the coming months, presentations of survey results will be made to Canadian trade commissioners responsible for education marketing, the

Canadian universities have a tremendous contribution to make to shaping Canada's place in the world.

National Education Marketing Roundtable and an interdepartmental roundtable involving several government officials with a strong interest in the internationalization of Canadian higher education. AUCC will also leverage its participation in the Advisory Committee on International Students and Immigration as well as other channels to bring immigration challenges related to the recruitment of international students to the attention of senior officials at Citizenship and Immigration Canada.

Second, AUCC is also exploring opportunities to tell the story of Canadian universities' international engagement at respected international education events, such as NAFSA:

Association of International Educators, the European Association for International Education and the annual conference of the International Association of Universities.

Third, AUCC will continue its focus on supporting Canadian universities in their efforts to refine their internationalization strategies and develop new approaches to deepen and broaden the internationalization endeavour through knowledge sharing (e.g., highlighting examples of excellence in internationalization on its web site) and through focused outreach at upcoming Canadian conferences involving university deans, given their role as critical change agents on campus.

Canadian universities have a unique and tremendous contribution to make to shaping Canada's place in the world, particularly given the federal government's commitment to make strategic choices as to where Canada

can make a difference on the world stage. Universities play a critical role in furthering Canada's global competitiveness as they prepare graduates with the international and intercultural skills needed for participation in today's global knowledge economy and for life in Canada's increasingly multicultural environment. Through their international partnerships and exchanges, universities also help advance Canada's knowledge advantage abroad and contribute to our country's research and innovation excellence. In sum, Canadian universities' involvement on the international scene holds great promise for Canada's quality of life as well as its long-term economic prosperity and competitiveness.

Congratulations to all winners of the Scotiabank-AUCC awards for excellence in internationalization

2006 winners

University of Alberta
Global Education in Peace and Governance

McGill University
International Courts and Tribunals Program

The University of Western Ontario
Finding Solutions to HIV/AIDS in Africa: The Western Heads East Story

York University
International Internship Program

2004 winners

Université Laval
The International and Intercultural Semester

McMaster University
Institute on Globalization and the Human Condition

University of Victoria
Co-operative Education Program – An International Experiential Learning Opportunity

York University: Glendon College
Student Annual International Studies Symposium

2002 winners

The University of British Columbia
Global Resource Systems Program

Dalhousie University
Collaborative Project in Cuba

University of New Brunswick – Saint John Campus
Chinese Culture Flourishes in Saint John

University of Saskatchewan
International and Interdisciplinary Network for Study, Research and Training on Land Use

2000 winners

Université du Québec à Montréal
Environmental Education Project in the Amazon

University of Trinity College
The Munk Centre for International Studies

University of Victoria
Come Here Go Far Program

University of Waterloo
Rome Program of the School of Architecture

1999 winners

Augustana University College
Prairies/Mexico Rural Development Exchange

University of Calgary
Language Bank

University of Prince Edward Island
BEd with a Specialization in International Education

Université du Québec à Montréal
Amazon Development Initiative

University of Saskatchewan
Program in Innovative Land and Groundwater Management

1998 winners

The University of British Columbia, Dalhousie University, Queen's University, University of Toronto and

The University of Western Ontario
The Canadian University Study Abroad Program

The University of British Columbia
Ritsumeikan Academic Exchange Program

McGill University
Financial Services Project in China

University of Regina
Centre for International Teacher Education

Saint Mary's University
Extension Program in The Gambia

York University
International MBA Program

1997 winners

The University of British Columbia
The China Programs of the Faculty of Commerce and Business Administration

École de technologie supérieure
Twin Degree Program in Automated Production Engineering

École des Hautes Études Commerciales
"Passport to the World"

Simon Fraser University
International Field Schools

University of Waterloo
International Trade Specialization Program

York University
East-West Enterprise Exchange Program

Visit AUCC's web site at www.aucc.ca/scotiabank for brief descriptions of past winners and applicants to the Scotiabank-AUCC awards for excellence in internationalization.