

Internationalization of the curriculum: A practical guide to support Canadian universities' efforts

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University studies opening doors to the world

The Association of Universities and Colleges of Canada (AUCC) has been tracking trends in internationalization at Canadian universities since the early 1990s. After publishing the results of its comprehensive survey on the state of internationalization at Canadian universities in 2000, AUCC updated these results in an expanded survey in 2006.

A series of fact sheets outlining the 2006 survey results on several dimensions of internationalization served as the basis for discussions at the September 2007 Scotiabank-AUCC Workshop on Excellence in Internationalization. One of these dimensions – internationalization of the curriculum¹ – was identified by senior academic leaders present as one area where progress is being made, but where key challenges remain, particularly in terms of better understanding the institutional policy framework, enabling organizational factors and innovative good practices to effect change.

With funding from the Human Resources and Skills Development Canada's International Academic Mobility Initiative, AUCC sought to deepen understanding of this issue through a series of complementary and mutually reinforcing research and outreach activities:

- a review of the literature on internationalization of the curriculum and the development of a comprehensive bibliography;
- case studies of innovative initiatives in this area at several Canadian universities;
- a workshop on this issue for smaller universities in August 2008;
- a policy dialogue and peer exchange among senior academic leaders at Canadian universities in January 2009; and
- the development of a practical guide to support institutional efforts in this area.

This practical guide integrates the knowledge and lessons learned of all above research and outreach activities. It is meant as a primer and “checklist” of good practices to support Canadian university efforts to internationalize the curriculum – and ultimately prepare students with the international knowledge, perspective and skills needed to excel in an increasingly globalized economy and society.

¹ Fact sheet available at www.aucc.ca/_pdf/english/publications/curriculum_2007_e.pdf

Internationalization of the curriculum

Historically, AUCC has drawn upon Jane Knight's definition of internationalization as the "process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post secondary education."² By extension, internationalization of the curriculum is about infusing this dimension in the teaching and learning that take place on campus. From this perspective, a wide array of activities contribute to international and intercultural learning on campus. They include international studies, language learning, international exchanges for students and faculty members, as well as student-led educational activities, to name a few.

A single definition of "internationalization" and "internationalization of the curriculum" is, however, by no means universally applied by universities both in Canada and abroad. Vianne Timmons, president and vice-chancellor of the University of Regina, and panellist at the 2009 workshop said "we need to unpack what we mean by international." In the discussion that took place over the day and a half, workshop participants confirmed that there are almost as many ideas about what internationalization of the curriculum means as there are universities. Some participants said internationalization of the curriculum is much more than sending students on exchanges, others expressed a discomfort associating multiculturalism with internationalization, and others still described how their own campus is articulating a vision of internationalization under the overarching concept of global citizenship.³

Each university needs to articulate what "internationalization" and "internationalization of the curriculum" means for its own teaching/learning, research and community service activities. Campus-wide dialogues to this effect will undoubtedly surface different rationales and goals for internationalizing the curriculum in AUCC's member institutions.

Why internationalize?

Since AUCC began surveying its members on internationalization, the main rationale for internationalization in general has remained the same: to prepare graduates who are internationally knowledgeable. Not surprisingly, then when asked in AUCC's 2006 internationalization survey whether bringing an international dimension to the curriculum and teaching/learning process is an institutional strategic priority, respondents almost unanimously indicated that it is or is in the process of being so. An internationalized curriculum, for example, provides a means for Canadian students to develop global perspectives and skills at home and it also makes the teaching/learning process more relevant for international students on campus. The literature speaks to a number of rationales that drive internationalization on campus and points to the expanding breadth and depth of knowledge, skills and attitudes that graduates need to work effectively in a more global environment.⁴ A number of key rationales, which emerged at the January 2009 workshop, are summarized below.

Top down and bottom up impetus

Workshop participants agreed that the impetus for internationalization may come from the top, the grassroots and in between. Participants stressed the importance of curriculum support from the top through a vision and an overall university strategy that includes internationalization, with plans and adequate resources to implement them. Internationalization activities are also driven by champions on the ground, whose work can then be supported and built upon to ensure sustainable initiatives on campus.

The literature speaks of parallel "approaches" to internationalizing the curriculum, namely the institutional and the curricular reform approaches. The institutional approach is marked by a senior-level commitment and a centrally driven strategy. The curricular reform approach can progress from the simple addition of an international unit to existing curricula, to "curriculum infusion" where international illustrations, examples and ideas along

² Knight, J. (2003) Updated Internationalization Definition, *International Higher Education* 33, 2-3.

³ See University of Alberta case study in Appendix 2.

⁴ See for example: Qiang (2003), Shailer (2006) and Bond (2006).

with student experiences are blended together with existing curricula through more active learning, to a fundamental redesign of foundational assumptions. Dr. Timmons insisted that “One course at a time is not good enough. Infusion in campus culture is needed.”

Student demand

The increasingly multicultural composition of the student body at many Canadian campuses is giving pause to many faculty members who realize that a different way of teaching is needed to harness the international diversity in the classroom and to foster the participation of international students.

Both Canadian and international students are demanding greater internationalization of the curriculum. Students overall appreciate faculty members who take advantage of the presence of international students and other students with international experience in the classroom to broaden understanding of their discipline. More importantly, students’ sense of justice and social responsibility drives the need for internationalization. Yet one recent study suggests that students enter university with a more internationalized view of the world than when they graduate.⁵

“We’re failing our students if international is not in the curriculum,” said Valerie Clifford, workshop panelist and deputy head of the Centre for Staff and Learning Development at Oxford Brookes University, in the United Kingdom. Students come to university because of the curriculum, and if internationalization is not in the curriculum, the message is that it is not important. “Curriculum is what happens to students,” she added. Her co-presenter, Michael Gaebel, senior program manager at the European University Association, concurred, and added that in Europe, international offerings are important criteria for choosing institutions and study programmes, as European students see these as an advantage for their academic and professional careers.

Political imperative

Workshop participants often referred to the need for intercultural sensitivity, starting with respect and understanding for Canada’s First Nations,

Inuit, Francophone, Anglophone, rural, urban and New Canadian populations, and opening up to other cultures around the world. As Canada is fast becoming a microcosm of the world – and as it expands its international political and economic linkages – there is an imperative to weave values of deep respect and openness for other cultures, along with ideals of social justice, social responsibility and environmental sustainability, in the pedagogy of teaching, research and service.

Dr. Clifford noted that future graduates will be called upon to make decisions in all fields of endeavour, from the humanities to the sciences. All students need citizenship education.

Michael Gaebel pointed out that the internationalisation process in Europe has to be seen in the context of the European unification process, which at an early stage, developed means for enhancing crossborder exchange, and collaboration and mobility in various areas, including higher education. Instilling intercultural sensitivity in students and staff has been an overriding principle in this process.

Economic/financial imperatives

In Europe, increasing movement of goods, services and people in a joint labour market comprised of 49 countries and 41 national languages is facilitated by a corresponding movement of people at the university level. Erasmus, the flagship mobility program launched by the European Commission in 1987, today supports the movement of 150,000 students each year and is expanding to nations beyond the Economic Union.

Using internationalization to respond to the needs of the labour market may not, according to some workshop participants, have the same imperative in the Canadian context. Business curriculum, however, is an obvious example where internationalization in Canada is driven by market needs. “Having a product to present to a market,” namely trilingual graduates with international experience, is key to HEC Montréal’s success with its trilingual bachelor of business administration program.⁶ The next generation of business leaders

⁵ Bond, S.L. *From the Cafeteria to the classroom, students’ perceptions of internationalization on campus*, Presentation at the May 2006 Canadian Society for the Study of Education (CSSE) annual conference, Toronto.

⁶ See HEC Montréal case study in Appendix 2.

needs to be globally mobile, and employers select students with international experience over those who don't.

Another financial imperative is at work in some universities as well. Universities faced with declining birthrates in Canada turn to international students to help keep a critical mass for their academic and research programs.

In this respect, the various provincial governments' policy frameworks have an impact on the imperative to internationalize. The Alberta government, for instance, is investing more money into international students, recognizing the competitive importance of retaining these students for the local economy. The Quebec government allocates a specific sum to study abroad, thus guaranteeing a support threshold for this and other aspects of internationalization. Varying levels of support for incoming and outgoing students shape the dynamics at play within individual institutions.

Academic rationale

Internationalization is also a means to challenge established concepts of knowledge and learning – and thus expand the body of knowledge in a discipline. Knowledge becomes more intercultural or interdisciplinary and values multiple perspectives.

“We are not as multicultural as we think,” cautions Sheryl Bond, associate professor in the faculty of education at Queen's University. “We deal with dominant knowledges, but no one knowledge should be dominant all the time and we need to know multiple knowledges to understand which best serves us.”

Where we're at - gauging the gap

AUCC's 2006 survey finding points to some progress since the previous 1999 survey in terms of Canadian university general efforts to internationalize; namely that internationalization is increasingly part of the mainstream of universities' organization and overall strategies and that Canadian universities are increasingly backing their interest in internationalization with concrete

measures and investments.

Workshop discussions made it clear that not all institutions are at the same level of internationalization of the curriculum. Many universities have an international reference in their strategic plan, several have internationalization strategies, but few have a systematic or comprehensive approach to integrating an international dimension to the learning and teaching that take place on campus. Some institutions are still raising awareness of the importance of the issue while others are tackling how best to implement their internationalization of the curriculum action plans. Moreover, many have a decentralized approach to internationalization efforts, with activities in more than one unit.

Although the value of internationalization is recognized by Canadian universities, and this interest is increasingly backed with concrete measures and investments⁷, integrating an international dimension into the curriculum has been a more challenging endeavour. This echoes the literature, which identifies a slow pace of change in this respect, as well as a gap between policies and practice.

Key curriculum internationalization activities

How can Canadian universities harness the wide array of practices contributing to internationalization on Canadian campuses and integrate them into a meaningful strategy for internationalizing the curriculum?

There is no single answer to this question. In fact, there is potential for much innovation as each university, large or small, plays to its strengths and to the unique dynamics on its campus. Harry Spaling, facilitator of the context-setting panel at the 2009 workshop and vice-president academic at the King's University College, alluded to a few conclusions from an August 2008 workshop convening key representatives from small institutions. Participants in that workshop agreed that while smaller institutions may not

⁷ AUCC's 2006 survey findings point to progress since the previous 1999 survey in terms of Canadian university general efforts to internationalize; namely that internationalization is increasingly part of the mainstream of universities' organization and overall strategies and that Canadian universities are increasingly backing their interest in internationalization with concrete measures and investments.

have access to the systematic resources and mechanisms typically available at larger institutions, they enjoy counterbalancing advantages such as a higher proportion of international students on campus and a higher proportion of students undertaking study abroad for credit. In addition, small universities benefit from closer interactions between students and faculty members, as well as a corresponding flexibility and responsiveness that allow them to quickly capitalize on opportunities for internationalizing the curriculum.

The following sections explore the relevant policies and practices, discuss the challenges raised by workshop participants and highlight good practices that help drive progress for each of five thematic areas that relate to universities' efforts to internationalize the curriculum⁸:

- developing successful partnerships to support international learning;
- integrating foreign language learning into course and programs;
- supporting and sustaining faculty members' efforts to internationalize the curriculum;
- harnessing the experience of students to facilitate international and intercultural learning on campus;
- demonstrating the value of an internationalized curriculum in the context of assessing and measuring student learning outcomes.

Each section ends with a table of key “catalytic actions” suggested by participants at the 2009 workshop for various levels of stakeholders. Workshop participants were also asked to identify for each thematic area which stakeholder is most critical in terms of success in that area. These are identified in red for each table. While these tables do not provide an exhaustive list of catalytic actions, together, the good practices and catalytic actions for all five thematic areas provide an important roadmap for universities interested in taking internationalization of the curriculum to the next level.

Developing successful partnerships to support international learning

International partnerships greatly facilitate international learning on campus. Classic bilateral partnerships involving student exchange and faculty research have proved critical to support study abroad and foster international mobility among faculty members, especially when linked to their research interests.

International exchanges challenge students to think critically about their discipline in a global context and encourage faculty members to think differently about their field of expertise. International experiences not only lead to greater dialogue and intercultural responsiveness, they also act as a catalyst to adjust teaching methodology and examine curriculum. Consequently, curriculum development often emerges as an outcome of partnerships, explained Vera Wojna, director of TRU World at Thompson Rivers University.

Challenges

While recognizing the value of partnerships to support international learning, workshop participants identified several related challenges. First, it takes considerable time and resources to develop successful alliances. Faculty exchanges sometimes require universities to adjust teaching loads or resort to compressed teaching abroad to shorten the time faculty members are away. Junior faculty, in particular, must be careful to balance such additional commitments with their need to perform research.

Sustainability is another issue. Consistent mechanisms and sustained funding are needed to maintain partnerships over the long term and to integrate ad hoc initiatives in a meaningful framework across campus.

Quality is an issue as well. Some international partners may apply less rigorous academic standards, even favouring a simple pass/fail evaluation for semesters abroad, whereas grades are preferred

⁸ The identification of these five thematic areas emerged from a number of sources including discussions on the subject of internationalization of the curriculum at the 2007 *Scotiabank-AUCC Workshop on Excellence in Internationalization at Canadian Universities*, a review of literature on the subject, and input from an ad hoc advisory committee of representatives from Canadian universities which supports AUCC work in this area.

in Canada as they are tied to scholarships and academic progression. For these reasons, many universities are now looking for ways to decrease the number of partnerships they have.

Good practices

To date, Canadian institutions have adopted a number of innovative good practices to optimize international partnerships and leverage their potential for curriculum development. A few promising approaches are highlighted below.

Choose partners strategically

Choosing strategic and relevant partnerships, both international and domestic, was identified by workshop participants as being particularly important, as it allows universities to play to their strengths and ensure program quality. Identifying clusters of expertise on campus – including experience in various parts of the world – is a good starting point for focusing an institution's efforts. Reaching out to the local community is yet another way to make partnerships sustainable. A strong advocate of this approach, Karen Strang, director of Nipissing International at Nipissing University, suggested matching international students' interests with the needs of certain professions in the community, creating internships, off-campus work or post-graduate employment opportunities for these students with relevant organizations in Canada. To address the issue of quality, some universities collaborate only with accredited institutions abroad on the delivery of programs, focusing on the desired educational outcomes.

Turn one-off initiatives into campus-wide models

Leveraging existing programs is a prime way to build partnerships to support international learning. Building on one-off initiatives helps transform uncoordinated initiatives into campus-wide models. In one instance, the University of Western Ontario turned Students for Development internships⁹ into major research projects. Some partnerships are better positioned than others to support multidisciplinary and are thus ideal candidates for an articulated approach across campus.

Set up supportive internal mechanisms

A number of internal mechanisms can greatly facilitate partnerships. Champions are required at all levels of the institution, from staff in registrarial offices to volunteers in student services. Dr. Clifford suggests creating a position of responsibility for internationalization of the curriculum to bring coherence to partnership initiatives. For instance, once faculty members make the connections, the international office can then manage the time-consuming administration as well as the publicity of partnerships on campus to generate interest and participation from other disciplines. Advisory groups can help with links to community and local businesses. Similarly, faculty members with experience in certain geographic areas can be called upon to host international delegations from these countries. One good practice mentioned involved collecting information on where faculty operate internationally and setting up a database searchable by discipline and by country along with the opportunities available.

Include curriculum in partnership modalities

When setting up an international partnership agreement, it is important to include a specific focus on curriculum development as part of the partnership mandate. Likewise, it is a good idea to embed academic goals into the expectations of departments when developing partnerships. At the same time, it is important to have realistic expectations: start small, and move incrementally. Other suggestions of institutional good practice in this area include compiling all resources available to support faculty and student exchange programs and leveraging typical bilateral partnership agreements by allowing students to take part in exchanges not only with the main partner institution, but with the partner's partners as well.

⁹ See Students for Development website at www.aucc.ca/sfd

Catalytic actions to consider¹⁰

International Office	<ul style="list-style-type: none"> • Develop strategic partnership goals in consultation with faculties; provide information to help senior administration make strategic partnership decisions aligned with institutional values • Seek funding; coordinate and monitor existing partnerships; audit international activities • Facilitate agreements and visits; disseminate information about opportunities and resources
Faculty or school leadership	<ul style="list-style-type: none"> • Identify expertise of faculty members to support the development of partnerships; support, and promote opportunities to, faculty members who demonstrate an interest in international learning • Dialogue with/listen to needs and interests of senior administration, the international office, faculty members and students • Assist with obtaining resources for international partnerships
President's office and senior administration	<ul style="list-style-type: none"> • Integrate international priorities in university's strategic plan; provide policy framework • Champion strategic partnerships that support international learning while addressing faculty members' expertise and interests; • Provide recognition and support to faculty/faculties engaging in international partnerships
Faculty members	<ul style="list-style-type: none"> • Develop and cultivate partnerships; bring forward ideas for linkages, e.g., existing relationships that should be considered for partnerships • Dialogue with faculty leadership and international office; listen to students' interests and needs • Obtain project funding
Governments	<ul style="list-style-type: none"> • Brand Canada to enhance its partnership appeal; enlist trade commissioners and embassies in promoting partnerships • Consult with universities about priorities for funding; • Encourage mobility; provide funding for identification of, and promotion to, potential partners and markets
Students	<ul style="list-style-type: none"> • Participate actively in the various partnership initiatives • Express interests and needs

¹⁰ The key "catalytic actions" identified in the table were suggested by participants at the 2009 workshop for various levels of stakeholders. Workshop participants were also asked to identify for each of the five thematic areas which stakeholder is most critical in terms of success in that area. These are identified in red for each table.

Integrating foreign language learning into course and programs

While learning languages is key to understanding another culture and its unique worldview – and thus a privileged way to develop thinking and intercultural sensitivity – the proportion of universities requiring a second language for first degree graduation fell from 35 percent in 1991 to 9 percent in 2006, according to AUCC’s estimates. The decline in language requirements has been attributed by some to an issue of cost, as these courses typically require small groups and have therefore been eliminated from the curriculum. The January 2009 discussions confirmed that language learning remains a challenge on Canadian campuses.

Yet, said Adrian Shubert, associate vice-president international at York University, there is a student appetite for inclusion of languages beyond the usual disciplines like business. It is a valued skill for employment in many sectors – all those involved on the international scene, and all those serving multicultural clients and citizens here at home. A university’s local context matters: what languages it chooses to focus on depends on what is most useful and desirable in its own community.

One of Canada’s two official languages happens to be the international lingua franca that attracts many foreign students and faculty members to study abroad. This can be a two-edged sword: while English attracts international students to Canada, the lack of knowledge of other languages (and the lack of a perceived need to learn a language other than English) by many Canadian students limits their own opportunities for study abroad, resulting in an imbalance and one-way partnerships with some countries.

Challenges

As workshop participants reflected on the challenges of language learning on their campuses, they pinpointed a number of factors slowing down progress on this front.

First, language learning is difficult to integrate in programs. Curricula are so full already that there is often very little space left for language courses. Also, languages are not adequately learned prior to entrance in universities, be it French in mostly English regions or rising languages like Chinese and Arabic.

The most uneasy acknowledgement was that “in an English world, foreign languages are not appreciated.” Yet limiting one’s worldview to the international lingua franca may simply perpetuate the “dominant knowledge” alluded to by Dr. Bond. The exploration of other knowledges and cultures through their languages has potential to open up vast reservoirs of untapped knowledge.

In this context of English dominance, there is a strong political imperative for francophone universities in Quebec – and other parts of the country – to protect the French language. Some francophone universities therefore limit their teaching of English to a reading level (how to evaluate information, provide basic service) and, correspondingly, seek international partnerships in mostly French-speaking countries. Others, however, recognize not only the necessity to teach English but also the advantage of learning other languages as well; they are resolutely open to partnerships in all areas of the world.

Good practices

A few universities have found innovative ways to address the issues of time and motivation for learning languages, as indicated in the good practices below.

Teach discipline courses in a foreign language

The issue of insufficient time to teach languages can be circumvented by teaching discipline courses in a foreign language. HEC Montréal’s model is instructive in this respect: its trilingual bachelor of business administration students take an equal number of *business* courses in three different languages, some in Canada, some in a country with a language different from their mother tongue (see case study in appendix for further details). Likewise, students who learn Chinese in the regular business program learn “business Chinese” as opposed to Chinese literature.

Leverage the languages on campus

York University has found another promising avenue for the learning of foreign languages, by leveraging the languages of its multicultural student body. There are 3,000 international students on campus, in addition to a strong proportion of new Canadians, for a total of 93 first languages. In this rich cultural environment, asset-based programming – involving native speakers to teach or practice a language – works well for language instruction.

Link language learning to study abroad

Programs where language acquisition works particularly well are those where students are preparing for a study abroad experience. The opportunity for immediate application is a strong incentive for learning, and students tend to learn much more. The Université Laval, for instance, has student-exchange partners in 85 different countries and requires all its undergraduate students applying for the international profile designation¹¹ to master the language of the host country prior to an exchange.

Partner with other institutions to teach languages

Laval and York also send students to each other's campuses to broaden the array of language learning opportunities. Similarly, Sylvain St-Amand, director of the international relations service at Université du Québec à Montréal, spoke of an agreement between his institution and Concordia University which will allow students from each institution to earn language credits for French at UQAM and for English at Concordia. Dr. Shubert emphasized the need for more exchanges of this type within Canada, along with the establishment of processes and structures that would allow Canadian universities to collaborate.

Catalytic actions to consider¹²

Faculty or school leadership	<ul style="list-style-type: none"> Identify ways in which languages contribute to learning in non-language programs; advocate needed changes to program design and delivery Establish minimum language standards for graduation and ensure credit is provided for language acquisition Adjust recruitment policy for new faculty members and sessional teachers, encouraging international experience or knowledge of other languages
Faculty members	<ul style="list-style-type: none"> Understand/communicate the role of knowledge of languages in the future careers of students Rethink programs and courses to include/enable language learning Nurture partnerships fostering language learning; promote language of exchange
Students	<ul style="list-style-type: none"> Ask for opportunities to learn a second language Request that language be embedded in programming Organize and participate in extracurricular/social activities enabling language applications, e.g., conversation circles
Governments	<ul style="list-style-type: none"> Issue a statement valuing multilingual competencies for their constituency, e.g., international relations, service to local diaspora, respect of all cultures in Canadian society Publish information showing the economic and social impact of multiple language learning Strengthen K-12 language policy and programs, reinforce immersion models; provide adequate funding to teach languages
President's office and senior administration	<ul style="list-style-type: none"> Communicate the value of foreign language learning, e.g., relevant employable skills, intercultural awareness in a globalized world Introduce language requirements for university entrance and graduation Support the development of new language courses/programs as well as professional development offices to support language acquisition
International office	<ul style="list-style-type: none"> Enhance the profile of language learning across campus; gather evidence to make a case that it is worthwhile Develop partnerships to support language learning

¹¹ See further details under "Recognize international learning on transcripts," p. 20

¹² The key "catalytic actions" identified in the table were suggested by participants at the 2009 workshop for various levels of stakeholders. Workshop participants were also asked to identify for each of the five thematic areas which stakeholder is most critical in terms of success in that area. These are identified in red for each table.

Supporting and sustaining faculty members' efforts to internationalize the curriculum

Curriculum tends to be the domain of faculty members, and internationalization of the curriculum cannot take place without their full support. At the same time, faculty members operate in a context demanding extensive scholarly contributions to teaching, research and community service. It is therefore important to sensitively engage/support faculty and not impose internationalization of the curriculum as an extra burden.

Challenges

Among the main challenges facing faculty members in this endeavour, the literature points to a gap between faculty knowledge and course design. Some workshop participants said it is not clear to their faculty members “what an internationalized curriculum would look like.” Besides lacking an understanding of how to integrate an international dimension in the curriculum, faculty members find it challenging to work effectively with international students.

Workshop participants also indicated that there is a differential uptake across disciplines, which confirms the “perceived cultural neutrality of some academic disciplines” identified as a barrier in the literature. Some faculty members may believe that there are no cultural differences in technology, for instance, although the application of technologies is never far removed from specific cultural and ethical settings.

An ongoing challenge for faculty members is insufficient recognition for their efforts to internationalize the curriculum, particularly when it comes to tenure and promotion.¹³ For example some faculty members involved in international development programs find it difficult to have this work count as a peer-reviewed service to the community. While teaching, research and service are all considered for tenure, service is often not weighted as highly.

¹³ For further information on faculty recognition and reward in the context of Canadian university faculty engaged in international development research, please see AUCC's report *Policy dialogue on recognition and reward of Canadian university faculty involved in international research collaboration for development* at www.aucc.ca/_pdf/english/reports/2008/faculty_recognition_09_e.pdf

¹⁴ Bond, S.L., Qian, J., and Huang, J. (2003) *The Role of Faculty in Internationalizing the Undergraduate Curriculum in Classroom Experience*. Millennium Series (8) Canadian Bureau for International Education

¹⁵ See: Backhouse, Frances (October 2005) *Invite the world into your classroom*. University Affairs

¹⁶ See www.truworld.ca/internationalization/internal/intlcurriculum.html for information on TRU's 2008 workshop on internationalizing the curriculum.

Good practices

What tools provide meaningful support to faculty members? According to the literature, it is important to seek strategies to foster faculty engagement, all the while expecting varying levels of engagement and listening to dissident voices to strengthen the internationalization agenda. Workshop participants had a few specific tools to add, as indicated below.

Harness faculty members' international experience

One important reason for success in HEC Montréal's trilingual bachelor of education program is the diversity of faculty members at the institution. Being able to draw on Canadian and international faculty members who have a wealth of language and international experience is a tremendous asset in any university.

Moreover, research by Dr. Bond and her colleagues show that faculty members who speak more than two languages, have lived outside of North America and “who have been active in international programs/projects report significantly stronger agreement on the importance of the role of faculty in internationalization” than those faculty members who do not have that international experience.¹⁴ In light of this, universities might consider increasing the opportunities for faculty members to go abroad.

Support professional development

Other support for faculty can take the form of training in curriculum development. A powerful model in this respect is the University of Victoria's course redesign workshop,¹⁵ through which faculty members bring an international lens to one of their courses, look closely at learning outcomes and verify that their assessment methods are congruent. Other institutions, such as Thompson Rivers University, offer intensive workshops for faculty members to internationalize the curriculum.¹⁶

The need to infuse interdisciplinary, thematic and more active and engaging learning methods into the curriculum to support international learning was also discussed among workshop participants. Tools of choice include case studies, problem-based scenarios, web-based technologies, video conferencing and comparative methodologies, which give students the opportunity to develop skills that are essential for analysis, evaluation and problem-solving in a global environment. With the support of new technologies, for example, the Nova Scotia Agricultural College has recently piloted a course that takes place simultaneously in four different institutions and three different countries.

Building discipline-based resources would also prove particularly useful for faculty members in fields that tend to be considered culturally neutral.

Reward and recognize contributions to internationalization

In addition to professional development and opportunities to collaborate with partners at home and abroad, workshop participants discussed the need for faculty incentives touching on hiring and promotions/tenure.¹⁷

An informal poll of two discussion groups at the 2009 workshop revealed that about 20 percent of universities represented had introduced written language in their collective agreement to recognize the importance of international work and teaching. Some have added internationalization to the faculty evaluation process, thus providing an excellent opportunity to reward champions and educate their peers on the importance of an international dimension.

Universities are finding other avenues for recognizing faculty members' contributions to internationalization. Some take the time to talk with faculty about what they are engaged in, what

they would like to do, and how they can use their international work in their tenure application. They also find ways to get this work peer reviewed, and they research awards for which they can nominate faculty to recognize their engagement.

Fund internationalization of the curriculum

Teaching grants and fellowships provide significant support to faculty members. The University of Western Ontario, for one, has set up an International Curriculum Fund to support internationalization of academic programs and/or course curricula. These awards, which are funded by the office of the vice-president research and international relations, are designed to support the development of new courses or programs with significant international content. In addition funds may also support student travel for courses that include a study abroad component.¹⁸

Establish a campus coordination mechanism

Having a first point of contact for all international activities on campus helps ensure ad hoc initiatives for internationalizing the curriculum can be more broadly integrated and sustained on campus. Coordination mechanisms can take the form, for example, of a position dedicated to providing support for faculty learning and development on campus, or an advisory committee of deans and vice-presidents academic, who discuss and plan internationalization of the curriculum and seek faculty members' input on the plan as it is developed. At the University of Alberta, a working group made up of faculty members from 18 different faculties was instrumental to the university's global citizenship initiative. This group of committed champions effectively bridged communications between senior management and individual faculties.

¹⁷ For further information on faculty recognition and reward in the context of Canadian university faculty engaged in international development research, please see AUCC's report *Policy dialogue on recognition and reward of Canadian university faculty involved in international research collaboration for development* at www.aucc.ca/_pdf/english/reports/2008/faculty_recognition_09_e.pdf

¹⁸ See www.uwo.ca/research/rds/internal/rds_funding_internfunding_international_curriculum.html for information on the University of Western Ontario's international curriculum fund.

Catalytic actions to consider¹⁹

Faculty or school leadership	<ul style="list-style-type: none"> • Make internationalization of the curriculum a priority within the faculty, e.g., communicate it as a priority for career development and in assessment/evaluation • Identify and provide incentives and support to faculty members, e.g., allocate resources, provide time release, reallocate workload, pair internationally experienced faculty with less experienced counterparts, celebrate faculty achievement • Build partnerships across department lines to increase coherence across campus
President's office and senior administration	<ul style="list-style-type: none"> • Build internationalization of the curriculum into strategic plan, policy framework and budget structure • Support a professional incentives structure, e.g., rewards and recognition, tenure, inclusion in collective agreement
International office	<ul style="list-style-type: none"> • Support deans in articulating rationale for internationalization; identify good practices, examples, case studies • Share information on available resources; assist in finding funds and developing and administering projects; provide international opportunities for faculty members with limited international experience • Offer (in collaboration with teaching support services) professional development on internationalization of the curriculum
Faculty members	<ul style="list-style-type: none"> • Critically engage with the international dimension in their field; bring it in the classroom • Participate in professional development opportunities for international education • Communicate on the subject with peers – nurture the collegial forum
Students	<ul style="list-style-type: none"> • Request that courses include international and intercultural dimension; communicate enthusiasm • Share own international experiences in classroom discussions • Comment on the value of faculty members' efforts to internationalize the curriculum in faculty evaluations
Governments	<ul style="list-style-type: none"> • Fund opportunities to internationalize the curriculum, e.g., faculty exchanges • Keep interventions for determining curriculum guidelines at a minimum

¹⁹ The key "catalytic actions" identified in the table were suggested by participants at the 2009 workshop for various levels of stakeholders. Workshop participants were also asked to identify for each of the five thematic areas which stakeholder is most critical in terms of success in that area. These are identified in red for each table.

Harnessing the experience of students to facilitate international and intercultural learning on campus

The internationalization of the curriculum 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. This is particularly important given that most students currently do not have access to study abroad opportunities. Even the experience of the 2.2 percent of full-time students who have participated in a form of study abroad for credit in 2006 could be more meaningfully harnessed on campus.

Challenges

Workshop participants identified a number of barriers to harnessing students' international knowledge to support international and intercultural learning on campus. First of all, there is a need to do more in terms of providing academic recognition of students' international and intercultural experience. Faculty members are not necessarily aware of the value of integrating students' experiences abroad into the classroom, or of how to do so. Internationalization leaders are grappling with ways to give academic credit for these international experiences, or at least acknowledge them through other means.

The issue of ensuring sustainability and institutional integration of student-led initiatives can also be a challenge. Student-led initiatives are often championed at the university by only one faculty member and do not have a "home" or mechanism to sustain the initiative within the institution.

Finally, limited interaction between domestic and foreign students observed on some campuses may hinder the sharing of students' international and intercultural knowledge. One example raised at the workshop highlighted that a lack of interaction between local and international students was exacerbated by the fact that individuals from different country or regions live together, or in separate residences from the general student population, and that the student union often organizes events that may be inconsistent with the

values of many international students. This shows that ethnically diverse campuses are not necessarily culturally sensitive, and proactive measures are needed.

Good practices

Workshop participants identified a few good practices, listed below, which would help address this lack of academic recognition for student's international experience and tendency toward segregation.

Embed international and intercultural learning in academic programs

A prime way to formalize students' international experience is to embed it in academic programs. Workshop participants discussed various methods of engaging students in active learning methods through assignments and exercises and use interactive teaching tools that develop the intercultural knowledge, skills, attitudes and perspectives expected of a globally competent student. Workshop participants also recommended integrating international and intercultural learning into service learning initiatives on campus and into existing co-op programs.

Starting in the fall of 2008, the University of Prince Edward Island began an academic experiment worth monitoring. Its previous English 101 course gave way to a new course on global issues that is mandatory for all first-year students. Young scholars are thus introduced to current global issues, listen to international speakers such as people from refugee camps and hone their writing skills on these issues, all the while reflecting on their place as global citizens.

Mount Allison University provides academic credit for certain forms of student independent international experience through an independent international experiential learning (INEX) course that is offered to students with the approval of the appropriate Academic Dean. Through this initiative students may earn academic credit for involvement in international experiences (such as the World University Service of Canada Seminar and Canada World Youth) and are required to fulfill a number of criteria including the preparation of an analytical assignment following the experience.²⁰

²⁰ See www.mta.ca/calendar/ch07.html#_7.11.3 for a description of Mount Allison's Academic Credit for Independent International learning

Other approaches for integrating an international dimension in academic pursuits include tapping into students with international experience. To this end, it may be useful to map who in the classroom has international experience and let professors know how many of their students have had an experience abroad. Professors could improve their ability to engage local and international students and ensure a “safe place” to express differences. One innovative approach cited in this respect involves enlisting students to develop the curriculum (with final vetting by a faculty member) and rewarding them with a small stipend.

Let students facilitate international learning

Students also have an important role to play in facilitating international learning for other students and the broader campus community. The work of student-led groups such as *Xtending Hope* and *Oxfam* student societies at St. Francis Xavier University in terms of mobilizing and educating students on campus on international issues is a good example of how students can and do facilitate international learning on campus (see case study in appendix). In addition, the *Shared World Initiative*²¹ presented at the 2009 workshop by Shared World marketing and public relations director Mai Elramly (who is also a student at the University of Ottawa) embodies the potential of student-led initiatives. Designed to foster global citizenship, the international development placement in Lusaka, Zambia was initiated by a multidisciplinary team of students to expose the campus to the realities of doing international development work. Students now receive academic recognition for both the preparatory course and for their field projects. Although currently residing under the Faculty of Health Sciences and Health Services, the program is constantly searching for more partners, in order to make the student expenses more accessible.

Facilitate multicultural interactions on campus

In light of a natural tendency, particularly in an unfamiliar setting, for groups of individuals with shared backgrounds to limit interactions outside of those groups, there is a need to deliberately create opportunities for domestic and international students to come informally together and share

common interests. For instance, equipping “bridge figures” (sons and daughters of immigrant parents) to act as resource persons can help connect international and Canadian students, and foster cultural understanding on campus. Creating buddy programs within faculties can also leverage multicultural assets in the community. A diversity officer can help manage the dynamics between local and international students and engage them meaningfully.

At the University of Prince Edward Island, a Global Citizenship Day open to the entire university community and featuring films and presentations based on student placements helps to draw out international students and allows students of all nationalities to connect.

Maximize learning from study abroad

Increasingly, universities are encouraging greater participation in international experiences with academic rigour. Both the pre-departure orientation and the post-return debrief and integration are critical to deepen the learning gained through this experience. In exchanges, students learn much more than content: they learn a different way of learning, experience another part of the world, then reflect on their experience.

Prior to departure, the international office often plays a critical role in educating students with limited international experience on their responsibility abroad as well as on the context in which they will live and study. Students are aware that their experience will be integrated back into the classroom. In some cases, they are even encouraged to develop their own programs for study abroad and align them with academic standards.

Upon their return, students have a story to tell. Universities can help them integrate and build on their learning and experience in the classroom as well as through various public engagement activities. Besides deepening the learning for returning students, these opportunities provide a social and cultural experience for the entire university and local community.

For maximum learning, the centre of teaching and learning partners with the international office to marry pedagogical theory on learning outcomes with pre-departure orientations and post-return evaluations.

²¹ See www.swi-imp.com for more information on the Shared World initiative

Catalytic actions to consider²²

Faculty members	<ul style="list-style-type: none"> • Include intercultural learning and global issues instruction in curriculum and teaching methodologies • Engage with student-centred learning; motivate students to interact • Provide students with opportunities for sharing experiences within and outside their disciplines/faculties; build formal exchanges into courses
International office	<ul style="list-style-type: none"> • Organize international activities across campus; e.g., student seminars and workshops, public engagement activities highlighting student experiences, formal and informal/social opportunities for students to exchange and interact; advertise opportunities to students • Link with local business leaders and representatives from professional bodies to provide grants for study abroad • Support study abroad experiences, e.g., offer pre-departure orientation and post-return debrief, track students' international experiences and share with faculty members for use in classroom
Students	<ul style="list-style-type: none"> • Participate actively in classes, intercultural events/programs, clubs and interest groups; engage spontaneously with students from different backgrounds • Organize public engagement activities that involve the wider university community, e.g., when returning from student exchange • Demand more formal and informal opportunities to share international and intercultural experiences
President's office and senior administration	<ul style="list-style-type: none"> • Value diversity through supportive internationalization statements/environment, hiring practices and publicity • Ensure support for learning and international centres offering faculty development of curriculum/pedagogy based on student-centred learning • Host campus-wide international activities to value international and intercultural learning, e.g., President's Dinner to celebrate students who have travelled abroad and participated in on-campus intercultural activities
Faculty or school leadership	<ul style="list-style-type: none"> • Identify opportunities (curricular and extracurricular) for students to demonstrate their knowledge, learning, experience • Provide incentive packages for faculty members, e.g., course release to develop curriculum engaging students in international/intercultural learning • Create supportive multi-disciplinary panels to allow faculty members to share knowledge and good practices among themselves; organize and integrate international activities within and across faculties
Governments	<ul style="list-style-type: none"> • Provide funding for international and intercultural learning on campus and abroad • Legitimize students' international academic experiences through policies and statements recognizing the value of such experiences • Foster a multicultural/internationalization environment and include in branding and policy priorities

²² The key "catalytic actions" identified in the table were suggested by participants at the 2009 workshop for various levels of stakeholders. Workshop participants were also asked to identify for each of the five thematic areas which stakeholder is most critical in terms of success in that area. These are identified in red for each table.

Demonstrating the value of an internationalized curriculum in the context of assessing and measuring student learning outcomes

The credibility and legitimacy of an internationalized curriculum stands to be enhanced by solid evidence of its success in helping students attain desired learning outcomes. As university, community and government leaders understand the value of international learning, greater resources can flow to this endeavour.

Since internationalization may be defined differently in each institution, each university must also identify its own set of corresponding learning outcomes in terms of desirable knowledge, skills and attitudes – and articulate the desired level of competence for each outcome. Each institution then needs to decide what evidence will demonstrate this learning and develop a framework to assess these outcomes.

Internationalization of the curriculum is not a single dimension, but a complex issue (involving courses, study abroad, language study) requiring general outcomes as well as specific ones for each dimension. The measurement of these outcomes can be quite complex, as units of analysis could be at the student level, the program level, the academic level, the faculty level or even the institution level for campus-wide initiatives. There may also be an interest in assessing how students are learning and demonstrating the value of international learning over time.

Challenges

However, some fundamental questioning precedes all these specific considerations. Paula Wilson, associate dean of students' affairs in the faculty of science and engineering at York University, notes that some faculty members have expressed caution that focussing too much on measuring outcomes might have the effect of narrowing or negatively influencing both curricular design.

Universities are also grappling with the approach to defining outcomes. Should an institution start at the top (defining and measuring program-level outcomes) and then move down, or rather at the level of the course and then move up? Internationalization of the curriculum is difficult

to measure quantitatively. For instance, language acquisition is best measured in terms of fluency than in terms of the number of languages taken. The university experience is more than just skills development: it involves not only academic development, but also personal development that is valued by employers. Yet qualitative measurement of experiential learning outcomes, intercultural sensitivity and employability is complex.

In general, workshop participants' views were that the measurement of learning outcomes has only recently emerged as an issue at many Canadian universities. Assessment of international learning has often been activity-based, which has proved satisfactory enough that the more complex and time-consuming process of identifying and assessing learning outcomes have not been pursued at many institutions.

Good practices

Adapt audit instruments to local needs and context

Christa Olson, associate director responsible for international initiatives at the American Council on Education, explained that for the past ten years, ACE has been encouraging institutions to think comprehensively and strategically about their international initiatives and have developed two processes to help institutions in doing so. The first is an internationalization review – which is a process for auditing all of the institution's international activities. The second is to engage in a learning outcomes and assessment process. This second process involves four steps:

- articulating international learning outcomes;
- reviewing the curriculum and other international learning activities to see if the institution is providing ample learning opportunities to achieve this desired learning;
- using a multi-method approach to assess the extent to which students are indeed achieving this learning, and;
- using what was discovered from the assessment to improve the learning activities.

Six institutions worked with ACE to select nine common learning outcomes and to demonstrate how a combined ePortfolio and survey could be

used to assess these international learning outcomes. As a result of this project a guide for assessing international learning, and which includes all of the tools developed and lessons learned through the project, was developed.²³ Three lessons learned through the project included: 1) the importance of preparing for the assessment phase, 2) the importance of engaging faculty members in the assessment process so they can bring their perspectives regarding the most important learning outcomes, and 3) the importance of adapting the process to suit the particular needs and context of each institution. Indeed, such a process needs to be tied to institutional values and priorities.

Workshop participants also emphasized the need for a university-wide dialogue – an academic visioning exercise – to identify indicators and learning outcomes.

Review programs periodically

Oxford Brookes University has a periodic review panel responsible for reviewing academic programs every five years. This entails baseline measurements as well as a thorough review of program-level outcomes and how courses are taught and assessed. An underlying question guides the whole process: what person do you want to turn out? In the case of science programs, the answer might be: a scientist, but also a citizen who can make complex social decisions linked to science.

In the same vein, the Council of Ontario Universities mandated program review audits to be undertaken every seven years for each undergraduate program in Ontario universities. In 2005 the Ontario Council of Academic Vice

Presidents adopted “undergraduate degree level expectations” and asked for compliance with six outcome statements from all member universities beginning in the June 2008 review cycle.

Universities need to show that students are meeting the established threshold, base-level expectations through each program. The University of Waterloo took advantage of this imperative to add two additional learning outcomes of its own pertaining to international learning.

Recognize international learning on transcripts

Workshop participants also highlighted the impetus to recognize and value the international and intercultural experience and expertise of students on their transcript. Several workshop participants endorsed this approach, which provides an institutional recognition for international learning and can be helpful for students’ employability.

Two universities highlighted their experience in this respect. Université Laval’s international profile designation is based on set criteria for activities (as opposed to outcomes). Likewise, École Polytechnique lists activities that students must do to earn the Polymonde designation on their transcript. Officials from both institutions caution that this approach requires resources, and that the onus is on each faculty to put together the terms for this international designation.

Increasingly, approaches focused on learning outcomes, in addition to activities, will further enhance the credibility and prestige of international learning attestations on students’ transcripts.

²³ Olson, Christa L; Green, Madeleine F; and Hill, Barbara A. 2005. *Building a Strategic Framework for Comprehensive Internationalization*. Washington D.C.: American Council on Education.

Catalytic actions to consider²⁴

President's office and senior administration	<ul style="list-style-type: none"> • Identify internationalization as an institutional priority • Provide support for faculty and international office efforts for assessing and measuring student learning outcomes • Communicate research on the value of an internationalized curriculum and associated learning outcomes, e.g., to potential donors
Faculty members	<ul style="list-style-type: none"> • Recognize the value of internationalizing the curriculum • Articulate the learning outcomes of an internationalized curriculum • Value and measure this learning using quantitative and qualitative methods
International office	<ul style="list-style-type: none"> • Provide expertise/training in defining international competencies • Act as a resource for faculty members in assessing and measuring student learning outcomes • Collect alumni data on the outcomes and effects of an internationalized curriculum; provide to senior administration to disseminate
Faculty or school leadership	<ul style="list-style-type: none"> • Facilitate the development of internationalized learning outcomes in disciplines • Help set discipline/subject-specific criteria to evaluate, assess progress • Have an orientation for faculty members regarding internationalization of the curriculum, as well as learning outcomes and assessment
Students	<ul style="list-style-type: none"> • Contribute to the evaluation of courses and programs • Articulate the skills and competencies developed as a result of international learning to potential employers
Governments	<ul style="list-style-type: none"> • Provide funding for articulating and assessing learning outcomes linked to internationalization • Develop international competencies for the public service

²⁴ The key “catalytic actions” identified in the table were suggested by participants at the 2009 workshop for various levels of stakeholders. Workshop participants were also asked to identify for each of the five thematic areas which stakeholder is most critical in terms of success in that area. These are identified in red for each table.

Moving forward

While internationalization is recognized in Canadian universities – and is worthy of mention in almost all institutions' vision statements and strategic plans – challenges remain in ensuring coherence and integration with respect to internationalization of the curriculum. As this primer has shown, however, there is a wealth of innovative ideas among AUCC's member institutions and in the literature for integrating the wide array of practices contributing to internationalization on campus. The engaged participation at the August 2008 and January 2009 workshops also attests to the fact that there is a strong appetite to share and exchange within the community. Nonetheless, each university needs to carefully assess what will work well and what it can adapt to suit its own needs and context.

A single document such as this cannot fully articulate the richness of the discussions around challenges, good practice and key catalytic actions involved in internationalizing the curriculum at Canadian universities along the five thematic areas that are explored in this primer. It is now up to university stakeholders and their local and government partners to ensure that these conditions are in place, through coherent and integrated action, supportive policy frameworks and sustained resources. It is hoped that this practical guide, as a compendium of current good practices to internationalize the curriculum, will help propel all key players from rhetoric to action.

Appendix 1: Agenda

BRINGING AN INTERNATIONAL DIMENSION TO THE CURRICULUM OF CANADIAN UNIVERSITIES:
POLICIES AND PRACTICES LEADING TO EFFECTIVE CHANGE

January 27 and 28, 2009

**Grand Salon, Convention Level
Crowne Plaza Ottawa, 101 Lyon Street, Ottawa ON**

This workshop is supported in part by HRSDC (International Academic Mobility Initiative).

AUCC's focus on the issue of internationalization of the curriculum builds on the discussions that took place in September 2007 at the Scotiabank-AUCC Workshop on Excellence in Internationalization. At that time, AUCC presented the findings from its survey on internationalization at Canadian universities, including a fact sheet on internationalization of the curriculum (available at www.aucc.ca/_pdf/english/publications/curriculum_2007_e.pdf), to members' vice-presidents responsible for international activities and international liaison officers (ILOs). A number of members identified this area in particular as one which poses some challenge for them and which would benefit from further exploration and information sharing among institutions more broadly.

Building on the September 2007 discussions, AUCC, with support from Human Resources and Skills Development Canada's International Academic Mobility Initiative, is organizing a 1.5 day workshop to convene senior academic leaders, including vice-presidents, academic vice-presidents, international and ILOs to discuss both the policy foundations as well as the practical realities of introducing an international, intercultural or global dimension into course content and materials and into teaching and learning methods. The workshop forms one component of AUCC's broader HRSDC-sponsored project that includes reviewing relevant literature related to internationalization of the curriculum, developing case studies of innovative initiatives in this area at several Canadian universities, hosting a workshop on this issue for smaller universities, as well as developing a primer and "checklist" of good practices to support Canadian university efforts to internationalize the curriculum.

Overall Objective of the Workshop

The main objective of the workshop is to engage senior academic leaders in strategic-level peer exchange around the policies and practices necessary to integrate an international dimension to the teaching and learning mission of their institution.

The January 27 and 28 workshop will provide a unique opportunity for VPAs, VPIs and ILOs from Canada's universities to participate and share good practices and challenges regarding internationalization, chiefly in the area of internationalization of the curriculum. The threefold approach to the workshop includes:

- engaging Canadian and international experts in a broad policy discussion around the imperative to internationalize the curriculum and to document the current contextual factors shaping this issue in Canada and abroad, and discuss the drivers that influence change in this area;
- delving specifically into the Canadian context and institutional policy environment through a series of case studies of good practice and discussion among participants as to their own efforts to foster an effective framework to support the development of an internationalized curriculum at their institution; and
- facilitating working group discussions by select university community stakeholders to provide participants with a focused opportunity to broaden and deepen their understanding and awareness of the key elements which contribute to an internationalized curriculum, and examine the institutional strategies and approaches, and the strategic collaborations and interactions which underpin progress and change.

The workshop will serve to inform AUCC's development of a "primer" which will among other things examine the institutional policy frameworks, enabling organizational factors and innovative good practice, including joint degree development and other key activities. It will be distributed throughout the university community with a view to informing institutions' efforts to integrate an international and intercultural dimension into the classroom and will be shared with policy makers to inform their understanding and awareness of the issue.

AGENDA

BRINGING AN INTERNATIONAL DIMENSION TO THE CURRICULUM OF CANADIAN UNIVERSITIES:
POLICIES AND PRACTICES LEADING TO EFFECTIVE CHANGE

January 27 and 28, 2009

**Grand Salon, Convention Level
Crowne Plaza Ottawa, 101 Lyon Street, Ottawa ON**

This workshop is supported in part by HRSDC (International Academic Mobility Initiative).

Tuesday, January 27, 2009

11:30 a.m. Registration

12:15 p.m. Lunch

Pinnacle Room – Penthouse Level

Speaker:

Michael Hawes, Executive Director, Foundation for Educational Exchange between Canada and the United States of America (Canada-U.S. Fulbright Program).

Dr. Hawes will be outlining a study that is currently being undertaken by the Foundation. The study will systematically examine the factors and conditions that promote and encourage academic mobility between Canada and the United States.

1:30 p.m.

Opening Remarks

Karen McBride, Vice-President, International Affairs, Association of Universities and Colleges of Canada

1:45 p.m.

Setting the Context

International and domestic experts will participate in an interview panel moderated by an AUCC member to compare/contrast the various (and at times competing) elements behind bringing an international dimension to universities' research, teaching and service mission.

Key issues they will discuss: Is there an imperative to internationalize the curriculum? What are the drivers behind this imperative? What are the contextual factors, both internationally and domestically, having an impact on this issue?

Interviewer: **Harry Spaling**, Vice-President, Academic, The King's University College, Canada

Panelists:

- **Vianne Timmons**, President and Vice-Chancellor, University of Regina, Canada
- **Valerie Clifford**, Deputy Head, Oxford Centre for Staff and Learning Development, Oxford Brookes University, United Kingdom
- **Michael Gaebel**, Senior Program Manager, European University Association, Belgium

3:15 p.m. Health Break

3:45 p.m.

Surfacing Institutional Perspectives

Participants, reflecting on the previous panel's discussions around the imperative/drivers behind internationalization of the curriculum, will break into pre-determined groups to consider from their own academic planning standpoint the following issues:

1. What is the imperative at your institution to internationalize the curriculum? What is/are the main driver(s) behind it?
2. What is/are your institution's preoccupation(s) around internationalization of the curriculum? What are the institutional priority areas? Describe the initiative(s) your institution is focused on e.g., integrating student mobility into the existing curriculum; fostering greater foreign language learning; etc
3. What do you feel are the enabling elements for a successful initiative related to internationalization of the curriculum to emerge at your institution?

Wednesday, 28 January

8 a.m. Continental Breakfast

8:30 a.m.

Opening Remarks

Karen McBride, Vice-President, International Affairs, AUCC

8:45 a.m.

Profiling Canadian University Initiatives

AUCC will present the findings of its recent research into a cross-set of case studies of innovative good practices at three Canadian universities. Representatives from these institutions will participate on the panel to provide additional insight into their work in this area.

Panelists:

Tom Tunney, Senior Policy Analyst, International Relations, AUCC

George Richardson, Associate Dean, Faculty of Education, University of Alberta, Canada

Mary Coyle, University Vice-President and Director, Coady International Institute, St Francis Xavier University, Canada

François Leroux, Director of International Activities, École des Hautes Études Commerciales (HEC Montréal), Canada

10:15 a.m. Health Break

10:45 a.m.

Thematic Working Groups on Internationalization of the Curriculum

Participants will be given the choice of attending two small group discussions with a view to sharing good practice and identifying key enabling elements involved in each of the following modalities:

- Developing successful partnerships to support internationalized learning programs (e.g. study abroad, joint degree programs, internships, etc): **Karen Strang**, Director, Nipissing International, Nipissing University, and **Vera Wojna**, Director, TRU World, Thompson Rivers University, Canada (Grand Salon)

- Integrating foreign language learning into courses and programs: **Sylvain St-Amand**, Director, International Relations Service, Université du Québec à Montréal, and **Adrian Shubert**, Associate Vice-President International, York University, Canada (Ballroom)
- Supporting and sustaining faculty members' efforts to internationalize the curriculum: **Sheryl Bond**, Associate Professor, Faculty of Education, Queen's University, Canada (Capitale)
- Harnessing the experience of students to facilitate international and intercultural learning on campus: **Mai Elramly**, Student, University of Ottawa, Canada (Bytowne)
- Demonstrating the value of an internationalized curriculum in the context of assessing and measuring student learning outcomes: **Christa Olson**, Associate Director, International Initiatives, American Council on Education, and **Paula Wilson**, Associate Dean, Students Affairs, Faculty of Science and Engineering, York University, Canada (Ballroom)

12:45 p.m. Lunch

Pinnacle Room – Penthouse Level

1:45 p.m.

Bridging the Gap between Policy and Practice

Participants will be guided in a plenary discussion of how their institutions can address the main challenge of identifying, supporting and sustaining initiatives to prepare students with international and intercultural skills. An interactive exercise will be facilitated to identify the catalytic actions participants feel are critical for effective internationalization of the curriculum.

Moderator: **Karen McBride**, Vice-President, International Affairs Branch, AUCC

2:45 p.m.

Summary and Closing Remarks

Karen McBride, Vice-President, International Affairs Branch, AUCC

Appendix 2: Case Studies

Case Study #1

HEC Montréal's trilingual degree: a magnet for students

Knowledge of a foreign language is particularly important for business students. For European business graduates, proficiency in three or more languages is by no means uncommon. As Canadian businesses engage in markets in the Americas and beyond, multilingual employees are increasingly in demand here as well.

HEC Montréal, Canada's first business school established in 1907, leveraged its status as a French-language institution located in North America to entice international business students interested in mastering the continent's three main languages. In 2005, the school started offering a trilingual Bachelor of Business Administration (BBA) program – over and above its prestigious slate of BBAs, MBAs, executive certificates and other advanced degrees in administration. The new program was an instant magnet for students for two reasons: the opportunity to learn in three languages and the prospect of studying abroad.

Language and study abroad opportunities

Students enrolled in the trilingual BBA program take one-third of their business and management courses in French, one-third in English and one-third in Spanish. While “proficiency” in their second or third language is required for entrance in the program, “mastery” is not. Students have the opportunity to improve their second and third languages throughout their studies. They also have access to additional opportunities for language learning, both formal and informal, through the institution's Quality of Communication Centre. Prior to graduating, students must pass demanding language tests in each of the three languages.

In addition, students entering the program can count on a mandatory semester-long study abroad experience, normally in a language that is not their mother tongue, to expand their business horizons. They understand the value of investing in the long-term benefits of study abroad and are undeterred by the short-term costs this entails for tuition,

transportation and living expenses. A number of scholarships and loans are available to students to support their study experience abroad, including the Quebec government's short-term student mobility program, scholarships provided by the private sector and a loan program offered by HEC Montréal.

An extensive network of partners

In addition to an international advisory board comprising 20 business leaders from Canada and abroad, HEC Montréal boasts an extensive network of partners worldwide to support student exchanges and international learning. Each facet of its international engagement, from student mobility to international research collaboration, owes a great deal of success to local and international partners.

Locally, the institution has close links with the private sector. Companies such as Procter & Gamble, Pratt & Whitney and the accounting firm Raymond Chabot Grant Thornton offer key scholarships to support study abroad. In fact, an impetus for the trilingual BBA program itself came from the Canadian banking sector, with its strong demand for graduates with English, French and Spanish language skills to sustain the banks' engagement in the Western Hemisphere.

Internationally, HEC Montréal has a Paris-based office that plays a key role in recruiting international students, providing pre-departure support and helping returning students find internships and employment. Solid partnerships and strong trust based on many years of collaboration with 97 institutions in more than 30 countries are crucial assets in the study abroad portion of the trilingual BBA program.

A rich learning environment

The HEC Montréal educational experience is enhanced by a diverse and multicultural faculty, as well as an overall student body with one-third of non-Canadian students. In the trilingual BBA program alone, six out of 10 students hail from foreign countries, nearly one in five have a mother

tongue other than French, and the calibre of students is notably high, making for a rich learning environment.

Students interviewed say that the internationalized environment creates a dynamic classroom experience, with a great diversity of opinions and perspectives, as well as an openness and excitement in discussions. These memorable shared experiences sow the seeds of an international network that will last a lifetime.

For now, the trilingual BBA program may be the only one of its kind in North America. In time,

however, its success in integrating language learning within an academic program might well inspire other institutions to follow suit.

Learn more about this initiative

- Trilingual BBA program web page: www.hec.ca/en/programs_training/bba/trilingual_bba/index.html
- Passport to the World exchange program web page: www.hec.ca/en/programs_training/bba/exchanges/index.html

Case Study #2

The University of Alberta takes internationalization to the next level

It all starts with a vision. At the University of Alberta, the 2006 *Dare to Discover* strategic plan affirmed the university's vision for 2007-2011:

“To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.”

In both this plan and its accompanying document, the 2008 *Connecting to the World* plan for international engagement, the University of Alberta went beyond the traditional understanding of internationalization (which typically focuses on international recruitment, international research collaboration and preparing students to excel in a multicultural and global environment) to focus specifically on global citizenship.

Global citizenship not only evokes social justice and human rights, it also entails social responsibilities. In an increasingly global world, global issues are ever more relevant for all citizens, and local actions have global consequences. Thus, the University of Alberta put in place a four-year initiative that focuses on helping students to be active, responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, societies and the world.

How the plan is brought to life

Led by the University of Alberta International's Global Education Program and the faculty of education, the initiative has a campus-wide reach. It engages all 18 faculties of the university, as well as student groups, to lead the creation of an undergraduate global citizenship curriculum.

After a literature review and initial focus group discussions, the university is holding a series of Deliberative Dialogues whereby each faculty wrestles with the concept of global citizenship and identifies the knowledge, skills and attitudes necessary for its students to become global citizens. These learning goals will form the basis of curriculum change for every undergraduate program in the faculty.²⁵

A number of activities will support this process. Pilot initiatives will help demonstrate how global citizenship may be effectively integrated into the curriculum. Also, the University Teaching Services will offer professional development to faculty members looking for concrete ways of embedding the global citizenship dimension in their courses.

Funding for implementing this vision across the campus comes from the Provost's Special Initiatives Fund. Oversight and coordination are provided by

²⁵ While faculties are encouraged to introduce curriculum change following the deliberative dialogues, there is no intent under the GCCD initiative to mandate curriculum change.

an administrative structure consisting of an advisory committee responsible for strategic direction, a management team that oversees planning and implementation, and a working group made up of volunteer faculty members from different disciplines who ensure liaison between management and each of the university's 18 faculties.

Worth learning from

The University of Alberta's global citizenship initiative boasts several innovative features.

First, it is centrally supported through a strategic plan and funding. Second, its non-hierarchical and flexible approach to implementation and management gives a voice to all faculties on campus, helping to overcome disciplinary and administrative silos. Third, it draws heavily on internal expertise and resources, thus enhancing buy-in and leveraging existing assets. Finally, the entire process acts as a catalyst for reflection on the relevance of global

education and citizenship, and provides a platform for thoughtful identification of appropriate learning outcomes.

In time, University of Alberta graduates will be equipped to take action as global citizens, keenly aware that the way we tread the world has cultural, ecological and other far-reaching consequences.

Learn more about this initiative

- Global Citizenship Curriculum Initiative website: www.iweek.ualberta.ca/curriculum.cfm
- Dare to Discover website: www.president.ualberta.ca/pdfs/D2DVisionDocumentFINAL.pdf
- Connecting with the World website: www.uofaweb.ualberta.ca/provost/pdfs/CWTW.pdf
- Global Citizenship Education in Post-Secondary Institutions: A Review of Literature website: www.uofaweb.ualberta.ca/uai_gloaleducation/pdfs/GCE_lit_review.pdf

Case Study #3

St. Francis Xavier University creates “masters of their destinies”

The Coady International Institute has been the engine of international engagement at St. Francis Xavier (St. FX) University for 50 years now. Named after Dr. Moses Coady, who pioneered a practice of popular education and community organization in the 1920s, the institute builds on his legacy of empowering people to be masters of their own destinies.

Dr. Coady's bold experiment to bring the university to the community had given rise to the Antigonish movement, premised on respect for people and confidence in their ability to lead their own process of change. His 1939 book, *Masters of their Destinies*, encapsulated his approach and resonated strongly with intellectuals, particularly in the South, who streamed to St. FX to learn more about this innovative approach to community development.

The Coady approach

From its foundation in 1959, the Coady institute extended this model of community leadership and engagement to developing countries. It played a role in influencing and assisting with the establishment

of higher education institutions in the post-colonial world of the early 1960s. Its core mandate: to educate leaders working in community-based development, primarily from Southern countries.

Today, the institute is at the helm of many programs, activities and resources. It offers a diploma, certificate and online courses for experienced development practitioners, as well as collaborative Coady-St. FX programs such as a master of adult education (community stream) and undergraduate development studies. The institute is ideally positioned to provide leadership for international activities on campus, namely *Xtending Hope* (a program focused on strengthening the health systems in Rwanda and Botswana) and the Coady Youth Internship Program (including student orientation, debriefing and public engagement activities). Finally, besides sharing research and information resources through the Coady library, publications and website, the institute provides public education through a youth forum and Coady student societies.

Campus-wide reverberations

Although the Coady institute operates as a largely independent and self-funded entity, it has had a profound influence on the internationalization of St. FX as a whole. By leveraging resources in effective and innovative ways, it has successfully fostered international learning and understanding across campus. Consider the following:

- Its history of community engagement is a great source of inspiration for all who wish “to provide education for action.”
- The director of the institute is a vice-president at the university and sits on the university’s board of governors, ensuring formal interaction at the highest level of decision making.
- Much cross-fertilization occurs between St. FX faculty members and educators at the institute. St. FX faculty members sit on Coady’s *Xtending Hope* advisory committee, and Coady educators teach in the St. FX’s interdisciplinary development studies program.
- Coady participants (community leaders and development professionals from the South) share their expertise with St. FX students through the interdisciplinary development studies program while on campus. Once they graduate, Coady alumni also play a pivotal role in promoting international learning across campus, for instance by hosting St. FX students who choose their country as a study abroad destination.

By always looking through the lens of enhancing student experiences and the goal of service to society, the Coady institute has had campus-wide reverberations. Its unique history and international reputation create a rich environment for internationalization at St. FX, and its administrative structures encourage opportunities for information sharing and cross-fertilization between the institute and the broader campus.

There are now more than 5,000 Coady graduates working in their communities in 130 countries. With this impressive network of alumni, the university has access to invaluable partnerships with NGOs in the South to support international learning and study abroad.

Learn more about this initiative

- Coady web page: www.coady.stfx.ca
- Coady publications: www.coady.stfx.ca/work/publications.cfm
- St. FX service learning web page: www.stfx.ca/academic/servicelearning
- *Xaverian Weekly* (focus on Xtending Hope): www.xaverianweekly.ca/online/v117/issue08/index_files/page12-1000-full.html

Appendix 3: Additional Resources

The following represents a snapshot of key articles, books and other resources related to internationalization of the curriculum. Resources appear in the language in which they were published.

General reading

AUCC (2007 fact sheet) *Internationalization of the Curriculum*, Ottawa
www.aucc.ca/_pdf/english/publications/curriculum_2007_e.pdf

Green, M.F, Luu, D. and Burris, B (2008) *Mapping Internationalization on U.S. Campuses* American Council on Education, Washington

Green, M.F. and Olson, C.L.(2003, 2008) *Internationalizing the Campus: A User's Guide* American Council on Education, Washington

Knight, J. (2008) *Higher Education in Turmoil – The Changing World of Internationalization*, Sense Publishers

Leask, B. (2001). Bridging the gap: Internationalizing University Curricula, *Journal of Studies in International Education*, 5, 100-115

NAFSA (2007): Association of International Educators *Internationalizing the Campus: Profiles of Successful Colleges and Universities*, Washington DC

Olson, C.L., Evans, R. and Shoenberg, R.F.(2007) *At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education*, American Council on Education, Washington

Olson, C.L., Green, M.F. and Hill, B.A. (2005) *Building a Strategic Framework for Comprehensive Internationalization* American Council on Education, Washington

Taylor, F. (2000). *Canadian University Efforts to Internationalize the Curriculum*, Association of Universities and Colleges of Canada, Ottawa

van der Wende, M. (1999) An Innovation Perspective on Internationalisation of Higher Education Institutionalization: the Critical Phase, *Journal of Studies in International Education*, Spring, pg 3-14

Whalley, T. (1997) *Best practice guidelines for internationalizing the curriculum*, Douglas College for the Province of British Columbia, British Columbia Ministry of Education Skills and Training and the Centre for Curriculum Transfer and Technology

Faculty Engagement and support

Bond, S. et al. (2003). *The Role of Faculty in Internationalizing the Undergraduate Curriculum and Classroom Experience*, Canadian Bureau for International Education, Millennium Series No 8

Bond, Sheryl (2006). *Transforming the Culture of Learning: Evoking the International Dimension in Canadian University Curriculum*. York University/Ontario Confederation of University Faculty Associations Symposium: "Internationalizing Canadian Universities: Practices, Challenges and Opportunities"
<http://international.yorku.ca/global/conference/canada/papers/Sheryl-Bond.pdf>

Qiang, Z. (2003). Internationalization of Higher Education: toward a conceptual framework, *Policy Futures in International Education* Ontario Institute for Studies in Education, University of Toronto

Odgers, T. and Giroux, I. (2006). *Internationalizing Faculty: A Phased Approach to Transformation Curriculum Design and Instruction*, Paper presented at the York University Annual International Conference on Internationalizing Canada's Universities, Toronto

Discipline Specific

Crosling, G., Edward, R. and Schroder, B. (2008). Internationalizing the curriculum: the implementation experience in a Faculty of Business and Economics, *Journal of Higher Education Policy and Management*, 30(2), 107-121

Shetty, R. and Rudell, F. (2002). *Internationalizing the business curriculum: A Small School Perspective*, Iona College

Bremer, D. (2007). *Engineering the World*, International Educator, Issue Nov-Dec., 31-37

Resources/activities to support internationalization of the curriculum

University of Alberta

- Global Citizenships Curriculum Development Initiative (includes link to “resources” section) www.international.ualberta.ca/globaled/curriculum.cfm

Brock University

- International Course Support Fund: www.brocku.ca/brockinternational/curriculum.php

University of Melbourne (Australia)

- Arkoudis, S., *Teaching International Students* Centre for the Study of Higher Education www.cshe.unimelb.edu.au/pdfs/international.pdf
- Nine Principles Guiding Teaching and Learning (2002,2007) Centre for Study of Higher Education www.cshe.unimelb.edu.au/pdfs/9principles.pdf
- Provost Summit (2008). www.cshe.unimelb.edu.au/academic_dev/provostsummit08.html

Oxford Brookes University (UK)

- www.brookes.ac.uk/services/ocslid/ioc/
- Brookes electronic Journal of Learning and Teaching site: <http://bejlt.brookes.ac.uk/>

Queen’s University

- Cross-Faculty Teaching Forum (2009) Forum: Global Perspectives – Practical Approaches to Internationalizing the Curriculum: www.queensu.ca/ctl/programs/conferences/cftf/2009/index.htm
- Engaging the World, a Strategic Plan for Queen’s University, Dec. 2006 www.queensu.ca/engaging/

Thompson Rivers University (TRU World)

- www.truworld.ca/internationalization/internal/intlcurriculum.html

York University

- *e-magined* (Canadian **e-Magazine** of **I**nternational **E**ducation) <http://emagined.apps01.yorku.ca/>

University of Waterloo

- Ho, E., Bulman-Fleming, B., and Mitchell, B. Course Internationalization: *Engaging Students as Learning Resources* www.cte.uwaterloo.ca/grants/Internationalization/CourseInternationalization.pdf

Articles of interest:

Hulstrand, Janet *Supply & Demand: Building a Fluent Workforce*. International Educator (September – October 2008)

Charbonneau, Léo (August 2008) The rise of the monoglots - Fewer and fewer universities require students to master a second language. Some think that’s a shame. University Affairs

Backhouse, Frances (October 2005) Invite the world into your classroom, University Affairs

Farr, Moira (October 2007) Universities embrace internationalization, University Affairs

Xenos, Eugenia (October 2008) Students can be an intercultural asset, University Affairs