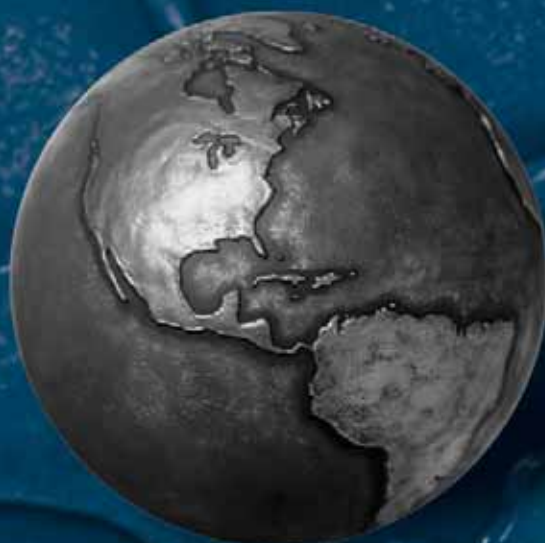


PREPARING STUDENTS FOR A GLOBAL FUTURE

INTERNATIONALIZATION INITIATIVES
OF CANADIAN UNIVERSITIES

2006



Based on submissions to the
2006 Scotiabank-AUCC Awards for Excellence
in Internationalization Program

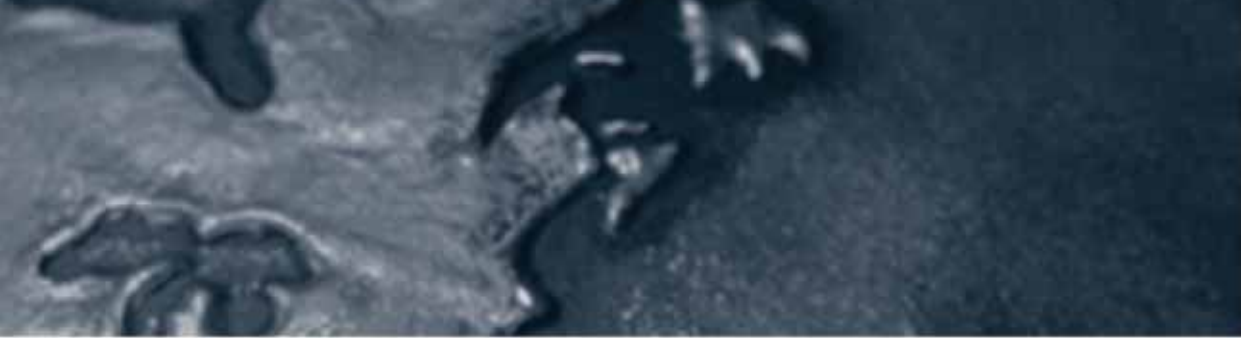
Association of Universities
and Colleges of Canada



Association des universités
et collèges du Canada



Scotiabank



AUCC represents Canadian universities at home and abroad. Its mandate is to foster and promote the interests of higher education.

Scotiabank is one of North America's premier financial institutions, serving about 10 million customers in some 50 countries around the world.

For more information on the Scotiabank-AUCC Awards for Excellence in Internationalization program, please contact:

Tom Tunney
Senior Policy Analyst
International Relations Division
Association of Universities and Colleges of Canada
350 Albert Street, Suite 600, Ottawa ON K1R 1B1
Tel.: (613) 563-3961 ext. 254
Fax: (613) 563-9745
E-mail: ttunney@aucc.ca
Web site: www.aucc.ca

ISBN: 978-0-88876-236-4

PREPARING STUDENTS FOR A GLOBAL FUTURE

MEMBERS OF THE EXPERT PANEL

An expert panel knowledgeable about universities and internationalization reviewed all submissions and recommended 10 for further consideration by the selection jury.

A. Michael Allcott

Director
Trent International Program
Trent University

Cen Huang

Executive Director
International Centre
University of Calgary

Cyndi McLeod

Associate Vice-President
TRU World
Thompson Rivers University

Jacques E. Brisoux

Directeur, Direction de la
coopération internationale
Université du Québec
à Trois-Rivières

Bronwyn Jenkins

Dean, International
Education
Malaspina
University-College

Karen Strang

International Services and
Program Administrator
Nipissing International
Nipissing University

Anthony B. Dickinson

Executive Director
International Centre
Memorial University
of Newfoundland

André Manseau

Directeur, Bureau de
liaison université-milieu
Université du Québec
en Outaouais



MEMBERS OF THE SELECTION JURY

An independent selection jury composed of distinguished individuals examined the recommended submissions of the 10 finalists before selecting the four winning initiatives.

Raechel Carpenter

Chair
Graduate Students'
Association of Canada

Paul Davidson

Executive Director
World University Service
of Canada

V. Peter Harder

Deputy Minister of
Foreign Affairs
Foreign Affairs Canada

Kevin C. Clark

Managing Director
International Corporate
& Commercial Banking
Scotiabank

Eva Egron-Polak

Secretary-General and
Executive Director
International Association
of Universities

Nancy Hughes Anthony

President and CEO
Canadian Chamber
of Commerce



Dear friends,

With operations in some 50 countries around the world, Scotiabank understands the value of a global perspective. That's why we're proud to sponsor the Scotiabank-AUCC Awards for Excellence in Internationalization, which recognize the achievements of Canadian universities in preparing students – Canada's next generation of political, social, cultural and business leaders – for a global future.

The initiatives described in this booklet highlight some of the innovative ways that members of the Association of Universities and Colleges of Canada have been bringing an international viewpoint to the teaching, learning and research that take place on their campuses. Scotiabank has long been a supporter of educational institutions and learning programs, with a particular focus on opportunities to help students – and in turn, their communities – reach their full potential. We are pleased to have partnered with AUCC since 1996 in sponsoring these awards.

Our world is rapidly changing and becoming increasingly more global. Canada needs leaders who understand and appreciate this growing complexity. The possibilities, and the rewards, are limited only by our imaginations and our willingness to make the additional effort required to foster greater international understanding and cooperation.

The universities and colleges featured here have demonstrated that willingness to reach across borders and explore new possibilities. Congratulations to everyone involved in this year's winning projects!

Sincerely,

A handwritten signature in black ink that reads "Rick Waugh". The signature is written in a cursive, flowing style.

Rick Waugh

President and Chief Executive Officer
Scotiabank



Dear reader,

This year marks the 10th anniversary of the Scotiabank-AUCC Awards for Excellence in Internationalization. Launched in 1996, this partnership between Scotiabank and the Association of Universities and Colleges of Canada aims to recognize the achievements of AUCC member institutions in providing Canadian students with the international knowledge, skills and perspectives they need to live, work and communicate as professionals and citizens in today's global environment.

Over the last decade, Canadian universities have made great strides toward internationalization. Instead of simply carrying out discrete internationalization initiatives, they increasingly aim to integrate an international dimension to their teaching, research and community outreach mandates. Mounting evidence of this trend came to light at a 2005 Scotiabank-AUCC workshop featuring the four winners of the 2004-2005 Scotiabank-AUCC Awards for Excellence in Internationalization. Throughout their discussion on the wide array of strategies universities can adopt to integrate an international dimension to their students' educational experience, senior academic leaders from universities across the country stressed the importance of linking internationalization to learning outcomes and broader academic policies.

This year's four award winners – and the full roster of 43 submissions described in this booklet – bear further testimony to the integration of internationalization into the academic vision of our universities. Not only are there more submissions than in previous competitions, there is also a breadth and depth of initiatives that clearly impressed the expert panel and selection jury. While many initiatives boast university-wide opportunities available to students across all disciplines, others harness the depth of Canadian expertise in specific areas to address international issues such as human rights and the plight of the global South.

These initiatives speak to universities' commitment to enable their students to become more active players in a global world. AUCC commends Canadian universities for the innovative, diverse and far-reaching ways in which they prepare tomorrow's leaders and citizens to more effectively bring the world to Canada and Canada to the world.

I wish to thank all of the members of the expert panel and the selection jury for their contribution, and am especially grateful to Scotiabank for its continued sponsorship of the Scotiabank-AUCC Awards for Excellence in Internationalization.

Sincerely,

Claire M. Morris

President and CEO, AUCC



W
I
N
N
E
R

The winning initiatives have together generated a positive learning experience, a broad impact institutionally and brought an innovative approach to learning. They represent a variety of approaches universities are taking to increase students' international awareness. This outward look beyond our borders for knowledge, growth and opportunity is well linked to Scotiabank's international strategy.

Kevin C. Clark
Managing Director
International Corporate
& Commercial Banking
Scotiabank



University of Alberta: Global Education in Peace and Governance

Overview

This multifaceted internationalization initiative is preparing University of Alberta undergraduate and graduate students, as well as Edmonton-area high schools students (grades 10 to 12), for their global future by exposing them to the myriad of security and governance problems faced by developing societies. Through a combination of programmatic global educational activities (simulations, internships, symposia and applied research), students are learning to become active international citizens in our increasingly globalized, complex and interdependent world and to develop skills needed for building sustainable peace in war-torn countries. This is being done both within and outside the classroom. As a direct result of this initiative, U of A recently launched a new interdisciplinary certificate in peace and post-conflict studies, made retroactive to 2005. This unique program merges theoretical knowledge with applied research that focuses on root causes of conflict, breaking the cycle of violence, building sustainable peace and reconstructing societies ravaged by war.

Contribution to internationalization

When the United Nations General Assembly designated 2001-2010 as the International Decade for a Culture of Peace and Non-Violence for the Children of the World, the University of Alberta launched an initiative to use this decade as a catalyst for internationalization of the university. The Global Education in Peace and Governance is not only geared to internationalization, it also instils in students important normative values that help them become good global citizens while at the same time providing them with skills to resolve conflicts in peaceful ways. Thanks in large part to this initiative, there is a noticeable increase in the number of foreign students who are applying to the university's programs. Conferences and workshops organized as part of this initiative have involved scholars and practitioners from more than 25 different countries, many of them from post-conflict and conflict-ridden areas. This global education initiative will contribute to the further internationalization of U of A, providing students with the kind



of global perspective and intercultural understanding that will help them thrive in our global village.

Contact

W. Andy Knight

Professor, Faculty Advisor
Department of Political Science
11-27 Tory Building
University of Alberta
Edmonton AB T6G 2H4
t: (780) 492-9970
t: (780) 492-2586
Andy.knight@ualberta.ca
www.arts.ualberta.ca/~aknight

Jury comment

Changing the face of education is what this winning program is all about. The University of Alberta initiative takes established vehicles for learning and innovates for greatest impact. A large number of students from all disciplines, undergraduates and graduates alike, explore a wide range of global issues related to peace and non-violence. The initiative even reaches out to high school students, generating strong community interest in the university's international engagement. While many students go on international placements, they do not have to go overseas to participate actively in this initiative: they engage in simulations where they learn to "think internationally" and are exposed on campus to both learning and research in a global context. In the end, they earn a certificate – a valuable tool to recognize their global experience.



W
I
N
N
E
R



McGill University's International Courts and Tribunals Program

Overview

McGill University's innovative International Courts and Tribunals Program gives law students an opportunity to contribute to working international courts and tribunals in "real time" during the academic year, as part of a diverse team of students, as they learn about international and comparative law and prepare for careers in this emerging field. This program of the McGill Centre for Human Rights and Legal Pluralism at the faculty of law has two complementary components: (1) the Legal Clinic, where students pursuing full-time academic studies are involved in providing legal research assistance to international judges hearing cases of war crimes and crimes against humanity at the Special Court for Sierra Leone and (2) the International Judicial Internships program, where students work for a period of nine months overseas with leading international courts and tribunals. These programs are sponsored by Foreign Affairs and International Trade Canada and the Quebec ministère des Relations internationales and build on the

recognized strength of the McGill faculty of law in international law, its bilingual and bijuridical legal education, and the international composition of its student body.

Contribution to internationalization

The Legal Clinic has been the impetus for further internationalization efforts at McGill, and its resounding success has resulted in the creation of the Judicial Internships program. Both programs have created a vibrant and growing interest in international criminal law at McGill, with past participants pursuing graduate studies in the field. Some of these students have since gone on to work in staff positions at the International Criminal Court in The Hague and the War Crimes Chamber of the Court of Bosnia & Herzegovina, and others have taken up internships at the Special Court for Sierra Leone and the International Criminal Tribunals for Rwanda and the former Yugoslavia. These alumni are forming a growing global network of students who will have lifelong friendships and professional relationships that began at McGill.



Jury comment

McGill's International Courts program builds on a significant area of Canadian expertise: human rights law. It has far-reaching impact, transforming not only the Canadian and international students involved but also partner academic institutions and law-making bodies worldwide. Acclaimed for its human rights law expertise around the world, McGill University, through the development of a Legal Clinic providing opportunities for students to advance international law and support the work of the Special Court for Sierra Leone and through its international clerkship placements, represents a platform for Canadian law students and recent graduates to participate in cutting-edge international criminal and human rights law. The initiative is also unique in its approach of pairing student researchers from different cultures and legal traditions, well represented at McGill, to enhance mutual learning. Finally, the initiative has contributed to jurisprudence in international courts and tribunals and has reinforced instruments of criminal law, with tremendous impact on the international legal community.

The Legal Clinic and Judicial Internships programs have also contributed to internationalization at McGill and the surrounding community. A conference entitled "Hybrid Courts in Context" held in February 2006 was hosted by the Legal Clinic, bringing together leading practitioners in international criminal law from around the world. The Legal Clinic also participated in Public Interest Law Careers Day at McGill, where information was given to students about participating in both programs.

Contact

René Provost

Director, Centre for Human Rights
and Legal Pluralism
Associate Professor, Faculty of Law
McGill University
3661 Peel Street
Montreal QC H3A 1X1
t: (514) 398-6647
t: (514) 398-8197
rene.provost@mcgill.ca
www.law.mcgill.ca



W
I
N
N
E
R

Excellence in internationalization is linked to the social responsibility of universities and their ability to create programs that respond to students' keen desire to make a difference.

Paul Davidson
Executive Director
World University
Service of Canada



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

Overview

In 2002, Stephen Lewis, the United Nations Special Envoy for HIV/AIDS in Africa, challenged Canadian universities to get involved in the HIV/AIDS crisis in Africa. In response to his call, a team of students, staff and faculty pioneers at the University of Western Ontario set about identifying a relevant initiative and the necessary resources. They identified students, faculty, technology and partners (in Tanzania), and the Western Heads East project was launched at the end of 2003. The partnership involves “probiotic” technology transfer to Mwanza, delivered in homemade yogurt. Probiotics are defined as live microorganisms which, when administered in adequate amounts, confer a health benefit to the host. Canadian studies have shown that the probiotic *Lactobacillus rhamnosus* GR-1 organism can kill harmful bacteria, yeast and viruses, and Nigerian studies have shown it can benefit women, including some with HIV/AIDS – hence the justification for its selection. Five well-trained senior students from Western have been

deployed since 2004, and more than 8,000 students have contributed financial and other resources toward the initiative and have participated in HIV/AIDS awareness campaigns on campus. Two students will be going to Mwanza this summer and 16 others are raising funds to be able to participate over the coming two years.

Contribution to internationalization

Western's strategic plan for internationalization emphasizes the importance of exposing its graduates to international experiences and the corresponding need to develop opportunities for the international engagement of students in research and academic exchange programs. In keeping with the spirit of getting involved with finding solutions to matters that affect humanity, the Western Heads East project has been adopted by the entire university community of students, faculty and staff. The practical, sustainable nature of the work and the hands-on experience gained by the student interns have greatly enhanced appreciation for the plight of the African people as



Jury comment

Inspired by research and driven by passion, the Western Heads East project is an innovative, multidisciplinary and student-led initiative responding to a key global issue singled out in the Millennium Development Goals – combatting HIV/AIDS. Taking the social responsibility of universities seriously, this initiative engages students in applying pioneering research to real problems for direct humanitarian benefit. Students from all faculties work from the scientific development of a nutritional supplement by one of Western’s own researchers to improve people’s health in Africa, particularly those with HIV/AIDS. On-the-ground action is a rich source of practical learning for students, who must then analyze their experience and take stock of what they learned. The initiative fostered Western students’ financial and personal engagement as well, mobilizing as many as 8,000 students in fundraising and creating a ripple effect at local elementary schools in both Mwanza, Tanzania, and London, Canada.

they struggle with overcoming the problem of AIDS. The Canada-Tanzania partnership has increased interest in the student community to participate in international internships and has helped maintain a dialogue on international development issues at Western. The project has also demonstrated that it is possible to create a partnership between university faculty, students and staff to address international issues of concern. It is hoped that the initiative will stimulate other universities and centres to draw on available resources to develop sustainable grassroots projects that will enhance the quality of life of adults and children around the world.

Contact

Bob Gough

Office of Residence Education
and Programs

The University of Western Ontario
London ON N6A 5B9

t: (519) 661-3719

t: (519) 661-3496

bgough@housing.uwo.ca

www.westernheadseast.ca



W
I
N
N
E
R



York University: York International Internship Program

Overview

The York International Internship Program is an initiative of the associate vice-president international and an integral part of York University's overall internationalization strategy. Announced in January 2004, the program has sent two cohorts of students, 69 in total, to placements abroad or, in some cases, with organizations based in Canada but devoted to international issues. Another 53 students were placed in the summer of 2006. Each placement lasts three months, between May and August, and comes with an award of \$3,000 plus travel costs. These internships provide York University students with an opportunity to apply their academic knowledge to an international work environment and enhance job-related skills in an international/ intercultural setting. York finds placements in all areas of the world and in fields that will appeal to students from the full range of disciplines offered at the university. The 43 student interns in 2005 came from all 10 of York University's faculties and went to 24 countries on every continent

except Australia. The placements for 2006 are located in 34 countries and every continent.

Contribution to internationalization

As a cosmopolitan, culturally diverse university welcoming about 3,000 international students each year, York University has a long-standing commitment to internationalization and to providing students and scholars with opportunities to broaden their experience and perspectives. The internship program has had a significant impact on the university's internationalization, serving as a prime vehicle for increasing students' opportunities to have a significant international component in their studies. It has helped establish and solidify York's relations with a number of institutions abroad whose international offices have hosted interns. The internship program also provides a link between the academy and NGOs, such as the Canadian International Scientific Exchange Program and the Canadian Urban Institute, which are keen to draw on universities' research initiatives and collaborate with them. Finally, in response to demand by many



returned interns, York University is now offering a new credit course designed to provide students who have had an international experience with the opportunity to reflect on this experience in an extended and critical way.

Contact

Adrian Shubert

Associate Vice-President International
York University
4700 Keele Street
Toronto ON M3J 1P3
t: (416) 736-5177
t: (416) 736-5176
ashubert@yorku.ca
<http://international.yorku.ca>

Jury comment

The York International Internship sets a standard of internationalization and a replicable model for other universities. Ambitious in scope and scale, it boasts a very rare breadth of placements involving students from a range of disciplines. The program underscores the social role of universities, linking York's academic community with civil society organizations around the world with a particular focus on the global South. The internships respond to students' keen desire to make a difference, providing them with valuable work experience and sound learning through newly created for-credit courses based on these experiences. The Institution's commitment to internationalization is evident in its innovative approach to financing international learning opportunities for its students, committing core resources and engaging faculties across the whole institution to increase student access to these opportunities.

OTHER SUBMISSIONS

University of Alberta: Global Health Initiative

Overview

Starting in September 2004 the University of Alberta's department of public health sciences has offered two graduate programs in global health for students who want to work in lower or middle-income countries or in disadvantaged communities in Canada. The course-based MPH (master's of public health) program prepares students to develop policies and administer programs, while the thesis-based MSc prepares students to do research. In addition PhD students can also undertake global health-related thesis projects. These programs are underpinned by research and development projects, especially in Uganda where U of A's department of public health sciences has strong links with the Institute of Public Health at Makerere University in Kampala and the Kabarole District Health Department in western Uganda. There is a great demand for these programs, with 150 and 50 students expressing their interest in the 2006-07 MPH and MSc programs respectively.

Contacts

L. Duncan Saunders and W. Kipp
Department of Public Health Sciences
13-130B Clinical Sciences Building
University of Alberta
Edmonton AB T6G 2G3
t: (780) 492-6814
f: (780) 492-0364
duncan.saunders@ualberta.ca

University of Alberta: Play Around the World

Overview

Play Around the World is a University of Alberta international outreach project that selects and prepares learning communities of students to spend three months in Thailand, providing opportunities for play and recreation to underserved populations. Senior undergraduate students and graduate students from diverse educational and experiential backgrounds share their disciplinary perspectives as well as their personal gifts and talents with street children, orphans and people of all ages with disabilities or HIV/AIDS. Based on Article 31 of the United Nations' Convention on the Rights of the Child, every child has the right to play. The outreach project endeavours to uphold this right and, in so doing, optimizes human development and enlivens the human spirit through play. The project's primary goals are to provide a transformative cross-cultural learning experience with the intent of opening the minds and hearts of young people to different ways of seeing and understanding the world. Play Around the World thus provides an opportunity for young people to question and understand their own culture and begin the journey toward becoming global citizens.

Canada always had a unique role to play on the world stage. The internationalization of universities contributes strongly to this, whether students go abroad or get an international experience on campus.

Raechel Carpenter
Chair
Graduate Students'
Association of Canada

Contact

Jane Vallentyne

Associate Professor
E 488 Van Vliet Centre
University of Alberta
Edmonton AB T6G 2H9
t: (780) 492-8369
f: (780) 492-2364
jane.vallentyne@ualberta.ca
www.physedandrec.ualberta.ca
(follow current students – practicum)

University of Alberta: Social Transformation for Global Citizenship – Creating Ripples

Overview

Living in an interconnected world where global health issues are affected by political, economical, social, cultural and ethical policies in non-health sectors requires healthy, vibrant communities of higher education to embrace the challenges, demonstrate leadership and promote informed advocacy among students. The nature of the client (individual, family, group, community, population), the core nursing ethos of holistic client-centred care, and the complexity of health care (health promotion, disease prevention, early detection, treatment and rehabilitation) require capacity-building of students and faculty members for global citizenship. The organizing framework for developing a global perspective in nursing is a social transformative model rather than a competitive model. This social transformation

promotes learning, discovery and citizenship. It mobilizes energy, enthusiasm and hope for an improved future. To offer this opportunity to both men and women and actualize long-term global-mindedness, the faculty of nursing integrated three approaches: structural change, international mobility and organizational culture renewal.

Contact

D. Lynn Skillen PhD RN

Professor and Director
International Nursing Office
Faculty of Nursing
University of Alberta
7-90 University Extension Centre
8303 - 112 Street
Edmonton AB T6G 2T4
t: (780) 492-2648
f: (780) 492-5986
lynn.skillen@ualberta.ca
www.nursing.ualberta.ca

University of Alberta: Faculty of Arts School in Cortona

Overview

The University of Alberta Faculty of Arts School in Cortona, initiated and directed by Dr. Helena Fracchia, provides a unique opportunity for Alberta students to spend a term in Italy, studying subjects related to their experience abroad while gaining credit toward their University of Alberta degrees. Since 1999, more than 220 students from

Alberta have been able to take advantage of this opportunity to study and learn in Tuscany. There they took credit courses in subjects such as classical archaeology, Italian language, Renaissance painting, Canadian military history (especially WWII in Italy), the sociology of European cities, English literature (novels set especially in Italy) and Renaissance history, while gaining significant international experience through being immersed in another culture. What makes this international program so significant for both students and the local community are the deep connections with that community and the opportunity for students to live fully immersed in a small Italian town. Students are both galvanized and transformed by the experience.

Contact

Helena Fracchia

Director, U of A Faculty of Arts School
in Cortona

Professor of Classics

c/o Faculty of Arts

6-5 Humanities Centre

University of Alberta

Edmonton AB T6G 2E5

t: (780) 492-6269 or (780) 492-7611

f: (780) 492-6325

cortona@ualberta.ca

(Trevor Buckle, international student)

Athabasca University: Theory and Practice of Online Learning

Overview

Theory and Practice in Online Learning (TPOL), published in 2004, continues to build on its first year of success. TPOL is a 421-page, open access e-book designed to disseminate educational theory and practice to distance-education students, practitioners and scholars worldwide. Available free of charge to anyone with Internet access, TPOL explores the tensions between social and individual aspects of studying and teaching at a distance, between cohort and independent study, un-paced and paced, asynchronous and synchronous forms of distance education. TPOL examines practices that make up modern distance education: copyright, multimedia editing, library and student support, quality assurance and the influence of market-driven forces. The cost-recovery soft-cover version is used as a text at the University of Alaska at Fairbanks, while the e-version is listed on numerous “required and suggested” reading lists. TPOL has been endorsed by organizations such as the Commonwealth of Learning, the U.S.-based Educause and the International Council for Open and Distance Education as “highly recommended reading.” True to its spirit as an open university, Athabasca University published TPOL under a Creative Commons licence, thus advancing the spirit of open distance-education scholarship worldwide.

Contact

Rory McGreal

Associate Vice-President, Research
Athabasca University
1 University Drive
Athabasca AB T9S 3A3
t: (780) 675-6821
f: (780) 675-6722
rory@athabascau.ca
http://cde.athabascau.ca/online_book

Bishop's University: The Eastern Townships – Mae Sot Education Project

Overview

The Eastern Townships – Mae Sot Education Project is a wholly original initiative of Champlain Regional College (Lennoxville) and Bishop's University launched in 2003. It provides students with the opportunity to contribute significantly for six months to the education and quality of life of displaced Burmese children in Thailand, while deepening their own cultural awareness and understanding of human rights issues related to displacement. While away, volunteers send dispatches for publication in local English- and French-language newspapers; on their return to Canada, they speak to diverse school, church and community groups about their experiences. By including this outreach component, the project ensures that volunteers' increased awareness ripples out through the home community and that Canadians' commitment to international cooperation and human rights is strengthened. Community-building

and the development of leadership, based on sharing between children and youth from two widely separated communities, lie at the core of the project.

Contact

Stephen Sheeran

Dean of Humanities
Bishop's University
2600 College Street
Sherbrooke QC J1M 0C8
t: (819) 822-9600 ext. 2399
ssheeran@ubishops.ca

University of Calgary: Barcelona Term Abroad

Overview

Initiated in 1994 the faculty of environmental design's (EVDS) Term Abroad Program in Barcelona has given hundreds of University of Calgary students the opportunity to live and study for an extended period in one of the most interesting and culturally engaging cities in the world. This program is offered in concert with the school of architecture at University International Catalonia and is taught by an exemplary group of Barcelona-based academics and environmental designers, taking EVDS students through multifaceted large-scale urban design projects. The program gives students unable to attend the entire program the chance to participate in a one-week field study trip to another European city. Each year, when EVDS faculty attend the final presentations of student work in Barcelona, they have the opportunity to

meet with their counterparts at the partner university, discuss program development, visit study sites and deliver lectures and presentations to Spanish students, faculty members and municipal administrators. These opportunities have fostered a strong link with Barcelona and ensure that cultural exchange, enrichment and understanding are mutually developed. On their return to Calgary, participating students mount an exhibition of their work for faculty and students.

Contact

Brian R. Sinclair

FRAIC – Professor & Dean
Presidential Advisor on Design
Faculty of Environmental Design
University of Calgary
2500 University Drive NW
Calgary AB T2N 1N4
t: (403) 220-6606
f: (403) 210-9384
brian.sinclair@ucalgary.ca
www.ucalgary.ca/evds

University of Calgary: International Studentship Grant Program

Overview

The International Studentship Grant Program at the University of Calgary began in 1996 as an initiative to provide financial support to undergraduate and graduate students interested in pursuing international studies or acquiring other relevant experience

that promotes globalization of their academic program or future career aspirations. The grants are the only university-wide scholarships for study abroad and have benefited more than 900 students in the past 10 years. This innovative and collaborative program provides students not only with funding opportunities but also with experience in community relations development. It is funded through donations made by members of the International Centre Associates Program, the International Student Centre, the University of Calgary central administration, the faculty of law, the law firm of MacLeod Dixon, the Asian Studies Group, Dr. Ted Best African Fund, Credit Travel Study and private donors. The program provides the opportunity for the Calgary area and campus communities to support and participate in the University of Calgary's internationalization initiatives and internationally oriented activities on campus.

Contact

Cen Huang

Executive Director, International Centre
University of Calgary
Bio Sciences, Room 570
2500 University Drive NW
Calgary AB T2N 1N4
t: (403) 220-7786
f: (403) 289-0171
chuang@ucalgary.ca
www.ucalgary.ca/UofC/departments/IC/
programs/studentships.html



University of Calgary: Latin American Studies Field School

Overview

For three decades the Latin American Studies Field School has provided undergraduate students the opportunity to study about Latin America in situ in the company of professors from the University of Calgary. A requirement of the Latin America studies program, the Latin American Studies Field School helps to produce graduates who have the knowledge and skills to contribute to the future of the hemisphere as leaders and as model global citizens. To achieve this, the curriculum combines the traditional academic ways of learning and knowing with an experiential and problem-solving approach to learning, requiring students to spend at least one semester studying in Latin America. This program requirement is unique in the University of Calgary and in Canada. For this reason, the University of Calgary's Latin American studies program can be called truly international, and graduates of the program have gone on to work and study in the region, applying and furthering their deep and interdisciplinary understanding of one of the most complex regions of the world.

Contact

Denise F. Brown

Latin American Studies Program

Coordinator

Earth Sciences 444

University of Calgary

2500 University Drive NW

Calgary AB T2N 1N4

t: (403) 220-3930

f: (403) 282-6716

dfbrown@ucalgary.ca

www.ss.ucalgary.ca/LAS

University of Calgary: North American Summer School Advanced Management Trilateral MBA Program

Overview

The North American Free Trade Agreement community is comprised of three distinct nations, each with its own individuality, created through its histories, businesses and people. This cross-cultural environment requires knowledgeable individuals who understand each country's customs and business culture. The North American Summer School Advanced Management Trilateral MBA Program was instituted in 1996 to meet this challenge. International teams comprised of two students from each of the three countries spend a week in each country accompanied by professors/facilitators from all partner countries. As learning styles are defined by each culture, each student processes, internalizes and remembers new and difficult academic information and skills based on their own

Internationalization is now mainstream. It is no longer the preserve of some institutions or some disciplines. International understanding is essential in our department, where 60 percent have either worked or studied abroad.

V. Peter Harder
Deputy Minister
of Foreign Affairs
Foreign Affairs Canada

culture. The experience creates in-depth learning of self and others. The rather ambitious overarching objective is to enhance not only country-specific knowledge, both historical and current, but also cross-cultural sensitivity and interpersonal skills, as well as to provide a first-hand introduction to the various social, economic and political environments interlaced with cultural experiences. The vehicles for learning are the business plan and the process case study, which help concentrate on both knowledge and behaviour.

Contact

Julie I.A. Rowney, PhD

Professor and Director
Centre for International Management
Haskayne School of Business
University of Calgary
2500 University Drive NW
Calgary AB T2N 1N4
t: (403) 220-6592
f: (403) 282-0095
julie.rowney@haskayne.ucalgary.ca
<http://homepages.ucalgary.ca/~nassam>

Dalhousie University: The Tanzania Study Tour and Global Health Elective for Medical Students

Overview

The Tanzania Study Tour and Global Health Elective offers Dalhousie medical students a broadened perspective on the global burden of diseases, disparities in health, health human resource constraints, the role of medical professionals and the way that medicine is

taught and practised in a low-income country. Through innovative hands-on learning experiences in academic, hospital and non-governmental organizations in rural and urban locations in Tanzania, this program provides medical students with opportunities to develop the knowledge, skills and perspectives they need to live and work in the global community. This annual educational experience is an important part of the international health education program at Dalhousie's faculty of medicine, a program which helps to ensure Dalhousie's medical graduates have the necessary skills to serve our global community. In this program students inside and outside the classroom in Canada and Tanzania. The program includes three components: 1) pre-departure preparation and global health elective, 2) study tour in Tanzania and 3) evaluation, de-briefing and experience sharing.

Contact

Ashley Pinsent

Project Manager, International
Health Education Program
International Health Office
Faculty of Medicine
Dalhousie University
5849 University Avenue, Room C-240
Halifax NS B3H 4H7
t: (902) 494-1574
f: (902) 494-2799
ashley.pinsent@dal.ca
<http://iho.medicine.dal.ca>



University of Guelph: Teaching and Learning Communication for Development

Overview

Development is no longer as a process reserved for “developing countries”; all societies are developing as part of a global network that makes human populations interdependent in both a geopolitical and ecological sense. Yet as the eminent sociologist Manuel Castells has stated, the rise of the network society is strongly characterized by “the consequences of both connection and lack of connection.” In no time in history have relevant information and effective communication been so important and yet so far from the grasp of impoverished, often rural or remote areas of the world that are rich in cultural and biological diversity. Through the University of Guelph initiative, students develop knowledge, attitudes and skills to analyze and overcome these information disconnects and, ultimately, become qualified, experienced communicators for development. They prepare for a “glocalized” world where change occurs simultaneously at both global and local levels.

Contact

Helen Hambly Odame

Assistant Professor, Capacity
Development and Extension
School of Environmental Design
and Rural Development
University of Guelph
50 Stone Road East
Guelph ON N1G 2W1
t: (519) 824-4120 ext. 53408
f: (519) 767-1686
hhambly@uoguelph.ca
www.uoguelph.ca/sedrd

HEC Montréal: The Trilingual Cohort of the Business Administration Baccalaureate

Overview

Since September 2005, HEC Montréal has been offering a trilingual baccalaureate in business administration. In this unique option in North America, business management is taught in French, English and Spanish. The trilingual cohort is in line with the institution’s policy, which seeks to train managers who have not only strong management skills but also the communication skills to work in a multilingual business universe geared to international trade. During the first three semesters, students take five courses in French, five in English and five in Spanish. In each semester, they take courses in all three languages. In the fourth or fifth semester, they study abroad while immersed in a language other than their mother tongue. This is made possible by HEC Montréal’s

International Exchange Program, which has 76 partner institutions in 29 countries. Upon their return to Canada, students complete their specialization. The interest aroused by the program and its impact on recruitment have confirmed its excellence and its relevance for promoting internationalization.

Contact

Federico Pasin

Director, BAA Program
HEC Montréal
3000 Côte-Sainte-Catherine Road
Montreal QC H3T 2A7
t: (514) 340-6443
f: (514) 340-6877

they have also focused on international development. The challenge has been to fashion a program that would create a realistic partnership between undergraduate students and civil society organizations with often limited resources in order to address significant global problems.

Contact

Arja Vainio-Mattila

Director, Centre for Global Studies
Huron University College
1349 Western Road
London ON N6G 1C1
t: (519) 438-7224 ext. 205
f: (519) 438-3938
avainiom@uwo.ca

Huron University College: Think Global, Act Local Initiative


Overview

The Think Global, Act Local initiative at Huron University College was initiated in 2001 to create an opportunity, integrated in the academic curriculum, for students to engage locally in global issues. The initiative is offered as a course for which the student participants receive academic credit and which contributes to several degree options at Huron. It can also be taken as an option by students enrolled in degree options in other disciplines. Think Global, Act Local is based on strong partnerships with civil society organizations working on global issues in the London area. Over the past five years students have worked on issues related to immigration and refugees, the environment, poverty, first nations, HIV/AIDS and violence against women;

University of Lethbridge: Malaysia Work-Study Program

Overview

The Malaysia Work-Study Program is a joint faculty of management/faculty of fine arts six-week program and course that places upper-level undergraduate students in unpaid full-time internships in Kuala Lumpur, Malaysia, and requires completion of several analytic academic assignments. The program's goals are to promote cross-cultural understanding, a greater awareness of Southeast Asia, knowledge of other religions (Islam, Hinduism, Buddhism), and to strengthen an aptitude to work in a culturally different environment. Students receive first-hand international employment experience working for a Malaysian company or arts organization and through it become better acquainted



with the culture and working environment of Malaysia. In addition to the education the students receive from their companies, they continue to learn about Malaysia through various field trips and by attending a series of evening presentations covering different aspects of living and working in Malaysia.

Contact

Andrea Amelinckx

Director, International Programs

Faculty of Management

University of Lethbridge

4401 University Drive

Lethbridge AB T1K 3M4

t: (403) 332-5216

f: (403) 329-2038 or (403) 317-2841

andrea.amelinckx@uleth.ca

home.uleth.ca/man-int

University of Manitoba: Political Studies Students' Conference

Overview

The University of Manitoba Political Studies Students' Conference is an internationally recognized annual event organized wholly by graduate and undergraduate students in the department of political studies. Marking its 22nd year in 2006, the conference has attracted speakers from across Canada, the United States, Asia and Europe. The pre-eminent students' conference in Canada, it involves hundreds of participants, creating a unique opportunity for students, academics, government officials and the public to gather to discuss matters of national and international politics. Free of charge and open to all, the

conference has offered a wide array of topical global issues for debate, and representation from broad perspectives. Over the years, conference speakers have included Senator Douglas Roche, Dr. Seymour Lipset, Professor Susan Strange, the Honourable Lloyd Axworthy, Major-General Romeo Dallaire, Dr. Denis Stairs and General Maurice Baril. Papers presented at the conference are published annually in an edited volume.

Contact

George A. MacLean

Graduate Chair

Associate Professor

528 Fletcher Argue Building

University of Manitoba

Winnipeg MB R3T 5V5

t: (204) 474-6621

f: (204) 474-7585

maclean@ms.umanitoba.ca

www.umpssc.ca

University of Manitoba: The Arthur V. Mauro Centre for Peace and Justice

Overview

The University of Manitoba established the Arthur V. Mauro Centre for Peace and Justice at St. Paul's College in 2001 as a transdisciplinary endeavour that conducts research, education and outreach to foster global peace and justice. Conflict has emerged as one of the greatest problems of the 21st century, and the Mauro Centre is an innovative way of addressing the need for conflict

resolution study and practice. There is a strong international dimension to the centre's interests, programs and activities. Since its inception, it has developed curriculum in conflict resolution, facilitated university engagement in conflict areas of the world, expanded university involvement in international issues, initiated internships for international students in Winnipeg as well as a reciprocal arrangement for Manitoba students to study and work in the conflict resolution field in other countries, developed a PhD program and engaged the wider community. Community outreach was done through international speakers, workshops on major conflict issues and strategies to train a wider audience in conflict resolution. It has had a significant impact on the opportunities for university engagement in the international arena.

Contact


Sean Byrne

Director, Arthur V. Mauro
Centre for Peace and Justice
252 St Paul's College
University of Manitoba
Winnipeg MB R3T 2N2
t: (204) 474-7979
f: (204) 474-7620
Sean_Byrne@umanitoba.ca

McGill University: Field Study Semesters in Africa, Barbados and Panama

Overview

McGill's legacy of fieldwork-informed research inspired three unique field study semesters for upper-year undergraduate students. Each year, following extensive orientation about cultural sensitivity, language, health and safety, almost 100 students embark upon an exciting research-driven semester of McGill-taught transdisciplinary courses, field trips and local internships. The Africa Field Study Semester provides one term of field study in Kenya, Uganda and Tanzania, emphasizing environmental conservation. The Barbados Field Study Semester addresses the socio-economic, management, urban and physical constraints to the sustainable use and development of natural resources, and focuses on water. The Panama Field Study Semester investigates development, social transformation and the Latin American tropical environment. These field study semesters are delivered by McGill professors in partnership with local academic or research institutes. Students consistently report having learned more in one term than during their entire undergraduate studies, and they describe the experience as no less than life-changing; professors are equally enthusiastic and return year after year, as do the host countries' internship partners (NGOs and government agencies). The programs further enhance North-South connections by involving participants from Panamanian and other Canadian universities



and through related graduate programs that grew out of the field study semesters.

Contact

Catherine Potvin

Department of Biology
McGill University
1205 Dr Penfield Avenue
Montreal QC H3A 1B1
t: (514) 398-3730
f: (514) 398-5069
catherine.potvin@mcgill.ca
www.mcgill.ca/science/why/field

University of New Brunswick: International Experiential Learning and Expanding Worldviews

Overview

The University of New Brunswick's Renaissance College recognizes the challenges students face within the fast-paced environment associated with global connectivity and has created an undergraduate experience that helps students understand their role as citizens and potential leaders within this expanded global community. During their three years at the College, students are actively engaged in international discussions and experiences that examine how policy, business, religion, culture, values, language, and science and technology impact society. The culmination of these courses and discussions is a mandatory 12-credit international internship – an experiential cross-cultural learning opportunity outside the traditional classroom where students

observe and learn about leadership and citizenship in other cultures. In addition, students complete required academic work to help integrate and connect the experience back to their undergraduate program.

Contact

Jonathan Foster

Experiential Education Coordinator
Renaissance College
PO Box 4400
Fredericton NB E3B 5A3
t: (506) 447-3255
f: (506) 447-3224
jfoster1@unb.ca
www.unb.ca/renaissance

Nipissing University: International Practice Teaching

Overview

Nipissing University's faculty of education has been offering teaching practica in international settings since 2003. Groups of bachelor of education student teachers are mentored by teachers in Kenya, Cameroon, China and England during three- to four-week placements in schools serving socio-economically disadvantaged children and youth. Student teachers gain cultural knowledge through opportunities such as living with local families and participating in day-to-day community activities. As a result of their international practice teaching placements, participants have encountered life-altering experiences which have sparked new opportunities for teaching assignments at home and abroad.

Meritorious applications are those that change the face of education and the shape of degree-giving. They show us what the degree of the future will look like.

Nancy Hughes Anthony
President and CEO
Canadian Chamber
of Commerce

Contact

Lorraine Frost, PhD

Associate Professor
Faculty of Education
Nipissing University
100 College Drive
North Bay ON P1B 8L7
t: (705) 474-3461 ext. 4563
f: (705) 474-1947
frost@nipissingu.ca
www.nipissingu.ca

University of Ottawa: The Marco Polo Initiative

Overview

Marco Polo was just 17 when he embarked on his extraordinary journey through Asia to China. It was, of course, a journey that changed his life and made his career. So too, with a spirit of adventure, do Canadian students seek opportunities to explore new territory and learn from other cultures. To respond to that interest, and to better prepare its students for an increasingly global workplace, the University of Ottawa established an academic exchange program based on the reciprocal exchange of students. That program is now known as the Marco Polo Initiative. The initial program began with a small budget and modest human resources, but during 10 years of existence, it has developed into a truly student-centred, service-oriented program that is dedicated to providing both outgoing students and incoming international exchange students with positive learning experiences. The program's success is due

to steady and innovative modifications: responding to feedback from student evaluations, implementing unique procedures and introducing tools to remove obstacles and improve efficiency. It meets the needs of students, faculty, academic advisors and exchange managers on both sides of a reciprocal academic exchange agreement.

Contact


Line C. Bissonnette

International Exchange
Program Manager
International Office
University of Ottawa
538 King Edward Avenue
Ottawa ON K1N 6N5
t: (613) 562-5800 ext. 1448
f: (613) 562-5100
lbisson@uottawa.ca
www.uottawa.ca/international

University of Prince Edward Island: Smallholder Kenyan Dairy Farmer Program

Overview

The Smallholder Kenyan Dairy Farmer Program at the University of Prince Edward Island prepares Canadian veterinary students for future leadership roles in international development and cooperation. It is the flagship course in internationalization at UPEI because of the many educational benefits that accrue to both Canadian and Kenyan veterinary students, and because the program has resulted in meaningful improvements in the standard



of living and education of farming families in Kenya. The program was developed through collaboration between the Atlantic Veterinary College and Farmers Helping Farmers, a local non-governmental organization. It provides technical assistance, specialist training and materials for dairy farmers in extreme poverty in Kenya while offering a unique global veterinary and cultural learning experience to senior veterinary students. Student field work in Kenya is supplemented by extensive orientation on agricultural development, the importance of poverty reduction and our increasing global interdependence.

Contact

John VanLeeuwen

Department of Health Management
Atlantic Veterinary College
University of Prince Edward Island
550 University Avenue
Charlottetown PEI C1A 4P3
t: (902) 566-0457
f: (902) 566-0823
jvanleeuwen@upe.ca
www.farmershelpingfarmers.ca

Queen's University: International Law Program

Overview

In 2002, the faculty of law at Queen's University established Canada's first international law program abroad, offered as an intensive two-month spring-summer session at Queen's University's International Study Centre at Herstmonceux Castle in East Sussex,

England. After four years of operation, nearly 200 international law program graduates have embarked on legal careers in Canada and around the world. The program has allowed them to gain an understanding of international law and discover how Canadian law compares to other legal systems. The program is taught by European and Canadian instructors who are university professors and senior legal advisors to international firms and organizations. A central component of the program is its extensive high-level field trips to the major international legal institutions of Europe. This innovative approach has great impact on student learning, as participants are able to have direct contact with some of the top Canadian and European legal minds working in the field of international law. The success of the program is evident not only in the fact that it has operated at full capacity for the past three years, but also in the popularity of the program across Canada: students have been drawn from every major law school in the country.

Contact

Mark Heeler

Associate Director of Special Projects
Faculty of Law, Macdonald Hall, Room 524
Queen's University
Kingston ON K7L 3N6
t: (613) 544-2368 ext. 78352
f: (613) 533-6509
heelerm@post.queensu.ca
[http://law.queensu.ca/students/
International/isc](http://law.queensu.ca/students/International/isc)

Saint Mary's University: Living History – A Field School in Terezin

Overview

Saint Mary's University offers an interdisciplinary field school in the Czech Republic through which young Canadians encounter the realities of the Holocaust. Led by two senior professors from the faculty of arts, students travel to the site of a former ghetto and concentration camp. They conduct research at the Terezin Education Centre and visit related sites in both the Czech Republic and Germany. Students of history, politics, sociology, German and religious studies have participated, gaining a strong sense of the responsibilities of global citizenship in addition to an understanding of the international applications of their own disciplines and an appreciation of the benefits of international research. Their enriched knowledge of the past informs their understanding of the present and of their own potential to shape the future. Participating departments have discovered new areas for partnership and collaboration, furthering the internationalization efforts of Saint Mary's.

Contact

Esther Enns
Dean of Arts
Saint Mary's University
923 Robie Street
Halifax NS B3H 3C3
t: (902) 420-5521
f: (902) 496-8782
esther.enns@smu.ca

Saint Mary's University: Partnerships for Student Services and Governance in Kyrgyzstan

Overview

Saint Mary's University recently brought to life a two-phase project with universities in Kyrgyzstan, focusing on university governance and services to students. The target participants of the project were management and administrative staff, in recognition of the crucial (and often underappreciated) role they play in internationalization processes. In Phase 1, seven university rectors from Kyrgyzstan travelled to Saint Mary's to share expertise with Canadian colleagues about university governance and management systems, exposing both sides to best practices in this field from unique cultural perspectives. In Phase 2, three Saint Mary's staff travelled to Kyrgyzstan to deliver a workshop to officials from 10 Kyrgyz institutions on the structure and role of student services in Canadian institutions. The impact of this project has already been felt as new student-focused structures have been established in several institutions in Kyrgyzstan, modelled on established practices at Saint Mary's University. Saint Mary's administrators gained more ownership of the internationalization process and an expanded cultural understanding which has benefited the diverse student body they serve.

Contact

Keith Hotchkiss

Director, Student Services

Saint Mary's University

Halifax NS B3H 3C3

t: (902) 420-5608

f: (902) 491-6248

keith.hotchkiss@smu.ca

University of Saskatchewan: A Passage to India – International Practicum Focused on Primary Health Care and Transcultural Nursing

Overview

Students in the final year of their degree program in nursing at the University of Saskatchewan complete one of their six-week practicum experiences at Omayal Achi College of Nursing in Chennai, India. Participants learn about the meaning and application of the principles of primary health care in this setting. Learning and living in another country allows the nursing students to acknowledge, challenge and embrace their role in primary health care. The experience provides students with an opportunity to explore transcultural concepts by living in a hostel with 200 students from another culture, learning about determinants of health and participating in a nursing education program delivered in a country that is quite different from Canada. The project contributes to the imperative to educate nurses for working in a global context. Not all nurses will work outside

of Canada, but regardless of their location, they must be able to provide culturally safe care in diverse contexts.

Contact

Yvonne Brown

College of Nursing

University of Saskatchewan

107 Wiggins Road

Saskatoon SK S7N 5E5

t: (306) 966-6248

f: (306) 966-6703

yvonne.brown@usask.ca

[www.usask.ca/nursing/international/
study_abroad.htm](http://www.usask.ca/nursing/international/study_abroad.htm)

Simon Fraser University and Zhejiang University Dual Degree Program in Computing Science

Overview

New, bold and unique, the Simon Fraser University-Zhejiang University dual degree program provides an opportunity for students from China and Canada to live and learn together and to earn two degrees in computing science – one from Simon Fraser University in Canada and one from Zhejiang University in Hangzhou, China. This five-year program encourages students to gain unique international experience both inside and outside of the classroom. Studying in China and in Canada for at least two years in each location will enable these students to develop a deeper understanding of a different language, culture and society, to succeed in the global labour market, and to better contribute to an internationalized world.

Canada is one of the only countries with an award of excellence for internationalization of higher education. And the fact that this unique recognition program is funded by an international bank is a great example of partnerships at work and reinforces the value of international knowledge and skills for the workplace.

Eva Egron-Polak
Secretary-General and
Executive Director
International Association
of Universities

Contact

Nello Angerilli

Associate Vice-President
Students and International
Maggie Benston Student Services Centre
Simon Fraser University
8888 University Drive
Burnaby BC V5A 1S6
t: (604) 291-3583
f: (604) 291-4341
angerilli@sfu.ca
[www.sfu.ca/international/abroad/
dual_degree_program.html](http://www.sfu.ca/international/abroad/dual_degree_program.html)

Thompson Rivers University Ripples Around the World

Overview

The Rural Health Worker Development Project was conceived to support the in-service development of nurses and auxiliary health staff working with underserved rural populations of the Kabhre District in Nepal. Nepali nurses participated in distance courses on assessment, leadership and management, upgraded their nursing knowledge and improved their clinical skills in Canada via semester-long credit courses. Senior Canadian nursing students completed a clinical practicum in a developing country, and Canadian faculty contributed to learning/teaching methodologies both overseas and at home. The project included development of computer literacy for professional and ancillary staff as well as for community women. Since completion, the long-term

impacts have extended to all partner institutions, especially in the preparation for international involvement of individual faculty and students. The demonstrated impact provided impetus to TRU for further institutional involvement in sharing Canadian expertise in a development context, motivated more foreign students to seek nursing education at TRU and set the groundwork for engaging more Canadian students in global initiatives.

Contact


Iván Gyozo SOMLAI

Associate Director, TRU World
Thompson Rivers University
Box 3010/900 McGill Road
Kamloops BC V2C 5N3
t: (250) 371-5764
f: (250) 828-5140
isomlai@tru.ca

Thompson Rivers University's Integrated Approach to Internationalization

Overview

Thompson Rivers University has chosen to adopt an integrated approach to international education, built on centralized leadership and coordination through TRU World (the university's international department) coupled with the collaborative development and implementation of a wide variety of educational programs, internationalization activities, and infrastructure and service initiatives. Under this overall organizational umbrella, the International Student Activity



Program brings together Canadian and international students through a constellation of coordinated activities that focus on developing cultural awareness and social interaction. These efforts are then reinforced by a series of related initiatives, including the construction of a self-financed International Building used by all students, study abroad and overseas practicum and cooperative education placement opportunities, social and academic peer support provided by domestic students, and overseas field schools. All of these activities and projects have served to strengthen TRU's long-term strategy aimed at embedding a worldwide perspective throughout the institution.

Contact

Cyndi McLeod

Associate Vice President, TRU World
Thompson Rivers University
Box 3010
Kamloops BC V2C 5N3
t: (250) 828-5162
cmcleod@tru.ca

University of Victoria: Global MBA

Overview

The UVic Business Global MBA is a unique, innovative program that seeks to develop the global mindset of its participants so that they can effectively work anywhere around the world. It endeavours to provide the participants with: 1) an integrated analysis of the three major trading areas of the world – Asia,

Europe and North America, 2) a teaching delivery that is both innovative and experiential in nature and 3) an opportunity to learn and reflect on cross-cultural relationships and work teams. Piloted in 2005, the Global MBA is a trilateral agreement between UVic Business and two long-standing partner institutions in Taiwan and Austria. Participants seeking a Global MBA specialization enter into an immersion experience in the final year of their program, which involves two months of study at each institution. Up to 10 students from each institution spend six months together learning about business and cultural practices from each of the three major trading areas of the world. They benefit from cross-cultural relationships, teams and consulting opportunities in an integrated and experiential learning environment. At the end of the program, students receive a degree from their respective institution with a specialization in global business.

Contact

Ignace Ng

Global MBA Director
UVic Business
University of Victoria
PO Box 1700, STN CSC
Victoria BC V8W 2Y2
t: (250) 721-6073
f: (250) 721-6613
ing@business.uvic.ca

University of Waterloo Chapter of Engineers Without Borders

Overview

The University of Waterloo chapter of Engineers Without Borders (EWB) responds to the urgent needs of three billion people living in extreme poverty through the following international and local programs:

- **Junior Fellowship in International Development:** Waterloo students volunteer overseas on 12-week international development placements, helping local people gain access to technologies that will improve their lives, while earning a co-op education credit.
- **High School Outreach:** EWB volunteers visit local high schools to present interactive workshops educating students about international development and sustainable technology.
- **Curriculum Change:** Through a pilot project with the engineering department, EWB case studies will soon be integrated into the first-year engineering curriculum.
- **Student Leadership Development:** Chapter members innovate and manage the chapter's activities, gaining valuable presentation, team work and project management skills.
- **Making Canada a Model Global Citizen:** EWB volunteers run public outreach campaigns such as Make Poverty History to encourage the Canadian government to support human development.

Contact

Sarah Lewis

c/o EngSoc Office

University of Waterloo

200 University Avenue West

Waterloo ON N2L 3G1

t: (519) 635-4768

sarahlewis@ewb.ca

University of Waterloo: International Industrial Training Program

Overview

Engineers today have less exposure to hands-on engineering practice than a few decades ago. This can be attributed to changes in the Ontario school system, the job market and the economy. In addition, the most profound change in society, namely the shift to a global economy, has created another dimension of experience for the engineering program to address. To expand its international connections and strengthen its program, the department of mechanical engineering is undertaking a new initiative of providing industrial training to students in an international setting. This initiative, called the International Industrial Training Program, adds to the practical skills of engineering students and provides them with international exposure, making them valuable to future co-op education employers and allowing them to graduate with an enriched co-op education experience.

Contact

Sanjeev Bedi

Professor

Department of Mechanical Engineering

University of Waterloo

200 University Avenue West

Waterloo ON N2L 3G1

t: (519) 888-4567 ext. 2178

f: (519) 885-5862

sbedi@uwaterloo.ca

www.me.uwaterloo.ca/~machlab

University of Waterloo: Course Internationalization Grants

Overview

The University of Waterloo course internationalization grants are designed to bring the world into the classroom and produce globally literate graduates. While Waterloo students have increasing opportunities to participate in international exchange programs, international co-op education work terms and international volunteer programs, the vast majority of undergraduate students do not travel abroad during their studies. This program is designed to help those students who do not study or work abroad to deepen their knowledge of international issues and to increase their intercultural skills in order to become knowledgeable global citizens. Since 2002, the university has drawn on a special fund to encourage increased internationalization of the curriculum. The initiative involves the provision of \$1,500 grants to support faculty members in their efforts to increase international content and perspectives in their

courses. To secure the grant, the instructor must demonstrate teaching and learning strategies that incorporate the experiences and knowledge of international students and domestic students who have had international experience.

Contact

Gail Cuthbert Brandt

Associate Vice-President, Academic

University of Waterloo

200 University Avenue

Waterloo ON N2L 3G1

t: (519) 888-4567 ext. 35466

f: (519) 747-4168

gcbrandt@uwaterloo.ca

www.bulletin.uwaterloo.ca/2005/aug/09tu.html

The University of Western Ontario: Laying the Foundation for Internationalization of the Curriculum

Overview

Western's strategic plan for internationalization was approved by the Senate in January 2003. One of the strategic choices made was to dedicate resources, including seed funding, toward the internationalization of the course curriculum across all faculties. Curricula at Western do not have to have an international perspective, but the university is facilitating change by providing a total of \$60,000 annually on a competitive basis to faculty members who present plans that are judged to be effective for internationalizing their

curricula. The four examples highlighted in this application depict a crucial ground-laying exercise that leverages available opportunities to meet the challenges that Western faces in its pursuit of internationalization. The four projects focused on: 1) a university-schools-community approach to international music education, 2) the development of a resource base for addressing international modes of theatrical productions in relation to colonialism and globalization, 3) the development of strategies to increase and facilitate student participation in international health field work and 4) the introduction of an interdisciplinary global health course in the faculty of health sciences.

Contact

Gerald M. Kidder, PhD

Associate Vice-President (Research)
Stevenson-Lawson Building, Room 307
The University of Western Ontario
London ON N6A 5B8

t: (519) 661-2111 ext. 80183

f: (519) 661-3139

avpres@uwo.ca

Wilfrid Laurier University: A Commitment to Preparing Social Workers to Meet the Needs of a Rapidly Changing Socio-economic World Order

Overview

For more than 10 years the faculty of social work at Wilfrid Laurier University has been committed to providing an international focus for its programs so that graduates can respond to social problems and needs arising from a rapidly changing socio-economic world order. This commitment is most visible in a series of initiatives aimed at exposing students and faculty to perspectives from a wide range of human and environmental factors and to processes that influence social functioning in contemporary life. Examples of these initiatives include political and global themed coffee-houses; enhanced faculty diversity and research related to issues of oppression, social justice and globalization; and an admission policies with a priority for applicants who are committed to equity and social justice and who may also reflect the diversity of the community. Recognizing that social work knowledge and skills are constantly evolving, the faculty is continuously incorporating new international and intercultural components to its programs. The recently launched master of social work in aboriginal studies – the first program in Canada to integrate an aboriginal worldview and contemporary social work practice – is the faculty's latest effort to address the challenges of the social work profession today.

This competition shows the increased sophistication of our universities when it comes to internationalization. The best proposals tend to involve the local community, promote student participation abroad and integrate international requirements in the curriculum.

Karen McBride

Vice-president

International Affairs Branch

AUCC

Contact

Peter Donahue

Director, Laurier International
Wilfrid Laurier University
75 University Avenue West
Waterloo ON N2L 3C5
t: (519) 884-0710 ext. 6704
f: (519) 886-4507
pdonahue@wlu.ca

York University: Bringing African Civil Society to York – An International Web Course

Overview

“Civil Society and the State in Africa” is a web-based teaching initiative that links senior undergraduates at York University with civil society practitioners and university students in Zimbabwe and South Africa. The course was designed in cooperation with two leading African research institutions on contemporary civil society, the Training and Research Support Centre in Harare, Zimbabwe, and the Centre for Civil Society at the University of Kwazulu-Natal in Durban, South Africa. The result is a “virtual classroom” in which Canadian and African students meet weekly to debate lectures and readings, raise new questions around the core theme of social and economic rights, and research strategies that might be developed by African civil society for more effective action. For York students, the course offers unparalleled direct access to civil society practitioners, their politics and their published research. It also demonstrates the potential of technologically

mediated teaching for contributing to internationalization and providing students with an unparalleled preparation for a global future.

Contact

Richard Saunders

Department of Political Science
York University
4700 Keele Street
Toronto ON M3J 1P3
t./f: (416) 736-5625
rsaunder@yorku.ca

York University: International Bachelor of Business Administration

Overview

In the fall of 2000, the Schulich School of Business at York University launched Canada’s first International Bachelor of Business Administration (iBBA) program. The iBBA builds on Schulich’s long-standing reputation as a leading provider of globally focused management education. The program, which offers a four-year honours business degree, has been specifically designed for undergraduate students seeking a strong introduction to management together with intensive language study, overseas study and a global perspective on business. Its demanding curriculum includes the following key elements: three years of language study in one of the languages offered at York University, four globally focused required courses that provide a detailed understanding of a country or region to complement the language study, specially designed core

courses that provide a cross-cultural business perspective, an international exchange consisting of one or two terms abroad at one of Schulich's 42 undergraduate partner schools in 23 countries around the world, and the rigorous core business courses of Schulich's highly regarded bachelor of business administration program.

Contact

Paul Pivato

Communications, Media & Public
Relations
Schulich School of Business
York University
4700 Keele Street
Toronto ON M3J 1P3
t: (416) 736-5546
f: (416) 736-5763
ppivato@schulich.yorku.ca

York University: The Intensive Program in Aboriginal Lands, Resources and Governments


Overview

In 1990 a group of aboriginal law students began organizing to introduce a new program into the law school. In view of the turbulent events of that year – the Meech Lake Accord had been rejected, a referendum on sovereignty was in the works in Quebec and Mohawk warriors confronted the Canadian army in Oka – the law students felt that conventional legal education needed to be supplemented to address the needs of a new generation of lawyers who would be sensitive to the history,

culture and constitutional status of aboriginal people. The students succeeded in establishing the Intensive Program in Aboriginal Lands, Resources and Governments. This clinical program, which combined a rigorous academic component with two-month placements in the field, expanded in both numbers and international scope over time to become the only program of its type in the world. Recently, placements included work with the Maori of New Zealand, the Pueblo of New Mexico, indigenous peoples in Latin America, the Inuvait north of the Arctic Circle and the Cree in Manitoba.

Contact

Shin Imai
Associate Professor
Osgoode Hall Law School
of York University
4700 Keele Street
Toronto ON M3J 1P3
t: (416) 736-5274
simai@osgoode.yorku.ca



York University: The Mark and Gail Appel Program in Holocaust and Antiracism Education – “Learning from the Past – Teaching for the Future”

Overview

The project is an initiative of the Centre for Jewish Studies and the Canadian Centre for German and European Studies at York University in Toronto, which are linked with partner institutions in Germany and Poland. About to enter its fourth cycle of collaborative learning, the project brings together Canadian university students and fellow students from Germany and Poland (half from Canada, half from Europe), all future educators, to explore how best to counter racism – including antisemitism – through teaching about the Holocaust. It also involves experts and members of the broader public in all three countries. In each cycle of activities, the project involves pre-departure orientation seminars in all three countries, a 27-day summer field study in Germany and Poland, post-field-study contacts among the participants, and a 10-day follow-up symposium for all participants in Canada. While in Canada the future teachers present their curricular projects for countering racism in their own countries.

Contact

Mark Webber

Canadian Centre for German
and European Studies

York University

4700 Keele Street

Toronto ON M3J 1P3

t: (416) 736-5695

f: (416) 736-5696

mwebber@yorku.ca

www.yorku.ca/tftf