

*Professional Development Series*

**ANTICIPATING THE  
FUTURE** *(2nd Edition)*



**WORKSHOPS AND RESOURCES FOR  
INTERNATIONALIZING THE  
POST-SECONDARY CAMPUS**

*by Karen McKellin*



**BCCIE**

# ANTICIPATING THE FUTURE

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WORKSHOPS AND RESOURCES  
FOR INTERNATIONALIZING  
THE POST-SECONDARY  
CAMPUS

*A facilitator's guide*

**SECOND EDITION**

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KAREN MCKELLIN

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VANCOUVER, BRITISH COLUMBIA

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# THE BRITISH COLUMBIA CENTRE FOR INTERNATIONAL EDUCATION

The mission of the British Columbia Centre for International Education (BCCIE) is to foster the greater internationalization of British Columbia's public post-secondary institutions. Founded in 1990, the BCCIE works closely with its membership to promote the capabilities of B.C.'s colleges, universities and technical institutes overseas, to coordinate their involvement in international projects, and to assist them in recruiting international students. The BCCIE sponsors professional development activities for the international education practitioners on B.C. campuses, and manages the Asia Pacific awards program for B.C. students and scholars studying or working in the Asia Pacific. The Centre is governed by a Board of Directors and funded by the Ministry of Education, Skills, and Training.

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Graphics by: Susan Matson  
Designed and typeset by: Julie Cochrane

## CANADIAN CATALOGUING IN PUBLICATION DATA

McKellin, Karen, 1950-  
Anticipating the future

Includes bibliographical references.

1. International Education--British Columbia. 2. Education,  
Higher--British Columbia. 3. Universities and colleges--British  
Columbia--Curricula. I. British Columbia Centre for International  
Education. II. Title.

LC1090.M24 1995 378`.015C95-911037-2

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## PREFACE

This is the second edition of *Anticipating the Future*, a unique facilitator's guide for planning workshops on internationalization for faculty, administrators, staff and students at post-secondary institutions. Although based on the experience of the public colleges, universities and institutes in British Columbia, the guide has become a useful resource for institutions of advanced education elsewhere in Canada and internationally. This edition of the manual contains a number of revisions and additions, particularly within the Resources section.

Each of the workshop topics are designed to raise awareness and expand understanding of internationalization as it unfolds on the post-secondary campus. Strategies for integrating the international dimension into post-secondary education's primary functions of teaching, learning and service are presented in a series of modules addressing the definition, rationale, function and purposes of internationalization. Organizational and institutional factors, the role of key players and stakeholders in internationalization, and internationalization of the curriculum are also covered. Each module is introduced with a background reading, followed by step-by-step instructions for implementing workshop activities. An extensive Appendix includes additional readings on internationalization as well as an up-dated list of organizations and resources supporting the internationalization of post-secondary education.

International cooperation and exchange within post-secondary education is an investment in economic, cultural and political relations between Canada and our international neighbours. The internationalization of the post-secondary system is vital to the preparation of students for effective participation in an interdependent and multicultural world. BCCIE is proud to offer this second edition of *Anticipating the Future* to our members and to all those in colleges, universities and institutes who are developing their institutional response to the challenges and opportunities of a globalized future.

Christine Savage  
Executive Director  
British Columbia Centre for  
International Education  
October 1996

## ACKNOWLEDGEMENTS

The involvement of many members of the B.C. post-secondary system in the development of this manual was acknowledged in the 1995 edition, particularly the advice and support of Sheila Swanson and BCCIE's Internationalization Committee, and also of Valerie Cottingham, Pat Dalglish, Mackie Chase, Christine Peterson and Diane Morrison. I owe a special debt of gratitude to my predecessor at BCCIE, Anne Francis, for her work as author of BCCIE's 1993 Internationalization Task Force Report, and to Jane Knight of Ryerson Polytechnic University in Toronto, for her ground-breaking research in the area of internationalization of higher education.

In the last three years, internationalization initiatives at the regional, national and international level have proliferated with astonishing speed. Internationalization of the curriculum was the theme for BCCIE's first regional conference in May, 1996, and internationalization is billed as the main topic of concern for AUCC and ACCC conferences held this fall in Ottawa and New Zealand. Internationalization remains an issue of priority for the OECD's Institutional Management of Higher Education Program and for American, Australian, and European associations for international education. I hope this second edition of *Anticipating the Future* will contribute to this momentum by continuing to build awareness and inform discussions of internationalization at the individual campus level.

Karen McKellin  
Vancouver, October 1996

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## LIST OF ACRONYMS USED

AAC	American Association of Colleges
AASCU	American Association of State Colleges and Universities
ACCC	Association of Canadian Community Colleges
AIEA	Association of International Education Administrators
AIESEC	International Association of Students in Economics, Business Management and Computer Science
AUCC	Association of Universities and Colleges of Canada
BCCIE	British Columbia Centre for International Education
CBIE	Canadian Bureau for International Education
CCPD	Centre for Curriculum and Professional Development
CERI	Centre for Educational Research and Innovation
CIDA	Canadian International Development Agency
CIEE	Council on International Education Exchange
COMETT	Community Programme for Education and Training for Technology
EAIE	European Association for International Education
ERASMUS	European Community Action Scheme for the Mobility of University Students
IDRC	International Development Research Council
INSEAD	The European Institute of Business Administration
MAETT	Ministry of Advanced Education, Training and Technology
MEST	Ministry of Education, Skills, and Training
MRC	Medical Research Council
NAFSA	National Association for Foreign Student Affairs
NAFTA	North American Free Trade Agreement
NSERC	Natural Sciences and Engineering Research Council
OECD	Organization for Economic Cooperation and Development
SSHRC	Social Sciences and Humanities Research Council
WUSC	World University Service of Canada

# PART I

---

## INTRODUCTION

*One must have a way of anticipating the future.  
Humankind can no longer, through fear of the unknown,  
expend so much energy translating anything new into something old  
but must do what the artist does: develop the habit of approaching  
the present as a task, as an environment to be discussed,  
analyzed, coped with, so that the future may be seen more clearly.*

MARSHALL MCLUHAN AND BRUCE R. POWERS

From *The Global Village: Transformations in World Life  
and Media in the 21st Century*

# ANTICIPATING THE FUTURE: INTRODUCTION

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## THE IMPERATIVES OF THE NEW GLOBAL REALITIES

A globalized economy, concern for the earth's environment, and profound and rapid changes in the world's social and political arenas are compelling institutions of advanced education around the world to consider the international scope and focus of their role in society. National interests are increasingly interdependent with the interests of other nations. A new borderless workforce is emerging, linked by intricate webs of rapidly expanding communication and information technologies, bound together in vast multinational and transnational enterprise. Rural communities once isolated by geographical distance from populous hubs are influenced by events and connected to people far beyond their regional and national borders. Declining natural population growth and a corresponding increase in immigration flows are changing the demographic makeup of many Western countries. In Canada a mosaic of newcomers from Asia, Africa, Central and South America, and to a lesser extent, Western and Eastern Europe, are creating what Richard Lambert calls a "permanently multicultural" society (Lambert, 1989:1).

The mandate of today's institutions of advanced education is to prepare the youth and adult members of society to live and work effectively within these new global and multicultural realities. Internationalization is becoming integral to their primary activities of teaching and learning, research and community service. In the words of John Berry, former vice-president of the Association for Universities and Colleges in Canada (AUCC):

As we move into the 21st Century . . . it is no longer acceptable to educate the next generation of Canadians to understand their own neighbourhood, province or country. Their own careers, and Canada's need for an educated citizenry, demand that their knowledge, sensitivity and understanding extend to the entire world (Berry, 1993:4).

## THE GATHERING MOMENTUM IN CANADA

Colleges, universities, and technical training institutions in the United States, Japan, the European Union and Australia are committing themselves to the task of developing the international dimensions of their curricula, their classrooms and their campuses. Although Canadian institutions have been comparatively slow in responding to the challenges of globalization and interdependence, leaders in education and government alike have recently targeted the internationalization of Canadian higher education as vital to Canada's future.

The Smith Report of the Commission of Inquiry on Canadian University Education (1991) recommended that universities include internationalization as an institutional goal and establish policies to internationalize their programs, increase the number and geographic diversity of international students, support and promote international research, and provide opportunities for more Canadian students to obtain international education experiences.

The Canadian government's 1992 report of the Steering Group on Prosperity linked Canada's prosperity in the next century to how well Canadians are educated and trained to meet the challenges of globalization. The document recommended an increase in the international focus of the curricula, research and scholarship, and called for more training in foreign languages, training for internationally recognized credits or diplomas, increasing the number of Canadian students, teachers and scholars participating in international exchanges, and increasing the amount of cooperative research between Canada and other countries.

Since 1989 the AUCC has made the internationalization of Canadian higher education a cornerstone of its work. In 1991 and again in 1993 they conducted a nationwide internationalization survey to assess the status of internationalization efforts at Canadian universities. In 1995 AUCC's Standing Committee on International Relations issued a statement on internationalization articulating a framework for action to bring about "a deliberate and proactive transformation of who, what and how we teach and learn" (1995:49).

In 1992 the Association of Canadian Community Colleges (ACCC) adopted the internationalization of colleges as one of its primary advocacy issues and appointed a task force to guide the development of policies that would support members' efforts to internationalize their institutions. In 1994 the ACCC published an orientation document to foster and promote the internationalization of Canada's community colleges. Noting that the new world economic order makes internationalization inevitable, the ACCC's Committee for the Internationalization of Colleges challenged administrators and the Boards of Governors of their member institutions to prepare Canadians for the future, to enable them to live and work "cooperatively and productively in a changing world" (1994:1).

In hearings before the Special Joint Parliamentary Committee reviewing Canada's foreign policy in 1994, members of the post-secondary community were united in their emphasis on the strategic importance of internationalizing higher education, noting that "Canada's capacity to compete in the global economy will depend in part on the best and brightest of the next generation developing the knowledge and skills necessary to deal with other cultures and to participate in foreign environments" (1994: 65).

## THE EVOLUTION OF INTERNATIONALIZATION IN B.C.

The internationalization of advanced education has been a particular focus of international educators in B.C. since the 1980's and the quarterly meetings of what used to be the International Education and Training Group (Jessiman, 1993). The B.C. Ministry of Advanced Education, Training and Technology (MAETT)<sup>1</sup> published two reports,<sup>2</sup> one in 1988 and the other in 1990, promoting the greater internationalization of post-secondary education. In 1990 the MAETT established the British Columbia Centre for International Education (BCCIE) with a mandate to coordinate and promote the capacity of B.C.'s colleges, universities and institutes in international education and to facilitate the internationalization of campuses. Two years later BCCIE's Board of Directors approved the appointment of a Task Force to study the state of internationalization as it was occurring in B.C. and to investigate effective models of institutional internationalization applicable to the B.C. post-secondary system. Surveys and interviews conducted with respondents at twenty-three out of twenty-five institutions found there was general uncertainty about what internationalization meant as well as a general lack of understanding of the implications of global interdependence for B.C. post-secondary education.

In their report, *Facing the Future: The Internationalization of Post-Secondary Institutions in British Columbia* (Francis, 1993), the Task Force called for clarification of the definition and intent of internationalization. No two campuses in B.C. are alike and the Task Force acknowledged that any internationalization strategy would need to address the tremendous diversity within the system. The report concluded that deliberate initiatives were needed in the areas of leadership, strategic planning, funding and curriculum development to facilitate internationalization throughout the province.

## RATIONALE FOR A FACILITATOR'S MANUAL

BCCIE's Internationalization Committee initiated the development of this facilitator's manual in the spring of 1994. The medium of a manual was selected to provide members of the campus with a tool to assist them in the task of internationalizing their own institutions. Participation in workshops and discussions on internationalization were thought to be an effective means of raising awareness and building commitment to internationalization among all constituent members of the campus — faculty, staff, administrators, students, board members, as well as members of the broader community.

In some measure the manual was also meant to operationalize the Task Force recommendation to showcase effective models of internationalization and to share what BCCIE has come to

know about the process, offering a synthesis of recent research and writing on the subject. As the Task Force discovered, much of the literature on internationalization is buried in journal articles and reports. It is frequently glossed with international education literature which is more often focused on micro issues of international programming and practices, rather than on the macro issues of institutional structure and organizational process. Much of the literature is American, a fact that the handful of Canadian writers in the area acknowledge as problematic due to the marked differences between the U.S. and Canadian systems of advanced education (Francis, 1993; Knight, 1994; Maidstone, 1995; and Pengelly, 1989).

### **A MANY-SPLENDURED CHAOS WITH MOMENTUM**

The imperatives are no longer debated in the U.S. where internationalization has “permeated and sometimes dominated the higher education agenda” for nearly two decades (Rahman and Kopp, 1992:3). The focus now is on the means of implementation, and the assessment and evaluation of internationalized teaching and learning. How to internationalize, what to emphasize, what outcomes to plan for — these appear to be the current subjects of discussion and debate.

The far-reaching impact of internationalization on all aspects of education has been compared to that of the scientific revolution, “leading to an ubiquitous, pervasive, and permanent redirection of the intellectual framework” (Groennings, 1990:29). And yet — like the scientific revolution — internationalization on many campuses in the United States has been described as “a disorderly development, lacking clear definition, boundaries, and agreement . . . a many-splendoured chaos with momentum (Groennings, 1990:30).” Attempts to create the policies, programs and organizational structures to facilitate institution-wide internationalization have been characterized as “scattered and tentative” (Johnston, 1993:38). In a rare negative comment on internationalization in Europe, Régis reports that the proliferation of student mobility programs such as ERASMUS have nevertheless “spawned innovations which have proved difficult to manage, and the internationalization of studies and research in practice has often been disappointing and its effects barely perceptible” (1993:273).

The differences between Canadian, American and European higher education notwithstanding, the U.S. and the European experience of internationalization can teach us much about how to go about the complex and challenging task of transforming our own institutions, both in terms of what to emulate and what to avoid. As McLuhan and Powers (1989) pointed out, there are some advantages to Canadians who seem destined to lag behind others who pioneer the path before us; a blazed trail is easier to travel and we are less likely to lose our way.

## HARNESSING THE CHAOS

The workshop activities in this manual are not focused on micro issues of international education programming, nor are the various modules intended as prescriptions for running a better international student program, writing a winning CIDA project grant proposal, or drafting a comprehensive international linkage agreement, even though these may be some of the positive outcomes of effective internationalization. Rather, workshop module activities are designed to give participants opportunities to analyze and discuss issues of internationalization in the context of their own campus, each of which has a unique culture, history and tradition, and to reflect on their own role in the internationalization process.

If there is one overarching purpose of this manual it is to assist post-secondary institutions in harnessing the “splendid chaos” of internationalization, pulling together what can become a welter of unrelated international activity, and developing a thoughtful, orderly, planned approach to building and sustaining the international dimensions of their teaching, research and community service.

### NOTES

- 1 The Ministry of Advanced Education, Training and Technology is now called the Ministry of Education, Skills, and Training.
- 2 *Post-Secondary International Education in British Columbia: A Discussion Paper*, 1988, and *British Columbia Post-Secondary International Education in the '90's*, 1990. Victoria, B.C.: Ministry of Advanced Education, Training and Technology.

# PURPOSE AND USE OF THE MANUAL

## BACKGROUND TO THE DEVELOPMENT OF THIS MANUAL

Before developing the first draft of this manual, a brief questionnaire was sent to potential users at a number of different B.C. post-secondary institutions to solicit their input and ideas. Respondents were asked how the workshops would be used, in what forums, and for which group of participants.

Respondents indicated that the activities would need to be relevant to *all* members of the campus — faculty, staff, students, administrators, and community members — and that participants' levels of knowledge would range from very little prior knowledge and understanding of internationalization to quite a lot in the case of international education practitioners. The final question asked respondents to rate on a scale of one to ten the level of interest and receptivity to internationalization on their campus; in their opinion, the level of interest in internationalization on B.C. campuses was likely to range from a low of five to a high of eight.

Respondents requested a user-friendly, structured manual with numerous examples and suggestions for participatory activities, but with sufficient flexibility for facilitators to tailor the format to the particular needs and circumstances of their college, university or institute members. As the background and experience of facilitators were likely to vary, respondents felt details should be included on how to plan a workshop, direct learning activities and lead group discussions.

A first draft of the manual was reviewed by the Internationalization Committee in September 1994. Several modules were subsequently piloted during December in two workshops at BCCIE for international education practitioners, faculty, administrators and staff from different institutions. Invitations to BCCIE to participate in the ACCC-sponsored International Development Focus events at the University College of the Fraser Valley, Langara College and Yukon College in March of 1995, as well as a presentation at the University of Victoria's School of Business and at a North Seattle Community College District conference afforded further opportunities to test some of the learning activities and develop additional workshop materials to be included in the manual. Participants in these sessions provided valuable ideas and examples and offered suggestions for improvements. The apparent need to broaden the scope of the manual resulted in its re-drafting and expansion into the present form.

## GOALS AND OBJECTIVES

*The goals of this manual are to:*

- ▶ expand the discussion of internationalization on the B.C. post-secondary campus
- ▶ raise awareness and familiarity with the concept of internationalization
- ▶ foster positive attitudes and perceptions of internationalization
- ▶ encourage the development of effective strategies to internationalize the campus
- ▶ promote the integration of the international dimension into the core functions of teaching and learning, research and service.

*Participants in these workshops will:*

- ▶ broaden their understanding of internationalization and how it relates to their institution
- ▶ identify the extent to which their institution is engaged in the internationalization process
- ▶ explore strategies for building and sustaining the international dimensions of their campus
- ▶ discover their role in the process of internationalization.

## FACILITATORS

This handbook is directed to members of post-secondary communities who wish to facilitate internationalization workshops on behalf of their colleagues. Instructions are presented in sufficient detail to accommodate facilitators of varying experience, but it would be helpful if they possessed the following:

- ▶ a degree of comfort with the interactive and participatory style of adult learner-centred instruction
- ▶ familiarity with the post-secondary educational system
- ▶ international/cross-cultural experience

While experienced educators will adapt activities to their own teaching styles and apply their own learning techniques, others may be more reliant on the detailed instructions for guiding participant activities and discussions. Less-experienced facilitators may wish to co-facilitate a workshop with a partner, sharing advance preparation tasks and each taking responsibility for a different part of the workshop.

## TARGET AUDIENCE

Learning activities have been designed for groups of fifteen to twenty participants, but they can be adapted to suit other group sizes. The preliminary survey indicated the workshops would likely be used for everything from a series of ninety-minute “brown-bag” lunchtime seminars for faculty, to a full or half-day professional development event for faculty and staff, to a short introductory presentation on internationalization for new board members or members of the local community, to a workshop for students in an international club. Workshop participants may be drawn from different departments or units, or represent a cross-section of the campus: students, faculty, staff, administrators, and board members. An Internationalization Task Force or Steering Committee may decide to use the background readings and other resource materials as a framework for their deliberations. Some participants may know very little about internationalization and will need a workshop covering the definition, rationale and basic mechanisms of the process; others more familiar with the concept will be interested in exploring strategies for internationalization.

## ORGANIZATION

The manual is divided into five parts. **Part I** contains this introduction and statement of purpose and use. **Part II** begins with a step-by-step guide and checklist to use in organizing workshops. This is followed by a set of tables providing an overview of each of the modules as well as examples of formats for a half day as well as a full day workshop on internationalization.

In **Part III** the subject material on internationalization is presented in a series of modules. The format is based on the design developed by Mackie Chase and Moira de Silva for their *Pre-Departure Preparation Facilitator's Manual* (1995). Although the topics progress from a general overview to more specific strategies for internationalization, facilitators may change the sequence of modules, skip over sub-topics, or alter activities to suit the interests of different groups of participants. The modular format also accommodates variations in the length of time available for workshops.

Modules 1 and 10 are bookend modules which offer facilitators options for beginning and ending a workshop. Each of the Modules from 2 to 9 covers a different aspect of internationalization. Modules 2 to 5 represent the heart of the manual, or its “core subjects,” while Modules 6 to 9 deal more particularly with institutional and organizational elements of internationalization.

The Appendices in **Part IV** consist of additional workshop materials, among them a five-point strategic planning prototype, a reading reflecting on the commercialization of international education, and a list of creative funding strategies for internationalization. Included in the Appendix is a list of contact persons for internationalization at each of B.C.’s colleges, universities, and institutes, as well as a listing of organizations and institutions that offer information, services or programs to support the internationalization of post-secondary education. **Part V** lists the references. Although American sources predominate in the current internationalization literature, every attempt was made to find and use Canadian sources.

# PART II

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## WORKSHOP PLANNING GUIDE

*Keep the process simple and instructions clear.  
Provide the group with structure to do its work, but try not to  
control it. Enjoy what you do. Be genuinely yourself  
and you will be respected.*

THE TEACHINGS OF LAO TZU

# PLANNING THE INTERNATIONALIZATION WORKSHOP

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This planning guide will help facilitators organize an effective and productive workshop. It consists of an Advance Preparations Checklist and a sample Participant Questionnaire that can be used to obtain a general profile of participants. *Tables 1, 2 and 3* present a summarized description of each of the ten modules, showing topics covered, length of time to allot for learning activities, suggested teaching techniques, and the handouts, overheads and other resource materials for each module. Learning activities are built around two or three sub-topics within each of the modules. This gives facilitators greater flexibility in selecting workshop components to fit within different time frames and to suit different groups of participants. Workshops will usually consist of a combination of several modules, but facilitators should feel free to cut-and-paste parts of modules together to suit their needs. Examples of a format for a half-day and a full-day workshop are provided in *Tables 4 and 5*.

## COMPONENTS OF THE MODULES

Modules consist of a complete lesson plan beginning with a discussion of the topic followed by directions for suggested workshop activities. Each module is equipped with its own set of overhead and handout masters. The instructional techniques suggested will be familiar to most facilitators. They include brainstorm, diad and triad, jigsaw, case study, and buzz group or small group discussion.<sup>1</sup> In some cases facilitators will need to make brief presentations supported by overhead visuals to introduce material that may not be familiar to participants.

Sets of questions are provided to help focus group discussions. Dan Pratt of UBC's Department of Adult Education notes that there are two purposes for using questions: first, to engage participants in the content, and secondly, to find out what they know and how they are thinking or feeling about the subject or topic. He reiterates the importance of *waiting* not only after questions have been posed but also after the initial response has been given to afford participants time to form their answers (Pratt 1994).

## SUGGESTED READING

The readings at the beginning of each module will provide facilitators with sufficient information to guide discussions. The background readings may also be used as pre-workshop reading material or distributed to participants at the end of a workshop.

For facilitators who wish to do additional reading on internationalization, the following six resources are recommended:

1. BCCIE's Task Force Report, *Facing the Future: The Internationalization of Post-Secondary Institutions in British Columbia*, Anne Francis, 1993. Available through BCCIE, 950-409 Granville St., Vancouver, B.C., V6C 1T2; Telephone: 604 895-5070; Fax: 604 895-5079. Also available through the ERIC Document Reproduction Service.
2. *Bridges to the Future: Strategies for Internationalizing Higher Education* (Charles Klasek, Editor, 1992). May be obtained from Dr. V.N. Bhatia, Editor, *International Education Forum*, Washington State University, Bryan Hall 206, Pullman, Washington 99164-5120, Telephone 509 335-0921; Fax 509 335-3784; E-mail: bhatia@wsu.edu.
3. "Developing International Education Programs," Richard K. Greenfield, Editor, *New Directions for Community Colleges*, No. 70, Vol. XVIII, No. 2, Summer, 1990. Available through UBC and Simon Fraser University libraries.
4. *International Literacy: A Paradigm for Change*, Peter Maidstone, 1995. Jointly published by the Centre for Curriculum and Professional Development and the Ministry of Education, Skills, and Training. Available from the Open Learning Agency, Curriculum Publications Department, Burnaby, B.C. Fax: 604 431-3381; Toll free telephone: 1-800-663-1653.
5. *Internationalization: Elements and Checkpoints*, Jane Knight, 1994. CBIE Research No. 7. Available from the Canadian Bureau for International Education, 220 Laurier Ave. W., Ottawa, Ontario K1P 5Z9. Telephone: 613 237-4820; Fax: 613 237-1073.
6. *Strategies for Internationalisation of Higher Education: A Comparative Study of Australia, Canada, Europe and the United States of America*, Hans de Wit, Editor, 1995. Available from the Secretariat, European Association for International Education, Van Diemenstraat 344, 1013 CR Amsterdam, The Netherlands. Telephone: 31-20-625 27 27; Fax: 31-20-620 94 06; E-mail: eaie@eaie.nl

#### NOTE

- 1 Peter Renner's *The Art of Teaching Adults* (Training Associates: Vancouver, B.C., 1993) is an easy-to-read guide on how to use these and other effective adult education teaching techniques. Another recommended resource is *Mastering the Teaching of Adults* by Jerold Apps (Krieger Publishing Company: Malabar, Florida, 1991.)

## ADVANCE PREPARATIONS CHECKLIST

Ideally one should begin planning a workshop with at least four weeks lead time. The following checklist, along with checklists within each module, will be helpful for individuals new to facilitating in-house workshops.

### *Four weeks before the workshop*

#### 1. Organize the time and place for the workshop

- Choose a date and time frame for the workshop that is likely to be convenient for the most people within the target audience.
- Check that date/time does not conflict with other professional development events, campus events, religious holidays, exam schedules.
- Use the overview of modules in Tables 1, 2 and 3 and the sample workshop formats in Tables 4 and 5 to draft a preliminary agenda for the workshop.
- Book the room for the workshop based on the estimated number of participants.
- Investigate catering services and costs if refreshments and/or lunch will be served.

#### 2. Calculate the budget available for the workshop

*The following is a list of items for which costs may be incurred:*

- Facilitator's honorarium (if applicable) \$ \_\_\_\_\_
- Rental of room and audio-visual equipment  
(if applicable) \_\_\_\_\_
- Catering: coffee and/or lunch \_\_\_\_\_
- Photocopying: handouts and other resources \_\_\_\_\_
- Markers, masking tape, flip chart paper,  
5 x 8 cards \_\_\_\_\_
- Promotion: printing costs \_\_\_\_\_
- Long distance calls, faxes, postage \_\_\_\_\_

**3. Arrange for promotion and publicity**

- Depending on your target audience, use a mixture of media — bulletin board announcements, E-mail, campus mailbox, campus newspaper or radio — to publicize the workshop.
- Announce the workshop in a one-page flyer, or a letter of invitation that includes a brief description of the purpose and subject of the workshop, date, time and place, as well as the name and phone number of a contact person.
- Follow announcement with personal invitations to individuals.

***Three weeks before the workshop***

**4. Send out Participant Questionnaires (Optional)**

*The purpose of the sample questionnaire is to obtain a general profile of participants: what their role is on campus, what their preconceptions of internationalization are, and what they are expecting from the workshop.*

- Send out participant questionnaires to those who have indicated they will be attending the workshop.
- Ask people to complete and return the questionnaires by the end of the week.

***Two weeks before the workshop.***

**5. Confirm number of participants attending the workshop.**

- Prepare registration list.
- Let catering know number of persons expected.

**6. Establish a profile of participants from questionnaires.**

<i>Number of:</i>	<i>Departments/organization:</i>
____ Faculty	_____
____ Staff	_____
____ Administrators	_____
____ Students	_____
____ Board members	_____
____ Community members	_____

## **7. Choose modules and prepare workshop materials**

- Select modules relevant to participants' interests and expectations.
- Review background readings and note key points.
- Review instructions for guiding learning activities and discussions.
- Plan the opening and closing activities for the workshop.  
(See Modules 1 and 10.)
- Make copies of handouts for participants.
- Prepare overhead transparencies.
- Draft a workshop agenda.
- Arrange for overhead projector, flip chart and other supplies to be placed in room.

### ***Day of the workshop:***

## **9. Check equipment and supplies; arrange room**

- Flip chart paper, markers, masking tape
- Name tags
- Index cards
- Overhead projector, extension cord, spare bulbs, overhead pens
- A table for beverages and handout materials
- Practice using the overhead projector if it is not familiar to you.
- Arrange tables and chairs in a U or other configuration to facilitate group discussion.

## SAMPLE PARTICIPANT PROFILE QUESTIONNAIRE

Title of the Workshop \_\_\_\_\_

Date, time, place \_\_\_\_\_

*Dear Workshop Participant:*

*Please take a few minutes to complete the following brief questionnaire to help us prepare a workshop that addresses your interests and expectations. Please return the completed form by (date) to (contact person's name, address, phone, and fax):*

1. Name: \_\_\_\_\_

2. Address: \_\_\_\_\_

Phone/fax/E-mail: \_\_\_\_\_

3. Check the appropriate box:

Faculty     Staff     Administrator

Department/affiliation: \_\_\_\_\_

Member of local community     Board member

Company/  
organization: \_\_\_\_\_

Student    Program area: \_\_\_\_\_

4. What does "internationalization" mean to you?

\_\_\_\_\_  
\_\_\_\_\_

5. What do you hope to learn or find out at this workshop?

\_\_\_\_\_  
\_\_\_\_\_

Please return this form by \_\_\_\_\_ (date)

To \_\_\_\_\_ (name and fax)

Thank you!

TABLE 1: DESCRIPTION OF MODULES 1 TO 4

Module	Topics	Timing	Method/format	Materials/resources
<b>Module 1</b> Introducing the Workshop	Welcome and introductory activities	10 minutes 15 minutes 20 minutes	<i>Option #1:</i> Round robin <i>Option #2:</i> Diad/triad interviews Icebreaker: <i>International Bingo</i>	Name tags; workshop agenda; flip chart, markers Handout H-1-1
<b>Module 2</b> What Is Internationalization?: The Definition and the Concept	<b>2A</b> What does internationalization mean to you? <b>2B</b> Knight's four approaches to internationalization	20 minutes 30 minutes	Drawing exercise; diads/triads; group discussion Presentation; whole group discussion	5x8 cards, markers, tape  Overhead O-2B-1; handouts H-2B-1 and -2
<b>Module 3</b> Why Internationalize?: The Rationale and the Approach	<b>3A</b> The impact of globalization and interdependence on this community <b>3B</b> Top three reasons to internationalize <b>3C</b> Warner's models of internationalization	25 minutes 20 minutes 30 minutes	Brainstorm; diads or small group discussion  Questionnaire; whole group discussion Presentation; triad group discussion	Flipchart, paper and markers  Handout H-3B-1  Overhead O-3C-1; handout H-3C-1
<b>Module 4</b> How Internationalization Works: Mechanisms and a Model	<b>4A</b> Mechanisms of internationalization <b>4B</b> A conceptual model of internationalization mechanisms	15 minutes 30 minutes	Whole group discussion  Presentation; small group discussion	Flip chart, markers; handout H-4A-1 Overheads and handouts H/O-4B-1 and -2.

TABLE 2: DESCRIPTION OF MODULES 5 TO 6

Module	Topics	Timing	Method/format	Materials/resources
<b>Module 5</b> Toward Sustainable Internationalization: Key Factors in a Three-Stage Process	5A Organizational factors checklist	20 minutes	Diad/triad task	Handout H-5A-1
	5B Organizational factors key to effective internationalization	45 minutes	Presentation; small group discussion	Overhead O-5B-1; handout H-5B-1; flip chart paper and markers
	5C A conceptual model of three stages in the internationalization process	20 minutes	Presentation; whole group discussion or diad/triad	Overhead and handout of H/O 5C-1; flip chart and markers
<b>Module 6</b> Internationalizing in a Climate of Constraint and a World of Opportunity	6A Issues and challenges on today's campus	20 minutes	"Delphi" method; whole group discussion	5x8 cards, tape
	6B International opportunities and possibilities	60 minutes	Presentation; small group project	Overheads O-6B-1 and -2; handout H-6B-1; flip chart paper, markers, tape; <i>Optional:</i> glue, scissors, post-cards, magazine/newspapers, construction paper

**TABLE 3: DESCRIPTION OF MODULES 7 TO 10**

<b>Module</b>	<b>Topics</b>	<b>Timing</b>	<b>Method/format</b>	<b>Materials/resources</b>
<b>Module 7</b> Institutional Models of Internationalization	7A Davies' institutional matrix	20 minutes	Presentation; whole group discussion	Overhead O-7A-1; handout H-7A-1
	7B Institutional models of internationalization: Case studies	60 minutes	Jigsaw groups for case studies; group discussion	Handouts H-7B-1 to 5
<b>Module 8</b> Key Players and Stakeholders in the Internationalization Process	8A Stakeholders in the outcomes of internationalization	20 minutes	Brainstorm	Flip chart, markers
	8B Key players in the internationalization process	60 minutes	Small group discussion; <i>Alternative</i> : panel discussion	Flip chart paper, markers, tape; "experts/consultants"; handout H-8B-1
<b>Module 9</b> Internationalizing Across the Curriculum	9A Internationalizing across the curriculum: why and what?	45 minutes	Presentation; diad/triad discussion	Handouts/overhead H/O-9A-1; overhead O-9A-2; handout H-9A-2
	9B A practical approach to internationalizing the curriculum	80 minutes	Presentation; small group discussion	Handouts/overhead H/O-9B-1 and H/O-9B-2; flip chart paper, markers, tape
<b>Module 10</b> Concluding the Workshop	Wrap-up and follow-up activities:	20 minutes	Whole group discussion; evaluation	Flip chart and markers handout H-10-1

**TABLE 4: EXAMPLE OF FORMAT FOR A HALF DAY (3 TO 3.5 HOURS)  
WORKSHOP ON INTERNATIONALIZATION**

*An introduction and overview of internationalization for a cross-section of the campus:  
faculty, staff, administrators and students*

<b>Module</b>	<b>Topics</b>	<b>Time</b>	<b>Method/format</b>	<b>Materials/resources</b>
<b>Module 1</b> Introducing the Workshop	Welcome and introductory activities	20 minutes	Icebreaker: <i>International Bingo</i>	Handout H-1-1 Name tags Agenda handout or print on flip chart
<b>Module 2</b> What Is Internationalization?	<b>2A</b> What does internationalization mean to you? <b>2B</b> Knight's four approaches	20 minutes 10 minutes	Drawing exercise; diads or triads Presentation only and handouts	5x8 cards, markers, tape Overhead O-2B-1; handout H-2B-1 and -2
<b>Module 3</b> Why Internationalize?	<b>3B</b> Top three reasons to internationalize	25 minutes	Questionnaire; whole group discussion	Handout H-3B-1
<b>Module 4</b> How Internationalization Works	<b>4B A</b> conceptual model of internationalization mechanisms	25 minutes	Presentation; whole group discussion	Overhead O-4B-1 and -2

**TABLE 4: FORMAT FOR HALF DAY WORKSHOP  
CONTINUED**

<b>Module</b>	<b>Topics</b>	<b>Time</b>	<b>Method/format</b>	<b>Materials/resources</b>
COFFEE BREAK		15 minutes		
<b>Module 8</b> Key Players and Stakeholders in Internationalization	<b>8A</b> Stakeholders in the outcomes of internationalization	20 minutes	Brainstorm	Flip chart, markers
	<b>8B</b> Key players in internationalization	60 minutes	Small group discussion	Handout H-8B-1
<b>Module 10</b> Concluding the Workshop	Wrap-up and follow-up activities	20 minutes	Group discussion; evaluation	Flip chart, markers; handout H-10-1

**TABLE 5: EXAMPLE OF FORMAT FOR A FULL DAY  
WORKSHOP ON INTERNATIONALIZATION  
9:00 A.M. - 4:00 P.M.**

*Institutional strategies for internationalization for faculty,  
administrators and Board members*

<b>Module</b>	<b>Topics</b>	<b>Time</b>	<b>Method/format</b>	<b>Materials/resources</b>
<b>Module 1</b> Introducing the Workshop	Welcome and introductory activities	9:00 a.m.	<i>Option #1:</i> Round robin	Name tags; workshop agenda as a handout or printed on flip chart
<b>Module 2</b> What Is Internationalization?	<b>2B</b> Knight's four approaches to internationalization	9:15 a.m.	Presentation only and handouts of definitions and approaches	Overheads O-2B-1; handouts H-2B-1 and -2
<b>Module 3</b> Why internationalize?	<b>3A</b> Globalization and interdependence	9:30 a.m.	Brainstorm whole group discussion	Flip chart, paper and markers
	<b>3B</b> Top three reasons to internationalize		Questionnaire; whole group discussion	Handout H-3B-1
	<b>3C</b> Warner's models of internationalization		Presentation only	Overhead O-3C-1
<b>COFFEE BREAK</b>		10:15 a.m.		

**TABLE 5: FORMAT FOR A FULL DAY WORKSHOP  
CONTINUED**

<b>Module</b>	<b>Topics</b>	<b>Time</b>	<b>Method/format</b>	<b>Materials/resources</b>
<b>Module 4</b> How Internationalization Works	4A Mechanisms of internationalization	10:30 a.m.	Distribute handout only	Handout H-4A-1
	4B A conceptual model of internationalization mechanisms		Presentation; whole group discussion	Overhead O-4B-1 and - 2; flip chart, markers
	5A Organizational factors checklist	11:15 a.m.	Diad/triad task	Handout H-5A-1
<b>Module 5</b> Toward Sustainable Internationalization	5B Organizational factors key to effective internationalization		Presentation only	Overhead O-5B-1; handout H-5B-1; paper and markers
	5C A conceptual model of three stages in the internationalization process			Overhead O-5C-1; flip chart and markers
<b>LUNCH</b>		12:00 noon		
<b>Module 7</b> Institutional Models of Internationalization	7A Davies' institutional matrix	1:15 p.m.	Presentation only and handout	Overhead O-7A-1; handout H-7A-2
	7B Institutional models of internationalization: Case studies		Jigsaw groups for case studies; group discussion	Handouts H-7B-1 to 5; handout H-5B-1

TABLE 5: FORMAT FOR A FULL DAY WORKSHOP  
CONTINUED

Module	Topics	Time	Method/format	Materials/resources
COFFEE BREAK		2:15 p.m.		
<b>Module 6</b> Internationalizing in a Climate of Constraint and a World of Opportunity	<b>6A</b> Issues and challenges on today's campus  <b>6B</b> International opportunities and possibilities	2: 30 p.m.	Use brainstorm in lieu of delphi method  Presentation; small group project	Flip chart, markers  Overheads O-6B-1 and O-6B-2; handout H-6B-1; flip chart paper, markers, tape; <i>Optional:</i> glue, scissors, post-cards, flip chart and markers magazine/news- papers, construction paper
<b>Module 10</b>	Wrap-up and follow-up activities	3:40 p.m.	Whole group discussion; evaluation	Flip chart and markers handout H-10-1



# PART III

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## MODULES

*Tomorrow's educated person will have to be prepared  
for life in a global world . . . he or she must become a 'citizen of the  
world' in vision, horizon and information.*

PETER DRUCKER  
*Futurist*

## MODULE 1

### INTRODUCING THE WORKSHOP

 10 – 20 MINUTES

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#### *Purpose*

- To welcome participants to the workshop and introduce them to the facilitator and each other.
- To provide directions and instructions.
- To establish participants' expectations.

#### *Method/Activity Options*

- *Option #1:* Round Robin — 10 minutes
- *Option #2:* Diad or triad interviews — 15 minutes
- Icebreaker activity: *International Bingo* — 20 minutes

#### *Resource materials*

- Name tags
- Workshop agenda
- Flip chart, markers
- Handout H-1-1 *International Bingo*

#### **Activity 1**

**10 minutes**

---

1. Welcome participants to the workshop and introduce yourself.
2. Distribute name tags and the workshop agenda, if you have prepared one in advance.
3. Provide any “housekeeping” instructions or directions related to the proceedings for the day: timing of workshop, breaks for refreshments or lunch, etc.
4. Choose Option #1 or #2 to introduce participants to one another and to find out what each is expecting to learn from this workshop.
5. Use the icebreaker activity *International Bingo* (or choose one of your own) when you have a group of people who do not know each other well. An icebreaker is intended to help participants become acquainted and to create an informal and positive atmosphere.

## **Introductions — Option #1: Round Robin**

**10 minutes**

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1. Ask each participant to introduce themselves by stating:
  - ▶ their name
  - ▶ department and/or role on campus
  - ▶ one thing they are expecting from this workshop.
2. The facilitator may also take a turn.
3. Record expectations on flip chart. Respond to participants' expectations in terms of the workshop agenda, indicating topics that will be covered and acknowledging any that may have to be dealt with at a later time.

## **Introductions — Option #2: Interviews**

**15 minutes**

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1. Ask participants to form diads (pairs) or triads (groups of three).
2. Participants have three to five minutes to find out the following information from their partner(s):
  - ▶ name
  - ▶ role on campus or in the community
  - ▶ one thing they are expectating to learn in this workshop
  - ▶ something "international" about them (i.e., foreign country visited, second language facility, grandparents or parents from outside of Canada, a foreign film buff, etc.)
3. Each participant takes a turn introducing their partner(s) to the rest of the group.
4. Facilitators may also take part in this activity.
5. Record participants' expectations on flip chart paper and relate them to the workshop agenda. Note topics that will be addressed and those that may have to be dealt with at a later time.

1. Distribute *International Bingo*<sup>1</sup> handout sheets to each participant.
2. Push chairs out of the way so that participants can move around the room to find people to sign their card.
3. Ideally, participants should obtain a different signature in each square to encourage interaction, but if the group is small participants will have to use the same signature more than once.
4. Participants have seven to ten minutes for this activity. The goal is to have people circulate in order to meet as many different members of the group as possible.
5. If time permits, find out some of the interesting things about participants when you reconvene the group.
  - ▶ *Who has been to Vietnam or Mexico?*
  - ▶ *Who speaks a foreign language?*
  - ▶ *Who works with international students?*

**NOTE**

- 1 You may also design your own Bingo card and insert details in boxes that correspond more closely to what you know of the backgrounds and experiences of your participants.

## BCCIE INTERNATIONAL BINGO

*Find someone to sign your card who . . . . .*

can name three countries which produce coffee	can say thank you or hello in another language	has relatives living in Asia	has relatives living in Europe	can name two new nation states in Eastern Europe
can name the Secretary General of the United Nations	has watched a foreign film in the last year	knows what "internationalization" means	can name something Canada exports to Japan	was born outside of Canada
has visited Mexico or another Latin American country	is fond of garlic and chillies	can name three "multinationals"	has travelled in Thailand or Vietnam	has participated in an international development project
can name an internationally-famous Canadian	works with international students	can name two First Nations aboriginal groups in Canada	can name two global environmental disasters	is fluent in another language in addition to English
is wearing something NOT made in Canada	knows an English word borrowed from French or Spanish	drives a German car	can name three members of the G-7	knows what one is supposed to wear under a Scottish kilt



# 2

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## WHAT IS INTERNATIONALIZATION?

*The main aim of internationalization is to put in place programmes and activities which enable higher education — its institutions, students, staff — to take part effectively in a world characterized by increasing international cooperation, exchange and interdependence.*

PROFESSOR KAZUHIRO EBUCHI  
Kyushu University

The first step in raising awareness and building commitment for internationalization among members of the post-secondary campus is to establish a common understanding of what the term means. However, a single, comprehensive definition of internationalization has yet to receive wide-spread acceptance (Knight, 1994). This lack of a mutually understood definition is cited as one factor hampering the internationalization of Canadian campuses (Lougheed and Wasilewski, 1994).

In their attempt to develop a working definition of internationalization that would provide a common reference point for dialogue within B.C.'s post-secondary system, BCCIE's Task Force found that internationalization was often used as a catchall to apply to anything and everything international, or equated with such close relatives as "globalization," "interculturalism," or "internationalism." Most often it was used interchangeably with "international education" and "international students" (Francis, 1993).

### INTERNATIONALIZATION IN RELATION TO "INTERNATIONAL EDUCATION"

The equation of internationalization with international education is understandable given their shared purposes and similar emphasis on international cooperation and exchange. The fact that many of the writers, researchers and other proponents of internationalization are themselves involved in international education programs and practice also glosses distinctions. The difficulty in defining internationalization is further compounded by the lack of a precise

definition for international education itself. Barker-Leginsky and Andrews (1994:2) note that international education has been variously defined as:

- ▶ the means of increasing international understanding, cooperation and peace
- ▶ a set of learning activities to develop global and international perspectives into attitudes, knowledge and behaviour
- ▶ the ways in which the educational institutions, ideas and practices of one group have influenced those of another

In their analysis of definitions used for international education in the United States over a seventy year period between 1919 and 1992, Arum and Van de Water concluded that the term refers to the “multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation” (1992: 202).

While the process of internationalization does involve hosting international students, organizing student exchanges, or participating in international development projects, the more recent literature indicates a shift in focus beyond these as a set of discrete international activities to a consideration of their impact on the institution’s core functions of teaching and learning, research and service. Participants at the OECD’s 1993 Paris seminar on the “New International Setting of Higher Education” characterized this as a *second wave* of internationalization. They recognized an evolution from a preoccupation with issues of student mobility and specific international activities — the traditional domain of international education — to considerations of administrative and management policies, faculty and staff development, as well as internationalization of the content and methods of teaching and learning for all students, particularly in areas not traditionally thought of as having international significance (CERI: 1994). Somewhat paradoxically, internationalization has a growing domestic focus. “To be sustained and effective it must begin at home” (Peter Maidstone, personal communication).

## DIFFERENT APPROACHES TO INTERNATIONALIZATION

In her 1994 CBIE research paper, *Internationalization: Elements and Checkpoints*, Knight examines four different approaches or ways internationalization is understood within post-secondary education. One approach views internationalization primarily as international *activities*: student exchanges, international student programs, international studies or global education, technical cooperation or international development assistance. Another approach

focuses on the development of the international and cross-cultural *competencies* of students, staff and faculty.

The *organizational* or *ethos*<sup>1</sup> approach is used to describe the development of a culture within the institution that values intercultural perspectives and actively initiates and supports international interaction, cooperation and exchange. Finally, the *process* approach is similar to the organizational approach but treats internationalization as the infusion or permeation of an international dimension throughout the institution's primary functions of teaching and learning, research and service.

## DEFINITIONS OF INTERNATIONALIZATION

Knight has called for "a clear and focused definition in order to effectively advocate for and achieve internationalization" (1994:3). BCCIE's Task Force also recommended that the definition of internationalization be clarified, "both in the context of the post-secondary system as a whole and at the individual institutional level" (Francis, 1993: 64). This is easier said than done. Respondents to the BCCIE Task Force survey expressed uneasiness with centrally-mandated definitions of internationalization and were wary of approaches that might not respect the autonomy or reflect the unique circumstances of their institutions. It may not be possible, given the diversity of post-secondary institutions in B.C. and other provinces in Canada, to achieve a single widely-accepted definition of internationalization.

What is possible is to find several definitions that come close to describing internationalization in a way that comprehends all four of Knight's approaches: internationalization as international programs and activities, as competency-building, as the establishment of an international campus ethos, and as a process for infusing an international dimension into the mission and mandate of the institution as a whole. The four definitions provided on page 44, with the possible exception of the Maxwell King definition which is focused on activities and competencies, describe internationalization as a process for transforming an institution from one that is inward-looking and parochial, to one that is truly international in terms of its vision, goals, organization and programs. (K.R. MCKELLIN)

## NOTES

1 In deWit's *Strategies for Internationalization of Higher Education* (1995) Knight has changed the wording of the third approach to "ethos."

## REFERENCES

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- Centre for Educational Research and Innovation (CERI). "Higher Education in a New International Setting: Report of the Seminar, November 15-17, 1993". Paris: OECD, March 1994.
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- Francis, Anne. *Facing the Future: The Internationalization of Post-secondary Institutions in British Columbia*. Vancouver, B.C.: BCCIE, 1993.
- King, Maxwell and Seymour H. Fersh. *Integrating the International/Intercultural Dimension in the Community College*. Washington, D.C.: Association of Community College Trustees, 1992.
- Knight, Jane. *Internationalization: Elements and Checkpoints*, CBIE Research No. 7. Ottawa: CBIE, 1994.
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## MODULE 2

### WHAT IS INTERNATIONALIZATION? THE DEFINITION AND THE CONCEPT

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#### *Overview*

This module will enable participants to reflect on their understanding of internationalization in light of Knight's four different approaches. Participants will also consider the meaning of several definitions of internationalization in the context of their institution.

#### *Objectives*

- To introduce participants to the concept of internationalization.
- To promote a more precise understanding of what internationalization means in the context of post-secondary education.
- To establish a common framework for future discussions on internationalization.

#### *Topics*

2A What does internationalization mean to you?

2B Knight's four approaches to internationalization

## MODULE 2

### PREPARATIONS CHECKLIST

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- Review Knight's four approaches to internationalization and the different definitions of internationalization..
  - Prepare overhead transparency of O-2B-1 Internationalization: Four Approaches
  - Prepare copies of handout H-2B-1 Four Approaches to Internationalization and H-2B-2 Definitions of Internationalization.
  - Print the words ACTIVITIES, COMPETENCIES, ORGANIZATIONAL and PROCESS on four index cards.
  - Equipment and supplies: overhead projector; flip chart and paper, markers, 5 x 8 cards, masking tape
-

## TOPIC 2A

### WHAT DOES INTERNATIONALIZATION MEAN TO YOU?



20 minutes

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#### *Purpose*

- To find out participants' conceptions of internationalization.

#### *Method/format*

- Drawing exercise and diads
- Whole group discussion

#### Activity 2A

10 minutes

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1. Give everyone markers and a blank 5 x 8 card. Ask each person to *draw* what internationalization means to them. They can use stick figures or a diagram to represent their ideas, but words should be at a minimum.
2. Tell participants that “internationalization” is a rather abstract idea and that everyone has a different idea of what it means. The reason for trying to draw it in images rather than words is to enable participants to form a more concrete expression of what they understand it to mean.
3. Participants have five to seven minutes for this exercise.

#### Discussion 2A

10 minutes

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1. Invite each person to show their card to a partner and explain what they have drawn. Ask participants to note similarities and differences in each others' conceptions of internationalization.
2. Suggested group discussion questions:
  - ▶ *Why do you think people have different ideas and interpretations of internationalization?*
  - ▶ *How do you think different interpretations and assumptions might affect the internationalization process at your institution?*

## TOPIC 2B

### KNIGHT'S FOUR APPROACHES TO INTERNATIONALIZATION



30 minutes

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#### *Purpose*

- To identify different approaches to understanding internationalization.
- To enable participants to identify their own approach to internationalization.

#### *Method/format*

- Presentation
- Whole group discussion

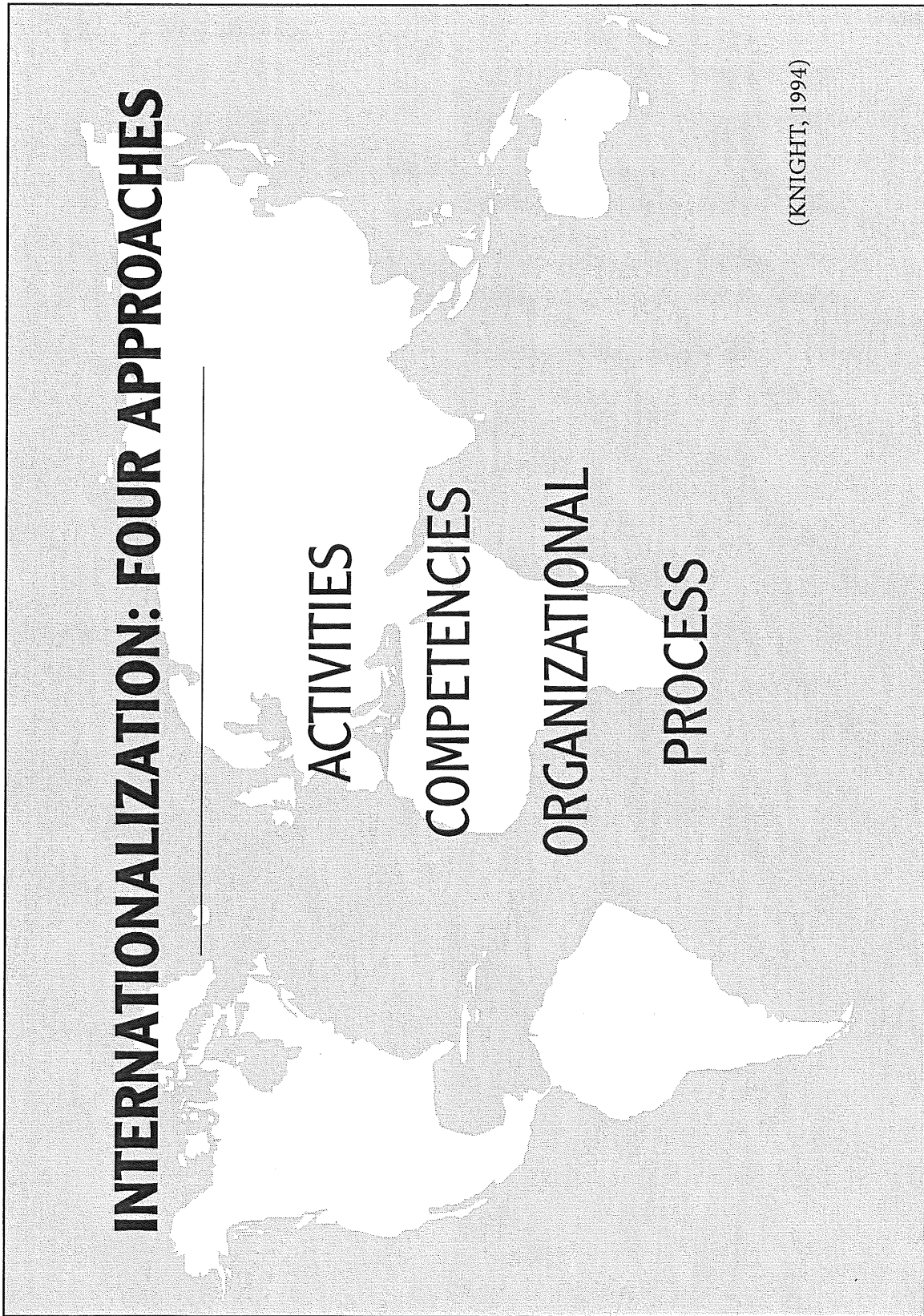
#### **Activity 2B**

**15 minutes**

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1. Display overhead image O-2B-1 Internationalization: Four Approaches and talk about the different ways people understand internationalization.
2. Distribute copies of Handout H-2B-1 describing Knight's four approaches.
3. Attach the four 5 x 8 index card labels to the wall.
4. Ask participants to work again with a partner to analyze their drawing of internationalization and decide which approach it resembles.
5. Participants may then attach their card wherever they think it fits under the labels on the wall.

1. Distribute handout sheets H-2B-2.
2. Use these questions as a discussion guide:
  - ▶ *How do these definitions of internationalization differ from the way you have always thought of international education?*
  - ▶ *Which of these definitions do you think would best serve to frame future discussions of internationalization on your campus?*
  - ▶ *Which of these definitions do you find the most meaningful personally?*



## FOUR APPROACHES TO INTERNATIONALIZATION

*Four different approaches or ways internationalization is understood within post-secondary education (Knight, 1994):*

1. This approach views internationalization primarily as international *activities*, such as student exchanges, international student programs, international studies or global education, technical cooperation or international development assistance.
2. This approach focuses on the development of the international and cross-cultural *competencies* of students, staff and faculty, enhancing their ability to function effectively in an international and cross-cultural setting.
3. The *organizational* or ethos approach is used to describe the development of a culture within the institution that values intercultural perspectives and actively initiates and supports international interaction, cooperation and exchange.
4. The *process* approach is similar to the organizational approach but treats internationalization as the infusion of an international dimension through the institution's primary functions of teaching and learning, research and service.

## DIFFERENT DEFINITIONS OF INTERNATIONALIZATION

1. Internationalization is a process by which the teaching, research and service functions of a higher education system become internationally and cross-culturally compatible . . . The main aim of internationalization is to put in place programmes and activities which enable higher education — its institutions, students, staff — to take part effectively in a world characterized by increasing international cooperation, exchange and interdependence.

*Professor Kazuhiro Ebuchi, Kyushu University*

2. Internationalization is a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multicultural reality is the stage for internationalization. The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world.

*BCCIE Internationalization Task Force*

3. Internationalization is the process of integrating the international dimension into the teaching, research, and service functions of an institution of higher education. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education.

*Jane Knight, Ryerson Polytechnic University, Toronto*

4. Internationalization refers to all programs, projects, studies and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her ethnocentric perspectives, perceptions and behaviour.

*Maxwell C. King, Brevard Community College, Florida*

# 3

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## WHY INTERNATIONALIZE?

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*To learn about another great culture is to enrich one's life, to understand one's own country better, to feel more at home in the world, and indirectly to add to that reservoir of individual goodwill that may, generations from now, temper the cynical use of national power.*

VIKRAM SETH  
Author of *A Suitable Boy*

### THE IMPACT OF GLOBALIZATION AND INTERDEPENDENCE

The force and rapidity of global changes call into question how well post-secondary education is preparing members of society to respond to the challenges, opportunities and responsibilities of living and working in an increasingly diverse, interdependent and borderless world. British Columbia is not immune from the impact of these changes. The effects of globalization on the economy and the rising complexity of environmental issues in a province rich in natural resources are transforming where British Columbians live and how we work. Widespread demographic changes are fundamentally changing who we are as Canadians. In the last ten years the top sources of immigration to Canada have been from Asia Pacific Countries. Chinese is now the third most commonly-used language in Canada (*Asian Canadians: Canada's Hidden Advantage*, 1994).

In terms of Canada's economy:

- ▶ Trade with Pacific Rim nations is beginning to rival trade with Canada's traditional partners in the United States and Europe.
- ▶ The North American Free Trade Agreement (NAFTA) is opening up opportunities for expanded trade and cultural ties with Mexico and other countries throughout the Americas.

- ▶ Resource-based exports still fuel much of Canada's economy, but we are particularly vulnerable to fluctuations in the international marketplace.
- ▶ Knowledge is increasingly replacing natural resources as a commodity of foreign trade.
- ▶ With the advance of global telecommunication systems and advanced technology, a new borderless workforce is emerging, one that is reliant on knowledge and skills that transcend national boundaries.
- ▶ The new jobs are service-oriented and knowledge-based.
- ▶ Many Canadians are employed in foreign-owned firms or in firms that are venturing into international markets.

In terms of the environment, international cooperation is vital in dealing with global environmental problems that threaten the lives and well-being of humanity. The 1987 Brundtland World Commission on the Environment urged the world to reach across the divides of national sovereignty and separated disciplines of science to sustain the earth as a safe and sound habitation for our own generation and generations to come. And yet environmental issues are multifaceted and complex. In the 1990's poverty and underdevelopment have become central to the environmental debate (White, 1993). This is nowhere more visible than in regions like British Columbia that have long depended on a natural resource-based economy. Canadians are acutely aware that the need to preserve or create new jobs, protect or raise standards of living, or ensure the survival of rural and interior communities often conflicts with the larger imperatives of global environmental protection and sustainability.

The face of the Canadian post-secondary campus is also changing. In the Lower Mainland area of B.C., many students in colleges, universities and institutes are recent immigrants from Hong Kong, Taiwan, India, China, Korea, Singapore, Malaysia, the Philippines, or Vietnam. The majority of international students in B.C. are also from the Asia-Pacific.

#### **DIFFERENT IMPERATIVES FOR INTERNATIONALIZATION**

The imperatives cited in the U.S. internationalization literature are based on the need to maintain economic competitiveness and national security (Aigner et al, 1992; Groennings, 1990; Johnston, 1993). Other reasons identified include the need to cooperate across national boundaries to sustain the environment, to foster mutual understanding and peaceful relations between nations (Scott, 1990), to develop intercultural understanding and awareness of global issues of inequity and social justice (King and Fersh, 1992).

In Canada, the economic competitiveness rationale predominates in federal and provincial government reports, and is reflected in the statements on internationalization issued by the ACCC, the AUCC and the CBIE. BCCIE's Task Force on Internationalization identified the need for British Columbians to remain competitive in a globalized political economy, and to develop the international understanding and cross-cultural skills needed to live and work effectively in a diverse world (Francis, 1993).

### **WARNER'S THREE MODELS OF INTERNATIONALIZATION**

Warner (1992) of McMaster University developed three models to account for the different motivations behind internationalization at Canadian universities. Within the *market or competitive model*, the institution views itself and the nation as one of many competitors in a global marketplace. The goal of internationalization is to prepare students, staff and faculty to function competitively within an international context, to meet world-class standards and to enhance the nation's economic, political and cultural ties with other nations. The institution takes an entrepreneurial approach to attract differential fee-paying international students and pursues grants and partnerships for international research and consultancy projects.

In the *liberal model* institutions encourage the infusion of an international perspective or ethos throughout the campus in order to develop global citizens who are able to interact and cooperate effectively with other cultures and nations to solve global problems. These institutions stress the value of educational exchange, institution-to-institution linkages, second language proficiency and the internationalization of general education courses to prepare graduates to fully participate in an interdependent world.

In the *social transformation model* internationalization is viewed as a means of creating a more just social order that will lead to a better quality of life for all. Institutions encourage participation in international development activities, including research, education assistance, and community education projects that focus on world peace, justice, human rights, the environment, conservation, or race and gender relations. Area studies, comparative approaches and international development studies infuse a global perspective across the curriculum.

### **ON ACCOMMODATING A DIVERSITY OF MOTIVATIONS FOR INTERNATIONALIZATION**

Institution-wide support and the involvement of a critical mass of faculty, staff, students and administrators are necessary to achieve institution-wide internationalization (Harari, 1992). Aigner et al warn that "internationalization must be defined in the broadest terms, marshalling

all disparate interests and points of view . . . If only one agenda is espoused the result is limited impact, based on exclusion and a hierarchy of competing interests” (1992:7-11). Steers and Ungsen (1992) corroborate this in their description of the negative effect of “political correctness” that undermined the internationalization efforts of the College of Business Administration within Oregon University’s Graduate School of Management.

Joseph Johnston of the Association of American Colleges states that the fundamental rationale for internationalizing education must arise “not from forces external to the institution, but from an understanding of the aims of education itself” (1993: 36-43). He points out that overcoming parochialism has always been a broader aim of schooling, that is to give students a general knowledge of the larger world, to give them some idea of the histories and forces at work in the world and the complexities of religion and ethnicity. “At another level education is a matter of attitude and habits of mind — including those of valuing other cultures and their distinctiveness, and seeing things from the perspective of peoples other than one’s own” (1993:37). Johnston maintains that this rationale is the only one likely to endure long after the economic circumstances currently fuelling the internationalization debate fade away.

In their 1993 national survey of universities, the AUCC asked respondents to choose “the three most important reasons for promoting and integrating an international dimension into the mandated mission of an institution of higher education” from among a list of nine (see hand-out on page 57).<sup>1</sup>

- ▶ 95% of respondents ranked “preparation of graduates who are internationally knowledgeable and interculturally competent” among their top three.
- ▶ 65% ranked “to address the interdependent nature of world through scholarship” among their top three.
- ▶ 26% ranked “to address national and international issues through research” among their top three reasons to internationalize.
- ▶ 25% of respondents ranked two reasons — “to acknowledge ethnic and cultural diversity” and “to maintain economic competitiveness” — among their top three.

## **BRINGING THE RATIONALE CLOSER TO HOME**

Given the great diversity that exists throughout the post-secondary system in B.C. — from smaller rural colleges to the urban technical training institutes to the large universities — each

institution must be able to determine their own rationale and purpose for engaging in the process of internationalization. At the personal level, none of the reasons listed above will be as compelling in the abstract as those that touch directly on people's experience. Individual members of post-secondary institutions will support internationalization to the extent that they understand the imperatives in relation to their institution's mission, to their philosophies as educators, and in relation to their own values and core beliefs. (K.R. MCKELLIN)

## NOTES

1 See Jane Knight. *Internationalization at Canadian Universities: The Changing Landscape*. Ottawa, Ont.: AUCC, 1995. pp. 4–6.

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## MODULE 3

### WHY INTERNATIONALIZE?

#### THE RATIONALE AND THE APPROACH

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##### *Overview*

To bring the rationale closer to home, participants in this module will: a) explore the ways in which globalization and interdependence with the world impacts their own lives and communities; b) consider the implications for post-secondary education in the context of globalization and interdependence; and c) reflect on their personal reasons for involvement in the internationalization of their institution.

##### *Objectives*

- To increase participants' awareness of the effects of globalization and interdependence on their community.
- To enable participants to acknowledge and accommodate the diversity of individual motivations and perceptions of internationalization.
- To enable participants to reflect on their own reasons for supporting internationalization.

##### *Topics*

3A The impact of globalization and interdependence on this community

3B Top three reasons to internationalize

3C Warner's models of internationalization


## MODULE 3

### PREPARATIONS CHECKLIST

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- Review some of the “global changes” listed in background reading and note any that may be relevant to this community/campus.
  - Review distinctions among Warner’s three models of internationalization.
  - Prepare copies of handout H-3B-1 Top Three Reasons for Internationalizing and H-3C-1 Warner’s Three Models of Internationalization
  - Prepare overhead transparency of O-3C-1 Models of Internationalization
  - Assemble equipment and supplies: overhead projector, flip chart paper and markers.
-

TOPIC 3A  
THE IMPACT OF GLOBALIZATION AND  
INTERDEPENDENCE ON THIS COMMUNITY

 25 minutes

*Purpose*

- To enable participants to identify local as well as global imperatives for internationalization.

*Method/format*

- Brainstorm exercise
- Diads or small group discussion

**Activity 3A**

**10 minutes**

1. Tell participants the object of this brainstorming exercise is to identify the many ways in which globalization and interdependence affect this community.
2. Invite participants to think in terms of the economy and the environment as well as the social, cultural and political aspects of interdependence. For example, they might want to think about:
  - ▶ countries/regions this community/campus has cultural, trade, and /or academic ties with
  - ▶ some of the global economic factors impacting this community
  - ▶ social/demographic changes occurring in the community or on the campus that may be the result of globalization
  - ▶ some of the global environmental concerns important to this community
3. If the group is a large one, facilitators may wish to use a “round robin” approach or some other system for soliciting ideas so that everyone has the opportunity to contribute.
4. Choose one of the phrases below or make up your own variation and print it at the top of the flip chart.

- ▶ *Ways in which this community is interdependent with other countries and cultures*
  - ▶ *Relationships between this community/campus and the global community*
  - ▶ *Reasons why this community is a “global” community*
5. Allow about five to seven minutes for participants to brainstorm ideas.
  6. Ask participants to work with a partner (diads) to rank the most important ways in which international and global elements impact this community.
  7. Note these rankings on the flip chart list, either by ticking off the number of times a choice is repeated or by assigning a rank number to the top three or four ideas.

### **Discussion 3A**

**15 minutes**

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1. If the group is small, the following questions may be discussed as a whole group. If the group is large, split the group into three or four smaller groups for the purposes of discussion.
2. Give the groups about ten minutes for this activity. Ask one person from each group to summarize their group's ideas.
3. Suggested questions to use to conclude this topic :
  - ▶ *What are some of the ways in which your institution is preparing graduates to live and work in the larger global community?*
  - ▶ *What role do you think post-secondary education should play in the context of globalization and interdependence?*

## TOPIC 3B

### TOP THREE REASONS TO INTERNATIONALIZE



20 minutes

#### *Purpose*

- To make participants aware of their own individual reasons for supporting the internationalization of their institution.

#### *Method/ format*

- Questionnaire exercise
- Whole group discussion

#### **Activity 3B**

**5 minutes**

1. Distribute handout H-3B-1 to each participant.
2. Give participants four or five minutes to choose the three most important reasons for internationalizing their institution from the list of nine on the handout.
3. Ask for volunteers to collect and collate results.

#### **Discussion 3B**

**15 minutes**

1. Invite those who may have come up with “other reasons” to share them with the group.
2. Compare the group’s results with the responses to the AUCC 1993 survey of universities:
  - ▶ 95% of respondents ranked “preparation of graduates who are internationally knowledgeable and interculturally competent” among their top three.
  - ▶ 65% ranked “to address the interdependent nature of world through scholarship” among their top three.
  - ▶ 26% ranked “to address national and international issues through research” among their top three reasons to internationalize.

- ▶ 25% of respondents ranked two reasons — “to acknowledge ethnic and cultural diversity” and “to maintain economic competitiveness” — among their top three.
3. Ask participants these questions:
- ▶ *Did the results of either poll — the group’s or the AUCC survey — surprise anyone?*
  - ▶ *Which of these reasons to internationalize do you think would be the most compatible with your institution’s mission and mandate?*
4. Suggested points to make in drawing conclusions from this exercise:
- ▶ *Different stakeholders in the outcomes of internationalization may have different reasons for espousing internationalization.*
  - ▶ *It may be necessary to distinguish personal and the individual institution’s reasons for internationalization from the reasons cited by others who are external to the campus (such as government).*

### TOP THREE REASONS FOR INTERNATIONALIZING


*Which of these are the most important reasons for internationalizing your institution? Choose three and rank them 1, 2 or 3 in order of importance.*

1	2	3	REASON FOR INTERNATIONALIZING
			To prepare graduates who are internationally knowledgeable and interculturally competent.
			To help maintain the economic competitiveness of Canada.
			To ensure that research and scholarship address international and national issues.
			To contribute to national security and peaceful relations among nations.
			To acknowledge and reflect the increasing ethnic and cultural diversity of Canadian society.
			To address the growing environmental, cultural, economic and social interdependence of the world.
			To maintain Canada's scientific and technological competitiveness.
			Because knowledge systems are or should be more international.
			To contribute to social transformation processes in Canada and around the world.
			Other _____

Adapted from AUCC Questionnaire in J. Knight, *Internationalization at Canadian Universities: The Changing Landscape*, Ottawa: AUCC, 1995. p. 53.

## TOPIC 3C

### WARNER'S MODELS OF INTERNATIONALIZATION

 30 minutes

#### *Purpose*

- To enable participants to identify different views and motivations for the institution's internationalization efforts.
- To enable participants to understand the need to accommodate a diversity of views in order to garner wide-spread support for the internationalization process on campus.

#### *Method/format*

- Presentation
- Triad group discussion

#### **Activity 3C**

**10 minutes**

1. State that although people may agree on the reasons why post-secondary institutions should internationalize, not all start with the same assumptions, or share the same goals, or agree on how best to achieve them.
2. Display overhead O-3C-1 Warner's Models of Internationalization.
3. Describe the dominant concept, goals, and emphasis of each model as presented in the background reading.
4. Distribute copies of handout H-3C-1 which summarizes the differences among the three models.

#### **Discussion 3C**

**20 minutes**

1. Ask participants to move into small groups of three.
2. They have about ten minutes to discuss which of these models — the economic, liberal or the social transformation — is either characteristic of the existing international efforts at their institution, or would be the most appropriate and acceptable model for their institution.

3. Have one person from each small group report back.
4. Select several of these questions to conclude discussion:
  - ▶ *Did any group have difficulty placing their institution within one of these three categories? Why?*
  - ▶ *Do you think motivations for internationalization at the individual or department level differ from those at the institutional or administrative level on this campus? In what way?*
  - ▶ *What are some of the diverse views and motivations for internationalization that would need to be accommodated on your campus in order to achieve commitment and involvement from across the institution?*
  - ▶ *Do you perceive any common elements or goals among these three approaches? What might they be?*

# MODELS OF INTERNATIONALIZATION

\$\$\$ Competition in a global marketplace

 Cooperation to solve global problems

 Social transformation for a better  
quality of life for all

(WARNER, 1992)

## WARNER'S THREE MODELS OF INTERNATIONALIZATION

*Gary Warner (1992) of McMaster University developed these three models to account for the different motivations behind internationalization at Canadian universities.*

1. *Market or competitive model:* the institution sees itself as one of many competitors in a global marketplace; the goal of internationalization is to prepare members of the campus to function competitively within an international context to enhance the nation's economic, political and cultural ties with other nations, to meet world-class standards and gain international prestige; the institution takes an entrepreneurial approach to attract fee-paying international students and pursue grants and partnerships for international research and consultancy projects.
2. *Liberal model:* the goal is to infuse an international perspective or ethos throughout the campus to develop global citizens able to cooperate with people in other cultures and nations to solve global problems; the institution stresses educational exchange, institution-to-institution linkages, second language proficiency; the institution focuses on internationalization of general education courses to prepare more graduates to fully participate in an interdependent world.
3. *Social transformation model:* the goal of internationalization is to create a more just social order leading to a better quality of life for all; members of the institution participate in international development activities, conduct research and provide education assistance that focuses on world peace, justice, human rights, the environment, conservation, as well as race and gender relations.



# 4

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## HOW INTERNATIONALIZATION WORKS

*Having international students on a campus does not make that institution international . . . having some courses on Asia, Latin America, Africa, or Europe in the curriculum is helpful but does not do so either, at least sufficiently. What does make it truly international is a composite of conditions.*

MAURICE HARARI

Dean, Centre for International Education  
California State University-Long Beach

### MECHANISMS OF INTERNATIONALIZATION

Respondents to BCCIE's 1993 Task Force survey expressed reliance on international student programs to drive the internationalization process on their campus (Francis, 1993). While hosting international students can play a vital role in building the international dimensions of the institution, Knight (1994) describes more than a dozen other academic programs and services that an institution can engage in to internationalize the campus. This module will address seven of the mechanisms of internationalization identified by both Knight and the BCCIE Task Force Report (Francis, 1993:28-32). They are:

- ▶ Infusing an international dimension into the curriculum.
- ▶ Providing professional development for faculty, staff and administrators to improve their international and cross-cultural competence.
- ▶ Hosting a number of international students from different geographical areas.
- ▶ Creating study/work opportunities and exchange programs abroad for local students.

- ▶ Participating in international development projects or international consultancy contracts.
- ▶ Seeking linkages with post-secondary institutions abroad.
- ▶ Establishing links and partnerships with individuals, organizations, or business groups in the communities that have international and multi-cultural roles, connections or interests.

### EXAMPLES OF SEVERAL MECHANISMS AT WORK

Four of these international mechanisms that are likely to be the most familiar to readers are highlighted below to show how they work for internationalization: international student programs, professional development for faculty, international development projects, and community linkages.

The internationalizing impact of *hosting international students* occurs when they are recognized for the rich resources they can provide for international learning in the classroom, when instructors draw on their diverse backgrounds, perspectives and experiences to promote cross-cultural and inter-cultural learning, and when both curricular and extracurricular opportunities are created for international and domestic students to interact and learn from one another (Francis, 1993; Knight, 1993; Kuhlman, 1992).

For example, the integration of domestic and international students has resulted in innovative programs at Malaspina University-College in Nanaimo. In one, international students in the final level of the English As A Second Language Program are integrated with domestic students taking the Adult Basic Education 067 program (Grade 12 equivalency). In another, the business classes is matched with an ESL class to enable business students to learn more about Asian and Mexican cultures, while ESL students are given an opportunity to practice speaking English with native speakers (Rowantree, 1994). Douglas College in Vancouver has successfully implemented a program for integrating Japanese students studying English with domestic students studying Japanese, and recently expanded the successful two-way bilingual program to Mandarin (Whalley, 1995).

In terms of *faculty development*, faculty involvement in such activities as international research, international development projects or international teaching assignments can have a profound effect on their own professional and personal development as well as on their courses and their students. In reflecting on the impact of a trip to Vietnam to set up an overseas development project for Simon Fraser University, an assistant professor of education states:

I felt that just as a person, let alone being a faculty member or teacher, that it was enormously beneficial for me to go to Vietnam . . . Things I once took for granted about the teaching of science and the role of a teacher — these views have been broadened, so I feel I have an enriched concept of my work as a science educator (A. MacKinnon in *Simon Fraser News*, July 20, 1995).

The following statement is from one of BCCIE's Asia Pacific Awards recipients, reporting on the impact of his sojourn in Vietnam on his political science courses at Capilano College:

Students in my Comparative Politics class will soon be forced to suffer through even more personal experiences highlighting the often abstract theories of Asian politics found in their textbooks. In addition, I was able to collect much original material which I hope to introduce into a course which will use Vietnam as one of the case studies. I have also established numerous ties with scholars in Vietnam who have access to and will send me copies of studies on Vietnamese society and politics as they are completed (C. Sylvester, September 1991).

Such "internationalized" faculty inspire their students with a desire to know, respect and understand other cultures, which in turn can lead to greater student participation in international study or research programs.

In terms of the mechanism of *international development*, a study by the AUCC in 1992 looked at the impact of more than 180 international development projects on Canadian universities (Lougheed and Wasilewski, 1994). The study showed that overall there was a positive impact on the teaching, research and community service functions of the university, although a major disappointment was centred on the perceptions and attitudes of many project directors who had not considered the reciprocal benefits of the project on their home institutions.

Within the sphere of *community linkages*, forming partnerships with groups and business organizations in the community that have international interests or expertise can enrich and support the internationalization process on the campus. On the other hand, post-secondary institutions have a role to play in providing members of the local community with the knowledge, skills and abilities they need to function effectively in the larger global community. Setting up an international speaker's bureau, arranging for international students or scholars to make presentations at local high schools or elementary schools, sharing international resource materials with K-12 teachers, working with local business groups or tourist associations to develop their international expertise — these are ways in which some institutions are opening a window on the world for their local communities.

## A CONCEPTUAL SCHEMA OF INTERNATIONAL PROGRAMS AND ACTIVITIES

Not all of these mechanisms, or programs, activities and services need to be activated at once; however, the internationalization process gathers momentum when several become operative. What seems to be important is a) whether these programs and activities function discretely or in conjunction with each other; b) whether or not they are perceived to be tied to the primary purposes of the institution; and c) whether or not strategies to implement them are “infusive rather than particular, inclusive rather than selective” (Francis, 1993:26). This requires an understanding of internationalization that is both multifaceted and yet holistic (Harari, 1992).

The graphic images on overheads O-4A-1 and O-4A-2 (pages 76 and 77) depict these seven mechanisms in relation to the primary functions and culture of the post-secondary campus, and in relation to each other. The first image portrays these international activities and programs as separate spheres of international effort. The second image demonstrates two principles of effective internationalization:

- ▶ *Principle One:* The internationalization process gathers momentum and achieves greater stability when a number of different international activities, programs and initiatives work together in mutually-strengthening ways.
- ▶ *Principle Two:* The internationalization process is effective and sustained to the degree it is integrated with the academic institution’s primary functions of teaching, research and service.

A single mechanism, even though it is “successful,” may have less of an internationalizing effect on the institution as a whole than if several are operational. The internationalization process also gains *stability* when a number of different mechanisms are operative. For example, if an institution’s entire international effort is invested in the international student program, the process of internationalization becomes vulnerable to the ebbs and flows of student enrolments which may fluctuate from year-to-year due to circumstances — such as differences in exchange rates or political upheavals in students’ home countries — over which the institution has very little control.

Both the U.S. and Canadian literature confirm that international efforts often seem to take place outside the mainstream activities of the institution with the result that those who teach, study, research or serve overseas feel somewhat marginalized, receiving neither credit nor recognition from their institution, colleagues or department for their international involve-

ment. When international activities and programs are deemed to be extra-curricular or unrelated to the mission and goals of the institution, fewer members of the campus are likely to sustain their commitment and involvement over the long term.

## MODULE ACTIVITIES

In this module participants are introduced to a range of programs, activities and services that drive the internationalization process. They are given an opportunity to identify those that are operative — or have the potential to become operative — on their campus. The conceptual schema provided will enable participants to understand internationalization as a process that is integral to the institution's core functions, and demonstrate the need for different international activities and programs to be coordinated, integrated and mutually-strengthening. The goal of the internationalization process is to so tightly weave an international dimension into the cultural fabric of the campus that it becomes inseparable from its primary purposes and institutional identity.

(K.R. MCKELLIN)

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## MODULE 4

### HOW INTERNATIONALIZATION WORKS: MECHANISMS AND A MODEL

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#### *Overview*

This module introduces seven mechanisms of internationalization and offers a conceptual model to describe their relationship to each other and to the primary functions of post-secondary education.

#### *Objectives*

- To increase participants' awareness of the range of academic programs, services and activities that activate internationalization.
- To provide participants with a conceptual schema of the mechanisms of internationalization in relation to the teaching and learning, research and service of post-secondary education.

#### *Topics*

4A Mechanisms of internationalization

4B A conceptual model of internationalization mechanisms

## MODULE 4

### PREPARATIONS CHECKLIST

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- Review the different mechanisms of internationalization and their impact on the process of internationalization.
  - Review the two conceptual renderings of mechanisms of internationalization, their relationship to the primary functions of teaching and learning, research and service, and their effect on the culture of the campus.
  - Prepare copies of handout H-4A-1 Table of Mechanisms of Internationalization.
  - Prepare both overheads and handouts of H/O-4B-1 Mechanisms of Internationalization and H/O-4B-2 Mechanisms in Relation to Teaching, Research and Service.
  - Assemble equipment and supplies: overhead projector, flip chart paper, markers and tape.
-

**Purpose**

- To acquaint participants with the range of programs, activities and services that drive the internationalization process.
- To enable participants to identify mechanisms that are operative on their campus as well as those that have the potential to become active agents of internationalization.

**Method**

- Whole group discussion

**Activity 4A****5 minutes**

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1. Ask participants to name several international programs or activities that they are aware of on their campus.
2. Record these on a flip chart.
3. Distribute handout HI-4A-1 Table of Mechanisms and give participants a few minutes to read through the list.

**Discussion 4A****10 minutes**

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1. Draw participants' attention to the ways in which each of these seven mechanisms work to foster and facilitate internationalization.
2. Ask participants:
  - ▶ *Which of these mechanisms listed on the table are operative on your campus?*
  - ▶ *What additional mechanisms could you add to this list?*
  - ▶ *How do current international programs and activities facilitate internationalization on your campus?*

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**MECHANISMS OF INTERNATIONALIZATION**


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MECHANISM	FACILITATES INTERNATIONALIZATION BY:
Curriculum Development	Infusing an international/multicultural dimension across the curriculum; internationalizing general education in order to expose more students to the international dimensions of their studies; addressing international aspects of academic disciplines, professional, technical, and vocational training.
Professional Development of Faculty, Staff and Administrators	Increasing international experience/expertise of faculty, staff, and administrators; enhancing their ability to function and communicate in an international setting; providing support and incentives for faculty to internationalize courses, programs, participate in international exchange, teach overseas, engage in international development projects, or international research.
International Development Projects	Providing international experience for faculty staff and students in developing countries in areas of technology transfer, human resource development, institutional strengthening, international consultancies; can lead to further collaborations in international research, development of joint courses or programs, and new institution-to-institution linkages.
Institutional Linkages	Establishing international partnerships to promote inter-institutional exchanges of students, faculty, scholars; may also lead to development of international practicums, joint courses, collaborations in research, publications; enhances international prestige and reputation of both institutions.

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MECHANISMS OF INTERNATIONALIZATION (*continued*)

MECHANISM	FACILITATES INTERNATIONALIZATION BY:
Community Linkages	Forming partnerships with individuals, local businesses, agencies, or organizations for overseas missions and projects; internationalizing continuing education courses; establishing international student home stay programs; organizing an international speaker's bureau; drawing on knowledge and experience of multicultural and First Nations community groups to support campus-wide internationalization.
International Student Programs	Supporting and integrating a geographically and culturally diverse corps of international students and scholars into campus life to enhance education for all students; providing opportunities for international understanding and cross-cultural/inter-cultural learning in the classroom; internationalizing wider community via home stay and host family programs.
Exchange Programs	Providing opportunities for study/work abroad for domestic students, scholars, faculty and staff; promoting access to international practicums and co-op placements; can lead to development of international diplomas, joint degrees and other forms of international collaboration and exchange.

## TOPIC 4B

### A CONCEPTUAL MODEL

#### OF INTERNATIONALIZATION MECHANISMS



30 minutes

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#### *Purpose*

- To enable participants to understand internationalization as a process to infuse an international dimension throughout the institution's primary functions of teaching and learning, research and community service.

#### *Method*

- Presentation
- Small group discussion

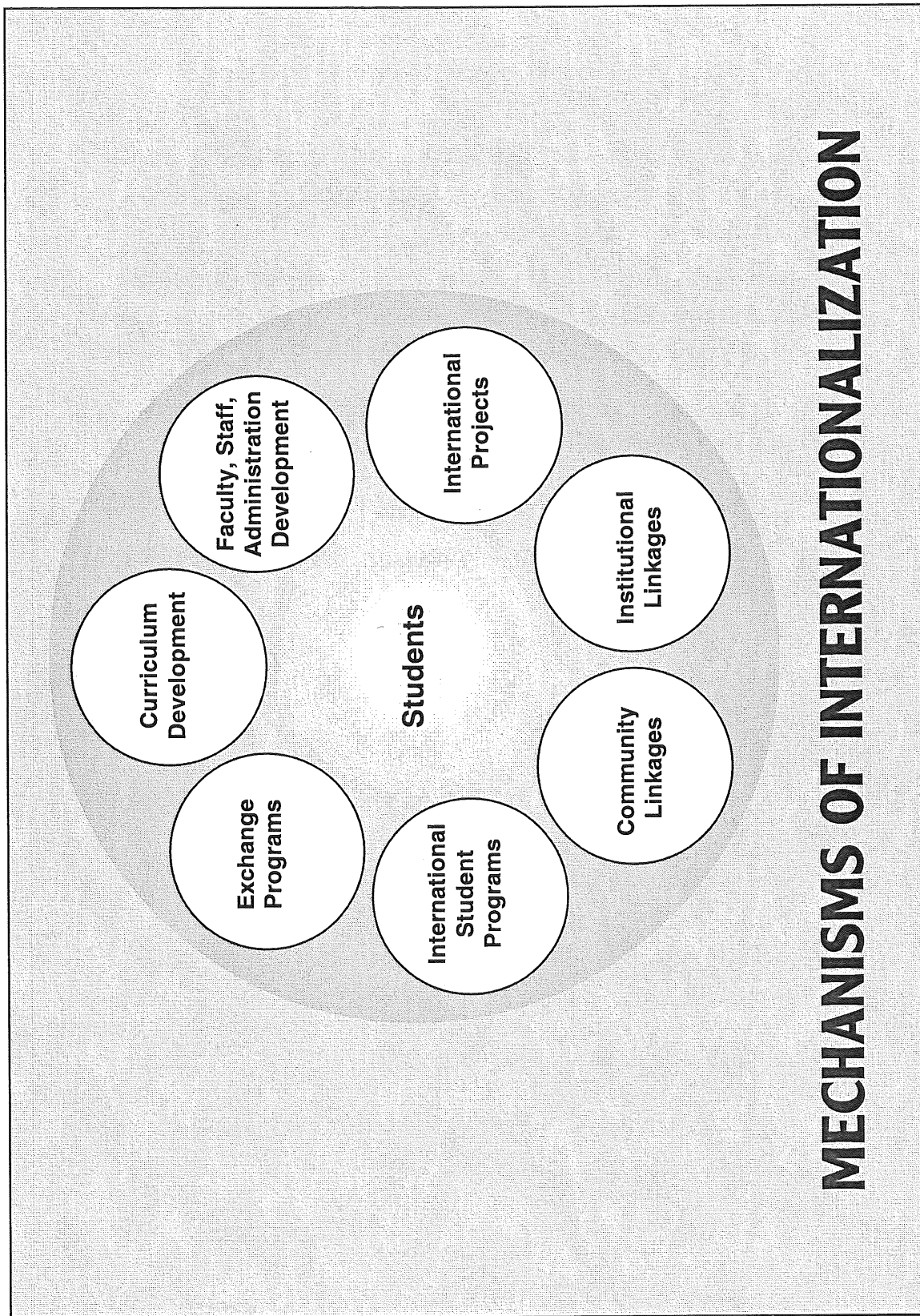
#### Activity 4B

10 minutes

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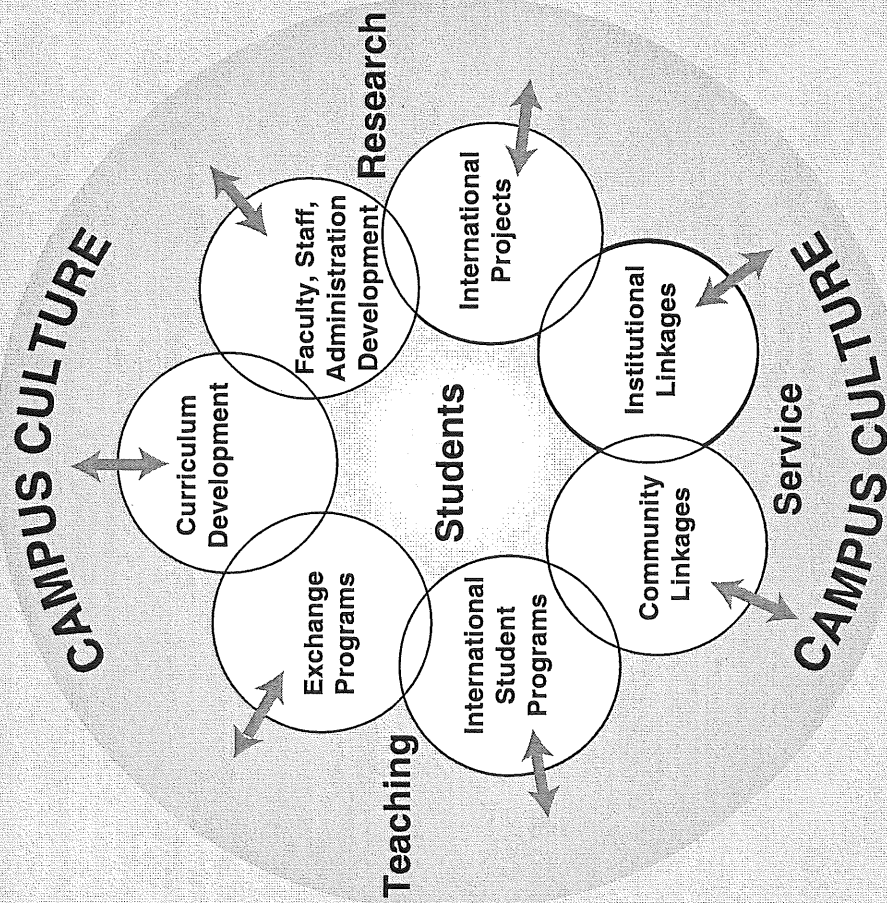
1. Display the first image, H/O-4B-1. This image portrays the different mechanisms of internationalization as they occur, often as discrete, separate or isolated spheres of international activity within the institution.
2. Show the second image, H/O-4B-2. This conceptual rendering brings the mechanisms together in an integrated, coordinated whole and shows their relationship to the primary functions of the institution and the effect on the campus culture.
3. State the two principles the model illustrates:
  - ▶ *Principle One:* The internationalization process gathers momentum and achieves greater stability when a number of different international activities, programs and initiatives work together in mutually-strengthening ways.
  - ▶ *Principle Two:* The internationalization process is effective and sustained to the degree it is integrated with the academic institution's primary functions of teaching, research and service.
4. Distribute handout copies of H/O-4B-1 and -2.

1. Give participants a few minutes to express their general reaction and comments.
2. Ask participants to form small groups and take about ten minutes to discuss how these mechanisms are functioning in relation to the primary activities of their campus. Suggested questions:
  - ▶ *If some of these activities are functioning separately, apart from the mainstream activities and programs of the institution, what are the reasons for this? (i.e., Is there a good reason for the way things are set up as they are?)*
  - ▶ *What do you think needs to happen to bring the international activities and programs into the mainstream of institutional activity?*
  - ▶ *Where do you see your own role or program area fitting into this schema?*
3. Reconvene the group and use a flip chart to record key points made during the discussions in each small group.



# MECHANISMS OF INTERNATIONALIZATION

# MECHANISMS IN RELATION TO TEACHING, RESEARCH AND SERVICE





# 5

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## TOWARDS SUSTAINABLE INTERNATIONALIZATION

*The internationalization required at this time cannot be the kind of change that can be left to a slow and natural process of evolution. It will require, on campus after campus, commitment to an institution-wide policy and sustained execution of a well-conceived plan.*

JOSEPH JOHNSTON  
Vice-President for Programs  
Association of American Colleges

Knight (1994) stresses the need to differentiate between academic programs, services and other activities that drive internationalization, and the organizational structures and policies that are key to initiating, implementing and sustaining the process over the long term. Among many organizational factors, six are key to effective and sustained internationalization (American Association of State Colleges and Universities, 1985; Francis, 1993; Knight, 1994). These include:

- ▶ The active support and commitment of senior administrators
- ▶ A critical mass of involved and committed faculty
- ▶ Adequate funding and resources for internationalization
- ▶ A central office or coordinator of international education or cooperation
- ▶ A strategic plan to guide the internationalization process
- ▶ Systematic monitoring and assessment of international efforts

### SUPPORT AND COMMITMENT OF SENIOR ADMINISTRATORS

Arum (1987) has described how effective strong presidential leadership can be in promoting internationalization throughout the campus. He speaks of several areas in which the President made a crucial difference to the internationalization of the University of Ohio:

- ▶ by increasing the visibility of international education endeavours on campus
- ▶ strategically deploying resources to support internationalization
- ▶ engaging in active fund-raising for the international program
- ▶ working persuasively to mobilize faculty for international involvement
- ▶ encouraging the coordination of international efforts across departments
- ▶ hiring staff and faculty with international experience
- ▶ establishing a process to regularly review and evaluate international programs.

If internationalization is to permeate the whole institution, the active support of the President or CEO must be matched by the commitment of Vice-Presidents, Deans, Department Heads, members of the Board or Senate as well as International Education Managers or Directors. Senior administrators shape the conditions that promote and facilitate internationalization. Deans especially have the power to create what Steers and Ungsen (1992:311) refer to as that “sense of urgency” that signifies the importance and priority of internationalization on the faculty agenda. Knight notes that institutional commitment expressed tangibly in mission statements and policies, as well as more intangibly in senior administrators’ attitudes and interests, has a “ripple effect” on the campus community (1994: 8).

Aggressive support for internationalization does not mean taking a heavy-handed “top-down” approach that is sure to alienate faculty and staff within the collegial atmosphere of higher education. Francis, in her discussion of the article by Aigner, Nelson and Stimpfl, points out that the infrastructure of most educational institutions does not easily lend itself to “sweeping reforms” (1993:16). The *way* in which the administration promotes change within the institution is as important as the changes themselves.

Maidstone (1995) offers several suggestions for increasing the involvement and commitment of administrators, from promoting their attendance at national and international conferences on internationalization, to professional development workshops, seminars and colloquia on international themes, to cultural diversity training for newly-hired administrators. Inducements to travel or study backed up by a promotion and reward structure may also foster administrative support for internationalization. Expressions of interest and support from the community and, equally important, from government funders, as well as the emphasis placed

on internationalization by national leadership organizations such as the AUCC and the ACCC, can encourage administrators to make internationalization a priority. Finally, the need to remain competitive with other institutions that are seriously engaged in the process of internationalization will increasingly become an incentive for senior administrative support and commitment.

## INVOLVED AND COMMITTED FACULTY

As teachers, students advisors, project leaders, research coordinators, trainers and experts in their field, faculty have the greatest impact on students and are the only ones who are able to incorporate an international dimension into their teaching and research. The internationalization of a campus is most effective when a critical mass — Harari (1992) advocates at least fifteen percent — of the faculty are actively committed to internationalization and when their efforts are supported and acknowledged by the senior administration (Carter, 1992).

While wide-spread and enthusiastic support from faculty is ideal, Steers and Ungsen, writing about the internationalization efforts at the Graduate School of Management, University of Oregon note that such support may not be readily forthcoming. It may be necessary to overcome initial faculty resistance. They suggest: “A minimum requirement for program success is not to have an overtly hostile faculty. Faculty ambivalence can be accommodated; faculty hostility cannot” (Steers and Ungsen, 1992:312).

Resistance by faculty may stem from a reluctance to tamper with core curricula or change habitual teaching styles. Some may feel their research agendas are threatened by the internationalization agenda; others may feel that they lack the necessary international background and experience to integrate international components into their course material (Aigner et al, 1992; Carter, 1992; Harari, 1992; Miller, 1992).

Some faculty may lack opportunities to develop or teach a course that reflects their international interests or experience (Carter, 1992). This was borne out at a recent internationalization forum for faculty on a Vancouver campus when one participant expressed the need to know she had “permission” to include examples and anecdotes from her recent trip to China in her English literature course, without it being considered a waste of precious class time or irrelevant to the subject matter.

Those faculty who are given opportunities for international involvement are more likely to incorporate an international perspective into their teaching, research and service, and to support the overall internationalization of the campus. However, faculty must have both the time

and the freedom to develop the international dimensions of their disciplines in ways that are consistent with good scholarship. Attention to faculty development, tenure criteria, promotion and hiring practices that value and encourage international experience are vital to sustaining faculty involvement over the long term (Maidstone 1994).

## FUNDING AND RESOURCES FOR INTERNATIONALIZATION

In a day of government deficit-reduction policies, with Canadian federal government threats to reduce transfer payments to the provinces, tuition fees rising, wages and hiring freezes, and cutbacks occurring in every department, funding and resources for internationalization are bound to be sticking points for institutions otherwise enthusiastic about engaging in the process. While institutions may agree with the importance and the necessity for internationalization, they are rightly concerned about the costs that may be involved and must weigh carefully the degree of support they are in a position to provide for various internationalization efforts.

BCCIE's Task Force report noted that internationalization was perceived to be a greater challenge when the International Education office was thought to be the only source of funding for the process, partly because revenue from international student enrolments or project grants are not always consistent from year to year, nor are they adequate to cover all costs associated with internationalizing the campus. The results of the Task Force survey indicated that those institutions that were making the most progress towards internationalization had designated funds for international endeavours as part of their base budgets, and that resources were less of an issue at institutions where funding for international activities was diversified.

It is helpful to begin thinking of resources, not as lump sums from a single source, but drawn from different sources to fund component parts of the internationalization process. For example, international development projects and research rely on grants from federal funding agencies such as CIDA, the IDRC, SSHRC, and the NSERC among others. Administrative costs associated with coordinating international activities, or monies needed to up-grade the international holdings in the library, or funds to provide support services for international students each will require different levels of funding for varying lengths of time. Some international initiatives will require access to internal funds; others will derive support from external agencies. BCCIE's Proposal Writing Grants, or the recent initiatives from the Centre for Curriculum and Professional Development (CCPD) to provide grants to college faculty who wish to internationalize their courses are two separate sources for funds used to accomplish two different purposes, but they both contribute to the internationalization of a campus.

Participants in a recent series of forums on internationalization at Langara College in Vancouver thought there were untapped resources for internationalization on both the campus and in the community. By mobilizing those resources, searching for innovative ways of cost-sharing, such as joining forces with other institutions in consortia, or maximizing use of existing programs, services and facilities, they felt an institution could begin growing internationally without a massive outlay of funds.<sup>1</sup>

### **CENTRAL INTERNATIONAL OFFICE OR COORDINATOR**

In B.C. the majority of public post-secondary institutions report having a central coordinating office for international education (Francis, 1993). Whether it is the office for international cooperation or external affairs on the university campus, or the international education office on the college or institute campus, such centres become important catalysts in the internationalization process. However, at one of BCCIE's pilot sessions on internationalization, it was clear that not all international education directors, managers or liaison officers viewed themselves as responsible for spearheading the internationalization effort on their campuses. They perceived a considerable difference, for example, between overseeing international programs and activities and masterminding the internationalization of the curriculum. Some saw themselves as international education consultants on the campus but not directly responsible for fostering the infusion of the international dimensions into the institution's academic programs.

Knight, herself the Associate Director of Ryerson International at Ryerson Polytechnic university, recognizes the pivotal role the international centre can play in campus-wide internationalization, but warns that such a centre must be "extremely careful to provide leadership from the side and not be seen as turf seeking in any way" (Knight, 1993: 29). In her discussion of various approaches to the management and implementation of international initiatives in the university context, Knight believes that policies and planning can be centralized while programming and implementation occur throughout the institution. She advocates the building of a framework to improve communication, resource sharing and mutual support to derive the most benefit from international activities that take place at the departmental and individual level, without impinging on their autonomy.

### **A STRATEGIC PLAN<sup>2</sup>**

Strategic planning is fundamental to the process of internationalization. Thoughtful planning that evolves out of an institution-wide consultative process, and that takes into account the

widest possible array of viewpoints and concerns of different members is particularly effective in developing and sustaining the international dimensions of the institution. A plan or a blueprint for growing internationally gives the process shape and focus and provides direction as well as a means of assessing goals and outcomes.

On some campuses, the task of developing a strategy for internationalization is turned over to an Internationalization Committee or Task Force which either comes together through an informal pooling of shared interests and concerns or is the result of an appointment or directive from the President's office. Senior faculty and administrators with extensive international experience often serve on these committees. In some cases, student representatives are invited on to the committee. Sometimes sub-committees are formed to focus on specific areas such as curriculum, faculty development, student services, research, or international development.

The mandate of most Internationalization Committees is to:

- ▶ gather data and information on the current state of internationalization on the campus
- ▶ develop an inventory of existing international programs and activities
- ▶ identify faculty and staff with international experience
- ▶ assess extent of internationalized academic programs and courses
- ▶ establish level of student participation in international activities
- ▶ develop a set of guidelines and recommendations for an institutional strategy for internationalization

## **SYSTEMATIC MONITORING AND EVALUATION**

Systematic monitoring and evaluation is necessary not only to maintain the quality, effectiveness and integrity of international programs and activities, but to assess the institution's progress towards internationalization, and to confirm the results achieved. Knight differentiates between evaluating activities and programs for how well they work together in complementary and mutually beneficial ways, and integrating internationalization into regularly scheduled reviews and budgetary processes at the administrative and departmental levels (Knight, 1994).

Miller, in his description of the strategic planning model used for internationalizing the University of Michigan's School of Business, stresses the need to be clear about the criteria to

be used in the evaluation of achievement of goals and outcomes in internationalized programs, as well as in the general progress of internationalization throughout the institution (Miller, 1992). Often quantitative measures are not as important as qualitative ones, and results achieved quickly over the short-term may not be as effective as those that require a longer incubation.

## STAGES IN THE DEVELOPMENT OF AN INTERNATIONALIZED CAMPUS

Harari (1992) and others state that the purpose of these different organizational elements working together is to create a campus culture or ethos that values, nurtures and rewards an international or global perspective in administrators, faculty, staff and students. Knight (1994:12) has conceptualized this as a cyclical process composed of a series of interconnected stages — awareness, commitment, planning, operationalizing, review, and reinforcement — that a college, university or institute moves through at its own pace and in its own way as it becomes more international.

In our model the organizational factors are incorporated into three stages in the internationalization process: initiation, implementation, and evaluation (see H/O-5C-1 in this module). Presidential and administrative leadership and strategic planning are vital at the beginning stages of the process. As the institution moves into the implementation phase, adequate funding and resources, as well as a critical mass of faculty involvement are key factors. A central coordinating office for international endeavour is vital throughout the process. Implementation proceeds along several fronts: expanding the number of international programs and projects, developing international competencies in faculty and staff, internationalizing course content and program areas. Finally, evaluating and monitoring programs, activities and initiatives on a regular basis is vital to ensure that objectives are being achieved, quality is maintained, and that the internationalization of the institution is proceeding steadily forward.

(K.R. MCKELLIN)

## NOTES

- 1 Readers are referred to the Appendix for JoAnne McCarthy's list of creative funding strategies.
- 2 A prototype of an internationalization strategic plan is provided in the Appendix.

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## MODULE 5

### TOWARDS SUSTAINABLE INTERNATIONALIZATION: KEY FACTORS IN A THREE-STAGE PROCESS

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#### *Overview*

This module will address six organizational factors that are necessary for effective internationalization and will present a conceptual schema of three stages through which an institution progresses to achieve sustainable internationalization.

#### *Objectives*

- To identify organizational factors key to effective internationalization.
- To identify three stages in the process of building an internationalized campus.

#### *Topics*

- 5A Organizational checklist
- 5B Organizational factors key to effective internationalization
- 5C Three stages in the internationalization process

## MODULE 5

### PREPARATIONS CHECKLIST

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- Review the six key organizational factors and the three stages of the internationalization process: initiation, implementation and evaluation.
  - Prepare copies of handout H-5A-1 Organizational Checklist
  - Prepare copies of handout H-5B-1 Discussion Focus Questions
  - Prepare overheads (and handouts) of H/O-5B-1 Key Organizational Factors and H/O-5C-1 Stages in the Internationalization Process.
  - Optional:* Prepare handout copies of the strategic planning model (Appendix A) and the list of creative funding strategies (Appendix C).
  - Assemble equipment and supplies: overhead projector, flip chart paper, markers and tape.
-

## TOPIC 5A

### ORGANIZATIONAL FACTORS CHECKLIST



20 minutes

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#### *Purpose*

- To enable participants to identify organizational factors functioning on this campus.

#### *Methods*

- Diad or triad task

#### Activity 5A

10 minutes

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1. Provide a few examples from the background reading of ways in which organizational factors affect the internationalization process. Distinguish between organizational factors and mechanisms of internationalization that have more to do with international programming and activities.
2. Distribute handout H-5A-1 Organizational Factors Checklist.
3. Ask group to break into diads or triads.
4. Participants have five minutes to consult with each other about the answers to the items on the checklist.

#### Discussion 5A

10 minutes

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1. Invite a spokesperson from each small group to share the results of their checklist.
2. Review any “don’t know” responses in case someone from another group is able to clarify the answer.
3. Ask participants:
  - ▶ *Do you think all of these items on the checklist are necessary for effective internationalization on your campus?*
  - ▶ *Which of these factors do you think are the most important for internationalization?*

**ORGANIZATIONAL FACTORS CHECKLIST**

Please answer "Yes (Y)," "No (N)," or "Don't Know (?)" to each of the following questions:

1. \_\_\_\_\_ An international dimension is expressed in the institution's mission statement.
2. \_\_\_\_\_ The President or CEO, the Board, and other chief administrators have clearly expressed their commitment to internationalization.
3. \_\_\_\_\_ Resources have been allocated for international programming.
4. \_\_\_\_\_ The curriculum at this institution reflects an appreciation of non-European cultures and perspectives.
5. \_\_\_\_\_ There are courses in every field that will give students the knowledge, skills and abilities they need to function effectively in a globalized world.
6. \_\_\_\_\_ International experience is one of the criteria for hiring, promoting and rewarding faculty and instructors at this institution.
7. \_\_\_\_\_ Faculty and instructors regularly draw on the knowledge and experience of international students and domestic students with diverse ethnic and cultural backgrounds to enrich the international and multicultural dimensions of their courses.
8. \_\_\_\_\_ Faculty and instructors on this campus participate in international research, travel, work or study opportunities.
9. \_\_\_\_\_ Foreign language proficiency is valued and encouraged on this campus.
10. \_\_\_\_\_ Information about international study, projects or work abroad is readily available to faculty, staff and students.
11. \_\_\_\_\_ A central office or department coordinates, promotes and administers international activities on this campus.
12. \_\_\_\_\_ International students are fully integrated into the life of the campus.
13. \_\_\_\_\_ Internationalization on this campus is guided by a strategic plan.
14. \_\_\_\_\_ The local community supports the internationalization of this campus.

## TOPIC 5B

### ORGANIZATIONAL FACTORS

#### KEY TO EFFECTIVE INTERNATIONALIZATION



45 MINUTES

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#### *Purpose*

- To enable participants to identify organizational factors key to effective internationalization on their campus.

#### *Method*

- Presentation
- Small group discussion

#### **Activity 5B**

**20 minutes**

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1. Display overhead image O-5B-1 Key Organizational Factors and briefly describe each one, highlighting some of the issues raised in the background reading.
2. Divide participants into small groups and provide each group with flip chart paper, markers and copies of the Focus Questions (H-5B-1).
3. Assign one (or two) of the organizational factors to each group to analyze and discuss.
4. Ask groups to appoint a spokesperson/recorder and use flip chart paper to summarize their key points.
5. Participants have twenty minutes for this exercise.

1. Reconvene large group and invite the spokesperson from each small group to present a summary of their discussions.
2. As summaries are shared, ask participants to note three things:
  - ▶ *common concerns* or similar issues raised in the small groups
  - ▶ *organizational factors* that appear to be *present* and functioning on this campus and those that are not
  - ▶ *concrete ideas or suggestions* for how to establish organizational support for internationalization
3. Use the flip chart to record the key points of group discussions. You may wish to set up three columns and record ideas pertinent to each of the three categories above.

## **KEY ORGANIZATIONAL FACTORS**

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- ▶ Active support of administrators
- ▶ Involved and committed faculty
- ▶ Adequate funding and resources
- ▶ A central office or international coordinator
- ▶ A strategic plan
- ▶ Systematic monitoring and assessment

## DISCUSSION FOCUS QUESTIONS

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### *Directions*

Your group has been assigned one (or two) of the following organizational factors to discuss in relation to the internationalization of your campus:

- ▶ The active support and commitment of senior administrators
  - ▶ A critical mass of involved and committed faculty
  - ▶ Adequate funding and resources for internationalization
  - ▶ A central office or coordinator of international activities
  - ▶ A strategic plan to guide the internationalization process
  - ▶ Systematic monitoring and assessment of international efforts
- 

1. How important do you think this factor is to the process of internationalization as it is unfolding on your campus?
2. What would you say is the current status of this organizational factor in relation to the internationalization of your campus?
3. What are some of the issues or concerns related to this factor on your campus?
4. Are there other organizational factors not listed here that you think are just as important to the internationalization of your institution? What might they be?
5. What suggestions or ideas do you have for establishing this factor as a key element in the internationalization of your campus?

TOPIC 5C  
THREE STAGES IN THE  
INTERNATIONALIZATION PROCESS

 20 minutes

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***Purpose***

- To enable participants to identify three stages in the internationalization process.
- To enable participants to determine where their campus is in relation to the three stages of internationalization.

***Method***

- Presentation
- Whole group discussion and/or diad/triad

**Activity 5C**

**5 minutes**

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1. Display overhead image H/O-5C-1 Stages in the Internationalization Process. (You may also distribute this as a handout.)
2. Briefly describe the three stages of initiation, implementation and evaluation.
3. Depending on the size of the group, use either a whole group approach or diads and triads for the discussion.

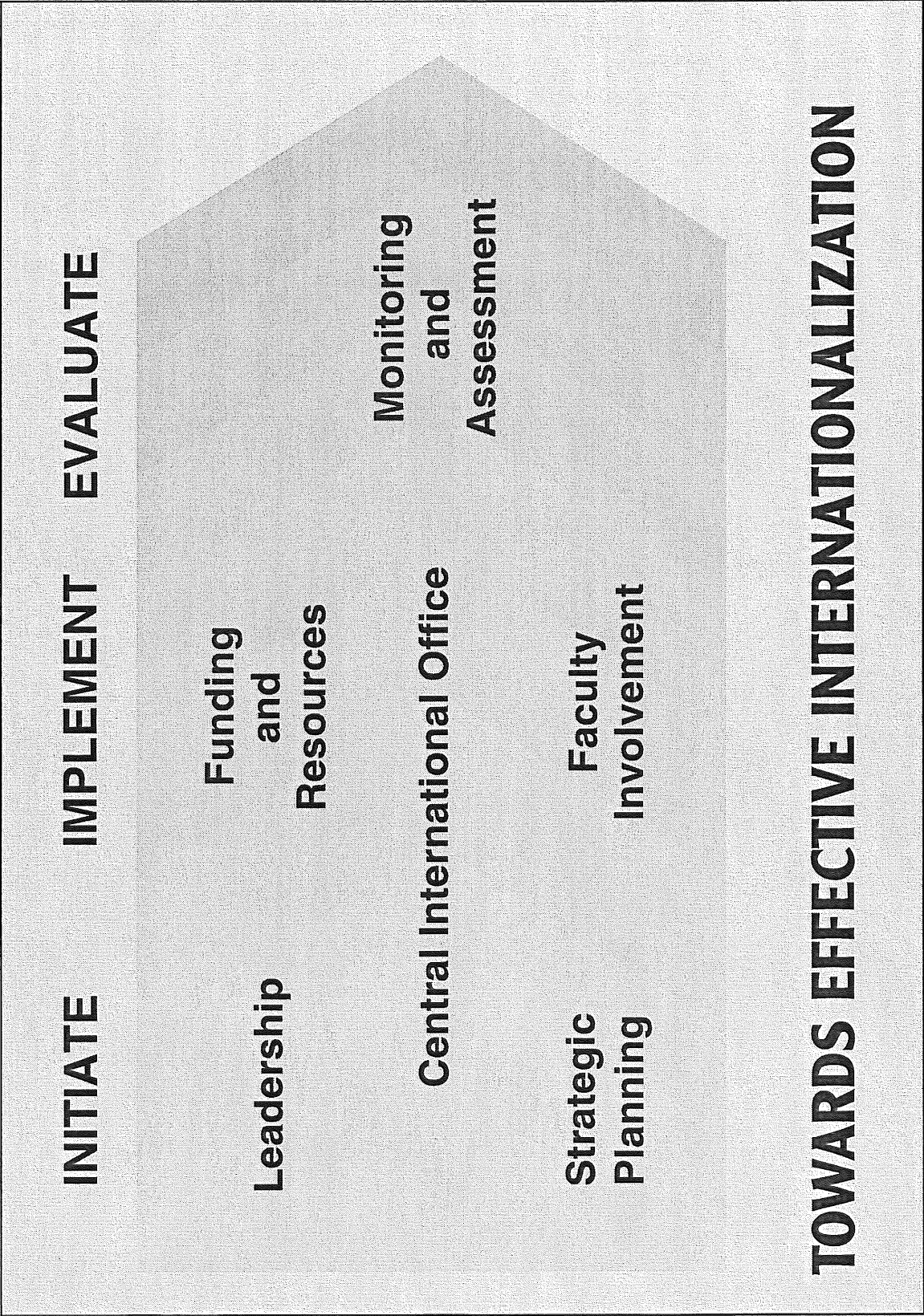
**Discussion 5C**

**15 minutes**

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1. Use several of the following questions to draw out the relevance of these stages to the progress of internationalization at this institution:
  - ▶ *Where would you place your institution in relation to the three phases or stages of the internationalization process? Why?*
  - ▶ *What do you think it would take to move the internationalization process to the next phase?*

- ▶ *How are international programs and activities evaluated on your campus? What is the importance of this last stage (evaluation) to the internationalization process?*
  - ▶ *Where do you see yourself in relation to the three stages of the internationalization process?*
2. Tell participants that others (Knight, 1994) have depicted the process of internationalization as cyclical rather than linear. Ask the following questions:
- ▶ *Do you think there is an end-point somewhere in the future in which your institution will “arrive” at true internationalization?*
  - ▶ *In what way might the process be considered cyclical rather than linear?*
3. *Optional:* Distribute copies of Appendix A, a strategic planning prototype, and Appendix C, creative funding strategies, for take-home reading.





# 6

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## INTERNATIONALIZING IN A CLIMATE OF CONSTRAINT AND A WORLD OF OPPORTUNITY

*The challenge of adapting themselves to the constraints of the present in order to meet effectively the challenges of the future underlies the major task before the university community.*

ALEXANDER KWAPONG  
Former Vice-Chancellor  
University of Ghana

Throughout Canada economic and social pressures are forcing colleges, universities and institutes to readdress their organizational structures, policies and programs in order to maintain essential educational services in a climate of relentless change and diminishing public resources. Rapid increases in the participation rate in Canadian post-secondary education in the last ten years<sup>1</sup> are resulting in crowded classrooms and waiting lists for placements and courses in many urban institutions. At the same time a changing economic and population base in some rural communities is causing a reciprocal decline in local participation (Knowles, 1995). Economic restructuring and government deficit financing combined with globalization of the economy, high unemployment and bewildering technological changes are fuelling expectations that public institutions of advanced education will become more relevant, respond more rapidly, and do so more cost-effectively and efficiently — all without compromising quality or integrity (Dennison, 1995).

### INTERNATIONALIZING IN THE MIDST OF “QUIET UPHEAVAL”

William Day, former President of Douglas College and past Chair of the ACCC Board, has observed that Canada’s colleges, institutes and universities are currently in a state of what he terms “quiet upheaval” (1994:7). It is this crisis-like state that forms the backdrop or setting for

internationalization. Not only will resources for new initiatives be hard to find, but the internationalization strategy — particularly on today's community college and institute campuses — must address public concerns that building its international dimensions will not deflect the institution from local or regional interests, nor remove the focus from meeting the needs of local or domestic students. In the words of Roy V. Murray, President of Confederation College in Thunder Bay, Ontario: "International activity must be seen as a positive contribution to the success of the institution and the community, and not perceived as an expensive frill for a few employees which distracts from the institution's true mission" (Murray, 1995:2).

## EDUCATED PERSONS

Human resources and intellectual capital are increasingly important as tertiary education becomes prerequisite for full participation in a globalized economy and a technological society. In his book, *The Post-Capitalist Society*, futurist Peter Drucker states that "the basic economic resource as well as the means of production is no longer capital nor natural resources (neither land nor labour). It is and will be knowledge" (1993:38). Drucker foresees that the new knowledge society will be made up of only two classes: educated persons and those without an education — knowledge workers and service workers.

This has profound implications for under-represented youth and adults around the world who at present have little or no access to higher levels of learning. Proponents of international education argue that developed countries like Canada have an obligation as responsible global citizens to share their educational resources and expertise with others (Barker-Leginsky and Andrews, 1994). And yet in this day of serious budgetary constraints the motivation for international education at the post-secondary level is more often inspired by pragmatic considerations and less by the idealistic altruism many Canadians — however rightly or wrongly — believe we can no longer afford. Maidstone (1995) argues that the nature of the present global imperative is such that the internationalization of post-secondary education is really a matter of self-interest. In an increasingly interdependent and borderless world, international education is no longer something *we do for them* "over there," rather it is something we do "here" or "there" *with them* for the sake of us all.

Promoting social and economic development through international education has a long tradition in Canada, a tradition jeopardized by today's political and economic expediencies. Despite the quiet upheaval at home there is a need to continually nurture local awareness of emerging global opportunities — and responsibilities — for Canadian post-secondary institutions.

## A WORLD OF OPPORTUNITY

The following is a partial list of some of the opportunities for post-secondary institutions in different geographical areas of the world. The potential exists to develop exchange programs, establish institutional linkages, expand international student programs, participate in international development projects, and enter into other kinds of mutually-beneficial partnerships. These are regions which are ripe for research and study in a wide variety of fields such as health, business, education, law, the environment, and technology, as well as in the areas of social, political, cultural, linguistic and historical studies. Knowledge of these regions, their people, customs and histories can be infused into the curriculum through general education courses and through area or international comparison studies. By working, studying, teaching, researching and serving in these regions, students, faculty, staff and administrators expand and improve their own international competencies and establish important international relationships.

### ► *Focus on the Asia Pacific*

Members of B.C.'s post-secondary institutions are already aware of the benefits of establishing economic, social and academic ties with China, Japan, Hong Kong, Taiwan, Malaysia, Singapore, Indonesia or the Philippines. In Korea international training is a high priority for both education and industry, offering numerous opportunities for establishing educational linkages between Canadian and Korean institutions (Canada Education Centre, 1994). India, with its flourishing middle class and a growing economy has been tagged as the next economic "tiger" on the Asian subcontinent. Despite its many colleges and universities, India's challenge in the 21st Century is how to provide basic education and literacy for its vast population.

On the Southeast Asian peninsula, Vietnam is energetically rebuilding its national infrastructure after more than thirty years of political and economic upheaval and twenty years of isolation behind the U.S.-imposed trade embargo. The Vietnamese are looking to Canadian institutions to work with them in developing their nation's human resources and healing the ecological wounds which persist two decades after the devastation of the Vietnam War. Laos and Cambodia are also reconstructing their societies, and Myanmar (formerly Burma) is slowly emerging from its isolation. As one of the fastest growing economies in Asia, Thailand is seeking training for its population in everything from teacher education to telecommunications technicians. The demand among the country's youth for educational services beyond elementary and secondary levels of schooling is growing, as is the need for English language programs.

► *Focus on Latin America*

As a result of NAFTA, opportunities to forge relationships with post-secondary institutions in the United States, Mexico and other parts of South and Central America are blossoming. The Wingspread Declaration of 1992 and the Vancouver Communiqué in the fall 1993 set the stage for trilateral agreements on academic mobility, institutional and faculty development, and electronic networking and telecommunications for learning and research. A vision of the possibilities in this region will include distance learning as a means of delivering international education.

In 1994 BCCIE expanded its Asia Pacific Awards Program to provide scholarships for short-term study or work assignments for B.C. college students and scholars in Mexico. In 1995 the governments of Canada, Mexico and the United States announced the establishment of a Program for North American Mobility in Higher Education to encourage cooperation and exchange among Canadian, Mexican and U.S. institutions. The program seeks to increase the knowledge of the languages, cultures and institutions of the three countries, improve the quality of human resource development, facilitate North American student mobility, including mutual recognition and portability of credits, and prepare students for work throughout North America. Canada is contributing \$1.5 million to support institutions in this initiative.

► *Focus on Europe*

Post-secondary institutions may want to consider the feasibility of establishing closer ties with countries in Central and Eastern Europe as a result of their democratization and conversion to a capitalist economy. As in other former Communist countries, Poland, Czechoslovakia, Hungary, Rumania, Latvia, Estonia, and the Ukraine are looking for partners in the herculean task of revitalizing their economic and social systems. There is a pressing need to train workers and upgrade the skills of adults displaced by the collapse of the previous economic and social system.

► *Focus on the Circumpolar North*

In northern Canada, cooperation among the Circumpolar North nations is critical to achieving mutually-beneficial solutions to pressing environmental and economic development issues. Northern institutions like the University of Northern British Columbia and Yukon College are developing courses and forming linkages and partnerships with individuals and institutions in Scandinavian countries, Russia, and other parts of the Pacific Northwest. Again, distance education is key to providing post-secondary educational services to people in geographically remote areas.

► *Focus on Africa*

Apartheid has ended and South Africa has once again joined the family of nations. Canada's chief electoral officer was asked to oversee South Africa's historic elections, and Canada's Charter of Rights and Freedoms was chosen as a model for their own. But it is a regrettable fact that CIDA's agenda and that of other international development agencies are increasingly focused on supporting projects in regions deemed to be of more strategic importance to Canada than Africa in terms of international trade. In an article in *Windows on the World*, Alexander Kwapong makes a compelling case for continuing Canadian partnerships in Africa, citing the region's urgent need for all forms of education — primary to tertiary — to build the continent's human and institutional capacities. Kwapong asserts that "the challenges of today are global in their impact and affect the North no less than the South . . . the imperatives for genuine global caring are thus the concerns of the global community embracing the South as well as the North" (1993:33-34).

Students participating in a recent ACCC-sponsored International Development Focus event in B.C. wondered why an African studies program could not be offered to complement existing studies in Asia and Latin America, particularly when a number of students are from families who recently immigrated to Canada from such countries as Ethiopia and Somalia. It is a reminder to educators not to leave Africa off the internationalization agenda in our current preoccupation with the Pacific Rim.

### **A METAPHOR FOR HOPE**

A world of opportunity exists for Canadian post-secondary institutions, but there are real financial and other pressures buffeting higher education in the 1990s. It is very much to their credit that the province of B.C.'s universities, colleges and institutes are still reaching out internationally despite the quiet upheaval at home. King and Fersh (1992), when writing about the internationalization of community colleges in the United States,<sup>2</sup> often use the Chinese character for "crisis," formed by combining two symbols — the one for danger and the other for opportunity. It is a fitting metaphor of hope for Canadian institutions. This does not imply that internationalization will magically solve all the problems of organizational reshuffling, pinched budgets, and conflicting demands. But, as many institutions are discovering, internationalization does have the potential to broaden peoples' horizons, build cooperation, expand knowledge, inspire research and suggest new ways of teaching and learning that will equip members of the campus and community with the knowledge and skills they need to live and work effectively in a globalized, interdependent and multicultural world.

As Montaigne remarked, “We are all confined and wrapped up in ourselves, seeing no further than the ends of our noses . . . like Socrates . . . our imaginations must become fuller and more extensive. We must take the universe as our city, liberally bestowing our knowledge, our fellowship, our affection on the whole human race.”<sup>3</sup> (K.R. MCKELLIN)

## NOTES

1 Statistics Canada’s February 1994 *Education Statistics Bulletin* reported that preliminary data for the Fall of 1993 indicated a 23% increase in total full-time enrolments over the last ten years in Canada. In British Columbia in 1993 there were over 70,000 full and part-time university students and over 30,000 full-time enrolments in career/technical and university transfer programs.

2 Janet Knowles, in her article on emerging entrepreneurship in Canadian community colleges, also uses the symbol as a metaphor to capture both the negative and positive aspects of the funding crisis facing community colleges in Canada today (1995:184-185).

3 Montaigne from his *Essays*, I, 26 cited in Régis (1993:276).

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## MODULE 6

### INTERNATIONALIZING IN A CLIMATE OF CONSTRAINT AND A WORLD OF OPPORTUNITY

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#### *Overview*

In this module participants will identify the major issues and challenges on their campus and consider their effect on the internationalization process. Participants will also reflect on the strengths and assets of their institution in relation to opportunities for international outreach and involvement in various regions of the global community.

#### *Objectives*

- For participants to articulate the current issues and concerns on their campus and the implications for internationalization.
- For participants to envision opportunities and possibilities for expanding their institution's teaching, research and service functions into the international arena.
- For participants to consider internationalization as a means of institutional strengthening and renewal.

#### *Topics*

- 6A Issues and challenges on today's campus
- 6B International opportunities and possibilities

## MODULE 6

### PREPARATIONS CHECKLIST

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- Review some of the issues of change and challenge in post-secondary education; note different opportunities and possibilities for international involvement in geographical areas highlighted in the background reading.
  - Prepare an overhead of O-6B-1 The Chinese Character for Crisis and O-6B-2 A World of Opportunity.
  - Prepare handout H-6B-3 Group Project Instructions
  - Optional:* magazines and newspapers for cut-outs, postcards, travel pictures, country flags, poster board, coloured construction paper, glue, scissors, etc.
  - Assemble materials: overhead projector, 5 x 8 index cards, flip chart paper, markers, masking tape.
-

**Purpose**

- To enable participants to identify the top three issues or challenges affecting their institution at this point in time.
- To enable participants to consider how these affect both the internationalization process as a whole and their own role in internationalization.

**Method**

- “Delphi” method
- Whole group discussion

**Activity 6A****10 minutes**

1. Distribute five or six 5 x 8 cards and markers to each person.
2. Participants are to print one word or phrase on each card to describe one of the *major issues or concerns* facing their campus at the present time.
3. For example, participants in one of the pilot workshops cited:
  - ▶ overcrowding
  - ▶ budget restructuring
  - ▶ reorganization
  - ▶ new CEO
  - ▶ a major building program
4. Participants have two or three minutes for this task and then they are to attach their completed cards in random order on one of the walls in the room.
5. Ask one person to sort the cards according to commonalities or similar themes or issues. For example, post all cards dealing with financial matters together, all those that deal with administrative restructuring or leadership changes together, etc.

6. Ask participants to select one word or phrase from each grouping that they think best represents that particular set of issues. Post these cards separately.
7. Ask participants if they agree that these represent the three or four top issues or concerns facing their campus at the present time.

## Discussion 6A

10 minutes

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1. Ask one of the following questions, or make up one of your own, to focus a general group discussion:
  - ▶ *What constraints — if any — do these issues or challenges impose on your institution's international involvement?*
  - ▶ *What are the implications for your institution's internationalization strategy?*
2. Record key points on flip chart and post on the wall beside the cards.
3. Conclude the discussion by posing the following question for individuals to reflect on for themselves:
  - ▶ *How do these factors or conditions affect your own participation in internationalization?*

**Purpose**

- To enable participants to identify their institution's strengths and assets and to relate these to global challenges and opportunities.

**Method**

- Presentation
- Small group poster project

**Activity 6B****40 minutes**

1. Display first overhead O-6B-1, the Chinese written character for “crisis”.
2. Explain that the word is formed by combining two characters: the first, *wei*, which means “danger,” and the second, *ji*, which means “opportunity.” (The phonetic spellings are for the Mandarin pronunciation.)
3. Pause to give individuals an opportunity to express what this symbolizes for them in relation to the internationalization of their campus.
4. Display second overhead O-6B-2 A World of Opportunity. Briefly describe a few of the opportunities and possibilities in different geographical regions of the world where post-secondary institutions could play a vital role in terms of teaching, research and service.
5. State that one of the central challenges before this institution is:
  - ▶ *How can we meet the challenges and grasp the opportunities of the future despite the constraints of the present?*
6. Divide participants into small groups. Provide each group with the following materials:
  - ▶ Group Project Instructions (H-6B-3)
  - ▶ Pieces of flip chart paper, coloured markers, masking tape

- ▶ *Optional:* Construction paper, poster board, scissors, glue, magazine and newspaper cutouts, postcards, miniature country flags, and other poster-making materials
7. Each group has twenty-five to thirty minutes to create a poster that represents their members' combined vision of the international opportunities for their institution.
  8. Suggest that groups:
    - ▶ spend fifteen or twenty minutes at the beginning in discussion
    - ▶ make sure everyone in the group has a chance to contribute to the poster's design and production
    - ▶ be as creative as possible
  9. Circulate among groups to answer questions. Advise participants when they have only five minutes left.

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**Discussion 6B****20 minutes**

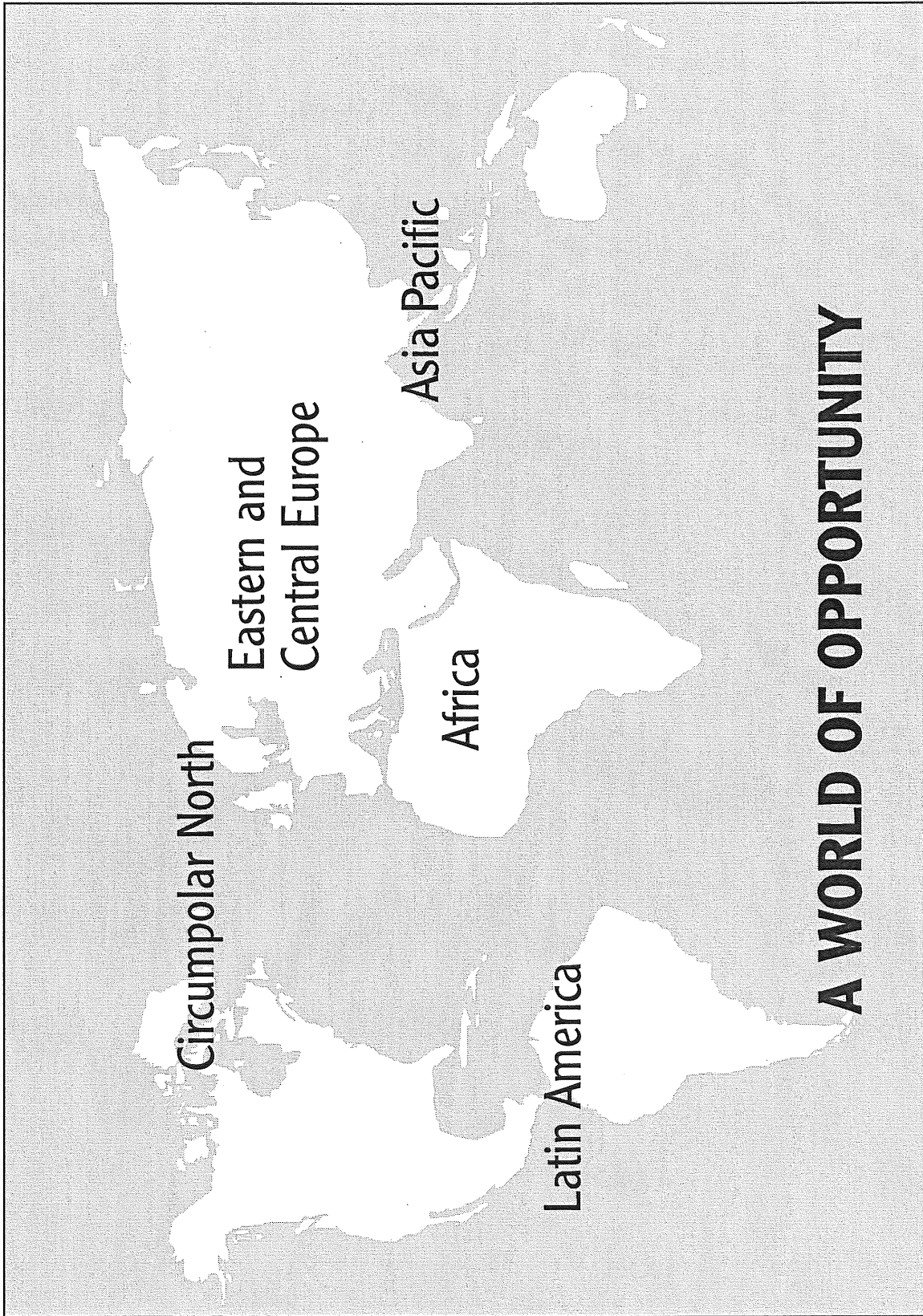
1. Have groups tape their posters on the walls around the room.
2. Give participants about fifteen minutes to walk around and 'visit' each poster. Someone from each group should stand next to their poster and be prepared to answer questions.
3. Reconvene the group. Ask the following questions to conclude the exercise:
  - ▶ *Are there similar perceptions of what the international opportunities are?*
  - ▶ *Are there common expressions of interest in certain countries?*
  - ▶ *What are some of the suggestions for acting on these ideas?*
  - ▶ *What can be done to follow-up on these suggestions?*

**CRISIS: DANGER AND OPPORTUNITY**

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(J. LEUNG)



## INSTRUCTIONS FOR GROUP PROJECT

*Your task is to design a poster that will reflect your group's vision of how your institution could meet the challenges of the future, and reach out to a world of opportunity. Be as creative as you like. To help focus your efforts you may wish to consider the following:*

- ▶ geographic areas of the world in which your institution and/or community already has a vested interest, expertise or relationship
- ▶ geographic areas of the world where it would be *strategic* for this institution and/or community to develop academic, social or economic ties
- ▶ programs or services individual members of your institution have the potential to offer in an international setting
- ▶ your institution's area of expertise, or what it is known for, or what it is considered "good at"
- ▶ the demand for this expertise or service in the global community
- ▶ benefits of international involvement for students, faculty, the local community and the institution as a whole
- ▶ potential for institutional strengthening and renewal
- ▶ benefits for Canada and the larger global community



# 7

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## INSTITUTIONAL MODELS OF INTERNATIONALIZATION

*Internationalizing the university is like trying to  
put socks on an octopus.*

MAURICE HARARI

Dean, Centre for International Education  
University of California, Long Beach

### DAVIES' INTERNATIONALIZATION MATRIX

John L. Davies (1992), Dean of the Business School at Anglia Polytechnic University in the United Kingdom, views institutional internationalization along two dimensions: some institutions take on international programs and activities in a reactive, sporadic and irregular way, while others develop more precise, explicit procedures for developing the international aspects of their institution. Thus there is a spectrum from the ad hoc to the systematic.

On the other axis, some institutions treat internationalization as a marginal activity or as something “exotic, exclusive and external” (Internationalization Working Committee, Ryerson 1994:28) to the real work and tasks of the institution which are focused on regional or national concerns. At the other end of this spectrum are institutions for which the international dimension is central to their work and identity, permeating every aspect of their academic and institutional life, from curriculum to policies, activities and programs.

### QUADRANT A: AD HOC AND MARGINAL

Davies combines these two dimensions into a matrix of four quadrants (1992: 190). (See overhead O-7A-1 on page 122.) Institutions in quadrant A engage in a few international activities, but these are undertaken on a largely ad hoc basis, usually as the result of the efforts of a few individuals. Activities for the most part remain peripheral to the mainstream activities of the campus. In some institutions a faculty member or administrator may champion internationalization, generating a flurry of enthusiasm for international efforts, but the interest and com-

mitment dissipate when that individual moves on to other responsibilities or leaves the institution. The experience of institutions in quadrant A indicates that it is one thing to start the internationalization process and quite another to keep it going.

#### **QUADRANT B: SYSTEMATIC AND MARGINAL**

For institutions in quadrant B, even though the international endeavours are highly systematic, carefully planned and generally well managed, they are perceived to be marginal to the primary academic purposes of the institution. Run as semi-autonomous cost-centres on an entrepreneurial basis, the international programs often generate enough revenues to contribute a significant portion back to the institution and still cover most costs associated with pursuing new international education markets and managing technical and educational development projects overseas. This is a model familiar to several institutions in British Columbia (Francis, 1993) as well as to other Canadian community colleges (Rapino and Domansky, 1995).

#### **QUADRANT C: AD HOC AND CENTRAL**

In Quadrant C, although internationalization is considered central to the mission of the institution, activities and programs are poorly planned and inadequately supported by organizational structures. Davies observes that many institutions begin their international involvement in quadrant A. If internationalization is pushed too far and too fast, institutions may find themselves in quadrant C, with corners being cut, programs floundering, finances precarious, and morale running low. When there are too many empty agreements, or a number of costly but ineffective programs, members of the institution may lose confidence in the international effort and begin to withdraw their support or give up their involvement.

#### **QUADRANT D: CENTRAL AND SYSTEMATIC**

In quadrant D, internationalization is supported by the stated mission of the institution. International activities are planned, coordinated and undergirded by appropriate administrative and organizational structures. Policies are regularly reviewed and procedures are in place to assess the quality of international endeavour. An international dimension is infused throughout the curriculum, exchange agreements and linkages benefit both domestic and international partners, and a critical mass of support exists across the institution for the international involvement of faculty, staff, administrators and students.

Davies observes that most institutions tend to start at quadrant A and then move either to quadrant B or quadrant C. However, he advises institutions to try and avoid the costly chaos of

C as they move toward quadrant D, suggesting that institutions “reflect on the dynamics of internationalization rather than merely going hell-bent on the creation of policies and structures and beating the bushes for international business” (1992: 189). Other writers note that the pace of change varies according to institutions and the quality of leadership (Arum, 1987). Some institutions set internationalization goals that they plan to gradually implement over the course of several years (Wilfred Laurier Ad Hoc International Education Strategy Committee, 1993). In these institutions internationalization is described as more of an evolutionary process, with change occurring as the accumulation of small but significant changes (Aigner *et al.*, 1992).

## OTHER MODELS

More recently, Davies’ model has been expanded by others developing organizational models to describe strategies for internationalization in higher education (Knight and deWit, 1995). Van Dijk and Meijer’s survey of Dutch organizations focused on implementation strategies for internationalization as well as structure, leading them to classify different institutional approaches as “slow starters,” “organized leaders” and “entrepreneurial organizations” (Blok, 1995). Rudzki’s model, based on his study of business schools in the United Kingdom, is similar to Davies’ in its comparison of “reactive” or “proactive” approaches to internationalization across four aspects of internationalization: student mobility, faculty/staff development, curriculum and organizational change (Blok, 1995).

Knight eschews these linear, cubic models or matrices in favour of a more fluid, interactive and continuous cycle, based on her studies of internationalization at Canadian universities (Knight, 1994). In the Knight internationalization cycle, institutions move through six phases of internationalization: awareness building, growing commitment, planning, implementation, review and assessment, and rewards, recognition and incentives for internationalization. Knight’s schematic rendering allows for continuous innovation and quality improvement as the international dimension is integrated into the institutional culture. (K.R. MCKELLIN)

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## MODULE 7

### INSTITUTIONAL MODELS OF INTERNATIONALIZATION

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#### *Overview*

Participants in this module will consider four models of institutional internationalization in relation to their campus and will analyze four case studies on the basis of key organizational factors necessary for effective internationalization.

#### *Objectives*

- To enable participants to identify the structural and organizational dimensions of their institution's international efforts.
- To enable participants to begin thinking of ways to initiate, strengthen and sustain the internationalization process on their campus.

#### *Topics*

7A Davies' institutional matrix

7B Institutional models of internationalization: Case studies

## MODULE 7

### PREPARATIONS CHECKLIST

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- Review the different dimensions of institutional internationalization, from the ad hoc to the systematic and from marginal to central.
  - Prepare an overhead of O-7A-1 Davies' Institutional Matrix and handouts of H-7A-1 Identifying Features.
  - Prepare a set of handouts of the case studies (H-7B-2, -3, -4, -5) and the guidelines (H-7B-1) for analyzing them.
  - Optional:* Prepare copies of "Internationalization and the Commercialization of International Education" from Appendix B.
  - Assemble materials: overhead projector, flip chart, markers.
-

**Purpose**

- To enable participants to better understand the internationalization of their institution in relation to four models of institutional internationalization.

**Method**

- Presentation
- Diad/triad or general group discussion

**Activity 7A****5 minutes**

1. Display overhead image O-7A-1 Davies' Institutional Matrix and describe the different types of internationalization in Quadrants A, B, C, and D.
2. Distribute handout H-7A-1 Identifying Features.
3. Ask participants to choose one of the quadrants and work with a partner to read through the institutional characteristics in order to explain it to the group.
4. Invite one person from each small group to describe their quadrant to the other participants.

**Discussion 7A****10 minutes**

1. Discuss the following questions as a group:
  - ▶ *How do you account for the differences among these four models? What factors at institutions in Quadrant A make them different from those in Quadrant D?*
  - ▶ *Where do you see your own institution within Davies' schema?*
  - ▶ *In what ways might this be an inadequate or unsatisfactory prescriptive model for internationalization on your campus?*

# DAVIES' INSTITUTIONAL MATRIX

AD HOC AND MARGINAL <b>A</b>	SYSTEMATIC AND MARGINAL <b>B</b>
AD HOC AND CENTRAL <b>C</b>	CENTRAL AND SYSTEMATIC <b>D</b>

(DAVIES 1992: 188)

**IDENTIFYING FEATURES:  
DAVIES' MODELS OF INTERNATIONALIZATION**

<p><i>Quadrant A: Ad hoc and Marginal</i></p> <ul style="list-style-type: none"> <li>▶ few international programs</li> <li>▶ limited to some international students</li> <li>▶ financing sporadic and variable</li> <li>▶ linkages limited and dependent on few committed faculty</li> <li>▶ no institutional mechanisms for initiating, implementing, evaluating international efforts</li> <li>▶ little institutional support for study or teaching abroad</li> </ul>	<p><i>Quadrant B: Systematic and Marginal</i></p> <ul style="list-style-type: none"> <li>▶ small, separate but well-organized programs</li> <li>▶ activities consistent with institutional goals and strengths</li> <li>▶ expertise or “market niche” in one or two areas</li> <li>▶ linkage agreements few but work effectively</li> <li>▶ administrative and organizational support</li> <li>▶ funding adequate but separate</li> <li>▶ emphasis on revenue-generating programs and services</li> </ul>
<p><i>Quadrant C: Ad hoc and Central</i></p> <ul style="list-style-type: none"> <li>▶ variety of often unrelated international activities</li> <li>▶ strengths in some international areas, but ill-focused</li> <li>▶ programs lack direction and coherence with curriculum</li> <li>▶ projects entered into without planning or foresight</li> <li>▶ many institutional agreements; few work effectively</li> <li>▶ organizational and administrative support poor or lacking</li> <li>▶ international activity unconnected to tenure, promotion, hiring or other incentives</li> <li>▶ high degree of tension and frustration</li> </ul>	<p><i>Quadrant D: Central and Systematic</i></p> <ul style="list-style-type: none"> <li>▶ large volume of international activity across institution</li> <li>▶ reinforced by coherence with curriculum; supported by administrative and organizational structures</li> <li>▶ linkages and collaborative partnerships — clear and effective guidelines and procedures</li> <li>▶ personnel needs, funding and policies regularly appraised to monitor effectiveness</li> <li>▶ reward and incentive mechanisms reinforce staff and faculty involvement</li> </ul> <p style="text-align: right;">(ADAPTED FROM DAVIES, 1992)</p>

TOPIC 7B  
INSTITUTIONAL MODELS OF  
INTERNATIONALIZATION: CASE STUDIES

 60 MINUTES

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***Purpose***

- To enable participants to analyze a case study on the basis of six key factors necessary for effective internationalization.
- To enable participants to gain an understanding of the underlying structures necessary to support the internationalization process.

***Method***

- Jigsaw learning groups<sup>1</sup>/Case studies

**Activity 7B**

**30 minutes**

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1. Have participants number off one to four or five, depending on the size of the group, and then form small groups.
2. Give members of each small group copies of one of the case studies along with the Guide to Analyzing Case Studies H-7B-1. Participants in Group 1 will analyze Institution A; Group 2 will look at Institution B, and so on.
3. Groups have twenty-five to thirty minutes to review and discuss the case study, and to come up with a set of recommendations for more effective internationalization.

1. Instead of reconvening as a large group, members of each group rotate. Each new small group will be made up of one member from Group 1, one from Group 2 and so on.
2. In this second round, individuals take a few minutes to:
  - ▶ describe the main features of the case they just studied
  - ▶ share some of their key recommendations
3. In this round, group members compare their strategies for developing effective and sustainable internationalization in each case and then relate them to their own campus.

**NOTE**

- 1 Jigsaw is a cooperative learning technique. In this modified version each participant in the first round of small group meetings is responsible for representing the main points of the discussion to a new group during the second round.

## GUIDE TO ANALYZING CASE STUDIES

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*Use the following questions to help you analyze this case study on the basis of key organizational factors in internationalization. Your task is to suggest a set of recommendations to more effectively internationalize this institution.*

**Key organizational factors:**

- ▶ The active support and commitment of senior administrators
  - ▶ A critical mass of involved and committed faculty
  - ▶ Adequate funding and resources for internationalization
  - ▶ A central office or coordinator of international involvement
  - ▶ A strategic plan to guide the internationalization process
  - ▶ Systematic monitoring and assessment of international efforts
- 

1. Where would you place this case study within Davies' internationalization matrix?
2. What changes could you suggest to promote more effective internationalization in this case?
3. How does this case compare with the internationalization process at your institution?

## CASE STUDY 1: INSTITUTION A

Institution A began hosting Japanese language students on their campus during the summer months when the regular academic year was over. The first two years were successful; the students' fees covered costs and there were measurable spinoffs for the community in terms of what the students purchased in the community for travel, food and lodging. The institution hired a part-time coordinator and prepared to expand the program into the regular school year. But in year three applications were far fewer than expected. When questioned, the Tokyo agent Institution A worked with mentioned that his clients were looking elsewhere because they had heard there were already too many Japanese at Institution A. The students evidently wanted to have more opportunities for interaction with Canadians and more chances to practice their English with native speakers. The part-time coordinator had to be laid off.

Later one of Institution A's new faculty members, J. Talbot, who had worked in Thailand with WUSC several years ago, applied for and received a grant to participate in an agricultural development project in northern Thailand. A sudden change in Canadian interest rates combined with rising inflation in Thailand brought the project to a premature end, but not before Talbot had become friends with several teachers at a small technical institute in the Udon/Nongkhai area. The Thai institution sent a letter home with Talbot expressing a desire to exchange faculty and collaborate on an aquaculture technical training project with Institution A.

Talbot turned the letter over to the Dean when she returned home. The Dean was at first enthusiastic about pursuing this opportunity to form a linkage with the Thai institution, but when the institution began going through a major administrative restructuring, the Dean turned his priorities elsewhere. By this time Talbot was inundated with her regular academic work and felt she could do little to follow-up on the Thai connection, especially without the support and involvement from the administration. In the end, no further contact with Thailand was made.

## CASE STUDY 2: INSTITUTION B

The President at Institution B convinced the Board that a well-managed international education program on campus would not only bring in additional revenues for the institution, but would also contribute to the cultural and economic growth of the community. Accordingly a portion of the institution's budget was set aside for the next three years as seed money to set up an international office, hire a director and administrative assistant, and to cover travel and other start-up costs.

The international office was given a free rein to pursue revenue-generating international projects, programs and activities, with certain stipulations: the projects, programs and activities had to correspond with the institution's educational mandate, international students could not displace domestic students, and the office would have to become totally self-supporting within three years. After five years the international office would be expected not only to generate sufficient funds to cover their own costs but they would be expected to contribute a sizeable percentage to the institutional budget.

In addition to an academic background, the new International Education Director had extensive international experience, a strong entrepreneurial bent, an iron constitution and a large store of patience. During the first years he built up an impressive track record by successfully pursuing and managing large international contracts, working with the major international funding institutions to provide technology training and human resource development assistance in countries that could afford Institution B's high quality service. The Director decided against establishing an international student program because it would require specialized support services that might be expensive to maintain.

Although Institution B gained quite an international reputation, the work and role of the international office and its tireless director were not well-known on the campus. A few members of the campus viewed the institution's international activities as an exotic frill. Others voiced concern that all this international activity was a drain on the institution's resources which could be put to better use in strengthening core activities. Most people on campus were unaware that after five years the international office annually contributed revenues to the institution in excess of twenty percent of its budget.

### CASE 3: INSTITUTION C

Institution C was one of the first to develop a mission statement acknowledging its commitment to providing students with the knowledge, skills and competencies they would need to live and work in a globalized world. It considered itself international in vision and program, and carried out an array of international activities, including hosting several hundred international students and scholars from a number of different geographical regions. To cut down on expenses, Institution C did not provide separate services for international students other than hiring a part-time home stay coordinator, rationalizing international students' needs could just as easily be met through regular student support services.

Several faculty from Institution C were involved in international projects. Students at Institution C could choose from a variety of area studies on Southeast Asia, Africa, Latin America and Eastern Europe. Through its School of International Business Institution C regularly sponsored seminars for the business community that focused on issues of international trade. However, despite faculty support for international work, their interest and involvement tended to drop whenever tenure or promotional reviews were scheduled.

Although Institution C had signed agreements with a number of institutions abroad, faculty rarely consulted the international affairs office to learn about existing linkages or programs with partner institutions, their perception being that so few of them were really functional anyway. Relations between the central administration and the Graduate Studies Department became strained when Grad Studies were not consulted before an agreement was signed that included a graduate exchange with a Mexican institution. A crisis was narrowly averted when Institution C was able to back out of a poorly-translated agreement with an institution abroad which would have pledged them to accept international students who did not meet the institution's minimum TOEFL requirements.

If asked, students on the campus of Institution C would say they were interested in studying overseas, but participation rates were low. Students either found out about opportunities too late to apply or discovered the exchanges were not accredited within their program areas. Other students combining part-time work with studies simply could not afford to take time off for a term abroad.

#### CASE STUDY 4: INSTITUTION D

When Institution D decided to “go international” in a formal way, the President appointed a Steering Committee made up of two senior faculty members, one of the Deans, a staff member from student services, and two student representatives. The Committee’s mandate was to develop an international strategy for Institution D that would be compatible with its mission and capitalize on its strengths. The Committee began its work by holding a series of open forums on internationalization. These public discussions attracted both supporters and naysayers from across the institution. The debate was often spirited, but in the end, a majority of the campus appeared to be in favour of developing the institution’s international dimensions.

The Committee next established an inventory of all existing international programs and activities on campus, and followed this up with a survey of students and faculty at Institution D. The survey revealed that although international students at Institution D were generally satisfied with their educational experience, some felt alienated socially from their Canadian peers. Faculty and instructors responding to the Committee’s survey reported that they rarely took advantage of the presence of international students in their classrooms to enrich the cross-cultural awareness of other students.

The majority of domestic students responding to the survey indicated a strong interest in studying abroad, but cited such prohibitive factors as costs and concerns about accreditation and compatibility of foreign programs with their existing studies. Other impediments were lack of foreign language proficiency and health and safety concerns.

Faculty with international experience did not feel their time overseas was valued or recognized by the institution. For this reason they also expressed reluctance in participating in international development project work for fear of not meeting Institution D’s promotion and tenure criteria.

In terms of the curriculum, the Committee’s inventory of courses revealed that a few programs, such as Latin American or Asian Studies, were internationally-focused, but the majority of other courses did not include an international perspective. One notable exception was the Women’s Studies program that integrated both an international and a multicultural dimension into such courses as Global and Cross-Cultural Perspectives on Women’s Work, Issues of Race and Gender in an International Context, and Indigenous Women in Northern and Pacific Rim Regions.

# 8

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## KEY PLAYERS AND STAKEHOLDERS IN THE INTERNATIONALIZATION PROCESS

*The more I have a global vision,  
the better I am at my own speciality.*

PAULO FREIRE  
Brazilian educator

In March of 1995 Langara College, with a grant provided by the ACCC's International Development Focus Fund, held a series of meetings for students, staff and faculty to solicit their input to the formation of an internationalization strategy for their Vancouver campus. All members of the college, including the Langara Board, as well as members of the community were invited to express their interest, share their ideas, and make recommendations for expanding Langara's international dimensions.

Langara College's open forums illustrate the importance of taking into account the views of key players and stakeholders when developing an institution-wide internationalization strategy. Effective internationalization is dependent on many individuals taking ownership in the process and sharing in the benefits and outcomes. Presidents, senior administrators, faculty, students, librarians, registrars, international students, student services — all campus personnel have much to contribute and much to gain from internationalization.

Key players affect the participation of others. The attitudes and perceptions of individuals or groups, as well as their behaviour and actions, can either promote or inhibit the involvement of others in the process. For example, senior administrators play a determining role in the scope and pace of change. Their priorities, how they define policies and the way they deploy resources has a significant impact on how other members of the campus will participate in internationalization.

When faculty infuse a global perspective throughout their courses and programs, students are inspired to think beyond narrow parochial horizons and are motivated to participate in

international exchange programs and other forms of internationalized learning. Front line staff who have the cross-cultural skills and sensitivity to work effectively with international students as well as students from diverse cultural backgrounds can do much to shape a positive campus culture.

The need for better channels of communication among key players in internationalization emerged as an issue during the Langara discussions. Participants spoke of the “impoverishment of interactions” or “islands of isolation” endemic to large bureaucratic institutions like colleges and universities. Students wanted to know “what’s going on” internationally on campus and where to go to find out how they could become more involved. Faculty wanted to know “who’s doing what” or “what’s been done” in terms of internationalized curriculum. Students and faculty wanted to know how much of a priority internationalization was to the Board, the President and other administrators. Participants expressed a desire to develop more effective channels of communication with the local community, and to make better use of new information technologies to communicate not only with each other on campus, but as a means of reaching out to students and faculty in other colleges around the world.

The external community as well as government also have a role to play and a stake in the outcomes of internationalization. In British Columbia post-secondary international education can have a considerable impact on the economic development of local communities. Non-government international development agencies, businesses and industry, service clubs, community ethnic and First Nation groups can become partners in internationalization. National and provincial governments alike have a vested interest in supporting the kind of education that enables Canadians to compete effectively and work productively in a globalized economy. In a broader sense all of society benefits when its members have a keen awareness of their place in the world, and are equipped with the knowledge and international competencies they need to live and work effectively within it.

(K.R. MCKELLIN)

## REFERENCES

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“International Development Focus Fund (IDF) Report.” Vancouver: Langara College, March 1995.

# INTER NATIONALIZATION

of Langara College

STUDENTS, FACULTY, ADMINISTRATORS,  
VMREU MEMBERS, COMMUNITY MEMBERS

"The Future ain't what it used to be!" *Gracchi Marx*

Langara College wants your input in the development of activities that will reflect the growing interdependence between Canadians and people around the world.

The College, therefore invites YOU to a series of meetings to voice your interests and concerns around Langara's Internationalization Programme.

Your participation in these meetings is vital to the College's efforts to create a truly Internationalized Institution.

## Discussion Schedule

Group*	Date	Time	Place
Students	Wednesday, March 8, 1995	12:30-2:30pm	Room 226
Board & Community	Tuesday, March 14, 1995	8:00-10:00am	Room 257
Faculty & Administrators	Wednesday, March 15, 1995	12:30-2:30pm	Room 226
VMREU Members	Monday, March 20, 1995	4:30-6:30pm	Room 253

*Refreshments will be served at each meeting. RSVP 323-5547*

For additional information, contact Barbara Binns, Coordinator, at 687-8763

\*Please note: While each session targets a particular group, attendance at each session is not restricted solely to members of that group.

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LANGARA  
COLLEGE

## MODULE 8

### KEY PLAYERS AND STAKEHOLDERS IN THE INTERNATIONALIZATION PROCESS

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#### *Overview*

Participants in this module will explore the diversity of views, values, and concerns of key players and stakeholders in the internationalization process.

#### *Objectives*

- To identify factors that promote and facilitate the involvement of key players in the internationalization process.
- To demonstrate that campus-wide internationalization is dependent on the participation and involvement of key players on the campus.
- To demonstrate the need for broad consultation and consensus-seeking when establishing campus-wide internationalization.

#### *Topics*

- 8A Stakeholders in the outcomes of internationalization
- 8B Key players in the internationalization process

## MODULE 8

### PREPARATIONS CHECKLIST

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- Recruit “experts” representing different key players on the campus — a faculty member, staff member, senior administrator, an international student, a domestic/local student, a member of the Board, a member of the local/external community — to act either as facilitators for small groups or as panelists for a discussion.
  - If they will serve as *facilitators*:
    - ▶ provide each person with copies of Handout H-8B-1 Focus Discussion Questions.
    - ▶ brief them on their role as moderators and “consultants” for small group discussions.
    - ▶ ask them to share their perceptions of their role in internationalization.
  - If they will appear as *panelists*, brief them on:
    - ▶ timing — each panelist will have five minutes to talk
    - ▶ topics — they are asked to share their views and perspectives on their role in internationalization
    - ▶ questions — they should be prepared to answer questions from the audience.
  - Assemble supplies: 3 x 5 cards, flip chart paper, markers, masking tape
-

TOPIC 8A  
STAKEHOLDERS IN THE OUTCOMES  
OF INTERNATIONALIZATION

 30 MINUTES

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*Purpose*

- To enable participants to identify key players and stakeholders in the outcomes of internationalization
- To enable participants to become aware of the benefits of internationalization for different stakeholders in the process.

*Method/format*

- Two brainstorm exercises

**Activity 8A**

**30 minutes**

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*First exercise*

1. Give each participant five or six 3 x 5 index cards. Ask participants to think of key players and stakeholders in the internationalization of post-secondary education and to write them down, one per card. Their responses may include members of the broader community and government as well as those within the campus community.
2. *Note:* some participants may wish to distinguish between key players and stakeholders. Remind participants to think of these in terms of roles or positions, not personalities.
3. At the end of three minutes, ask participants to compare results with two other people. Together they are to choose the top five or six key players and stakeholders in internationalization.

4. Use one or two of these questions:
  - ▶ *Which of these roles do you think are vital to internationalization?*
  - ▶ *Without whose involvement would internationalization of this campus just not happen?*
  - ▶ *Which of these stakeholders/key players have more “at stake” than others? More to lose? More to gain?*
5. Record this final list on flip chart or invite participants to tape their “top” five or six cards to flip chart or wall.

### *Second exercise*

6. Use more 3 x 5 cards or use the flip chart.
7. Take another five minutes to have participants brainstorm some of the benefits, outcomes, “pay-offs,” or results of internationalization for stakeholders.
8. You may decide to share a few of these examples of answers from a BCCIE pilot workshop to stimulate participants’ thinking:
 

<ul style="list-style-type: none"> <li>▶ improves education for all</li> <li>▶ (gives us) an international image</li> <li>▶ international students buy things (in the community)</li> <li>▶ we can compete with the best</li> <li>▶ makes course work more interesting</li> <li>▶ (opportunities to) see the world</li> <li>▶ brings in more partners</li> </ul>	<ul style="list-style-type: none"> <li>▶ attracts students (domestic and international)</li> <li>▶ brings in revenue</li> <li>▶ brings in new ideas and energy</li> <li>▶ contributes to world peace</li> <li>▶ leads to better jobs</li> <li>▶ reduces our isolation</li> <li>▶ promotes respect for the planet</li> <li>▶ gives us a sense of purpose</li> </ul>
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9. Tally responses and post the cards on the wall beside the others.
10. Conclude the exercise by asking participants to reflect on their own role:
  - ▶ *What is your role in the internationalization process?*
  - ▶ *What is your stake in the outcomes of internationalization?*

## TOPIC 8B

### THE ROLE OF KEY PLAYERS IN INTERNATIONALIZATION

 60 MINUTES

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#### *Purpose*

- To enable participants to identify factors that promote the participation of different key players in the internationalization process.
- To enable participants to apply their insights and understanding to their own role in internationalizing the campus.

#### *Method*

- Small group discussion
- *Alternative:* Panel discussion (In this case, use H-8B-1 to brief panelists. Substitute the words “you or your” for “key-player.”)

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#### Activity 8B

30 minutes

1. Divide participants into small groups. Provide each group with sheets of flip chart paper, markers, and the handout H-8B-1 Discussion Focus Questions.
2. Assign a facilitator/resource person to each group. Groups should appoint someone other than the facilitator to act as the recorder/spokesperson.
3. The groups have twenty-five to thirty minutes to develop their “role.”

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#### Discussion 8B

30 minutes

1. Reconvene groups. Each spokesperson takes a turn describing the role of their key player in the internationalization process.
2. Use the following questions to conclude discussion:
  - ▶ *What insights, awareness did you gain from this exercise?*
  - ▶ *What are some of the suggestions or ideas people came up with to encourage the involvement of more key players in internationalization?*
  - ▶ *What would facilitate or promote your own involvement in internationalization?*

**DISCUSSION FOCUS QUESTIONS**  
**KEY PLAYERS**

*Your task is to develop the role of one of the key players in the internationalization process on your campus. Use the following questions to help focus your discussion. Remember to think of key players in terms of their role, function or position, not in terms of individuals or personalities.*

Key player \_\_\_\_\_

1. What is the function/role of this key player on your campus?
2. What effect does this key player have on the role or function of other key players on your campus?
3. What are some of the benefits or advantages of internationalization for this key player?
4. What do you think this key player needs in order to participate more fully in the internationalization process on this campus?
5. What can this key player do to promote the involvement of other key players in the internationalization of this campus?



# 9

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## INTERNATIONALIZING ACROSS THE CURRICULUM<sup>1</sup>

*While North American business schools may be doing a good job in internationalizing the curriculum in foreign countries and developing the global horizons of non-American students, we appear to be doing a shoddy job with regard to the internationalization of our own curriculum and preparation of our students for the challenges of competing in a global economy . . . Despite the apparently inexorable trend toward globalization, North Americans are among the least internationally-minded people in the world.*

ROSALIE L. TUNG  
Ming and Stella Wong Professor  
of International Business  
Simon Fraser University

### ANSWERING “WHY” AND “HOW”

Internationalizing the curricula is a challenge for post-secondary institutions. For some members of the campus it is still a question of why: *why* should we internationalize our programs? For others it is simply a question of how. *How* do we go about it, what is the best way to do it, and where can we find the time and resources?

What does it mean to internationalize curricula? The OECD refers to internationalization as “a process of educational change,” and defines “internationalized curricula” as “curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic students as well as foreign students” (CERI, 1994:3).

## THE GLOBAL IMPERATIVE

The imperatives for internationalizing the curriculum are based on the changing context of higher education and the far-reaching impact of global political, social, economic and environmental forces on society. New transportation and information technologies are binding the world together in ways that we can hardly comprehend. Everywhere people are on the move, drawn by family ties or forced by economic circumstances or war and political upheavals to leave their homelands and seek a new life in a new land. The cultural make-up of British Columbia is changing. Recent immigrants from Hong Kong and China, India and Iran, Malaysia and Singapore, as well as Mexicans, Guatemalans, Hondurans, Koreans, Taiwanese, Vietnamese, Kurds, Eastern Europeans, Sudanese, Somalians and many others are making their home in Vancouver and throughout the Lower Mainland.

Globalized economies, the meteoric rise of the new economic “tigers” in the Asia Pacific, multinational mega-companies and inter-continental trading blocs are reversing patterns and players in commerce and industry. The problems of modern 20th Century life — insoluble ethnic conflicts, diseases which threaten entire populations, global famine, rapid urbanization, issues of sustainability and environmental pollution — are all of such magnitude they can no longer be dealt with by a single nation or even a “league” of nations acting unilaterally. We have perhaps never before in history been so acutely aware of the need for genuine understanding, cooperation and good will among the peoples of the earth.

Leaders in higher education in Europe, Japan, Australia, as well as Canada and the U.S. are calling for unprecedented changes to what we teach and how we teach it in response to the unprecedented challenges of globalization. In the words of Joseph Johnston, vice president of programs for the American Association of Colleges, “the expansion of the international dimension of higher education is not so much an option as a responsibility — for all institutions and for all programs within them” (1993:38). We must consider we may be doing our students a grave disservice if we do not adequately prepare them for living and working in a complex, interdependent and multicultural world.

## SEVEN STRATEGIES FOR INTERNATIONALIZING ACROSS THE CURRICULUM

Institutions internationalizing across the curriculum are using a variety of approaches, strategies or methods, from instilling an international dimension into disciplinary core courses to addressing global issues from a regional/area perspective. They are emphasizing experiential learning in the classroom and expanding study abroad and inter-institutional exchanges in order to expose more students to the languages, cultures and realities of people in other parts

of the world. Faculty development and administrative support and commitment to internationalization are fundamental to the process of curricular change. Although these are not the only means of internationalization, the seven strategies discussed here are ones that are most consistently cited in recent Canadian and U.S. literature on the subject.

### **INFUSE RATHER THAN ADD AN INTERNATIONAL DIMENSION TO THE CURRICULUM**

The infusion of an international dimension throughout the curriculum is viewed as the most effective means of achieving authentic internationalization (Francis, 1993; Harari 1992; King and Fersh 1992; Maidstone 1995). To infuse means to fill and inspire, instill or impart an international element into what is taught and how it is taught. Effective internationalization is not something that can be accomplished by hastily tacking on an international example at the end of the course if there is time, or used as mere embellishment for an established program. While there is merit in having separate courses dedicated to international studies or regional/area specializations, effective internationalization occurs when the international is pervasive throughout the curriculum.

### **INTERNATIONALIZE GENERAL EDUCATION REQUIREMENTS**

American educators, Jane Edwards and Humphrey Tonkin, acknowledge that it is easier to imagine the international dimensions of sociology, geography or political science than mathematics, or the natural and applied sciences. Nevertheless they claim that “no field is so remote from the international sphere, no subject so local, that it cannot be viewed from an international perspective” (1990: 17). Maurice Harari (1992) former Director of the International Centre at California State University, Long Beach, recommends internationalizing efforts be directed to general education requirements, and extended to disciplinary sectors as well as to the professions: law, medicine, engineering, teacher education and others. He argues that regardless of a student’s major or specialization they should understand the diversity of cultures and societies, the interconnectedness of the ecological, economic, political and social spheres of life, and develop a general knowledge of global issues, history, geography, and knowledge of a foreign language. He maintains that students should have, at the bare minimum, at least one course with international content and a foreign language before they graduate.

Edwards and Tonkin (1990) and King and Fersh (1992) recommend that wherever the core curriculum is, that core should have strong international content. Kelleher (1991) proposes a general education curriculum that systematically covers the data, concepts and perspectives

students need to explain, analyze and evaluate world issues. Such courses should enable students to develop facility in another language, and broaden their knowledge about world cultural and economic, ecological and political diversity, as well as global interdependence.

Graduates of post-secondary institutions must be prepared to function not only in a multicultural, multinational world, but must be able to “cope creatively” with complex multi-dimensional issues in which more than one side is right (Wood, 1991:1). Kelleher speaks of the need to accept “the concept of paradox as an essential analytical tool” in the intellectual environment of international education with its diverse and contending perspectives (1991:2).

### **DEVELOP INTER-DISCIPLINARY/CROSS-DISCIPLINARY COLLABORATIONS**

Internationalized curricula are often inter-disciplinary in content, reflecting creative collaborations across departmental lines. Harari (1992) recommends that even in concentrated area studies programs, such as Latin American or Pacific Rim studies, at least six disciplines — history, economics, politics, sociology, cultural anthropology, and the arts — should be incorporated to allow students to grasp the social, cultural, economic and political dynamics of the region.

In the field of business education, the far-reaching changes of globalization require business leaders to be trained with a better grasp of the political and economic forces shaping the world of commerce and trade. In Vancouver, Capilano College’s Asia Pacific Management Cooperative Program is an innovative two-year post-graduate business program that combines arts, science, and business studies to give students a comprehensive understanding of the issues and trends that affect business in the Pacific Rim. The core curriculum provides a foundation in International Finance, International Marketing, International Management, Asian Studies (including the cultural, political and historical aspects of the region), Economic Geography, and intensive study of one of Mandarin Chinese, Thai, Bahasa Indonesian, Japanese or Vietnamese. Associates have a year long placement in Asia in a variety of areas from finance to advertising to engineering to journalism. The program is highly successful, with over 70 percent of APMCP graduates remaining in Asia at least three years after their first work term, and 80 percent of participating companies offering students a regular contract at the end of their 12 month work term (Asia Pacific Management Cooperative Program, 1995).

Some institutions have developed parallel degree programs. For example, B.C.’s Simon Fraser University offers an Asian studies “minor” which can be combined with most other degree programs. The Asia-Canada Program, first offered in September 1996, provides SFU undergradu-

ates in any discipline with a basic competence in Asia-Canada studies, Japanese or Chinese language and culture, supplemented with electives in sociology or anthropology, business linkages, international communication, politics and comparative ethnic identities and perspectives. At Oregon State University any undergraduate student may earn a dual degree in International Studies in addition to the baccalaureate in their major field. A minimum of 32 additional credits is required, and includes proficiency in a foreign language, completion of four courses from the core curriculum of Cultural Diversity and Contemporary Global Issues, and a term of study or work abroad. A senior thesis demonstrates the student's ability to place their major field of study in an international context (Hecht, 1991).

### **EMPHASIZE EXPERIENTIAL LEARNING**

Many jobs today require people to work effectively across cultural and national borders, whether they are business managers, agricultural scientists, small engine repair technicians, graphic artists, doctors, lawyers or professors. Internationalization of the curriculum emphasizes experiential learning both within and outside the classroom to prepare students for a highly interdependent and multicultural world. INSEAD, Europe's premier international management training school, assigns all class project work to students in groups of mixed origin to promote what Oxford's Uwe Kitzinger calls "mutual education by maximum incompatibility" (Kitzinger, 1991:40-41). In Europe, Australia, and the U.S., international study, international practicums or co-op placements, international research and field work, student exchanges and other credited academic course work abroad are considered necessary for effective internationalized learning.

At Malaspina University-College in Nanaimo on Vancouver Island, Bachelor of Education students may go to Thailand or Mexico for a nine-week teaching practicum as part of their fifth year specialization for Teaching English As A Foreign Language. Student teachers who participated in a recent study of the impact of their international teaching experience articulated these learning outcomes (Smith and Randall, 1995):

- ▶ renewed respect for and understanding of cultural differences
- ▶ heightened awareness of inherent racism and the need to be vigilant against racism in future classrooms
- ▶ a new determination to build an environment where children celebrate their differences and where cultural myths are dispelled

- ▶ new understanding of how deeply the shared values of a homogeneous culture predetermine the culture of the classroom
- ▶ a new appreciation for the importance of the social context in which the second language learner is embedded

Significant outcomes of the study were related to learning about personal cultural identities and the development of relationships of trust and mutual respect with individuals in other nations.

### **FACILITATE AND PROMOTE STUDY ABROAD**

A junior year abroad is standard practice at many U.S. liberal arts colleges, but regrettably study abroad as a means of internationalization has yet to achieve its full potential in Canadian public post-secondary institutions. A handful of Canadian university and college students — less than 3% — study overseas and most travel no further than the U.S. (Humphries, 1993).

In 1992, York University in Toronto investigated why less than one-half of one percent of its student body studied in another country during an eight year period, despite a growing number of opportunities at York for international study abroad. Respondents to their Task Force survey cited the following factors influencing student participation in study abroad programs (Task Force on Undergraduate Student Exchanges and Study Abroad, 1992):

- ▶ Cost: few scholarships and bursaries available; many students are combining part-time work with their studies and cannot afford to take the time off
- ▶ Lack of accreditation for academic work completed abroad: often year abroad “doesn’t count” towards students’ program requirements
- ▶ Foreign language barriers: lack of ability to survive let alone study in a foreign language
- ▶ Social factors: issues of safety and health, standard of living in host country, etc.
- ▶ Acute lack of knowledge and information about existing exchange programs
- ▶ Misperceptions: “study abroad is not directly relevant to my career”; “it would cost more than studying at home”; “it’s not highly valued by my professor”.

The question for York University was how to energize existing programs to increase participation. For other post-secondary campuses, it may be a question of setting up exchange or study abroad programs in the first place — often an expensive undertaking. Given that the costs of study and travel abroad are prohibitive for individual students, more scholarship programs, like BCCIE's Asia Pacific Awards, are needed. BCCIE's awards program provides grants to university, college and institute students and scholars to enable them to study or work in Asia for up to one year. In 1994 BCCIE instituted a similar program for college students in Mexico. The demand far outstrips the supply of funds, and students do not always receive academic credit for the time they spend abroad.

The question for post-secondary institutions is what is the best way, *within our means*, to develop students' international competencies? If we are not yet able to provide large numbers of our students with overseas experience, what other opportunities are at hand to help students engage in meaningful cross-cultural experiences at home? Are we overlooking resources for internationalization right here in our local multicultural communities? What advantage are we taking of the presence of international students on the campus? Are we drawing on their experiences and backgrounds to enrich the international learning of all students within the post-secondary classroom?

#### **INTEGRATE INTERNATIONALIZATION OF THE CURRICULUM WITH OTHER INTERNATIONAL ACTIVITIES AND PROGRAMS**

In B.C. individual members of institutions engage in a variety of international project work in the areas of international development assistance, technology transfer, and human resource development. B.C. hosts hundreds of international students from all over the world in our institutions each year. Too often these international programs and activities are perceived to be separate and unrelated to the mainstream curriculum. Harari speaks of the critical need to view the international effort on the campus more holistically, to conceptualize it as a multifaceted package and not as a series of isolated strands.

The internationalization of the content of the curriculum should not be separated from the design and implementation of study abroad programs from the involvement of international students and their rich mosaic of cultures into the classrooms from training and study-travel programs . . . and from a multitude of other activities such as visiting scholars, business persons, diplomats, artists, and programs conducted in cooperation with the community and which can contribute so much to the academic life and ethos of an institution (Harari, 1992:53).

## **PROMOTE FACULTY DEVELOPMENT**

In their survey of over three hundred American Association of Colleges (AAC) institutions, Ann Kelleher and Jane Margaret O'Brien (1991) found that initiatives for planning and implementing an international curriculum are centred on the faculty. The results of their survey indicated faculty relied more on their own activities and innovations to internationalize the curriculum and less on forming new academic divisions or programs, or purchasing materials from specialists. Respondents to their survey indicated their involvement was encouraged by grants, sabbaticals, exchange programs, consortial arrangements with other institutions and collaborations with foreign universities.

Kelleher and O'Brien concluded that curriculum revision on the post-secondary campus does not occur as the result of some "grand scheme," but is an evolving creative process of enrichment that broadens faculty perspectives which are then passed on to students. Internationalized faculty internationalize their courses and their classrooms. Institutions committed to internationalization try to arrange programs of paid leave for faculty to teach, research or serve overseas, even though the grants and release time they offer may be modest and of short duration. Reports from recipients of BCCIE's Asia Pacific Scholar's Awards attest to the fact that when faculty return from even a brief stint of teaching or studying in Vietnam, China, India or Japan, they are flush with new knowledge and ideas to integrate into their courses. Their recent international experience makes for lively and inspiring classes with obvious benefits to the education of their students. Recognizing the importance of providing overseas opportunities for faculty, the Department of International Education at B.C.'s University College of the Fraser Valley maintains a small travel fund to support faculty engagement in activities that have the potential to increase the internationalization of their disciplines and contribute to the international dimensions of the institution as a whole.

## **SEEK SUPPORT AND COMMITMENT FROM ADMINISTRATION**

Those in administrative positions in our universities and colleges have much to contribute in the way of facilitating the internationalization of the curriculum. While the key to changing the curriculum may be the faculty, the support of the administration is essential (Harari, 1992). This is one of the central theses of Peter Maidstone's recent monograph on internationalizing the post-secondary curriculum. Maidstone, Head of Pacific Rim Studies at Camosun College in Victoria, B.C., asserts that internationalized learning is critically dependent on raising the international consciousness of the faculty, which in turn requires a similar transformation of

consciousness on the part of administrators (Maidstone, 1995). This is not to advocate internationalization by force. Administrative coercion within the academy often results in either empty tokenisms or mere lip-service compliance. Heavy-handed dictums can be the kiss of death to institutional change. Nevertheless, the logistical and organizational aspects of internationalization are exceedingly complex and require strong administrative leadership and support.

Disciplines and institutional departments are often separated by their different philosophies, cultures and histories. Competition for scarce resources and services is ubiquitous within today's beleaguered public institutions. There can be wasted effort and duplication of efforts within large, busy academic bureaucracies that could be remedied with better interdepartmental coordination and communication. Aigner (1992) and her colleagues at the University of Nebraska speak of the key role of administrators, deans and presidents as bridge builders, facilitating the establishment of networks, consolidating effort, setting a tone, and providing a supportive framework for effective internationalization.

Even fervent internationalists are often brought up short by the exigencies of academic life. Time and resources to do what so clearly needs to be done are very real factors in the internationalization equation. Faculty creating a new course or reformulating an existing one need time, financial support, and a reward structure that values their international experience and involvement in considerations of tenure and promotion criteria. Tonkin and Edwards (1990) believe that the need for special administrative and organizational support mechanisms and incentives at the community college level is even greater than at four-year universities. They write of the need to reward college faculty for completing modules, revising their syllabi and making other curricular improvements.

Financial support for faculty to internationalize the curriculum could come from existing professional development allocations, but external funding is very welcome, given the tight fiscal situation on so many campuses. Over the past few years the Centre for Curriculum and Professional Development in B.C.<sup>2</sup> has been a significant catalyst for change in its management of special government-funded projects for colleges seeking to internationalize their courses and programs.

## **SUMMARY OF SEVEN STRATEGIES**

The following list of seven strategies is by no means comprehensive, but it does give an idea of where to begin and how to sustain the process of educational change within institutions. In summary, effective internationalization calls for:

- ▶ The infusion of an international dimension throughout the curriculum
- ▶ Internationalization of general education requirements
- ▶ An inter-disciplinary/cross-disciplinary approach
- ▶ An emphasis on experiential/active learning and international study
- ▶ The integration/coordination of other international activities and programs with the curriculum
- ▶ Faculty development
- ▶ The support and commitment of the administration

### THREE QUESTIONS TO ASK

In the OECD's recent study of internationalization three different aspects of the curriculum are examined: the *content* or subject matter; the *job*, career or profession for which the student is preparing; and the *needs of the learner* (CERI, 1994). Instructors examining their own courses and programs with a view to internationalizing them could ask themselves these questions:

1. What are the *international dimensions of my subject area* and how can I integrate them into my courses?
2. What knowledge, skills and attitudes do my students require in order to *function* in this field or practice this profession or use this training *in an international setting*?
3. What are the *learning needs of my students* (international and domestic) and what is the best way of addressing them in the classroom and in assignments?

### WHERE AND HOW TO BEGIN: SIX STEPS

Although each institution will have to decide how best to proceed, here are six practical steps culled from the literature to encourage faculty who undertake the task of internationalizing their courses (Edwards and Tonkin, 1990; Kelleher, 1991; King and Fersh, 1992; Maidstone, 1995):

1. Identify a group of faculty on campus (or at other nearby institutions) who would be willing to share their international experience and knowledge.

2. Establish a series of workshops or “brown bag” lunchtime seminars to give faculty participants a regular opportunity to discuss their work-in-progress, share ideas and resources, or collaborate with colleagues on the development of inter-disciplinary courses.
3. Although “experts” from the outside can be helpful, it is often just as effective to use workshop facilitators or seminar coordinators from within the institution who are aware of home campus issues and sensitive to problem areas.
4. Set up a small steering committee of senior faculty with international experience from each of the core disciplines to develop guidelines and lend overall support to the process.
5. Work with campus library services to increase collections of model international programs, course syllabi, and internationalized textbooks within a variety of disciplines for faculty to use on loan.
6. Avoid making internationalization an issue of “political correctness.”

#### NOTE

- 1 This reading is based on a presentation made by the author, K.R. McKellin, at an Internationalizing the Curricula Workshop for the North Seattle Community College District, May 1995.
- 2 More than twenty curricular resources for internationalization were developed in 1992/93 and 1995/96 in relation to the Ministry-funded and approved Internationalizing the Curriculum Program managed by B.C.’s Centre for Curriculum and Professional Development (CCPD). To access these and other resources, readers are referred to the CCPD contact information on page 185 in Appendix E.
- 3 In May 1996, BCCIE and the CCPD jointly hosted a regional conference at UBC on internationalizing the curriculum titled “Developing the International Dimensions of Post-Secondary Education.” An overview of the conference as well as summaries of papers and presentations are posted on BCCIE’s website at <http://www.bccie.bc.ca/~bccie/>.

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## MODULE 9

### INTERNATIONALIZING ACROSS THE CURRICULUM

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#### *Overview*

This module presents seven strategies for internationalizing across the curriculum and offers a set of practical steps faculty can take to infuse an international dimension throughout the curriculum.

#### *Objectives*

- To give participants an overview of the rationale and principal strategies for internationalizing across the curriculum.
- To enable participants to begin to develop a strategy for internationalizing their own courses or program areas.

#### *Topics*

- 9A Internationalizing across the curriculum: Why and how?
- 9B A practical approach to internationalizing across the curriculum

## MODULE 9

### PREPARATIONS CHECKLIST

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- Review the various strategies for internationalizing across the curriculum.
  - Prepare a few examples from the reading and/or your own experience of internationalized curricula.
  - Review the different ways to facilitate faculty involvement in internationalizing their courses.
  - Prepare overhead and handouts of H/O-9A-1 Definition of Internationalization.
  - Prepare overhead of O-9A-2 Three Questions and handouts of H-9A-2 Discussion Focus Questions.
  - Prepare both an overhead and handouts of H/O-9B-1 Strategies for Internationalizing the Curriculum and handouts of H-9B-2 Ways to Support Faculty Involvement.
  - Assemble equipment and materials: overhead projector, flip chart, markers.
  - Optional:* copy any relevant resources from the Appendix for additional handouts.
-

TOPIC 9A  
INTERNATIONALIZING  
ACROSS THE CURRICULUM:  
WHY AND WHAT?

 45 MINUTES

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*Purpose*

- To enable participants to understand the rationale and imperatives for internationalizing across the curriculum.
- To enable participants to relate these to their own motivations for internationalizing their courses and programs.

*Method*

- Presentation
- Diad/triad discussions

**Activity 9**

**25 minutes**

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1. Introduce session with a summary of some of the primary reasons for internationalizing curricula as presented in the background reading.
2. Display overhead image H/O-9A-1 to define what you mean by internationalizing the curriculum. Also distribute a handout of the definition.
3. Display overhead image O-9A-2 Three Questions. Give participants a chance to look these over and consider them in relation to their own programs and courses before moving into small groups.
4. Distribute handouts of H-9A-2 Discussion Focus Questions
5. Ask participants to form small groups of twos or threes. In this case it might be helpful if faculty or instructors from the same department or the same discipline or field work together.
6. Groups have twenty minutes for this task.

1. Label three sheet of flip chart paper — the first with CONTENT, the second with FUNCTION OR JOB and the third with LEARNER — and tape these to the wall.
2. When the groups reconvene invite the spokespersons to take turns summarizing some of the key points of their discussion related to the first focus question. Record these points on the appropriate sheet as groups report.
3. Repeat this pattern for the other set(s) of questions.
4. To conclude this exercise, ask participants to note:
  - ▶ similarities and differences between disciplines or subject areas
  - ▶ similarities or differences in groups' assessments of learner's needs
  - ▶ differences and similarities in skill sets or knowledge needed for working or functioning in an international setting in various specializations

## **DEFINITION**

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Internationalization of the curriculum means developing curricula with an international orientation in content, aimed at preparing students for performing (professionally and socially) in an international and multicultural context, and designed for domestic students as well as foreign students.

CERI/OECD 1994

## **THREE QUESTIONS TO ASK**

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1. What are the international dimensions of my subject area?
2. What knowledge and skills do my students require in order to function in this field in an international setting?
3. What are the learning needs of my students, both international and domestic students?

CERI/ OECD, 1994

## INTERNATIONALIZING THE CURRICULUM DISCUSSION FOCUS QUESTIONS

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*The OECD's study of the internationalization of higher education targets three different aspects of the curriculum to be examined: the content or subject matter; the job, career or profession for which the student is preparing; and the needs of the learner (CERI, 1994). You may find this a helpful way of examining your own courses or programs with a view to internationalizing them.*

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### FOCUS ON CONTENT

1. What are some of the international dimensions of your subject area and how have you integrated them into your courses or programs?

### FOCUS ON FUNCTION OR JOB

2. Where might your students be living or working once they graduate? Who might their employers or employees be? Their customers? Clients? Patients? Students? Colleagues?
3. What knowledge, skills, and attitudes do you think your students should have in order to function in this field, practice this profession, or use this training in an international setting?

### FOCUS ON LEARNER

4. What are the learning needs of your students (domestic and international)? In what way do you and your students differ in experiences, needs, learning styles, assumptions about roles, responsibilities?
5. How have you addressed these differences in the classroom?

## TOPIC 9B

### A PRACTICAL APPROACH TO INTERNATIONALIZING ACROSS THE CURRICULUM



80 MINUTES

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#### *Purpose*

- To enable participants to identify strategies for internationalizing the curriculum at their institution.
- To enable participants to relate these general strategies to their own activities in designing and implementing curriculum.

#### *Method*

- Presentation
- Diad/triad discussions
- Small group discussions

#### **Activity 9B**

**50 minutes**

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*First activity: Diad/triad discussions (20 minutes)*

1. Display overhead image O/H-9B-1 Strategies for Internationalizing the Curriculum. Briefly describe each one and give examples from the background reading or from your own experience.
2. Distribute handout copies of O/H-9B-1.
3. Ask participants to take ten minutes to consult with one or two other people (in diads or triads) to identify:
  - ▶ strategies already being used on this campus
  - ▶ strategies listed that are not being used, and reasons why they are not in use
  - ▶ other strategies for internationalizing the curriculum that have not been listed among these seven
4. Invite one person from each small group to share their answers.

*Second activity: small group discussions (30 minutes)*

5. Tell participants they will again be moving into small groups. This time their task is to come up with concrete, practical “do-able” proposals for internationalizing their curricula — a kind of action plan. Participants may wish to take into account obstacles or impediments that need to be overcome or faculty issues or concerns that need to be addressed.
6. Participants may stay with the same partners from the exercise before, only you may want to suggest that two groups join together. There should be about five or six people in a group.
7. Give groups flip chart paper and markers. Ask participants to nominate a recorder/ spokesperson to report back to the larger group.
8. Participants have twenty-five to thirty minutes for this task.

**Discussion 9B**

**30 minutes**

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1. Ask each spokesperson to post their “action plan” and outline the main points for the group.
2. When all have had a chance to present, note some of the common elements/ concerns of each one.
3. In conclusion, distribute handout copies of H-9B-2 Ways to Support Faculty Involvement.
4. Note whether any of these ideas were broached in participants’ action plans. Ask participants which of these might be relevant to the process of internationalizing curricula at their institution.

## **STRATEGIES FOR INTERNATIONALIZING THE CURRICULUM**

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- ▶ Infuse an international dimension throughout curriculum
- ▶ Internationalize general education
- ▶ Use inter-disciplinary approach
- ▶ Emphasize experiential and active learning
- ▶ Integrate/coordinate with other international activities
- ▶ Focus on faculty development
- ▶ Enlist support of administrators

## SIX WAYS TO SUPPORT FACULTY INVOLVEMENT

*Here are six practical steps culled from the literature to encourage faculty who undertake the task of internationalizing their courses (Edwards and Tonkin, 1990; Kelleher, 1991; King and Fersh, 1992; Maidstone, 1995):*

1. Identify a group of faculty on campus (or at other nearby institutions) who would be willing to share their international experience and knowledge.
2. Establish a series of workshops or “brown bag” lunchtime seminars to give faculty a regular opportunity to discuss their work-in-progress, share ideas and resources, or collaborate with colleagues on the development of interdisciplinary courses.
3. Although “experts” from the outside can be helpful, it is often more effective to use workshop facilitators or seminar coordinators from within the institution who are aware of the issues and sensitive to problem areas.
4. Set up a small steering committee of senior faculty with international experience from the core disciplines to develop guidelines and lend support to the process.
5. Work with campus library services to increase collections of model international programs, course syllabi, and internationalized textbooks within a variety of disciplines.
6. Avoid making internationalization an issue of “political correctness.”

## MODULE 10

### CONCLUDING THE WORKSHOP

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 20 MINUTES

#### *Purpose*

- To conclude the activities and summarize the main points of the discussions during the workshop.
- To encourage appropriate follow-up action to the workshop.
- To give participants an opportunity to provide an evaluation of the workshop.

#### *Method*

- Group discussion

#### *Resource materials*

- Flip chart paper and markers
- Handout H-10-1 Evaluation sheets

#### **Wrap-Up Activities**

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**10 minutes**

1. To draw the workshop to a close, briefly touch on the main activities and focus of discussion.
2. Note the following:
  - ▶ important points that were made
  - ▶ insights and interesting viewpoints
  - ▶ useful suggestions and ideas that were mentioned
3. Ask participants how they think this workshop should be followed up, or what steps they would like to see taken to move the process of internationalization forward.
4. Use the flip chart to record these suggestions.

5. Distribute any handout materials from the Appendix, or copies of the background reading and other resources for participants to take away with them.

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**Evaluation****10 minutes**

1. The purpose of the evaluation form is to solicit feedback and suggestions from participants on what they found useful and helpful in the workshop.
2. Distribute the evaluation form and give participants five minutes to fill it in.
3. The activities and the interaction in small groups can be intense, and the task of thinking of ways to internationalize an entire institution is serious and demanding work. In conclusion, acknowledge participants' contributions of time and effort, and thank them for their role in making the workshop successful and productive.

Date: \_\_\_\_\_

HANDOUT H-10-1

**INTERNATIONALIZATION WORKSHOP  
EVALUATION SHEET**

1. How well did this workshop meet your expectations?

a) It exceeded my expectations because

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b) It was not what I expected, but was still worthwhile because

---

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c) I was disappointed in the workshop because

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2. The topic(s) or activities that were the most interesting and valuable to me were:

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3. I have these suggestions to make regarding future workshops:

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4. I would like to suggest these things to do as follow-up to this workshop:

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5. I have these additional comments to make about this workshop

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**Thank you for completing this form!**

# PART IV

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## APPENDICES

*At various time in history . . . universities have stood guard for social justice, democracy and morality in alien environments. At their best universities have been power houses of new ideas, of the best elements of civilization and of moral leadership to both older, and particularly younger, generations. At their worst they have been self-serving, isolated elites — living pretentiously off ‘the public trough’ . . . No institution is perfect and no doubt some worts can usually be found. Open links with the international community have been recognized by many universities to be important safeguards of intellectual and moral integrity.*

IAN MCALLISTER  
Professor of Economics  
Dalhousie University

**APPENDIX A**  
**BCCIE'S INSTITUTIONAL**  
**INTERNATIONALIZATION STRATEGY**

*“Plan your work and work your plan”*

<b>Steps to take:</b>	<b>Questions to ask:</b>
<p><b>1.</b>  <b>ARTICULATE</b>  <b>PURPOSE AND</b>  <b>GOALS</b></p>	<ul style="list-style-type: none"> <li>▶ What is your vision of the international dimensions of your institution?</li> <li>▶ How widely is that vision shared by others?</li> <li>▶ What are your objectives for internationalization and how do they relate to your institutional mission?</li> <li>▶ If you have not already done so, how could you articulate a global perspective into your institution’s mission statement?</li> </ul>
<p><b>2.</b>  <b>ASSESS AREAS</b>  <b>OF STRENGTH</b></p>	<ul style="list-style-type: none"> <li>▶ What are the existing international dimensions of the curriculum? What courses, departments, units, disciplines still need to be internationalized?</li> <li>▶ What are your existing international linkages, agreements, programs? How well are they working?</li> <li>▶ What are your present “international” human resources among faculty, staff and students? Do you have a central office or an international education director to coordinate your institution’s international endeavours?</li> <li>▶ What is your institution’s “image,” or what are you renowned for, or an “expert” in? How could this be a basis for internationalization?</li> <li>▶ What are your resources for internationalization in the community?</li> <li>▶ What is the ethnic heritage of your students and your community? Could this be a basis on which to build linkages with other countries?</li> <li>▶ What other strengths and resources do you have in the way of facilities, organization or programs that you could draw upon for internationalization?</li> </ul>

Steps to take:	Questions to ask:
<p>3. ANTICIPATE EXTERNAL AND INTERNAL FACTORS</p>	<ul style="list-style-type: none"> <li>▶ What regional or national political and economic factors should you consider when developing your strategic plan?</li> <li>▶ What <i>international</i> political and economic developments need to be considered?</li> <li>▶ What economic conditions (fluctuating interest rates, inflation, etc.) should be factored into your plan?</li> <li>▶ What effect might demographics (age of student population, immigration, emigration, employment, enrolment trends, etc.) have on your strategy?</li> <li>▶ What internal organizational changes, union agreements, or alterations to space and facilities should you consider in your plan?</li> </ul>
<p>4. ADOPT A STRATEGIC PLAN</p>	<ul style="list-style-type: none"> <li>▶ What assets and strengths will you build upon?</li> <li>▶ What are your short term objectives? What goals may take longer to reach?</li> <li>▶ How will you <i>sustain</i> the process of internationalization over the long term?</li> <li>▶ What is your full range of options with regard to funding for internationalization?</li> <li>▶ What principles will you uphold in your internationalization plan?</li> <li>▶ Who will be in charge of shepherding the internationalization process as it unfolds on your campus?</li> </ul>
<p>5. ANALYZE OUTCOMES AND EVALUATE PROGRESS</p>	<ul style="list-style-type: none"> <li>▶ What are the tangible products of internationalization you hope to achieve?</li> <li>▶ What are some of the intangibles, the by-products or spin-offs you might achieve?</li> <li>▶ How often will you review your plan?</li> <li>▶ What criteria will you use to assess the quality, effectiveness and integrity of international efforts?</li> <li>▶ Who are you accountable to for the effectiveness of your strategy? Who should you report outcomes and achievements to?</li> <li>▶ How will you acknowledge and celebrate what you have achieved?</li> </ul>

## APPENDIX B

### INTERNATIONALIZATION AND THE COMMERCIALIZATION OF INTERNATIONAL EDUCATION

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The rise of academic entrepreneurialism and the commercialization of international education is becoming a source of some controversy (Knight, 1994; Knowles, 1995; Barker-Lèginsky and Andrews, 1994). While some academics view the commercialization of international education activities as detracting colleges and universities from their educational purposes and mandate, others maintain it is inevitable and necessary in a day of severe financial constraints in public higher education (Holmes, 1996). Some members of post-secondary education are uncomfortable with the notion of their college or university buying and selling educational products overseas, and decry the promotional and marketing activities institutions engage in to attract differential-fee-paying international students. As one participant in a BCCIE pilot workshop put it, "We're in the business of education, not in business." At a recent forum on internationalization, students on one B.C. campus expressed uneasiness about their institution recruiting international students overseas and charging them two or three times what Canadian students pay in tuition fees.

In his analysis of organizational and structural aspects of international education within institutions of higher education, Davies observes that "the international market is a highly competitive one, and universities are therefore being driven into entrepreneurial modes of behaviour at a corporate level which do not necessarily sit at all easily with the traditional collegial and bureaucratic culture of institutions" (1992:177-178).

#### THE MONEY AND THE MARKET FOR INTERNATIONAL EDUCATION

The very real potential international education offers for new sources of funding or preservation of existing programs on B.C. campuses is hard to ignore; nor is it possible to overlook the extent to which industrialized nations are competing for a share of a vast and growing international education market. In 1991 there were an estimated 1.5 million post-secondary students worldwide — an increase of 40% in the last decade — with the greatest demand concentrated in the Asia Pacific region (Cameron, 1993: 2). Institutions in the United States, Great Britain, Australia, Japan and other industrialized countries are aggressively promoting their educational services in this massive international market for English language training, general education, and applied science and technology courses. In Europe the EU is pouring millions

of dollars into student mobility programs like ERASMUS and COMETT. In the U.S. Congress has appropriated substantial funding to support international education endeavour within higher education through the “Boren” and “Bradley” bills, the Title VI funding initiatives and the Fulbright Scholarships.

Until recently individual Canadian post-secondary institutions have been content to play a low-key marketing role, much to the dismay of organizations like CBIE which warn that Canada is losing ground to its major competitors because of its failure to develop a coordinated and focused national strategy for international education (Fox, 1993:1). Despite this soft-sell approach, it would appear that post-secondary institutions in British Columbia, at least, are benefiting substantially from international undergraduate fees, from students enrolled in English language and other international non-credit programs, as well as fees earned for international consultancy or contract training work. Knowles (1995:196-197) of Douglas College in B.C. reports that on some college campuses it is not uncommon for revenues from international education activities to represent from ten to twenty percent of the institution's budget.

International graduate students at universities in B.C. do not as yet pay differential fees, but in some cases they account for more than a third of a department's graduate students. Wilson (1991) observes a similar phenomenon in Australia, where because of the lack of Australian interest in advanced engineering, for instance, the contribution of international graduate student labour is facilitating research in areas such as mining engineering and mineral processing which are of great importance to the Australian economy. Altbach (1991) reports that foreign students in U.S. graduate programs in engineering, computer science, mathematics and business studies constitute nearly half of total enrolments.

At both colleges and universities in B.C. revenues from international student fees are used to fund more placements for domestic students beyond the limits set by the province, and when plowed back into programs such revenues not only enhance the education for all students without creating additional costs to the public, they also contribute to the economic growth of the province. The Ministry of Skills Training and Labour (1995) estimates that the direct and indirect economic benefits to British Columbia's economy from international education between 1990 and 1995 was approximately \$197 million.

#### **ACADEMIC MISGIVINGS ABOUT INTERNATIONAL EDUCATION ENTREPRENEURSHIP**

Academic entrepreneurialism may be more of an issue on some campuses than others. Those that have a strong tradition of international education for the purposes of social transforma-

tion are more likely to encounter contending ideologies about the goals of international education endeavours. On other campuses tensions may rise over the type of organizational structure set up to manage the institution's international efforts, especially if a unit or department operates as a private sector company, bidding on contracts and marketing the institution's educational capacities and products abroad.

Some of the discomfort centres on issues of standards versus revenues. Knowles observes that when an entrepreneurially-oriented organizational department, such as international education, is separated from the mainstream activities of the campus, "two solitudes" can be created. "These units tend not only to have extensive autonomy . . . with respect to their financial operation but they are also heavily taxed by it. They are sometimes viewed as cash cows, offering training of lesser quality than that offered in other parts of the institution but providing revenue that is necessary to support college operations" (Knowles, 1995: 202). The unit's autonomy, however, does give it the ability to function with more flexibility, to customize programs for the needs of their international client group, and to respond more quickly to international "market" conditions and opportunities (Knowles, 1995).

Harari observes that "in the primary pursuit of financial income some institutional units . . . occasionally overlook acceptable standards of quality in their programmatic content and implementation and are consequently resented by faculty . . ." (Harari, 1992:76). He advises institutions to review all their international activities through an ethical lens, to systematically monitor programs to ensure they are consistent with the institution's mission so that quality is not sacrificed in favour of making a profit.

In those cases where international education programs occur outside regular institutional activities, involve few regular faculty and are not provided for in base budgets, there can be a degree of vulnerability and the risk of the institution's whole international effort being curtailed according to fluctuations in international student enrolments, changes in personnel, or a project grant that was not renewed. The results of BCCIE's 1993 Internationalization Task Force survey (Francis, 1993) revealed that some international offices or units in B.C. — while they might administer services for international students, coordinate study abroad, or establish institutional linkages — may not necessarily see their role as agents of change with regard to internationalizing the curriculum or internationalizing the faculty, two areas deemed critical for authentic internationalization (Harari, 1992; Maidstone, 1995). Thus the greatest drawback may be that international activities which occur (or are *perceived* to occur) outside the mainstream of the campus are likely to have little internationalizing effect on the core curriculum and less of an impact on the education of the majority of domestic students on the campus.

## THE NEED TO RECONCILE OPPOSING VIEWS

It is inevitable that different points of view, educational philosophies and approaches to establishing the institutional structures to support international programs will be brought to bear on the internationalization of the campus. Part of the challenge of developing and sustaining a viable internationalization strategy is to reconcile opposing views. One way of doing this is to give stakeholders and key players in internationalization the opportunity to identify areas of tension around potentially divisive issues, such as the commercialization of international education, and to actively seek their input into the development of policies and safeguards for maintaining the quality and integrity of international programming. (K.R. MCKELLIN)

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## APPENDIX C

### CREATIVE FUNDING STRATEGIES FOR INTERNATIONALIZATION

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Adequate funding is necessary for sustained and effective internationalization. JoAnn McCarthy,<sup>1</sup> former Director of International Programs, Illinois State University, offers several suggestions based on “networking, bartering and mutual cooperation” for expanding resources for post-secondary international education. Six of the fourteen strategies she lists are relevant for the B.C. postsecondary context. The seventh item is the author’s contribution to the list.

1. **Know *when to look*:** McCarthy’s point is very much like Robert Scott’s (1990) “points of leverage,” choosing the propitious moment to plead the case for internationalization, to take advantage of changes, turnovers in personnel and leadership, departmental reviews, accreditation assessments, and annual budget submissions. McCarthy advises looking for windfalls at the fiscal year-end when funders or the institution’s administration might have unspent monies available. She notes that the key element is to try and fit the international agenda into the objectives of whatever change or reorganization is occurring.
2. **“Piggyback” on other funds:** Here McCarthy advises looking for co-sponsorships, being alert to campus-wide events, new course development, or working with regularly scheduled professional development days for faculty and staff. The key element here is to look for something that is going to happen anyway and turn it into something international.
3. **Look for “seed money”:** Ask for partial funding, say 25% of the financing needed for an activity, says McCarthy, and then try to find other contributors who are more willing to be involved once someone else has put money up-front. Seed money — such as BCCIE’s Proposal-Writing Grants — has the potential to generate more funds. Funds invested for administrators or faculty members to travel, release time offered to faculty or staff to write grant proposals may lead to new sources of support for internationalization.
4. **Tap into community resources:** look to community agencies, local businesses, individuals with international connections, and individuals and corporations who might be interested in funding scholarships for international study for domestic students. Contact companies that have a large international presence for co-op placements, international practicums, and for partnering in consultancies, research and training programs. Again, McCarthy’s advice is to try and articulate how internationalization fits in with the community’s goals and interests.

5. **Be willing to accept “in kind” contributions:** Money is not the only thing that makes the world go around. Resources in terms of donation of services, volunteer time and other unpaid work from personnel, no-cost accommodation, a pair of free travel tickets, donations of international literature for the library can all be put towards the international effort.
6. **Capitalize on consortial arrangements:** Through the BCCIE, B.C. institutions are already working together, but it is an area that could be explored further and perhaps expanded to include existing consortia in other provinces or regions of the U.S. McCarthy notes that consortia are especially helpful for smaller institutions that do not have the resources to start up expensive study abroad or faculty exchanges or to take on a large overseas project on their own. Institutions sometimes pay an annual administration fee and share other operating and management expenses. The key here is to join with institutions that are “like-minded” and will assist an institution to achieve its internationalization goals.
7. **Cultivate your international alumni:** This last point was not on McCarthy’s list, but it is one that should become part of every institution’s internationalization strategy. Grateful students who have been satisfied with their sojourn and feel positively towards their “alma mater” are Canada’s ambassadors overseas. Their “word-of-mouth” advertising is a primary means of generating future international student flows.<sup>2</sup> When former students are solidly established in their careers and are in a position to expend charitable dollars, their donations could fund scholarships, or contribute to the building of a new international section in the library, or help to establish a laboratory or an international student centre. Maintaining a regularly up-dated database of international alumni and keeping in regular contact through newsletters with former international students could be one of the best investments an institution makes. (K.R. MCKELLIN)

## NOTES

- 1 JoAnn S. McCarthy. “Developing Resources for International Education.” Normal, Ill: Illinois State University, International Studies and Programs Dept. No date.
- 2 Forsythe, Barbara. *British Columbia Public Post-Secondary International Student Survey*. Vancouver: MAETT and BCCIE, July 1992.

## APPENDIX D

### DIRECTORY OF CONTACTS FOR INTERNATIONALIZATION AT B.C. POST-SECONDARY INSTITUTIONS

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**B.C. Institute of Technology**

3700 Willingdon Avenue  
Burnaby, BC V5G 3H2

**Contact: Henry Arthur**

Executive Director,  
International Education  
Telephone: 604 432-8622  
Fax: 604 430-9042  
E-mail: athh0787@bcit.bc.ca

**Contact: Donna Hooker**

Coordinator,  
International Training Projects  
Telephone: 604 432-8842  
Fax: 604 430-9042  
E-mail: hokd8774@bcit.bc.ca

**Camosun College**

3100 Foul Bay Road  
Victoria, BC V8P 5J2

**Contact: Dawn Sutherland**

Acting Director of Contract Training  
and International Education  
Telephone: 604 370-3682  
Fax: 604 370-3689  
E-mail: sutherland@camosun.bc.ca

**Capilano College**

2055 Purcel Way  
North Vancouver, BC V7J 3H5

**Contact: John Potts**

Dean  
Business, Human Services &  
International Programs  
Telephone: 604 984-4988  
Fax: 604 984-1758  
E-mail: jpotts@claudc.capcollege.bc.ca

**College of the Rockies**

Box 8500  
Cranbrook, BC V1C 5L7

**Contact: Brenda Nelson**

Director of College Advancement  
Telephone: 250 489-2751 Local 215  
Fax: 250 489-1790  
E-mail: nelson@cotr.bc.ca

**College of New Caledonia**

3330 – 22nd Avenue  
Prince George, BC V2N 1P8

**Contact: Jim Windsor**

Coordinator of International Education  
Telephone: 250 562-2131 Local 33  
Fax: 250 561-5816  
E-mail: geography@cnc.bc.ca

**Douglas College**

700 Royal Avenue  
New Westminster, BC V3L 5L7

**Contact: Tad Hosoi**

Director, Centre for  
International Education  
Telephone: 604 527-5413  
Fax: 604 527-5516  
E-mail: hosoi@douglas.bc.ca

**Emily Carr Institute of Art and Design**

1399 Johnston Street, Granville Island  
Vancouver, BC V6H 3R9

**Contact: Alan McMillan**

Registrar/Director of Student Services  
Telephone: 604 844-3823  
Fax: 604 844-3801  
E-mail: srsmilan@eciad.bc.ca

**Justice Institute of B.C.**

715 McBride Boulevard  
New Westminster, BC V3L 5T4

**Contact: Tony Williams**

Director of Paramedic Academy  
Telephone: 604 528-5730  
Fax: 604 528-5715  
E-mail: 76366.1044@compuserve.com

**Kwantlen University College**

12666 – 72nd Avenue

PO Box 9030

Surrey, BC V3W 2M8

**Contact: Derek Francis**

Vice-President, Educational Services

Telephone: 604 599-2065

Fax: 604 599-2235

E-mail: derek@kwantlen.bc.ca

**Langara College**

100 West 49th Avenue

Vancouver, BC V5Y 2Z6

**Contact: Gordon McNeil**

Director, International Education

Telephone: 604 323-5661

Fax: 604 323-5680

E-mail: gmcneil@langara.bc.ca

**Malaspina University College**

900 – 5th Street

Nanaimo, BC V9R 5S5

**Contact: Sheila Swanson**

Manager, Contract Development

Telephone: 250 741-2783 Local 2188

Fax: 250 755-8723

E-mail: swanson@mala.bc.ca

**North Island College**

156 Manor Drive

Comox, BC V9N 6P7

**Contact: Maggie O'Sullivan**

Internationalization Task Force

Associate Dean, Developmental Programs

Telephone: 250 334-5205

Fax: 250 334-5299

E-mail: osullivan@nic.bc.ca

**Northern Lights College**

9820 – 120th Avenue

Box 1000

Fort St. John, BC V1J 4X7

**Contact: David Walker**

Director, International Education

Telephone: 250 785-6981

Fax: 250 785-1294

E-mail: dwalker@nlc.bc.ca

**Northwest Community College**

5331 McConnell Ave, Box 726

Terrace, BC V8G 4C2

**Contact: Brian Loptson**

Director of Education &

Student Services

Telephone: 250 638-5412

Fax: 250 638-5461

E-mail: loptson@nwcc.bc.ca

**Okanagan University College**

1000 KLO Road

Kelowna, BC V1Y 4X8

**Contact: Nola Dibski**

Manager, International Education

Telephone: 250 762-5445

Fax: 250 862-5470

E-mail: ndibski@klo5.ouc.bc.ca

**Open Learning Agency**

4355 Mathissi Place

Burnaby, BC V5G 4S8

**Contact: Bob Lajoie**

Telephone: 604 431-3033

Fax: 604 431-3381

E-mail: bobl@ola.bc.ca

**Royal Roads University**

2005 Sooke Road

Victoria, BC V9B 5Y2

**Contact: Nick Rubidge**

Vice-President, Administration

Telephone: 250 391-2521

Fax: 250 391-2500

E-mail: nrubidge@royalroads.ca

**Selkirk College**

301 Frank Beinder Way

Box 1200

Castlegar, BC V1N 3J1

**Contact: John Armstrong**

Head, International Education

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**Simon Fraser University**

Burnaby, BC V5A 1S6

**Contact: Gregg Macdonald**

Executive Director, External Relations

Telephone: 604 291-4661

Fax: 604 291-4860

E-mail: gregg\_macdonald@sfu.ca

**Contact: Randall Martin**

Director, International Education

Telephone: 604 291-5840

Fax: 604 291-5449

E-mail: randall\_martin@sfu.ca

**University College of the Cariboo**

900 College Drive, Box 3010

Kamloops, BC V2C 5N3

**Contact: Charles Mossop**

Executive Director, International  
Education

Telephone: 250 828-5162

Fax: 250 828-5140

E-mail: cmossop@cariboo.bc.ca

**Contact: Vera Wojna**

Associate Director, International  
Education

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Fax: 250 828-5140

E-mail: vwojna@cariboo.bc.ca

**University College of the Fraser Valley**

33844 King Road, RR#2

Abbotsford, BC V2S 4N2

**Contact: Karola Stinson**

Manager, International Education

Telephone: 604 854-4544

Fax: 604 855-7153

E-mail: stinsonk@ucfv.bc.ca

**University of British Columbia**

Asian Centre #609

1871 West Mall

Vancouver, BC V6T 1W5

**Contact: Larry R. Sproul**

Director, International Liaison

Office of the President, UBC

Telephone: 604 822-3114/3225

Fax: 604 822-5597

E-mail: ubcilo@unixg.ubc.ca

**University of Northern B.C.**

PO Box 1950, Station A, 333 University Way

Prince George, BC V2N 4Z9

**Contact: Sheena Trimble**

International Programs Administrator

Telephone: 250 960-5702

Fax: 250 960-5546

E-mail: sheena@unbc.edu

**University of Victoria**

Faculty of Arts and Sciences

Clearihue Building, Room A127

Victoria, BC V8W 2Y2

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Dean, Social Sciences

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Fax: 250 721-7059

E-mail: jas@uvvm.uvic.ca

**Vancouver Community College**

1155 East Broadway

Box 24620, Station F

Vancouver, BC V5N 5T9

**Contact: Fred Wuhrer**

Director, International Education &

Contract Development Services

Telephone: 604 871-7492

Fax: 604 682-2857

E-mail: f\_wuhrer@vcc.bc.ca

**Yukon College**

PO Box 2799

Whitehorse, Yukon Y1A 5K4

**Contact: Ted Lambert**

Manager, Client Services

Telephone: 403 668-8843

Fax: 403 668-8890

E-mail: tlambert@yukoncollege.yk.ca

## APPENDIX E

### ORGANIZATIONS AND RESOURCES SUPPORTING THE INTERNATIONALIZATION OF POST-SECONDARY EDUCATION

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These organizations, agencies, institutions and federal and provincial departments support the internationalization of post-secondary education in Canada. This information has been provided by each of the organizations.

#### **AIESEC UBC**

*Box 77, 6138 Sub Blvd.  
University of British Columbia  
Vancouver, BC V6T 1Z1*  
Telephone: 604 822-6256

#### **AIESEC Victoria**

*Student Union Bldg.  
University of Victoria  
P.O. Box 3035  
Victoria, BC V8W 3X3*  
Telephone: 250 721-8745

#### **AIESEC SFU**

*Business Administration  
Simon Fraser University  
Burnaby, BC V5A 1S6*  
Telephone: 250 291-4187

AIESEC is an international education organization with a mandate to develop students into future leaders who are aware of global issues. Established in 1948 to promote global understanding and to rebuild post-war Europe, AIESEC has since grown to 81 countries. AIESEC has 38 campuses in Canada. It is the largest non-profit, apolitical, student-run organization in the world. AIESEC clubs provide self-development seminars and leadership development programs, organize career days, foster local committee management, coordinate international traineeship exchange programs, and arrange project management practicums.

#### **The Asia Pacific Foundation of Canada (APFC)**

*Suite 666 – 999 Canada Place  
Vancouver, BC V6C 3E1*

#### **Contact: Dr. William Saywell**

President and Chief Executive Officer  
Telephone: 604 684-5986  
Fax: 604 681-1370

The APFC is a national non-profit organization created by Parliament in 1984. Its mandate is to enhance mutual understanding between the peoples of Asia and Canada, and to create networks and develop skills to make Canadians successful in the Asia Pacific Region. APFC in partnership with the federal government is creating a network of Canadian Education Centres (CEC's) in major Asian cities (see p. 184). The Foundation manages a number of other programmes: the APFC Study Centre, serving as a clearing-house and research centre for a wide range of information on the Asia Pacific region; business programs such as in-house, cross-cultural training programmes; a communications network, known as APFNET, available to Canadians interested and active in the Asia Pacific; the Media Programme which awards study tours for Canadian journalists to gain in-depth familiarization of Asia and for Asian journalists to study in Canada; the GLOBE series of biennial Expositions on Business and the Environment. The Foundation also supports several programmes focusing on contemporary Asian society and cultural and racial diversity in Canada.

#### **The Asia Pacific Management Cooperative Program (APMCP)**

*Capilano College  
2055 Purcell Way  
North Vancouver, BC V7J 3H5*

**Contact: Scott MacLeod**

Program Manager  
Telephone: 604 984-4981  
Fax: 604 984-4992  
E-mail: smacleod@hubcap.minet.com

The APMCP is a unique two-year graduate diploma program offering students a year of highly focused study along with a year of work experience in Asia. Since 1987 the APMCP has placed over 30 students a year in Asia. Over 70 percent of program graduates remained in Asia over three years following their initial work terms. The program's core curriculum provides a foundation in International Finance, International Marketing, International Management, Asian cultural, historical and political studies, Economic Geography, and intensive language study in six different Asian languages.

**Association of Canadian Community Colleges (ACCC)**

*Suite 200 – 1223 Rue Michael Street North  
Ottawa, ON K1J 7T2*

**Contact: Jean-Robert Vaillancourt**

Vice-President, International  
Services Bureau

**Lorna Malcomson**

Bids and Proposal Coordinator  
Telephone: 613 746-2222  
Fax: 613 746-6721  
E-mail: postmaster@accc.ca

The ACCC is the national representative association of Canada's 170 colleges and technical institutes. The ACCC works nationally and internationally in support of technical and vocational education and training. The ACCC manages the CIDA-funded Canadian College Partnership Program (CCCP) to increase the capacity of developing country institutions, government ministries, educational associations, business/industry contacts, and other community groups and organizations to meet their human resource development needs. Through its "Internationalization Development Focus Fund" ACCC provides financial resources to colleges for community-based activi-

ties focusing on institutional internationalization. ACCC's *International* newsletter is published four times a year and provides current information on the international activities of the ACCC's member institutions.

**Association of Universities and Colleges in Canada (AUCC)**

*151 Slater Street  
Ottawa, ON K1P 5N1*

**Contact: Karen McBride**

International Policy and Liaison

**Jennifer Goldstone**

Communications Coordinator

Telephone: 613 563-1236

Fax: 613 563-9745

E-mail: JGOLDSTO@AUCC.CA

The AUCC advances the interests of Canada's university community at the federal level and beyond. The AUCC fosters international academic cooperation and manages awards programs and international exchanges. Through its International Relations and Programs division the AUCC undertakes a wide range of information, representation, liaison, policy and advocacy activities to promote international cooperation and human resources development. With support from CIDA, Foreign Affairs and International Trade Canada, and the IDRC, AUCC administers such international programs as the University Partnerships in Cooperation and Development Program, the Canada-China University Linkage Program, the Research and Training for Reform Program in the former Soviet Union, the Tanaka Fund Program to foster Japanese studies and language programs, the Canada-Taiwan Scholarship Program, and others.

**Canadian Bureau for International Education (CBIE)**

*Suite 100 – 220 Laurier Avenue West  
Ottawa, ON K1P 5Z9*

**Contact: Jim Fox**

President

Telephone: 613 237-4820

Fax: 613 237-1073

The CBIE, founded in 1966, is a national non-profit educational organization that promotes international development and intercultural understanding through a variety of educational activities and programs in Canada and abroad. CBIE's primary focus is on international learners, both the non-Canadian studying in Canada and the Canadian studying in another country. CBIE conducts research, organizes national and international conferences, seminars and professional development workshops, and publishes information and resources about international learners and the policies and practises which affect them. CBIE's news magazine *Synthesis* is issued on a quarterly basis covering news, events and opinions in the world of international education. CBIE's database, SOJOURNS, is an invaluable reference tool comprising thousands of international work and study opportunities for Canadians. CBIE's biennial statistical report, *The National Report on International Students in Canada* describes the size, composition and distribution of the country's international student population.

**Canadian Commission of UNESCO**

350 Albert Street

Box 1047

Ottawa, ON K1P 5V8

**Contact: Terry O'Grady**

Information officer

Telephone: 613 566-4414 ext. 5546

Fax: 613 566-4405

The Canadian Commission for the United Nations Educational, Scientific and Cultural Organization (UNESCO) advises the Canadian government in its relations with UNESCO to ensure that Canadian educational scientific and cultural communities are aware of and involved in UNESCO programs. It provides a number of information materials, including the biennial bulletin from the Secretary General.

**Canada Education Centres (CEC)**

*Asia Pacific Foundation of Canada's Education Services Programme*

666 – 999 Canada Place

Vancouver, British Columbia V6C 3E1

Telephone: 604 684-5986

Fax: 604 681-1370

E-mail: [cec@apfc.apfnet.org](mailto:cec@apfc.apfnet.org)

Seven Canada Education Centres were established beginning in 1994 in major Asian cities — Seoul, Taipei, Hong Kong, Kuala Lumpur, Jakarta, Bangkok and Singapore — by the Asia Pacific Foundation in collaboration with the Department of Foreign Affairs and International Trade, the Canadian International Development Agency and Citizenship and Immigration Canada. The CEC's are open to recognized Canadian educational and training institutions interested in strengthening linkages with the Asia Pacific and recruiting international students. The CEC's promote Canadian education in the Asia Pacific, facilitate recruitment, counselling and testing of Asian students coming to Canada, and offer information on visa applications. The CEC's also provide Canadian member institutions with market intelligence, organize logistical support for the delivery of training and education in Asia, and offer liaison and marketing services in Canada to subscribing Canadian educational institutions.

**Canadian International Development Agency (CIDA)**

200 Promenade du Portage

Hull, Quebec K1A 0G4

Telephone: 819 997-5006

Fax: 819 953-6088

CIDA is the federal government agency responsible for implementing Canada's official development assistance (ODA) policies and administering the ODA budget. The Agency is responsible to the Minister of External Relations and International Development and to the Secretary of State for External Affairs. The six development priorities for CIDA are to provide development assistance to developing countries in the areas of basic human need — primary health care, clean water, nutrition,

shelter, family planning and basic education; women in development; infrastructure services; human rights, democracy and good government; private sector development; and the environment. Through its Partnership Programs CIDA disperses ODA funds to a number of different institutions and organizations. CIDA provides a number of publications and resource materials about international development. For a complete listing contact the Distribution Centre, Communications Branch of CIDA at 819 997-6100.

**Centre for Asia Pacific Initiatives (CAPI)**

*Begbie Building, University of Victoria*

*Box 1700*

*Victoria, BC V8W 2Y2*

**Contact: Barbara Duffield**

Telephone: 604 721-7020

Fax: 604 721-3107

CAPI was established in 1987 as part of the University of Victoria's efforts to expand and strengthen its links with universities and other institutions in the Asia-Pacific region. A major objective of CAPI's work is to participate in the study of public policy issues in the region. CAPI undertakes research in cooperation with UVic faculty or with colleagues from other regional institutions around the world. Several current CAPI programs include: Economic Law Development in Southeast Asia, Sino-Canadian Trade and Investment in the Global Context, Coastal and Marine Challenge in the Gulf of Thailand. CAPI hosts a number of conferences, lectures, symposia and workshops, and publishes a newsletter three times a year to keep UVic and other university constituents informed of campus-wide activities and current research on Asia-Pacific issues.

**Centre for Curriculum and Professional Development (CCPD)**

*1483 Douglas Street, Fifth Floor*

*Victoria, BC V8W 3K4*

**Contact: Gary Bauslaugh, Director**

**Dennis Anderson,**

Curriculum Development

**Diane Morrison,**

Professional Development

Telephone: 604 387-6065

Fax: 604 387-9142

E-mail: danderson@camosun.bc.ca

The CCPD provides leadership and support to B.C. post-secondary institutions in the management of Ministry-sponsored curriculum development projects, and in the management and delivery of various professional development strategies such as the Provincial Instructor Diploma Program, the Instructional Skills Workshop, the Pacific Management Development Institute, and the University/College/Institute Professional Development Committee comprised of individuals who coordinate PD services at their own institutions. The Centre's Resource Centre maintains a specialized collection of resource materials, many of which relate to the internationalization of the curriculum. They are available on loan from the Centre.

**Commonwealth of Learning (COL)**

*1700 - 777 Dunsmuir Street*

*PO Box 10428*

*Vancouver, BC V6E 2P8*

**Contact: John Steward**

Head of Administration

Telephone: 604 660-4675

Fax: 604 660-7472

The COL is an international organization, headquartered in Vancouver, which was established by Commonwealth Governments in September 1988. COL has a mandate to create and widen opportunities for learning, through Commonwealth cooperation, with particular emphasis on utilizing the potential of distance education and the application of communication technologies to education. The overall aim of the organization is to help strengthen the capacities of Commonwealth member countries to develop the human resources required for their economic and social development. COL publishes a wide range of reports, directories and research papers which are available on request. The COL works closely with a range of institutions and orga-

nizations including colleges and universities, contracting out services as required, encouraging regional programmes and seeking to pool and share techniques and distance education experiences of benefit to all participating member countries.

### **Cross-Cultural Counselling Course**

*University of Victoria*

*Division of Continuing Studies*

*P.O. Box 3030 MS 8451*

*Victoria, BC V8W 3N6*

Telephone: 604 721-8952

Fax: 604 721-8774

E-mail: ERHYNAS@UVCS.UVIC.CA

This new course is designed for professionals and others working or planning to work in a multicultural environment. Specific emphasis is on utilizing strategies for effective intercultural communication and counselling, and resolving conflict across cultural, gender and age differences. The course has been designed as part of a proposed program in intercultural studies that will lead to a certificate or diploma.

### **David See-Chai Lam Centre for International Communication**

*Simon Fraser University at Harbour Centre*

*515 West Hasting Street*

*Vancouver, B.C. V6B 5K3*

Telephone: 604 291-5111

Fax: 604 291-5112

E-mail: dlam-info@hoshi.cic.sfu.ca

The David Lam Centre for International Communication is a teaching, training and research centre with a high-profile focus on interdisciplinary, international, intercultural and interlingual cooperation and communication. Located in downtown Vancouver at Simon Fraser University's Harbour Centre Campus, the Centre offers undergraduate programs in international communication. The Centre's East Asian Culture and Communication program offers Japanese, Mandarin Chinese, Cantonese, and Korean languages and

cross-cultural communication as immersion, intensive or non-intensive courses for business people and professionals, diplomats, teachers and trainers and others who expect to work regularly in Asia or with Asians in Canada. The Centre carries out a number of international communication research and development projects, administers a cross-cultural management and communication certificate program, and schedules Pacific Region Business and Management Forums to periodically report, analyze and discuss strategies for articulating relationships within and between businesses and their environments around the Pacific Region.

### **Department of Foreign Affairs and International Trade Canada (DFAIT)**

*Academic Relations Division*

*125 Sussex Drive*

*Ottawa, ON K1A 0G2*

**Contact: Michaël de Verteuil**

Program Manager, ACE

Telephone: 613 995-3637

Fax: 613 992-5965

The Academic Relations Division (ACE) of DFAIT informs the Canadian education/training sector of important international meetings, conferences and programs and ensures that Canada is appropriately represented at major events. The ACE coordinates Canadian international education-related activities in consultation with federal departments, the Council of Ministers of Education, Canada (CMEC) and various non-government organizations (NGO's). Formal federal-provincial consultations occur through the Federal Provincial Consultative Committee on Education-Related International activities. The ACE coordinates official Canadian participation at the ministerial or senior level at the OECD, UNESCO, the Commonwealth, the Council of Europe, the Southeast Asian Ministers of Education Organization (SEAMEO) and other intergovernmental organizations. In consultation with other federal departments, the ACE promotes Canadian education and training over-

seas, and provides information on education in Canada to prospective international students through its missions abroad.

In addition, DFAIT offers a number of International Youth Exchange programs which are managed by Canadian embassies or consular posts in the host country, while others are managed by Canadian organizations. A directory of these programs is available from DFAIT, Catalogue No. E2-143/1994, ISBN 0-662-61234-5.

Other programs supported by DFAIT, include:

- **Canadian Studies Program**

Gaetan Vallieres  
Director of Administration and Programs  
International Council for Canadian Studies  
325 Dalhousie St, Suite 800  
Ottawa, ON K1N 7G2  
Telephone: 613 232-0417  
Fax: 613 232-2495

The objective of the Canadian Studies Program is to encourage a better knowledge and understanding of Canada by scholars and other influential groups abroad. Support is provided to academics around the world for teaching, research and publication about Canada in a variety of disciplines.

- **Commonwealth Scholarship and Fellowship Plan**

Diane Cyr  
Program Officer  
International Council for Canadian Studies  
325 Dalhousie St., Suite 800  
Ottawa, ON K1N 7G2  
Telephone: 613 232-0417

The objective of this plan is to enable students of high intellectual promise to pursue studies in Commonwealth countries other than their own. In most cases, Commonwealth scholarships are awarded for postgraduate study and research at the university level.

- **The Fulbright Program**

Nicole Greenough  
Executive Assistant  
Foundation for Educational Exchange  
Between Canada and the United States  
The Fulbright Program  
350 Albert St, Suite 2015  
Ottawa, ON K1R 1A4  
Telephone: 613 237-5366  
Fax: 613 237-2029

This program enables scholars in Canada to lecture and conduct research at universities in the United States. In turn, American scholars can apply for awards to teach and study at Canadian universities.

- **Government of Canada and Foreign**

- Government Awards**

Louise Poulin  
Program Officer  
International Council for Canadian Studies  
325 Dalhousie St. Suite 800  
Ottawa, ON K1N 7G2  
Telephone: 613 232-0417

Government of Canada awards enable foreign nationals of high academic standing to undertake postgraduate studies or research in Canadian institutions. Proposed programs of study must focus on Canadian subjects or an area where Canada has internationally recognized competency. Foreign Government awards fund scholarships allowing Canadian students to further their studies or conduct research at the master's, doctoral or postdoctoral level in a variety of disciplines.

- Institute of Asian Research**

*The C.K. Choi Building*  
*1855 West Mall*  
*University of British Columbia*  
*Vancouver, BC V6T 1Z2*

- Contact: Terry McGee**

Executive Director  
Fax: 604 822-5207  
E-mail: capri@unixg.ubc.ca

The Institute of Asian Research focuses on interdisciplinary study of five regions, China, Korea, Japan, India and South Asia, and Southeast Asia. The Centre's newsletter, *Asia Pacific Report*, is published twice a year. The Centre develops graduate courses, initiates research projects, provides research support on Asian issues, and develops interregional conferences and workshops.

**Inter-American Organization for Higher Education (IOHE)**

3460, rue de la Perade

Sainte-Foy, Quebec G1X 3Y5

**Contact: Pierre Van Der Donckt**

Executive Director

Telephone: 418 644-6910

Fax: 418 646-3039

Internet:

OUI\_IOHE@INFOPUQ.UQUEBEC.CA

The IOHE is a university association founded in 1980 with 350 members from 24 countries in the Americas. Its mandate is to contribute to effective, concrete and pertinent relations between the universities of the Americas through the promotion of mutual knowledge, cooperation, exchanges and the creation of permanent communication and information networks. Through its Institute of University Management and Leadership, the IOHE contributes to the study of higher education management and offers training workshops and other resources for the management of international university collaboration.

**Intercultural Training and Resource Centre (ITRC)**

Carr Hall 5997 Iona Drive

University of British Columbia

Vancouver, B.C. V6T 1Z1

**Contact: Mackie Chase**

Coordinator

Telephone: 604 822-1435/ 822-1436

Fax: 604 822 1499

The ITRC designs and delivers training programs in intercultural communication in partnership with

university and college faculties and with private and public organizations. These programs focus on the skills needed by professionals to communicate effectively in a global economy. ITRC's programs integrate English language skills and intercultural communication with professional content. The ITRC offers a variety of programs and services at the UBC campus and on-site within organizations. Custom designing and needs assessment are available for international project support and for intercultural training for academic and business environments.

**International Development Research Centre (IDRC)**

P.O. Box 8500, 250 Albert St.

Ottawa, ON K1G 3H9

Telephone: 613 236-6163

Fax: 613 238-7230

E-Mail: [gopher.idrc.ca](mailto:gopher.idrc.ca)

The IDRC is a public corporation created by Parliament in 1970. Through support for research, IDRC assists scientists in developing countries to identify long-term, practical solutions to pressing development problems. Support is given directly to scientists working in universities, private enterprises, government and non-profit organizations. Priority is given to research aimed at achieving equitable and sustainable development. The Centre's activities are concentrated in five sectors: environment and natural resources; health sciences; information sciences and systems; social sciences; and corporate affairs and initiatives. Following the Earth Summit in Rio de Janeiro, the IDRC's mandate was broadened to emphasize sustainable development issues. The IDRC maintains regional offices in Dakar, Cairo, Johannesburg, Nairobi, New Delhi and Singapore. IDRC *Books* publishes research results and scholarly studies on global and regional issues. IDRC *Reports Magazine* is a topical review reporting on IDRC-funded research projects, and the IDRC provides a number of videos on loan or to purchase.

**The Laurier Institution**

Suite 608-1030 West Georgia Street  
Vancouver, BC V6E 2Y3

**Contact: Roslyn Kunin**

Executive Director

**Anne Roberts**

Executive Assistant

Telephone: 604 669-3638

Fax: 604 669-3626

The Laurier Institution is a national, non-profit, federally-chartered society. It has no political or business affiliations: its policies and programs are independent and guided by its mission to advance and disseminate knowledge concerning the economic and social implications of cultural diversity. The institute undertakes research related to economic and social implications of diversity and sponsors and supports educational seminars and activities to enhance knowledge and understanding of Canada's peoples and their concerns. The Laurier Institution also supports appropriate programs and activities of public and private organizations, government, agencies and individuals.

**Medical Research Council of Canada**

Tower B, 5th Floor Holland Cross

1600 Scott Street

Ottawa, ON K1A 0W9

General enquiries: 613 941-2672

General fax: 613 954-1800

University-Industry programs: 613 954-1973

E-mail: mrcinfocrm@hpb.hwc.ca

The mandate of the Medical Research Council is to fund health research and research training in universities, health care institutes and research institutes. Among its many and varied programs, the Council participates in six programs for international scientific exchanges which are intended to foster collaboration between scientists in Canada and those in Argentina, Brazil, China, France and Italy. The International Human Frontier Science Program (HFSP) offers Canadian scientists collaborative research grants or research fellowships in

the areas of basic research for "the elucidation of brain functions . . . or biological functions through molecular level approaches". Fellowships provide support for young scientists wishing to train or research abroad, or support short-term work experience in a laboratory in another country.

**Ministry of Education, Skills, and Training**

Province of British Columbia

818 Broughton Street

Victoria, BC V8V 1X4

**Contacts: Duncan MacRae**

Director, Business & Technical  
Programs Branch

**Gail Thomas**

Director, Federal & Provincial Relations  
and International Education

**Veronica Hick**

Coordinator, International Education

General Inquiries: 250 356-7567

**Multiculturalism B.C.**

950 1185 West Georgia Street

Vancouver, B.C. V6E 4E6

**Contact: Dominic Fung**

Telephone: 604 660-2395

Fax: 604 660-1150

The mandate of Multiculturalism B.C. is to administer and implement the Multiculturalism Act and Policy of the Province of B.C. The office funds programs in the areas of settlement services managed by non-profit agencies, and administers community and institutional partnership programs as well as heritage language programs. The office also provides assistance for institutional change and anti-racism education.

**Multiculturalism Programs**

Department of Canadian Heritage

Ottawa, ON K1A 1K5

Telephone: 819 994-2020

Pacific & Yukon Regional Office

Room 300 – 300 West Georgia St.

Vancouver, BC V6B 6C6

Telephone: 604 666-0176

Fax: 604 666-3508

The Multiculturalism Programs of Canadian Heritage (formerly Multiculturalism and Citizenship Canada) promote the understanding of Canada as a multiethnic society and the full participation of citizens of all backgrounds in Canada's cultural, economic, political and social life. Of interest to the post-secondary community are the Department's Publishing, Writing and Promotion grants and the Canadian Ethnic Studies Programs grants which focus on research on ethnocultural groups, inter-ethnic relations and the relationship between ethnocultural groups and the institutions of society.

**Natural Sciences and Engineering Research Council of Canada (NSERC)**

*350 Albert Street*

*Ottawa, ON K1A 1H5*

**Contact: Viviane Dugas Patry,**

Information Officer

Telephone: 613 992-8203

Fax: 613 943-0742

The NSERC is Canada's largest research granting agency. It funds over 8,000 university research projects in over 120 science and engineering disciplines.

**Pacific Circle Consortium**

*Faculty of Education*

*University of British Columbia*

*2125 Main Mall*

*Vancouver, BC V6T 1Z4*

**Contact: Jim Gaskell**

Telephone: 604 822-5826

Fax: 604 822-4714

The PCC is an international educational organization dedicated to promoting international and intercultural understanding and cooperation among the peoples and the countries in and around the Pacific Ocean. It was established in 1977 with participating educational institutions drawn at first from Australia, Canada, Japan, New Zealand and the United States. The PCC has a history of suc-

cessful experience in international cooperation on bilateral and multilateral school-related activities. Constituent members represent faculties of education, education corporations and government departments and ministries. The PCC holds both an international conference and a workshop each year in one of the participating institution's countries.

**Science and Technology Canada**

*BC/Yukon Regional Office*

*International Trade Centre*

*P.O. Box 11610*

*900-650 West Georgia St.*

*Vancouver, BC V6B 5H8*

**Contact: Rick Stephen**

Trade Commissioner

Telephone: 604 666-1443

Fax: 604 666-8330

The purpose of Industry Science and Technology in B.C. is to assist and support B.C. companies to move into the business of exporting and to assist existing exporters to break into new markets. The Department offers export counselling, market intelligence and information and financial support for export marketing initiatives.

**Science Council of B.C.**

*Suite 800 4710 Kingsway*

*Burnaby, BC V5H 4M2*

Telephone: 604 438 2752

Toll free: 1-800-665-SCBC

Fax: 604 438-6564

E-mail: [info@scbc.mindlink.bc.ca](mailto:info@scbc.mindlink.bc.ca)

The mission of the Science Council of B.C. is to promote economic development and enhance the quality of life in B.C. through innovative applications of science and technology.

**SIETAR B.C.**

*2420 Dollarton Highway*

*North Vancouver, B.C. V7H 2Y1*

Telephone: 604 929-12544

Fax: 604 929-2074

SIETAR stands for Society for Intercultural Education, Training and Research. SIETAR B.C. is a non-profit organization and regional affiliate of SIETAR International which shares in its purpose of promoting cooperative interactions and effective communication among peoples of diverse cultures, races and ethnic groups. Its objective is to encourage the development and application of knowledge, values and skills which enable effective intercultural, interracial and inter-ethnic interactions at the individual, group, organization and community levels. SIETAR B.C.'s membership is composed of educators, trainers, researchers and consultants who are working towards building cross-cultural understanding in the community. SIETAR International holds consultative status before the Council of Europe and is recognized before the United Nations Department of Public Information as a non-governmental organization (NGO). SIETAR publishes the *International Journal of Intercultural Relations* and holds an annual International Congress which is held in a different country each year. Past congresses have been held in Canada, Mexico, the Netherlands, Italy, Ireland, Jamaica and the United States.

**Social Sciences and Humanities Research Council (SSHRC)**

350 Albert Street, P.O. Box 1610  
Ottawa, ON K1P 6G4

**Contact: Colleen Trudel**

Communications Division  
Telephone: 613 992-0691  
Fax: 613 992-1787

SSHRC promotes and supports research and research training in the Social Sciences and Humanities. It provides standard research grants, strategic grants, doctoral and post-doctoral fellowships, conference/congress grants, and several other forms of assistance to higher education. Publications include SSHRC's annual report, newsletter, *Integrity in Research and Scholarship*, and *Ethics* (guidelines for research with human subjects).

**The Summer Institute for Intercultural Communication (SIIC)**

*The Intercultural Communication Institute*  
8835 S.W. Canyon Lane, Suite 238  
Portland, Oregon USA 97225

SIIC is one of the most reputable programs for intercultural training and education in North America. For eighteen years SIIC was held at Stanford University and more recently moved to Oregon. SIIC is sponsored by The Intercultural Communication Institute (ICI), a nonprofit private foundation designed to foster an awareness and appreciation of cultural difference in both the international and domestic arenas. SIIC provides professional training and development to persons who work in multicultural and international environments around the world. The ICI maintains an extensive library available year around for intercultural scholars and practitioners, provides referrals and information on intercultural topics, and support professional activities in the field.

**Western Economic Diversification Canada (WD)**

*Vancouver Office*  
P.O. Box 49276  
Suite 200, Bentall Tower 4  
1055 Dunsmuir Street  
Vancouver, BC V7X 1L3  
Telephone: 604 666 6256  
Toll free: 1-800-663-2008 / Fax: 604 666-2363

WD is a federal department working with all sectors of the community to strengthen the western Canadian economy. One of its initiatives is the International Trade Personnel Program (ITPP) which provides funding for eligible organizations to hire recent post-secondary graduates to assist and support specific projects which are part of the organization's overall international trade development effort. WD will assist qualified organizations by contributing 50 per cent of the graduate's salary for the first and second year of the program, and 25 per cent for the third year to a maximum of \$37,500 for the three years.

**World University Service of Canada (WUSC)**

*Box 3000, Station C*

*Ottawa, Ontario K1Y 4M8*

Telephone: 613 798-7477

Fax: 613 798-0990

E-mail: WUSC@WUSC.ca

Internet: <http://www.wusc.ca/index.html>

**Contact: Pierre Blais**

Regional representative - BC/Alberta

E-mail: [blaip@augustana.ab.ca](mailto:blaip@augustana.ab.ca)

WUSC is a non-governmental agency supported by the Canadian International Development Agency and other individuals and institutional donors and partners. WUSC enables volunteers, professionals and students to participate in development activities and projects in Canada and abroad. The mission of WUSC is to foster sustainable development and human rights through education and training, active and participatory research into development issues, and internationally-oriented programs.

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**Electronic mailing lists for international education**

The following electronic mailing lists facilitate communication and information sharing on international education in B.C. and Canada. Information on how to subscribe is provided.

INTLEDBC – the international education network for British Columbia facilitates communication and discussion among the BCCIE membership. It is managed by Janvin Leung ([jleung@bccie.bc.ca](mailto:jleung@bccie.bc.ca)). To subscribe, send message to [maiser@casd.bc.ca](mailto:maiser@casd.bc.ca); in body of text type: subscribe (or unsubscribe) [intledbc](mailto:intledbc); address all other messages to: [intledbc@casd.bc.ca](mailto:intledbc@casd.bc.ca)

CNETIE – the Canadian international education network facilitates discussion and sharing of information between those involved in international education within and outside of Canada on matters related to international education of concern to Canada. Communication is in French and English. CNETIE is managed by Barry Tonge of the International Centre at the University of Alberta. To subscribe, address message to: [majordomo@majordomo.srv.ualberta.ca](mailto:majordomo@majordomo.srv.ualberta.ca); in body of text type: subscribe (or unsubscribe) [cnetie](mailto:cnetie); address all other messages to: [cnetie@majordomo.srv.ualberta.ca](mailto:cnetie@majordomo.srv.ualberta.ca)

CANALA-L – the Canadian Latin American Exchange facilitates communication between Canadians and Mexicans and other Latin Americans. Communication is in English and Spanish. To subscribe, address message to: [LISTSERV@CUNews.CARLETON.CA](mailto:LISTSERV@CUNews.CARLETON.CA); in body of text, type: SUBSCRIBE CANALA-L FIRST NAME LAST NAME INSTITUTION; address all other messages to: [CANALA-L@CUNews.CARLETON.CA](mailto:CANALA-L@CUNews.CARLETON.CA)

# PART V

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## REFERENCES

*It is a pity that it should be thrown away, as so much  
English scholarship is, for want of knowing what is being done  
by the rest of the world.*

GEORGE ELIOT  
from *Middlemarch*

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