

MAINTAINING THE
MOMENTUM



THE INTERNATIONALIZATION OF
BRITISH COLUMBIA'S PUBLIC
POST SECONDARY INSTITUTIONS

by Karen McKellin



BCCIE

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 facilitate the capabilities of B.C.'s colleges, universities and institutions 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 an awards program for B.C. students and scholars. The Centre is governed by a Board of Directors and funded by the Ministry of Advanced Education, Training and Technology (MAETT).

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Acronyms

Acronym	Definition
ACCC	Association of Canadian Community Colleges
ACIIE	American Council on International/Intercultural Education
AUCC	Association of Universities and Colleges of Canada
B.C.	British Columbia
BCCIE	British Columbia Centre for International Education
BCIT	British Columbia Institute of Technology
CBIE	Canadian Bureau for International Education
CECs	Canadian Education Centres
CEO	Chief Executive Officer
CIDA	Canadian International Development Agency
CIEE	Council for International Education Exchange
ESL	English as a Second Language
F.T.E.	Full-Time Equivalent
I.E.	International Education (office)
IDRC	International Development Research Council
IELTS	International English Language Testing Service
MAETT	Ministry of Advanced Education, Training and Technology
NAFSA	Association of International Educators
NAFTA	North American Free Trade Agreement
NGOs	Non-Governmental Organizations
ODA	Overseas Development Agency
OLA	Open Learning Agency
PASBC	Post-Secondary Application System B.C.
SFU	Simon Fraser University
SIETAR	Society for Intercultural Education Training and Research
SPSS	Statistical Package for Social Sciences
TOEFL	Test of English as a Foreign Language
U.K.	United Kingdom
U.S.	United States
UBC	University of British Columbia
UNBC	University of Northern British Columbia
UVic	University of Victoria
VCC	Vancouver Community College
VP	Vice President
WUSC	World University Services of Canada

Table of Contents

<i>Acknowledgments</i>	i
<i>Acronyms</i>	ii
<i>Table of Contents</i>	iii
<i>Executive Summary</i>	iv
Introduction	1
Survey Results	13
1 Leadership and administration for internationalization: Results from Sections 1 and 2 of the survey.....	13
2 International education activities, programs, and projects: Results from Section 3 of the survey.....	23
3 Internationalization of curriculum and faculty/staff development: Results from Sections 4 and 5 of the survey.....	37
4 International student programs: Results from Section 6 of the survey.....	47
5 Future directions for internationalization: Results from Section 7 of the survey.....	59
Discussion of Survey Results	67
Appendices	
A List of participating institutions.....	79
B BCCIE Internationalization Committee members 1996/97.....	80
C Survey document.....	81
References	93

Executive Summary

This report presents the results of BCCIE's *Internationalization Survey of Public Post-Secondary Institutions in British Columbia*. The survey was distributed in October 1996 to the senior officer in charge of international education at each of the public post-secondary institutions in the province. The purpose of the survey was to collect data on the organizational aspects of internationalization as well as on the types and levels of activity of various international education programs at British Columbia (B.C.) institutions; to learn how B.C. post-secondary institutions are organized for international involvement; and to determine what strategies and initiatives they are using to develop their international dimensions. The survey investigated the role of international education practitioners and the International Education (I.E.) office in the internationalization of B.C. post-secondary institutions, and sought to define some of the emerging patterns and trends in the internationalization of B.C. post-secondary institutions. The following trends were identified:

- Internationalization is an important and growing priority at the senior administrative level of B.C. post-secondary institutions.
- Institutions are moving towards a more organized and planned approach to developing their international involvement through strategic planning and the establishment of infrastructural support.
- The majority of B.C. institutions have established a central coordinating office to manage their international involvement.
- International educational activity is generating significant revenues for B.C. institutions at a time of fiscal constraint in public funding for higher education.
- International education activity is creating jobs on B.C. post-secondary campuses.
- Institutions are currently involved in a wide-range of international activities and programs and are anticipating increased activity in all these areas in the next five years.
- International education staff are playing an indirect but supportive role in the internationalization of the curriculum.
- The international activity of B.C. post-secondary institutions is presently focused on the countries of Asia and the Pacific Rim, but institutions are anticipating growth of their international involvement in Latin America, Europe, the Middle East and, the U.S.
- International student programs in B.C. provide a comprehensive level of service to international students; international student programs are generally expanding and diversifying in terms of the countries of origin of students.
- BCCIE is perceived to be taking a leadership role in promoting the greater internationalization of B.C. campuses.
- The majority of B.C. institutions are anticipating that their international involvement will increase moderately over the next five years.

INTRODUCTION

Purpose and objectives

This report presents the results of a 1996 BCCIE survey of the managers of international education activity at B.C.'s four types of public post-secondary institutions—community colleges, universities, university-colleges, and institutes. The purpose of the study was to discover:

- how B.C. post-secondary institutions are organized for international involvement;
- what strategies and initiatives they are using to develop their international dimensions;
- what role international education staff and International Education offices play in the internationalization of their institutions; and
- what patterns and trends in the internationalization of B.C. post-secondary institutions are emerging.

The objectives of this study were to:

- obtain an up-dated collective profile of the structure and organization of international education on B.C. post-secondary campuses;
- identify leadership and administration strategies used to develop the institutions' international dimensions;
- collect general information about the variety and activity level of various international programs, projects, and activities on B.C. post-secondary campuses;
- identify patterns of internationalization characteristic of each of the four types of post-secondary institutions in the system;
- identify patterns of change in comparison, where possible, with the results of BCCIE's 1993 Task Force survey of internationalization in B.C.; and
- identify the focus of B.C. post-secondary institutions' future internationalization plans and the role they perceive for BCCIE in those plans.

Methodology

The survey questionnaire was sent to the individual in charge of international education at each of the province's public post-secondary institutions in October 1996. In most instances, the survey was completed by the manager or director of the I.E. office or centre. At universities, the questionnaire was completed either by the International Liaison Officer or the Director of the Office for International Cooperation. In institutions without a central office or department for international education, the survey was completed by the most senior person with designated responsibility for the institution's international involvement.

Twenty-six questionnaires were completed and returned to BCCIE, representing all those from whom they were solicited. A copy of the survey instrument, along with the names of participating institutions, is included in the *Appendix* of this report. B.C.'s newest university, Royal Roads University, participated in the survey although it had only been in operation for a year. Yukon College—an affiliated member of BCCIE—also participated in the survey. A preliminary report highlighting key findings of the survey was presented to BCCIE's Membership Forum in December 1996.

In forming their answers to the questionnaire, respondents were encouraged to consult with colleagues at their institution. They were asked to provide data in five key areas of internationalization:

- leadership and administration;
- international activities, programs, and projects;
- internationalization of curriculum;
- faculty and staff development; and
- international student programming.

A final set of questions asked participants to comment on future directions for the international involvement of their institution and on the role they saw for BCCIE in those plans. Due to the generic nature of the survey instrument, not all questions were answered by every respondent.

Survey results were entered into a database and analyzed using the Statistical Package for Social Sciences (SPSS). The results, represented here within tables and figures, are shown as frequencies based on the number of valid responses.

Target audience for this report

This study was prepared for, and on behalf of, the members of BCCIE: the international education professionals and other staff, faculty, and administrators at B.C. colleges, universities, university-colleges, and institutes. Understanding how other institutions are organizing themselves for international participation will be useful for institutions at the beginning stages of the internationalization process as well as for those considering ways of strengthening, expanding, diversifying, or consolidating their institution's international involvement. The study will prove useful in establishing landmarks from which BCCIE may take future soundings of the state of internationalization in the province.

This study also will have relevance for institutions in other jurisdictions, given the similar concerns of higher education world-wide and the common challenges and opportunities each nation's higher education system is facing as a result of globalization. Thus, the study will be of interest to those engaged in cross-country comparative studies of higher education. Institutions in other Canadian provinces will find parallels to their own experience in the outcomes of this study. The methodology and the survey instrument may prove useful as a basis for assessing the state of internationalization within other post-secondary systems.

Finally, by describing the current state of internationalization across B.C., this study will afford policy makers in government and the higher education sector in B.C. a better understanding of the scope and variety, outcomes and indicators, of international education activity and the various internationalization processes at work in each of the four types of B.C. post-secondary institutions. Along with a better understanding of the international education enterprise on B.C. campuses may come a deeper commitment to supporting and facilitating the ongoing internationalization of B.C. post-secondary education.

Conceptual framework

This report provides the second provincial picture of internationalization at B.C. post-secondary institutions. Its predecessor is BCCIE's 1993 Task Force report, *Facing the Future: The Internationalization of Post-Secondary Institutions in British Columbia* (Francis, 1993). The Task Force Report was based on a survey followed by interviews of B.C. international education representatives. During the 1993 Task Force interviews, and again during this 1996 follow-up study, it was apparent that not everyone shared the same understanding of internationalization. This points to the difficulty of conducting a study among informants who do not share a common conceptual framework of the same phenomenon. When individuals used the term *internationalization*, what did they have in mind?

Charged with a mandate to develop a working definition of internationalization for the B.C. post-secondary system, the 1993 Task Force defined the term rather broadly as *the process that prepares the post-secondary community for successful participation in an increasingly interdependent world* (Francis, 1993: p. 5).

This process approach is endorsed by Jane Knight of Ryerson Polytechnic University who has attempted to bring coherence to the discussion of internationalization within Canadian universities. In a 1994 research paper for the Canadian Bureau for International Education (CBIE), Knight described four different approaches to internationalization. Some members of post-secondary institutions understand internationalization as *international programs and projects*. Others view internationalization as the means of developing the *international* and cross-cultural *competencies* of individuals to equip them to live and work effectively in a multicultural and interdependent world. Still others view internationalization as the development of an institutional culture or *ethos* that values different cultural perspectives and actively supports full programs of international cooperation and exchange.

The fourth approach, which Knight advocates, understands internationalization as a *process*—made up of a wide-ranging number of academic activities, organizational policies, procedures, and strategies—which integrates an international dimension or perspective into the major functions of the institution (Knight and de Wit, 1995). It is this latter approach that informed the design of this 1996 study.

The term *international education* is often used interchangeably with internationalization, but it is defined for this study as “the multiple activities, programs, and services that fall within international studies, international educational exchange and technical cooperation” (Arum and Van de Water, 1992: 202). These activities, such as international student programs, student and faculty mobility programs, institutional linkages, or international development projects, were described by the Task Force Report as the *mechanisms* of internationalization. Knight and de Wit (1995) refer to these as *program strategies* which integrate an international dimension into the main functions of a higher education institution.

In BCCIE's manual on internationalization, *Anticipating the Future* (McKellin, 1996), a

Maintaining the Momentum

conceptual model was developed to show how the internationalization process gathers momentum, gains stability, and becomes sustainable when: (a) a number of these mechanisms of internationalization are activated and begin working together in mutually strengthening ways; and (b) these activities and programs are integrated with the institutional mission and the primary functions of teaching and learning, research and service.

The organizational structures and policies that undergird the initiation, implementation, and sustainability of international programs and activities are referred to by Knight and de Wit (1995) as *organizational strategies*. A number of these organizational strategies are key to effective internationalization (McKellin, 1996: 79), particularly:

- the support and commitment of senior administrators;
- 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; and
- systematic monitoring and assessment of the international efforts.

The survey instrument used for this study thus was developed to collect data on the presence of key factors or organizational strategies for internationalization at B.C. institutions, in addition to collecting information on the presence and levels of activity of mechanisms or program strategies for internationalization at institutions.

Overview of the B.C. post-secondary system

Unlike other countries where education is a federal matter, public education in Canada is the direct constitutional mandate of each province. In B.C., post-secondary education is the responsibility of the Ministry of Advanced Education, Training and Technology (MAETT). B.C.'s public post-secondary system is comprised of eleven comprehensive community colleges, three specialized institutes and the Open Learning Agency (OLA), five universities, and five university-colleges.

Most *community colleges* were established between 1965 and 1975, the period of greatest growth in post-secondary education in the province. Community colleges provide a diversified curriculum of courses and programs leading to certificates, diplomas, and associate degrees in the areas of career/vocational and technical programs, as well as academic studies. Located on more than eighty different campuses, in northern remote and rural areas as well as more populated centres in the south, B.C. colleges deliver programs and services that serve the diverse needs of their communities. All community colleges offer academic courses which are transferable to degree programs at the province's universities.

B.C.'s provincial *institutes* provide specialized instruction in three areas. The oldest, the British Columbia Institute of Technology (BCIT), provides specialized training in trades and technology; the Emily Carr Institute of Art and Design provides training in fine arts and design; and the Justice Institute provides career-oriented training in justice and public safety. Within their specializations, the institutes deliver advanced diploma, degree, and certification programs as well as programs that carry transfer credit to the province's universities. OLA offers a range of college- and university-level programs and other open-learning opportunities via television (through the Knowledge Network) as well as through a variety of other media—telecommunications, electronic print, and tutorials.

B.C.'s five public *universities* offer undergraduate and graduate degrees in a wide range of disciplines within the humanities, social sciences, biological, physical, and mathematical sciences. The universities provide preparation for individuals entering fields of specialization, such as medicine, law, engineering, education, forestry, architecture, and other professions. Four of the universities are research institutions dedicated to pure and applied research. Each university also provides extensive continuing-education programs for personal, part-time, and ongoing professional development. Two of B.C.'s universities are the newest in Canada. The University of Northern British Columbia (UNBC), located in Prince George, first opened its doors to students in September 1994. Royal Roads University on Vancouver Island had been in operation for only a year at the time of the 1996 survey.

The province's five *university-colleges* are a unique hybrid of degree-granting institutions combined with the characteristics of a community college. University-colleges deliver a similar range of courses in career, vocational, and technical programs as community colleges but offer, in addition, four-year undergraduate degrees in selected arts, science, and professional disciplines.

Each of these B.C. public post-secondary institutions is autonomous and managed by a Board of

Governors, but many of the colleges work in partnership with other institutions to provide university transfer programs, which can be applied to achieve second- or third-year standing in undergraduate degree programs at universities in specific departments. Despite the fact that each institution has different academic requirements for admission, including different English language requirements for international students, it is this flexibility and the well-integrated nature of B.C.'s public post-secondary education system that is one of its chief advantages in attracting international students to the province.

Because of the diversity of institutions within the B.C. system, much of the information derived from this survey is presented in tables and figures to show results broken out for each type of institution. In some cases the overall and cumulative results for the system are the most valuable and meaningful; in other cases, it is important to see how the results appear, not in comparison with other types of institutions, but in relation to other institutions of the same type. One of the difficulties with interpreting the meaning of some of the results of BCCIE's 1993 Task Force Report was that important distinctions between institutions were masked within the general findings for all centres. By showing findings within different institutional categories, it is possible to understand different institutional approaches to internationalization and the variety of patterns made by concentrations of international activities and programs within certain institutional categories.

Other key differences that impact on internationalization strategies exist among institutions. To take one example, colleges are primarily teaching institutions, placing different demands on faculty than universities where faculty have a major responsibility to conduct research in addition to teaching and service. Such differences must be taken into account, particularly when devising province-wide approaches to faculty development or internationalization of the post-secondary curriculum.

Nevertheless, the necessarily generic approach taken in this 1996 survey of the overall B.C. system did leave unexplored some areas unique to certain institutions, particularly universities where, for example, the international aspects of one of their prime activities—research—was too briefly touched upon in the survey. Research, by its nature, is international—international in its standards and its audiences as well as in many of its networks of collaboration. This is one area that would benefit in future from a more focused study of the strategies universities are using to preserve their international research alliances in an era of declining federal and provincial support.

Overview of BCCIE

Established in 1990 and constituted under the B.C. Society Act, BCCIE functions as a voluntary agency directed by a twelve-member board appointed by MAETT. The BCCIE acts as a clearinghouse of information on international education, commissioning market studies and disseminating reports on international opportunities for B.C. institutions. BCCIE develops workshops and resources to increase the level of professionalism among international education practitioners in B.C. It holds four Membership Forums each year to bring together international educators from across the province to share information and address common concerns. Following the 1993 Task Force on Internationalization, BCCIE has become a catalyst for internationalization on campuses by developing resources and workshops, and initiating special projects. In May 1996, BCCIE organized a regional conference to raise awareness and promote a better understanding of the rationale and strategies for internationalization within the post-secondary education sector.

The B.C. context

The current climate in which the internationalization of B.C. post-secondary education is taking place must be understood in relation to the province's changing economic base; rapidly growing population; increased domestic demand for access to post-secondary education; and diminishing public resources for higher education. In spite of differences in geographic location, size, mandate, history, and tradition, B.C. colleges, universities, university-colleges, and institutes are facing similar challenges and operating under similar constraints. Each institution is faced with the proverbial double-bind—to do more for more learners, with fewer resources. As public institutions, B.C. colleges, universities, university-colleges, and institutes are enjoined to be responsive, accessible, and relevant to the needs of B.C.'s college-age and mature students. Each institution must weigh the imperative to participate in a wider global community with an equal imperative to meet the challenging education and training needs of a province that is being shaped and re-shaped by a number of economic and demographic pressures.

B.C. is experiencing an almost continuous flow of in-migration from other parts of Canada. The province is also one of the primary destinations for new immigrants to Canada, particularly those from the Asia Pacific area. Issues of overcrowding in some institutions in the populous Lower Mainland area of the province and issues of multiculturalism are pervasive on B.C. campuses. The province is also experiencing a rise in the median age of its citizens, with a large cohort of people between the ages of eighteen and thirty-five entering post-secondary education to prepare for a change in careers or to re-tool for jobs in the new economy. Students working part-time or preparing for a more competitive job market are staying in school longer, creating a significant increase in the number of individuals in B.C. seeking access to some form of post-secondary education.

The B.C. economy is moving from a traditional dependence on the extraction and export of its natural resources to a knowledge- and service-based economy for which education, training, research, and development are vital components. With information technology and communications software development poised to become B.C.'s third-largest industry after forestry and tourism, it can be said that knowledge, and with it education and training, is poised to replace natural resources as a commodity of B.C.'s foreign trade.

Finally, recent measures by the federal government to reduce its role in economic and regional development is directly impacting post-secondary education in B.C. Large cuts in federal transfer payments to the provinces and territories are taking place in the areas of education, health, and social services. These, combined with the province's own deficit-cutting policies, are the ever-present fiscal reality for post-secondary institutions across the province.

Rationale for internationalization

Internationalization is not just about expanding international programs and activities, or developing effective institutional policies and organizational strategies. In these days of budgetary restraint, internationalization on any campus in B.C. will inevitably involve competing demands for resources and priorities. In addition to these practical considerations, internationalization invokes conflicting values and brings into play different individual and institutional philosophies of education. As the BCCIE 1993 Task Force discovered, although internationalization of post-secondary education has a growing number of proponents who believe it is a necessary response to globalization and interdependence, internationalization is also vulnerable to criticism, being viewed either as an expensive frill or as a distraction from the pressing concerns of today's post-secondary campuses. While a growing number of stakeholders—faculty, staff, students, national and regional governments, and members of the private sector—may support the internationalization of higher education, they may have entirely different reasons for doing so.

These differing views of individuals and institutions may be categorized, as Knight and de Wit (1995) and others (Warner, 1992) have noted, as “overlapping” economic and political, cultural and educational rationales for internationalization. Some view internationalization as having a direct and positive effect on the region's economic development by fostering investment in the international contacts and relationships that will result in future favourable economic and political relations. Others see the internationalization of post-secondary education as necessary to prepare graduates to compete in an increasingly global labour market. Closely connected with the latter is the view that internationalization is a means of competing for substantial grants, prestigious partnerships, and the best and brightest students to enhance the institution's international stature and ranking. A number of institutions are engaging in international student recruitment and international contract work as a means of income generation, viewing internationalization as a financial life jacket amidst a sea of fiscal woes.

In contrast to these justifications, internationalization is viewed by other members of the post-secondary community as a rededication to the advancement of the universality of knowledge, and a return to the historical roots of universities and colleges as international centres of learning. Other cultural and educational arguments stress the important benefits of individual development that accrue to students and faculty when they are taken out of their own culture through academic exchange programs and “de-parochialized,” thereby gaining a deep appreciation of other peoples, languages, and cultures.

Closely related to this is the notion of developing a “global citizen” who appreciates the diversity of the world's cultures; understands the complexity of global ecological, economic, political, and social issues; and is prepared to exercise his or her social responsibilities within an interdependent world.

Maintaining the Momentum

Finally, there are those who view internationalization and international cooperation as a means of institutional strengthening. By exchanging international scholars and researchers and creating mutually beneficial linkages with international partners, institutions are importing (and exporting) new ideas, accessing additional resources, and creating opportunities to enrich and enhance the overall quality of their teaching and learning, research and service.

Given the present context of higher education in B.C. and these different rationales for internationalization, one of the underlying questions of this survey is, “What is driving the internationalization process on the B.C. campus?” The approach taken here was to try and understand the answer to that question by finding out what institutions are *doing*. Where are institutions placing the weight of their current and future international activities? At what level is internationalization supported by the institution’s leaders? What organizational structures are in place, and what resources are allocated to support internationalization? And finally, what programs and partnerships are institutions pursuing in order to follow—in their own way and at their own pace—the path to internationalization?

1 Leadership and administration for internationalization: Results from Sections 1 and 2 of the survey

Note: Data presented in tables and figures is based on the number of responses to each question rather than on the total number of participants in the survey. Not all questions were applicable or answered by each survey participant. The samples being small, data is presented as frequencies rather than as percentages.

International education is a mature and growing element of post-secondary education in B.C. (Table 1.1). With the exception of B.C.'s newest university, all respondents reported that their institutions are involved in international activity, and 11 reported that their institutions have been involved in international education for more than 10 years. Six of B.C.'s community colleges began their international involvement in the last five to 10 years.

The presence of a central coordinating office for an institution's international activity is a key factor in effective internationalization. Table 1.2 shows that 17 of B.C.'s post-secondary institutions have established an office to manage their international education activities. Eight respondents reported that they do not yet have an established International Education (I.E.) office; in these cases, international activities are managed by other administrative units (see Table 1.4). In general—at least for colleges, university-colleges, and institutes—the longer the institution has been involved internationally the more likely it is to have established a central office to coordinate international activities. Table 1.3 shows that there is often a one- or two-year lag between the time an institution becomes active internationally and the establishment of an office to manage its international affairs. This trend is not true for B.C. universities, which appear to organize their international affairs differently.

In BCCIE's 1993 Task Force Survey, 18 out of 22 respondents reported the existence of a central coordinating office for international education. As no institution has reported the closure of an office, the reason why there now appears to be one less office may lie in the diversity of ways in which international activity is handled on B.C. campuses. Two respondents from universities reported they do not yet have a central I.E. office even though their institutions have been involved in international education activity for many years. On large university campuses, international activities tend to be decentralized, without one office having overall responsibility for both international research, teaching and student service activities. Three of B.C.'s universities reported a senior administrative position having responsibility for international agreements, linkages, and other international relations.

Table 1.1: Number of years B.C. post-secondary institutions have been involved in international education activity

Maintaining the Momentum

Type of institution (n=number of responses)	over 10 years	5–10 years	1–5 years	1 yr or less	not applicable
Community colleges (n=12)	4	6	2		
Institutes (n=4)	1	1	2		
Universities (n=5)	3		1		1
University-colleges (n=5)	3	1		1	
All centres (n=26)	11	8	5	1	1

Table 1.2: Length of time I.E. offices have been established at B.C. post-secondary institutions

Type of institution (n= number of responses)	over 10 years	5–10 years	1–5 years	1 yr or less	no I.E. office
Community colleges (n=12)	3	4	2		3
Institutes (n=4)		1	1		2
Universities (n=4)	1		1		2
University-colleges (n=5)	2	2			1
All centres (n=25)	6	7	4		8

Table 1.3: Comparison of number of years institutions have been involved internationally in relation to the length of time they have had an I.E. office

	Over 10 years		5–10 years		1–5 years		1 yr or less		no I.E. office
	Involved in I.E.	office for I.E.	involved in I.E.	office for I.E.	Involved in I.E.	office for I.E.	involved in I.E.	office for I.E.	
All centres (25)	11	6	8	7	5	4	1	0	8

Table 1.4 shows which offices have designated responsibility for international activities on the eight campuses that do not yet have a central I.E. office.

Table 1.4: Other office or administrative unit with primary responsibility for coordinating/managing

international activities on B.C. campuses

Type of institution	Office or administrative unit
Community colleges	<ul style="list-style-type: none"> • Director, Educational and Student Support • Vice President, Education; and Assistant Dean, Developmental Programs • A designated faculty member
Institutes	<ul style="list-style-type: none"> • Director, Student Services, Continuing Studies; and Deans • Director of the Paramedic Academy
Universities	<ul style="list-style-type: none"> • Centre for International Exchange and Student Services; and the Office of International Cooperation • International Liaison Officer; Dean of Arts and Science
University-colleges	<ul style="list-style-type: none"> • Vice President, Educational Services

Primary functions of office responsible for international education activities

Respondents to the survey were asked to list, in order of priority, the primary functions of the office responsible for international education at their institution. Table 1.5 shows that the responsibilities vary across the four types of institutions. The primary responsibilities among community colleges and university-colleges are international student recruitment and admission, followed by international student advising and coordination of support services. Marketing of education and training, and project coordination are the primary functions of the offices responsible for international activity at institutes.

For universities, initiating and facilitating institutional linkages with international partners was listed as the primary function of (senior) university officers responsible for international activities. Although universities in B.C. admit significant numbers of international students, only recently have they engaged in proactive international student recruitment and promotional activities. While policy, planning, and overall coordination of external linkages and institutional agreements may be undertaken by the university's International Liaison Office, other programmatic activities involving the admission and support of international students or the coordination of exchange programs for domestic students may be handled through student service units.

Maintaining the Momentum

Table 1.5: Primary functions of office responsible for international education activities, shown in the order of priority identified by each type of institution

Primary functions of the I.E. office	Community colleges (10)	Institutes (3)	Universities (4)	University-colleges (5)
International student recruitment and admission	8	1		4
International student advising and coordination of support services for international students	5		1	2
Marketing of education, training, and other contract services internationally	2	3		2
Coordination of study-abroad tours, student/faculty/staff exchanges	5		1	4
International project identification, design, coordination, and delivery	4	3		
Internationalization of campus/community/curriculum	5			3
Information clearinghouse/database on international projects			2	
Institutional policy advising and strategic planning for international involvement			2	
Initiating and facilitating institutional linkages with international partners		1	4	

International offices at various institutions have different staffing structures, goals, and responsibilities. Eight community colleges and university-colleges listed “internationalization” among their primary responsibilities, but did not elaborate on what they meant by this. One respondent qualified this with “internationalization of curriculum.”

Patterns of senior administrative responsibility for international education

The way in which the senior administration views international education is key to its place and profile within the post-secondary institution. As shown in Table 1.6, the senior administrators responsible for international education at most B.C. institutions are the Vice President (VP) or President/Chief Executive Officer (CEO). The International Liaison Office or Office for the International Cooperation Office on university campuses usually reports to the President’s Office or to the VP Academic. However, international student services and exchange programs on a university campus may report to the Associate VP or Dean of Student Services.

Table 1.6: Senior administrative position to which the I.E. office reports, shown as frequency of responses by institution

Senior Administrative Position	Community colleges	Institutes	Universities	University colleges
President/CEO	4	1	2	
VP, Academic	1		2	
VP, Education or Educational Services	4			1
VP, Business Development		1		
VP, Finance & Administration		1		
VP, Community & Distributed Learning				1
Dean, Student Services			2	
Dean, International Education				1
Dean, Extension Programs	1			
Dean, Continuing Education				2
Dean, Business & Human Services	1			
Director, Instruction & College Partnerships	1			

Range of gross annual revenues

Twenty respondents reported an increase in gross annual revenues from international education activities at their institutions over the last three years (Table 1.7). Two out of three community colleges experienced an increase, as did all four institutes. Respondents from three of the province’s universities reported increases. All five of the university-college respondents reported increased revenues from international activities and programs in the last three years.

Eleven institutions reported gross annual revenues in excess of \$1 million. Institutes’ revenues, with one exception, were in the \$100 thousand to \$500 thousand range. Respondents from universities—although revenues are difficult to assess because revenues from international research projects and programs are diffused throughout the institution—estimated the range of internationally generated revenues to be in excess of \$5 million. The majority of institutions answered for the academic year 1995/96.

Maintaining the Momentum

Table 1.7: Range of annual gross revenues (1995/96) derived from international activities at B.C. post-secondary institutions, showing increase or decrease in last three years

Institution (n=number of responses)	over \$5 million	\$1 million to \$5 million	\$500 thousand to \$1 million	\$100 thousand to \$500 thousand	0 to \$100 thousand	increase	decrease	no change
Community colleges (11)		4	1	1	5	8	2	2
Institutes (4)		1		3		4		
Universities (4)	2	1	1			3		1
University colleges (5)		3	1		1	5		
All centres (24)*	2	9	3	4	6	20	2	3*

* N.B.: 24 responses received for gross revenues question; 1 additional response received for “no change.”

Financial basis for international operations

International offices at most colleges, university-colleges, and institutes either operate on a cost-recovery basis—that is, they cover their operational expenses with revenues generated by their international education programs—or they function as self-financing units or ancillary divisions, funded independently through international education revenues (Table 1.8). In both cases, a percentage of surplus revenues over expenditures is turned over to the parent institution. In contrast, the province’s coordinating offices for international activities at universities operate as administrative offices or service units, dependent on allocations from institutional base budgets.

Table 1.8: Financial basis on which B.C.’s I.E. offices operate

Type of institution (n=number of responses)	Cost recovery	Service unit	Ancillary unit	Other*
Community colleges (n=11)	5	2	3	2
Institutes (n=3)	1		2	
Universities (n=4)		4		
University-colleges (n=5)	2	1	2	

* Some institutions reported a structural hybrid of service unit and cost recovery.

Staffing levels

Respondents were asked to indicate the number of full- and part-time staff within the I.E. office and to state whether present staffing levels represented a decrease or increase during the last three years. Fifteen institutions reported an increase in staffing levels over the last three years (Table 1.9). Data obtained from the survey reveals that the number of international education staff at each institution ranges from a high of 11 to a one-person office. These increases were primarily at colleges and university-colleges. New hirings, for the most part, were related to increases or anticipated increases in international student enrollments and were initiated in response to the need to expand recruitment activities and increase the level of support services

for international students.

Table 1.9: Average number of staff employed in the I.E. office, and changes in last three years

Type of institution (n= number of responses)	Average number of staff (full time / part time)	Increase	Decrease	No change
Community colleges (n=9)	5 (f/t 3 / p/t 2)	6	1	2
Institutes (n=3)	6 (f/t 5 / p/t 1)	2		1
Universities (n=3)	5 (f/t 4 / p/t 1)	2		1
University-colleges (n=5)	10 (f/t 6 / p/t 3)	5		

Institutional mission, goals, and values

In the section of the survey on leadership and administration for internationalization, respondents were asked to provide a copy of their institution’s official mission statement or statement of goals and values. Not everyone complied with this request; some respondents included a copy of the mission or policy statements of the international office, which invariably contained strong expressions of commitment to developing the institution’s international dimensions. Therefore, a separate examination of official mission statements printed in institutional calendars was made to determine what tangible evidence there might be for the level of commitment to internationalization within post-secondary institutions in B.C.

Mission statements from all types of B.C. post-secondary institutions referred to their commitment to excellence, to being student-centered, accessible, affordable, relevant, flexible, efficient, cost-effective, and ethical. The mission statements of four of B.C.’s universities included references to their international, national, and regional mandate. The mission statements, or statements of goals and values of colleges, institutes, and university-colleges tended to emphasize their responsibility to meet the regional needs of their communities. Two university-college mission statements extended their scope to a national community. The majority of mission and goals statements of community colleges and institutes made reference to the diversity of interests and the plurality of cultures within their communities. Among colleges, university-colleges, and institutes, three mission statements expressed a goal of meeting the needs of their learning communities “within a changing world.” One institute referred to its mission to be a provider of a “world-class” education, and one university-college committed itself to “strengthening its commitment to international relations, programs, and services.” Only two of B.C.’s community colleges included a reference to “global” or “international” either in their mission statements or in their goals and values statements. One college expressed its dedication to:

... a set of values that will prepare students to contribute effectively as responsible citizens in a rapidly changing global community ... the college considers itself an important resource in the economic and cultural life of its immediate regions and beyond: to the rest of the province, the nation, and internationally.¹

Importance and priority of internationalization at senior levels

¹ From Capilano College 1996/97 Calendar, p. 9

Maintaining the Momentum

How important is internationalization to senior leaders within B.C. post-secondary institutions? The perception of 14 respondents is that internationalization of the campus is very important to their institution’s senior administration (Table 1.10). Fewer respondents—nine—felt that internationalization is very important at the governing level of their institution. These findings are consistent with those reported in BCCIE’s 1993 Internationalization Task Force Report.

Table 1.10: Perceptions of the degree of importance attached to internationalization at the governing and at the senior administrative level

Type of institution (n-number of responses)	At the governing level			At the senior administrative level		
	very important	somewhat important	not important	very important	somewhat important	not important
Community colleges (n=12)	4	7	1	5	6	1
Institutes (n=4)	2	2		3	1	
Universities (n=5)	2	3		3	2	
University-colleges (n=5)	1	4		3	2	

Table 1.11: Respondents' perceptions of change in priority for internationalization in past three years

Type of institution (n=number of responses)	more of a priority	less of a priority	no change in priority
Community colleges (n=12)	8	2	2
Institutes (n=4)	4		
Universities (n=5)	3	1	1
University-colleges (n=5)	5		

Significantly, 20 respondents to this recent survey felt that internationalization had become a greater priority on their campuses in the last three years (Table 1.11). This priority was born out in more tangible institutional initiatives to support internationalization.

Strategic planning for internationalization

Eighteen respondents reported that their institution’s most recent strategic plan includes internationalization goals (Table 1.12). Nineteen institutions reported that they have an organizational structure (i.e., an institutional committee or task force) to review and assess policies and practices in developing the institution’s international dimensions (Table 1.13). Of these 19 institutional committees, 11 were established in the last three years. The majority of these committees (variously called “internationalization committees,” “international activities committees,” or “international operations committees”) report to a senior administrator at the rank of President/CEO, VP, or Dean. Typically, these committees include representatives from the faculty as well as senior members of the international education staff. Two of the university-college committees include representatives of intercultural or multicultural groups, a significant development considering the growing cultural diversity of B.C.’s urban campuses. Two institutions include student representatives on these committees.

Table 1.12: Number of institutions that include internationalization goals in their most recent strategic

plans, shown by frequency and valid percent

Type of institution (n=number of responses)	Yes	No
Community colleges (n=10)	5	5
Institutes (n=4)	4	
Universities (n=5)	5	
University-colleges (n=5)	4	1

Table 1.13: Number of institutions that said they have an organizational structure to review and assess policies and practice

Type of institution (n=number of responses)	Yes	No
Community colleges (n=12)	10	2
Institutes (n=4)	3	1
Universities (n=5)	4	1
University-colleges (n=5)	2	3

2 *International education activities, programs, and projects* *Results from Section 3 of the Survey*

In this section of the survey, respondents were asked to report on the range of international education activities and programs their institution was involved in and, further, to indicate whether the current level of activity in these areas was high, low, or nonexistent. Respondents were given a menu of international programs and activities to choose from, subcategorized under the major headings of:

- international student programs;
- international mobility or exchange programs;
- international contract work; and
- institution-to-institution linkages.

A related question asked respondents to describe policies that their institution has developed to safeguard the quality and integrity of their international programs. Survey questions in this section also solicited information on the geographical focus of B.C. institutions' current and anticipated international activities as well as information about their membership or affiliation with regional, national, or international organizations that support the internationalization of post-secondary education. In a final question in this section, respondents were asked to provide examples of partnerships their institutions pursue with private-sector and community-based organizations, in relation to the international activities and programs on their respective campuses.

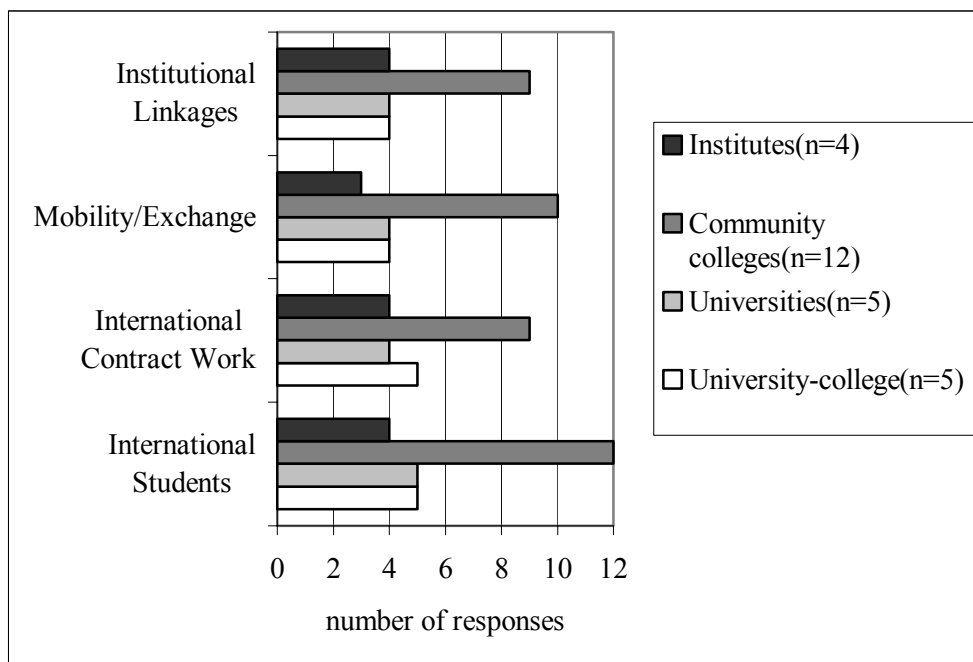


Figure 2.1: International education programs and activities
The results of the survey show that the majority of B.C. institutions are involved in each of the

Maintaining the Momentum

four broad areas of international education activity. All twenty-six institutions reported that they offer international student programs (Figure 2.1), even though several institutions currently do not have international students on their campus. A majority of institutions (23) have established exchange programs to facilitate various forms of international academic mobility for students and faculty. Most B.C. institutions (21) engage in different types of international contract work, including international development projects funded through the Canadian International Development Agency (CIDA) or other international funding agencies, and have developed other linkages with overseas institutions. Usually, these are signified by general memoranda of understanding or by more formal cooperative agreements for academic exchange.

International student programs

In terms of English as a Second Language (ESL) programs, seven of B.C.’s 12 community colleges and four of the province’s five university-colleges reported high levels of international student participation in ESL programs (Table 2.1). Typically, these institutions offer ESL programs as non-credit continuing education programs. Several institutions offer academic preparation courses that enable students to make the transition successfully into the for-credit/degree programs. Professional programs and graduate programs are concentrated in B.C.’s five universities. Overall, responses indicate that few international students are involved in the province’s distance education programs. Respondents for community and university-colleges reported somewhat less international student involvement in university transfer and other academic credit programs. (University transfer courses are articulated programs in B.C. that allow students to transfer credits easily to degree programs in the province’s universities.)

Table 2.1: Level of activity by each type of institution in various international student programs, shown as frequency of responses

Institution (n=number of responses)	ESL	University transfer	Graduate	Under- graduate	Diploma/ certificate programs	Professional programs	Distance education
Community colleges (n=12)	No 1 Lo 4 Hi 7	No 3 Lo 4 Hi 5	No 12 Lo Hi	No 5 Lo 4 Hi 3	No 2 Lo 7 Hi 3	No 11 Lo 1 Hi	No 10 Lo 2 Hi
Institutes (n=4)	No 4 Lo Hi	No 2 Lo 1 Hi 1	No 4 Lo Hi	No 2 Lo 1 Hi 1	No 2 Lo 1 Hi 1	No 1 Lo 1 Hi 2	No 1 Lo Hi 3
Universities (n=5)	No 2 Lo 1 Hi 2	No 1 Lo 2 Hi 2	No Lo 2 Hi 3	No Lo 2 Hi 3	No 2 Lo 3 Hi	No 2 Lo 3 Hi	No 2 Lo 2 Hi 1
University-colleges (n=5)	No Lo 1 Hi 4	No Lo 3 Hi 2	No 5 Lo Hi	No Lo 3 Hi 2	No 2 Lo 2 Hi 1	No 1 Lo 3 Hi 1	No 3 Lo 2 Hi

International mobility and exchange programs

International mobility programs refer to the movement of students, faculty or staff between institutions in different countries. Common to many exchange agreements, particularly between universities, is provision for students to pay tuition at their home institution but take a term or more abroad at a partner institution. Some agreements allow for a similar exchange for faculty/staff. Other academic mobility programs identified were visiting scholar programs, international field schools, and short-term work or study-tour programs.

Table 2.2: Level of activity by each type of institution in various international mobility/exchange programs, shown by frequency of responses

Type of institution (n= number of responses)	Exchange programs for students		Faculty/staff exchange programs		Visiting international scholar programs		International field schools		Short-term international travel/work/study tours	
Community colleges (n=12)	No	4	No	3	No	9	No	9	No	6
	Lo	7	Lo	8	Lo	3	Lo	3	Lo	4
	Hi	1	Hi	1	Hi		Hi		Hi	2
Institutes (n=4)	No	2	No	2	No	2	No	2	No	3
	Lo	1	Lo	1	Lo	2	Lo	2	Lo	1
	Hi	1	Hi	1	Hi		Hi		Hi	
Universities (n=5)	No	1	No	1	No	1	No	3	No	1
	Lo		Lo	1	Lo	3	Lo	1	Lo	4
	Hi	4	Hi	3	Hi	1	Hi	1	Hi	
University-colleges (n=5)	No		No		No	2	No	1	No	1
	Lo	4	Lo	5	Lo	3	Lo	3	Lo	4
	Hi	1	Hi		Hi		Hi	1	Hi	

The survey findings (Table 2.2) indicate that the level of activity—defined as interest *and* participation—in international academic exchange and mobility programs across the B.C. post-secondary system is generally lower than institutional involvement in international student programming. These results contrast somewhat with the findings of the BCCIE 1993 Task Force Survey in which a majority of respondents (19) reported that their institutions had formal linkages with overseas institutions, 18 reported that their institutions were involved in faculty/student exchanges, and 11 reported that their institutions were involved in visiting-scholar programs.

International contract work

For the purposes of the survey, international contract work was categorized as international cooperative programs, international technology transfer and training, and international development work. Although a majority of respondents reported that their institutions participate in some form of international contract work, the level of activity varies within the sub-categories of contract activity across the four types of B.C. post-secondary institutions (Table 2.3).

Three of the five university respondents reported high levels of activity in international cooperative education programs in which the institution formally contracts with employers to

Maintaining the Momentum

provide students with paid work experience in their chosen occupation. Activity levels in international co-op programs were reported to be generally low at other institutions within the B.C. system. Five respondents reported high activity levels in projects undertaken by their institution to train international clients/partners in new technology or technical procedures (Table 2.3).

Table 2.3: Level of international contract activity in different types of institutions, shown as frequency of responses

Type of institution (n=number of responses)	International co-op programs		Technology transfer/training		International development projects	
Community colleges (n=11)	No	8	No	8	No	4
	Lo	2	Lo	3	Lo	3
	Hi	1	Hi		Hi	4
Institutes (n=4)	No	1	No	2	No	2
	Lo	2	Lo		Lo	1
	Hi	1	Hi	2	Hi	1
Universities (n=5)	No	1	No	2	No	1
	Lo	1	Lo	1	Lo	
	Hi	3	Hi	2	Hi	4
University-colleges (n=5)	No	1	No	2	No	1
	Lo	3	Lo	2	Lo	3
	Hi	1	Hi	1	Hi	1

In BCCIE’s 1993 Task Force Survey, 13 respondents indicated that their institutions were involved in international development project work. In this 1996 survey, 17 institutions reported that they were involved in some aspect of international development project work, but only 10 respondents reported high-activity levels (Table 2.3). International development activity appears to be highest at B.C.’s universities.

In BCCIE’s 1993 Task Force Survey, institutions were asked to indicate the current annual dollar range of their institution’s involvement in international development projects. Of the thirteen institutions involved in international development in 1993, six reported dollar amounts in excess of \$1 million. However, international development projects are not “profit-making” in the sense that there is an excess of revenues after expenses. Developing proposals, bidding on contracts, and managing and delivering projects overseas require a significant investment of an institution’s time and may require considerable up-front costs. Thus, the return for institutions that regularly engage in international development project work is not primarily economic.

Institution-to-institution linkages

Although a majority of B.C. institutions have some form of linkage or partnership agreement with international institutions, low activity levels were reported by colleges, institutes, and university-colleges. For the purposes of the survey, linkages were identified as international internships or practicums, joint research with international partners, or joint degree or other types of formal academic links with foreign institutions (Table 2.4). One university-college reported an international practicum as part of its teacher education program. One of the B.C. colleges reported that they were in the discussion stages of implementing an international practicum for their international business program. As in the co-op education programs, private sector/educational institution collaboration provides students with an overseas assignment to give them the knowledge, skills, and experience they will need to function effectively within a globalizing economy.

Table 2.4: Level of activity in institution-to-institution linkages by different post-secondary institutions, shown as frequency of responses

Type of institution (n=number of institutions)	International internships/ practicums		Joint research with international partners		Joint degree offered with a foreign institution	
Community colleges (n=12)	No	8	No	9	No	10
	Lo	4	Lo	3	Lo	2
	Hi		Hi		Hi	
Institutes (n=4)	No	2	No	3	No	3
	Lo	2	Lo	1	Lo	1
	Hi		Hi		Hi	
Universities (n=5)	No	2	No	1	No	5
	Lo	2	Lo		Lo	
	Hi	1	Hi	4	Hi	
University-colleges (n=5)	No	1	No	3	No	4
	Lo	4	Lo	2	Lo	1
	Hi		Hi		Hi	

Anticipating the future

What of B.C. institutions' future international activities? Where are institutions planning to grow internationally during the next five years? A majority of respondents to the survey reported that, in general, they anticipated levels of activity in international student programs, international mobility/exchange programs, international contract work, and institution-to-institution linkages to increase over the next five years (Table 2.5).

Table 2.5: Level of activity anticipated in various international activities and programs over the next five years, shown by frequency of responses

Types of institutions (n=number of responses)	International student programs	International mobility/exchanges	International contract work	Institution-to Institution linkages
Community colleges (n=12)	No 2 Lo 3 Hi 7	No 1 Lo 5 Hi 6	No 2 Lo 5 Hi 5	No 1 Lo 4 Hi 7
Institutes (n=4)	No Lo 1 Hi 3	No Lo 2 Hi 2	No 1 Lo Hi 3	No Lo 3 Hi 1
Universities (n=5)	No Lo Hi 5	No Lo 1 Hi 4	No Lo Hi 5	No Lo Hi 5
University-colleges (n=5)	No Lo Hi 5	No Lo 3 Hi 2	No Lo Hi 5	No Lo 1 Hi 4

Quality Assurance

One measure of the degree of internationalization in post-secondary institutions is the presence of policies and procedures to evaluate and assess the quality of international programs, activities, and projects.

According to responses to this survey, less than half of B.C. post-secondary institutions have a quality assurance system in place to monitor and assess international programs for stated outcomes and congruence with institutional mission and goals (Figure 2.2). Responses from institutions were equally divided among those who reported that their institution had such a policy in place, and those who reported that they did not have a policy, process, or system to evaluate the quality of international education programs offered by their institution.

Type of institution (n=number of responses)	Yes	No
Community colleges (n=12)	7	5
Institutes (n=4)	1	3
Universities (n=5)	3	2
University-colleges (n=5)	2	3
All centres	13	13

Figure 2.2: Number of institutions with policies in place to evaluate quality of international education programs

Explanations offered by respondents indicated that different means of evaluation are used for different types of programs and activities. For international student exchange and other international mobility programs, several institutions described a process that regularly solicits formal and informal feedback from students. Formal means ranged from the use of questionnaires and other forms of written feedback from students or faculty/staff participants in international education programs, to comprehensive reviews undertaken by university/college-appointed external review committees. Some respondents understood the question in relation to their project/contract activities and stated that the quality and outcomes of projects were evaluated as a matter of course at the conclusion of a project, in accordance with the funding

agency’s guidelines. One institution stated that the evaluative process at their institution consisted of the gathering of statistics and the normal review of activities that took place each year, in order to prepare the institution’s annual report.

Geographic focus

In what geographical areas are institutional international education activities currently focused and what regions have B.C. post-secondary institutions targeted for future growth?

Table 2.6: Geographical areas of *current focus* of international activities and areas of anticipated *future growth*

Type of institution	Asia Pacific	Mexico and Latin America	Western Europe (EU)	Eastern/Central Europe	Middle East	U.S.	Africa
Community colleges	current 10 future 7	current 2 future 8	current 3 future 8	Current 0 future 7	current 0 future 1	current 2 future 3	current 1 future 1
Institutes	current 3 future 2	current 1 future 3	current 1 future 1	Current 0 future 0	current 1 future 1	current 1 future 1	current 0 future 0
Universities	current 4 future 4	current 1 future 4	current 3 future 3	Current 1 future 1	current 0 future 2	current 1 future 3	current 1 future 0
University–colleges	current 5 future 2	current 4 future 4	current 1 future 3	Current 1 future 1	current 0 future 2	current 1 future 1	current 1 future 1

What is noteworthy about the trends depicted in Table 2.6 is that, although four of the universities anticipated future growth in international activity in the Asia Pacific, there was an overall decline in focus on Asia and the Pacific Rim within colleges, institutes, and university-colleges. Respondents from these institutions reported that they anticipated increases in the focus of their activities in Mexico and Latin America. Unexpectedly, a number of respondents also indicated that their institutions are anticipating growth in international education activity with Western and Eastern Europe, the Middle East, and the U.S.

B.C. institutions’ affiliations with other international education organizations

The pattern of responses from all institutions indicated that most B.C. post-secondary institutions are members of or affiliated with the Asia Pacific Foundation of Canada, and 15 institutions have taken out membership in at least one of the Canadian Education Centres (CEC’s) (Table 2.7). Seven institutions are members of each of the CECs²: the three largest universities (Simon Fraser University [SFU], UBC, University of Victoria [UVic]), all of the Lower Mainland colleges (Capilano College, Vancouver Community College [VCC], and Langara College) as well as Okanagan College; two colleges have restricted their participation in the CECs to Seoul and

² A number of Canadian Education Centres have been opened in Asia and Latin America since this 1996 survey.

Taipei; and three institutions (Northern Lights, College of the Rockies, and Camosun) are members of the Seoul, Taipei, and Hong Kong CEC offices.

All but one of the colleges and all of the university-colleges are members of the Association of Community Colleges (ACCC). As managers of one of the CIDA-funded Canadian Partnership Programs, ACCC is a major funder of international development projects at community colleges. With the exception of B.C.'s newest university, all other B.C. universities are members of AUCC. One university-college also reported being a member of AUCC. Eighteen out of the 25 institutions who responded to this questionnaire indicated that they are members of CBIE.

Table 2.7: B.C. institution membership and/or affiliation with other I.E. Organizations

Type of institution (n=number of responses)	AUCC	ACCC	CBIE	CECs	WUSC	CIEE (U.S.)	NAFSA (U.S.)
Community colleges (n=12)	1	11	9	7	4	2	5
Institutes (n=4)	2	2	1	1	1		1
Universities (n=4)	4		4	3	3	1	3
University-colleges (n=5)	1	5	4	4	4	1	2
All centres (n=25)	8	18	18	15	12	4	12

Twelve institutions are members of the World University Service of Canada (WUSC), a non-profit agency that enables volunteers, professionals, and students opportunities to participate in international development projects. WUSC is also instrumental in providing scholarships for refugees and other students from developing countries. In terms of other international education organizations, 10 respondents reported that their institutions are members and two reported that they are affiliates of NAFSA: Association of International Educators based in the United States. Only four B.C. post-secondary institutions are members of the Council for International Education Exchange (CIEE) in the U.S.

Other international organizations mentioned by respondents were:

- The Northwest Association of International Educators (Washington and Oregon);
- American Council on International/Intercultural Education (ACIIE);
- International Consortium for Educational and Economic Development; and
- Thailand Business Association of Canada and the Malaysian Business Council.

Partnerships with community groups

In a final question in this section of the survey, respondents were asked to provide examples of some of the partnerships they pursue with community groups in relation to the international education activities, projects, and programs on their campuses. This area was probed in the 1993 BCCIE Task Force Survey, in which 13 out of the 22 respondents reported that their institution had developed international linkages on a joint basis with community groups (i.e., local government, business, or ethnic organizations, etc.). Despite the fact that a majority claimed such linkages, the Task Force concluded, on the basis of subsequent interviews, that a majority of institutions had not explored the community partnerships that could enhance and support internationalization on their campuses. In this 1996 survey, the purpose of the question was not to find out whether institutions had formed such linkages, but to learn about the kinds of linkages being formed and what these partnerships contribute to the internationalization of the campus. The following charts list the examples respondents provided of partnerships with:

- local business/private sector companies (Table 2.8);
- local ethnic and multicultural groups (Table 2.9);
- local primary/secondary schools (Table 2.10);
- First Nations groups (Table 2.11);
- other regional colleges and universities (Table 2.12); and
- local non-government organizations and international development agencies (Table 2.13).

Table 2.8: Examples of local business/private sector partnerships, shown by type of institution

Community colleges	Institutes	Universities	University-colleges
<ul style="list-style-type: none"> • A local pulp & paper company has provided scholarships for visiting students from China. • Local area meetings for international visitors to the college have been arranged. • Business leaders have been invited to act in an advisory role in three international business program areas. • Members of the I.E. office periodically speak at local meetings of the Rotary Club and Chamber of Commerce and work closely with the Chamber of Commerce on developing twin-city functions. • The college is using software and support supplied by local computer company to train environmentalists and civil engineers in Colombia, South America. 	<ul style="list-style-type: none"> • International joint ventures are being pursued with private sector companies to deliver training overseas. • Joint training projects are being pursued with business sector for a variety of international contracts. 	<ul style="list-style-type: none"> • Joint partnerships are being established in delivery of projects and contract training with companies like Transtech Interactive Training, B.C. Tel Training, and others. 	<ul style="list-style-type: none"> • Private sector companies are being contracted to provide overseas training. • Work is being undertaken with local ski resort (tourism) on a variety of international projects.

Table 2.9: Examples of partnerships with other local ethnic groups and/or multicultural groups

Community colleges	Institutes	Universities	University-colleges
<ul style="list-style-type: none"> • Provide special speakers. • Partner with Multicultural society in providing programs for ESL students. • Co-hosting functions and joint project involvement with Victoria International Development Education Association and Intercultural Association. 		<ul style="list-style-type: none"> • Jointly delivering a project with local immigrant serving agencies (MOSAIC and Los Ninos). 	

Table 2.10: Examples of partnership arrangements with local primary/secondary schools

Community colleges	Institutes	Universities	University-colleges
<ul style="list-style-type: none"> • International students occasionally visit and make presentations at local secondary schools on their country's history and culture. • Work with local school board in developing a Home Stay Program. • Join with local high school in international student recruitment. • Work with local high school in providing opportunities for their international students to transfer to college. 	<ul style="list-style-type: none"> • Organize and support learning centres at local high school. 		<ul style="list-style-type: none"> • Occasionally organize international study tours together.

Table 2.11: Examples of partnerships with B.C. First Nations groups

Community colleges	Institutes	Universities	University-colleges
<ul style="list-style-type: none"> • First Nations groups are involved in strategic planning and exchange of experiences in the development of fishing cooperatives as part of Balayan project for Philippine fishing communities. • The Director of International Education sits on the First Nations Committee for the college. 		<ul style="list-style-type: none"> • The university works with First Nations groups to coordinate visits of aboriginal peoples from other countries. • The university is involving First Nations groups in the delivery of one of the international development projects (e.g., the Lijiang Cooperative Project in China). 	<ul style="list-style-type: none"> • A summer academy is offered for First Nations. • No joint programs are offered at the moment but discussions are beginning. • First Nations members have been invited into classrooms to speak to ESL classes, and international students have visited the local Heritage Centre and attended talks given by First Nations' leaders.

Table 2.12: Examples of partnerships with other regional colleges, universities, and institutes

Community colleges	Institutes	Universities	University-colleges
<ul style="list-style-type: none"> • Work with nearby university on project for Indonesian Administrators. • Collaborate with nearby university in coordinating an African Field School. • Partnered with other colleges (public and private) on developing proposals for international project work. • The college works with other colleges in the Western regional area in California and Mexico on joint projects. 	<ul style="list-style-type: none"> • Partner with nearby university language program in offering short term European study-abroad program. • Work with another institute on project at Institute of Technology in Kuala Lumpur, Malaysia. 	<ul style="list-style-type: none"> • Collaboration on a university-preparation program to facilitate transfer of international students to university from college. • Joint proposals with technical institute on IBM/Stentor initiative in China. • Participate in Japan Cooperative Education program managed by another university. 	<ul style="list-style-type: none"> • Joint marketing and joint programming for international student recruitment initiatives. • Collaboration with other university-colleges on various ACCC-funded development projects. • University-college has worked on projects with Yukon College and on joint venture projects with Malaspina, Fraser Valley, Cariboo, and Fanshawe College.

Table 2.13: Examples of partnerships with local non-government organizations and international development agencies

Community colleges	Institutes	Universities	University-colleges
<ul style="list-style-type: none"> • Involved in popular education about Nicaragua and other Latin American countries. • Ongoing discussions and co-operation with local tourism industry association, local chamber of commerce, and other local NGOs about international education opportunities for the community-at-large. • Work with the Canwest Society in Port Alberni. 	<ul style="list-style-type: none"> • Work with Japan Foundation, Asia Development Bank, and Canadian Society for Asian Arts. 	<ul style="list-style-type: none"> • Work together with Red Cross in organizing an annual international development film festival. • Closely support local WUSC chapter; member of local chapter of SIETAR International. 	<ul style="list-style-type: none"> • Collaborate on student programmes. • Work with Mennonite Central Committee on international development projects and organizing special events.

3 *Internationalization of curriculum and faculty/staff development* *Results from Sections 4 and 5 of the Survey*

For the purposes of the survey, internationalization of curriculum was defined as the *process of infusing an international and multicultural dimension into the content and structure of courses and programs*. The process implies changing or transforming curricula and covers both the subject matter of courses as well as the teaching and learning approaches to delivering courses. Internationalized curricula are defined as curricula that have an international subject or focus, that incorporate an international comparative approach into the subject matter, or that prepare students to practice a profession or trade in an international context.

The three objectives for this section of the survey questionnaire were to find out from participants:

- what types of internationalized curricula are currently offered at B.C. institutions and what enrollment trends are occurring in these programs;
- what processes are followed to initiate and approve changes to curricula at the different types of institutions; and
- the role of the international education (I.E.) office and international education staff in the internationalization of curricula at B.C. post-secondary institutions.

Internationally focused programs offered by B.C. institutions in 1993	
Program	Number of institutions (out of 22 responses)
Area studies	12
Comparative and international studies	10
International development studies	7
Foreign language study	19

Figure 3.1: BCCIE Task Force Report, 1993

Internationally focused curricula

In BCCIE’s 1993 Task Force Survey, participants were asked to identify what their institution offered in the way of internationally focused programs and courses from among a menu of indicators (Figure 3.1). Of the 22 who responded to this question, 12 reported that their institutions offered area studies, 10 that their institutions offered courses in comparative and international studies, and seven that their institutions offered international development studies. A majority of respondents (19 out of 22) in 1993 also reported that their institutions offered foreign language study.

One of the limitations of the 1993 survey questions was the difficulty in knowing more precisely what participants understood by the term “comparative and international studies,” or what programs respondents subsumed under “international development” studies in their answers. The general findings in 1993 were useful in providing a broad overview of the B.C. post-secondary

system, but in this 1996 survey an attempt was made to break down “comparative and international studies” into a number of subcategories of internationally focused programs, such as international business studies or international relations/policy studies. This follow-up survey also addressed the question of foreign language study and area studies in a separate question. In order to develop a more complete profile of internationalized curricula at B.C. institutions, it was deemed important to know not only how many institutions offer area studies or foreign language study, but also what area studies and which foreign languages are offered.

In this 1996 survey, respondents were asked to identify the availability and general enrollment trends in the more obvious internationally focused programs offered by their institutions, such as:

- international degree programs, offered primarily at the undergraduate level, that incorporate an international focus across several disciplinary areas in the humanities, social sciences, and sciences;
- international trades and technology training programs that offer internationally recognized diplomas or certificates;
- international business studies that address the specializations of marketing, accounting, finance, or administration and management in an international context;
- international development studies, that is, interdisciplinary studies that focus on social, political, cultural and/or environmental aspects of the developing world;
- intercultural/cross-cultural training programs that focus on the development of skills for interacting effectively at home or abroad with members of other cultures; and
- international relations or policy studies that address the historical, economic, and/or political relations among countries.

Enrollment patterns in internationally focused programs

Of the 15 participants who responded to this question (Table 3.1), seven perceived enrollments to be increasing in international business programs at their institutions. Four participants reported increasing enrollments in international degree (major/minor) programs. Several participants also reported increasing enrollment trends in international relations or policy studies and in intercultural/cross-cultural training programs. Of the four respondents who reported that their institutions offered international development studies, two reported increasing enrollments and two reported no change in enrollments in international development studies over the last three years.

The trends reported by participating institutions showed no decreases in enrollments in the internationally focused programs they offered. The overall pattern of responses indicated that enrollments in these programs—where they are available—are increasing or have remained stable over the last three years. What the results did show is that a significant number of B.C. institutions do not yet offer internationally focused programs.

Table 3.1: General enrollment trends in internationally focused programs, shown as frequency of responses for all centres (based on 15 responses)

Types of programs	Increasing	Decreasing	No change	Not offered
International degree (major/minor) programs	4	0	0	11
International trades/ technology (certificate/diploma) programs	1	0	2	12
International business programs	7	0	3	5
International development studies	2	0	2	11
Intercultural/cross-cultural training	3	0	3	9
International relations/policy studies	3	0	4	8

Area studies

Area studies are defined as interdisciplinary studies that focus on a particular geographic region to provide students with in-depth knowledge of the language, culture, history, people, and politics of certain regions. In this section of the survey, respondents were asked whether Latin American, Pacific Rim, Asian Studies, or other area studies were offered by their institution.

According to respondents, eight colleges and universities offer Latin American Studies, six provide Asian Studies, and seven offer Pacific Rim studies (Table 3.2). Area studies are not offered at institutes, with the exception of a program in International Trade identified by BCIT and a Japanese Design course identified by the Emily Carr Institute of Art and Design. Among other area studies identified by university respondents were UNBC's Northern Studies, its International Studies program, and SFU's new undergraduate Asia-Canada Program. Two university respondents also reported that their institutions offered a variety of European Studies (Germanic, Hispanic, Italian, and Slavonic).

Table 3.2: Area studies currently offered by B.C. post-secondary institutions

Institutions (n=number of responses)	Latin American Studies	Asian Studies	Pacific Rim Studies	European Studies	Other
Community colleges (n=9)	4	3	4		
Institutes (n=3)	n.a	n.a	n.a		1 – International Trade 1 – Japanese Design
Universities (n=5)	3	2	3	2	1– Northern Studies and International Studies 1 – Asia-Canada Program
University-colleges (n=2)	1	1	n.a.		

Foreign language study

According to respondents at 10 institutions, enrollments in Japanese language study are increasing, as are enrollments in the study of Mandarin (Figure 3.2). Six respondents reported increasing enrollments in Spanish language study at their institutions. At one institution enrollments were increasing in German language study and, at two institutions, in French language study. Although Russian language study is offered by at least one university in the province as part of their Slavonic studies specialization, no increases were reported. Increasing enrollments in Cantonese, identified as a separate language category from Mandarin, were reported by two institutions.

Under the category of “other” foreign languages taught in B.C. institutions, two respondents—one a community college and the other a university—reported that their institutions offer language study in Korean, Bahasa Indonesian, and Hindi. One community college also offers Thai, Vietnamese, and Cambodian language study. The institutions in each of these cases are located in the Lower Mainland area of the province where the population is the most ethnically diverse.

In BCCIE’s 1993 Task Force Survey, 14 out of 22 respondents reported that second language proficiency (other than English) was not necessary for graduation from their institution. While foreign language proficiency is still not a general requirement for graduation from B.C. institutions, institutions recognize the value of foreign language instruction in key program areas. In this 1996 survey, university, college, and university-college respondents provided the following examples of programs at their institution for which knowledge of a foreign language was part of the course requirement:

- French Immersion Teacher Education programs;
- International Studies majors or honours programs;
- Asian, Pacific Rim, Latin American, and European Studies programs; and
- International Business programs (for both undergraduate degree and post-graduate professional programs).

The processes for curricular change at different types of B.C. institutions

One of the objectives of this section of the survey was to understand how curricular changes are handled across various institutional types. Participants were asked to indicate who at their institution has responsibility for initiating changes to the curriculum, what administrative units are responsible for approving new curriculum at their institution, and what institutional processes are in place to review and assess the international and multicultural dimensions of the courses and programs they offer.

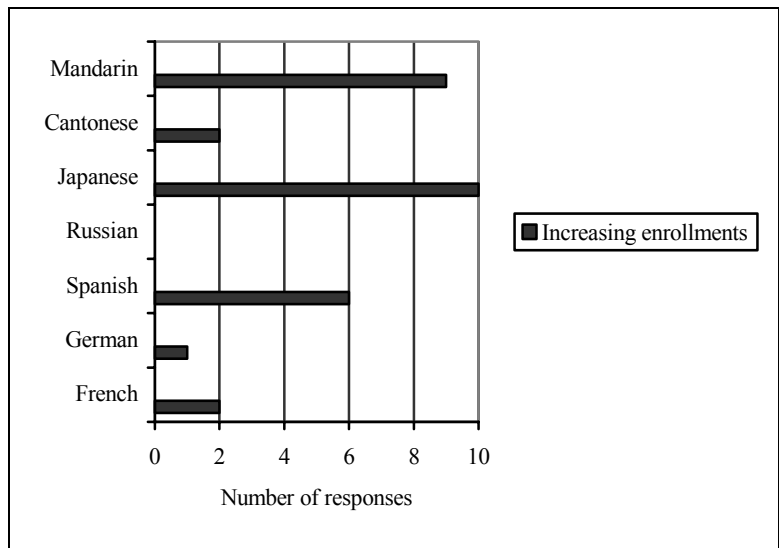


Figure 3.2: Enrollments in Language Programs

According to a majority of survey participants, it is up to individual faculty to initiate changes to the curriculum. According to respondents from community colleges and institutes, the administrative unit that approves new curriculum is the Education Council. At universities, new courses and programs are approved by the Senate. Both Education Councils at colleges and university-colleges, and Senates at universities, function as the highest governing body for the academic affairs of the institution. Members consist of faculty, staff, and students, appointed to represent a cross-section of the institution.

A majority of respondents, 18 out of the 25 responding to this question, reported that their institutions did not have a process in place to review and assess the international and multicultural dimensions of courses and programs offered on their campuses. This finding is consistent with the results of the BCCIE 1993 Task Force survey in which only one respondent reported that their institution had a systematic procedure to assess the international content of the curriculum, and several respondents noted that any internationalization of the curriculum at their institution had been the result of individual faculty initiatives and not a matter of institutional policy.

Role of the international education office in internationalization of curriculum

When asked how involved the I.E. office was in developing the international dimensions of curricula at their institution, 12 respondents noted that the department was “somewhat involved”; seven that it was “not involved.” Only three respondents reported that their international office was “very involved” (Table 3.3).

Table 3.3: Extent to which BCCIE offices are involved in internationalization of the curriculum at different types of institutions

Type of institution (n=number of responses)	Very involved	Somewhat involved	Not involved
Community colleges (n=10)	1	5	4
Institutes (n=3)	1	1	1
Universities (n=4)	0	3	1
University-colleges (n=5)	1	3	1
All centres (n=22)	3	12	7

When asked to elaborate on this question, a majority of respondents described the role of the I.E. office as indirect in internationalization of the curriculum. Respondents commented that the I.E. office on their campus created the framework and opportunities for faculty, staff, and students to gain international experience by:

- providing direct financial support to several departments to enable students to participate in overseas practicums or in the institution’s international development projects;
- setting up and managing international field schools in conjunction with departments and individual faculty;
- providing travel dollars for faculty to take on short-term teaching assignments overseas;
- providing exchange and study-abroad opportunities to enhance the curriculum; and

Maintaining the Momentum

- encouraging instructors in the classroom to draw on the experience of international students as well as that of Canadian students who have spent time abroad.

In one community college case where the I.E. office appears to be taking a leadership role in internationalization of the curriculum, the Director of International Education chairs the Internationalization Committee. One respondent from a university-college reported that their I.E. office had established an Internationalization Committee following BCCIE's Internationalizing Curriculum Conference of May 1996. The other respondent explained that internationalization of curriculum was now a specific goal of the institution's new International Education Advisory Committee, chaired by the Director of the International Education office.

Examples were provided by three respondents to demonstrate the role of the I.E. office in developing international courses offered by their institutions:

- an I.E. office staff member developed a college course called "Bridging Cultures";
- the I.E. staff collaborated with faculty in the development of a course focusing on the cross-cultural/international aspects of introductory psychology; and
- the international office worked with faculty to create a new certificate program in Canadian Studies for international students.

Three respondents were candid when giving reasons why the I.E. office is *not* involved in internationalization of the curriculum at their institutions:

- Changing the curriculum costs money: Internationalization of the curriculum is therefore tied to increasing international student enrollments. Until international student intake increases, any curriculum reform will remain a low priority on this campus.
- Faculty lack interest in making changes: Although generally cooperative with the International Education Department, instructors at this institution do not feel the need to make changes to their current programs.
- Internationalization is not part of the International Education Department's mandate. Curriculum is the responsibility of the Deans and faculty: The mandate of the I.E. staff at the institution is marketing and international student recruitment.

Global competencies

One final question asked respondents to list the most important knowledge and skills that they believe students need to participate effectively in today's multicultural and interdependent world (Figure 3.3). At the top of respondents' lists were cross-cultural communication skills, closely followed by an understanding of the realities of a global economy and a basic knowledge of the history and culture of other countries.

Knowledge and skills for an interdependent and multicultural world
<ul style="list-style-type: none">• Cross-cultural communication skills• An understanding of the realities of a global economy and intercultural business skills• Basic knowledge of the history and culture of other countries• Proficiency in a foreign language• Flexibility and a positive attitude towards change

Figure 3.3

Faculty development for internationalization

In this fifth section of the survey, respondents were asked to identify the range of international opportunities and resources available to faculty at B.C. post-secondary institutions. Participants commented on the kinds of professional development programs their institutions offered both faculty and staff and reported on other practices in place that act as incentives to participation in international activities. Examples of resources provided to faculty and staff at B.C. institutions included travel grants, grants to attend international conferences, access to professional development funds and access to new communication technology such as electronic mail systems, internet connection, and other media and communication technology (Table 3.4).

The majority of community college respondents (11 out of 12) reported that their institutions depended on professional development funds from internal sources to enable faculty/staff to participate in international activities. A lesser number of college respondents and university-college respondents reported that their institutions provided travel grants for work or study abroad. Among university respondents, four out of the five respondents indicated that funds were available for professional development for faculty, but only two university respondents reported that grants were available for attendance at international conferences.

According to respondents, access to communication technology is widely available to faculty and staff at institutes and universities. In contrast, only two of the respondents from university-colleges and eight of the 12 community colleges reported that faculty and staff had ready access to new communication technology at their institutions.

A majority of respondents from all centres (Table 3.4) reported that faculty/staff at their institutions are encouraged to participate in international development projects, such as those funded by CIDA through AUCC or ACCC international development partnership programs. In keeping with their role and mandate, faculty at universities are more involved in international collaborative research than their counterparts at other types of B.C. institutions. Faculty at universities, university-colleges, and institutes, more so than faculty at colleges, participate in international consulting work, providing advice and/or technical support on international projects.

According to respondents from all centres, institution-to-institution agreements are in place at most B.C. institutions to facilitate faculty and staff exchanges. In a follow-up question, respondents were asked to explain how information on international work, study, travel, or research opportunities were communicated to faculty/staff on their campuses. This question was meant to address a problem identified in the 1993 Task Force study: often faculty hear about international opportunities too late to take advantage of them, or are not aware of agreements or programs that would enable them to accept an overseas assignment.

Results of this 1996 survey show that the international office distributes information on international opportunities throughout the campus. E-mail was cited as the most commonly used means of communication, followed by posted notices on staff bulletin boards, and notices directed to individual departments. Other means used include on-campus job postings, staff newsletters, and campus newspapers.

Table 3.4: Resources and opportunities for faculty/staff to participate in international activities, shown by institution and in relation to number of responses

Type of institution (n = number of responses)	Community colleges (n=12)	Institutes (n=4)	Universities (n=5)	University-colleges (n=5)
Resources				
• travel grants for work/study/research abroad	5	2	4	3
• grants to attend international conferences	8	2	2	4
• internal professional development funds	11	2	4	4
• access to new communication	8	4	5	2
Opportunities				
• participation in international development projects	9	3	5	4
• international collaborative research	1	0	4	1
• international consulting projects	7	3	4	3
• institution-to-institution agreements for faculty/staff exchange	9	2	4	3

Professional development programs

While there appear to be some resources and opportunities for faculty and staff to participate internationally, results of the survey show that fewer institutions (10 out of 25) offer pre-departure briefing sessions for faculty or staff participating in overseas assignments (Figure 3.4). Programs to equip faculty with the knowledge and skills they need to manage the complexities of projects overseas are offered by six institutions. Only five respondents out of 25 reported that their institutions offer foreign language up-grading and training to prepare faculty for their international assignments.

Given that many overseas postings are likely to be short term, it may not be feasible for an institution to invest heavily in this kind of faculty development. Institutions may assume that a growing number of projects and teaching assignments overseas can be conducted in English or accomplished with the help of local interpreters. At universities, decentralized departmental structures and the individual nature of a faculty member’s research activities make it difficult to offer this kind of support across the institution. Therefore it is beneficial for institutions to be able to draw on the existing international experience and competencies of faculty and staff who already have the relevant background knowledge and language skills for the area in which the project or teaching assignment is taking place.

A greater number of respondents (12 out of 25) reported that their institutions offer intercultural training, and 11 respondents reported that their institutions offer anti-racism and diversity training.

Incentives to encourage faculty staff participation in internationalization

Does the reward structure on B.C. campuses support faculty participation in the internationalization process? Do academic departments look for international experience in their hiring processes and recognize international involvement and competencies through departmental promotion and compensation practices?

A majority of respondents reported that their institutions offer release time for faculty to undertake international projects or to develop course curricula (Table 3.5). Three of the four university respondents reported that their institutions maintain a database or directory of faculty with strong international research interests and backgrounds.

Comparatively few institutions, however, have incorporated internationalization goals and values into the hiring and reward structures for faculty. There is no significant change in this area from 1993. Three years ago, six respondents indicated that experience abroad and/or expertise in the international field were criteria in faculty recruitment at their institutions; one respondent to the Task Force survey reported that their institution identified international activity among the criteria for promotion, tenure, or salary increase.

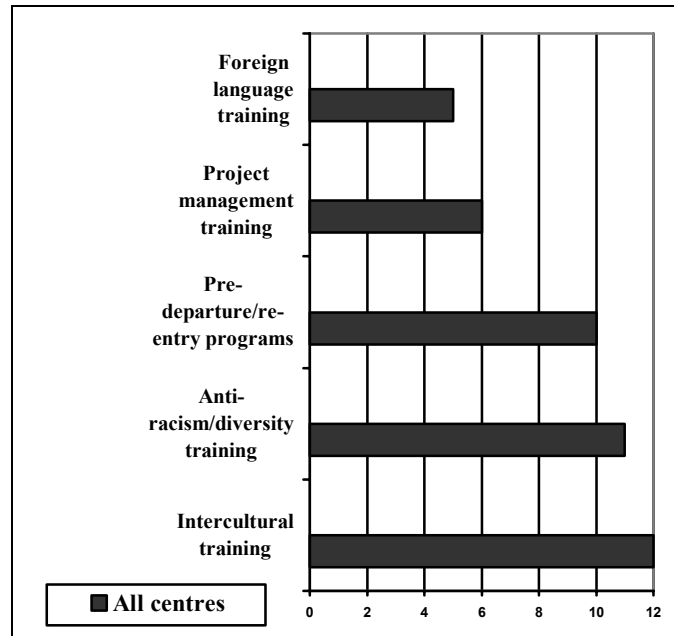


Figure 3.4: Professional development programs for faculty and staff

Table 3.5: Means used to encourage faculty/staff participation in internationalization

Type of institution (n=number of responses)	Community colleges (n=11)	Institutes (n=3)	Universities (n=4)	University-colleges (n=5)
Part of promotion criteria	2	1	1	0
Considered in hiring	1	0	1	0
Release time offered	6	2	4	3
Database maintained	3	1	3	2
Regularly informed	10	2	4	4

4 *International student programs*

Results from Section 6 of the survey

Survey respondents perceived the recruitment and retention of international students to be an important component of their institution's present and future internationalization plans. As noted in Section 3, all respondents believed that their institution provided or had the potential to provide international student programming. International students are defined as students who, while not Canadian citizens or permanent residents of Canada, are studying in Canada on a student visa. Most are fee-paying international students; that is, they pay a differential fee that represents the non-subsidized cost of their education. A smaller number of international students may be sponsored by the Canadian Government as part of Canada's Overseas Development Assistance (ODA) program or they may be the beneficiaries of other types of scholarships for study abroad. International students on B.C. campuses also may include visiting students or scholars who take specific courses before returning to complete their program at their home institution. Exchange students are primarily undergraduate students who are studying in B.C. as the result of formal reciprocal institution-to-institution agreements that allow students to gain credit for a semester or a year of study at each other's institution, usually without paying additional tuition fees. Survey questions in this section primarily addressed issues and programs related to the larger group of fee-paying international students, not exchange students.

Admission requirements at B.C. post-secondary institutions require international students to be at least 18 years of age, or 17 years of age if they have completed secondary school, Grade 12, or equivalent. As English is the medium of instruction at B.C. institutions, most institutions rely on the Test of English As a Foreign Language (TOEFL) to determine international students' English proficiency. One institution also accepts scores from the International English Language Testing Service (IELTS)³, used extensively by Australia. The average minimum TOEFL score required for admission to academic programs in the B.C. post-secondary system is 560. Higher scores of 570 to 600 are required for entrance to universities and university-colleges. Minimum TOEFL scores differ across program areas within institutions, as they do from institution to institution. Three institutions administer their own in-house placement tests for English language training.

Differential tuition fees

In B.C., each post-secondary institution sets its own international student tuition fees. Fees are based on the institution's assessment of the costs of providing academic or English language training programs for international students as well as the special services needed to support them.

International students in the B.C. public post-secondary system pay a differential tuition fee that is approximately 2.5 times that of domestic students, although tuition fees vary across the system (Table 4.1).

³ By October 1997, at least three institutions were accepting IELTS scores. Source: BCCIE Entrance Requirements – International Students October 1997.

Table 4.1: Comparison of international student tuition fees at several B.C. post-secondary institutions

Institution	International student tuition fees per semester (approx. 15 credits)*
British Columbia Institute of Technology	\$3,650–\$6,850 various trades and technology programs
Selkirk College	\$3,200 ESL or academic/career programs
Douglas College	\$3,525 ESL or academic/career programs
University College of the Cariboo	\$3,250 ESL or academic/career (degree) programs
Malaspina University-college	\$3,200 ESL or academic/career programs
University of British Columbia	\$6,915 undergraduate programs
Simon Fraser University	\$3,465 undergraduate programs

* Source: BCCIE Update of International Student Fees, November 1996

UBC currently charges the highest undergraduate fees in the province, based on approximately \$461 per credit. Until recently, graduate tuition fees for international students at each of the research universities were the same as domestic tuition fees. In December 1996, UBC also raised international graduate student tuition from \$2,800 to \$7,200. Professional programs in business, health, and technology across the system charge higher fees, ranging from \$20,000 for an MBA program or Aircraft Maintenance Technician to \$30,000 for a master's degree in architecture or engineering.

International student enrollments

According to 18 out of 22 respondents, the annual rate of international student enrollments in their institutions generally increased over the last three years. Only two community colleges reported decreasing international student enrollments. One university reported that there had been little change in the level of international student enrollments in the last three years, while another university reported a pattern of declining enrollments over the last three years in both graduate and undergraduate programs.

Records from MAETT, Universities Branch from November 1996, show that there was, indeed, a modest increase in enrollments of undergraduate international students at universities between 1992 and 1996, with a slight decline in graduate student enrollments beginning in 1994 (Table 4.2). Until recently, international students in graduate programs in universities outnumbered those in undergraduate programs. In 1995/96, the number of graduate and undergraduate international students at universities was approximately the same. In 1994/95, the Universities Branch reported that there were 8,427 graduate students in B.C.'s universities, of which 1,903 (or approximately 23 percent) were international students. In 1995/96, there were 8,533 graduate students in B.C. universities, of which 1,832 (or 21 percent) were international students (Table 4.3).

Table 4.2: International student enrollments in B.C. universities (UBC, SFU, UVIC, UNBC) over last four years

Level	1991/92	1992/93	1993/94	1994/95	1995/96
Undergraduate	1,778	1,883	1,855	1,945	1,877
Graduate	1,901	1,911	1,905	1,903	1,832
Total	3,679	3,794	3,760	3,848	3,709

Source: Ministry of Advanced Education, Training, and Technology, Universities Branch, November 1996

Table 4.3: International students as a percentage of total enrollments in colleges, university-colleges, and institutes

Year	Total enrollment	International students	% of F.T.E.
1993/94	89,742	2,437	2.7
1994/95	88,514	2,168	2.45

Source: Ministry of Advanced Education, Training, and Technology, 1994

Records are not available from the Ministry for 1995/96, but statistics from the two previous academic years for the college and institute sector indicate that there was a small overall decline in the number of international students enrolled in full- and part-time programs at colleges, university-colleges, and institutes. The number went from 2,437 international students in 1993/94 to 2,168 in 1994/95. Without comparable figures for 1995/96, it is difficult to know whether this modest downward trend reversed itself in more recent years and corroborates survey respondents' perceptions of general growth in the number of international students on their campuses.

In this 1996 survey, respondents reported that percentages of international students on their campuses ranged from an average of 2.5 percent of full-time equivalent (F.T.E.) domestic students at institutes to an average of four percent at community colleges (Figure 4.1). According to the survey, all B.C. institutions are planning to increase the number of international students on their campuses over the next five years.

Enrollment targets or quotas?

Comments offered by respondents to a question in the survey about enrollment targets revealed that institutions understand these differently in relation to their admission policies and planning for international students. In BCCIE's 1993 Task Force Survey, 12 out of 22 respondents reported setting international student enrollment targets ranging from five percent to 12 percent (Francis, 1993) of F.T.E. on their campuses. In this 1996 survey, 11 respondents reported that their institutions set annual targets for international student enrollments. It was not clear whether these targets are recruitment goals or whether they are understood as quotas to limit the number of international student enrollments. One university has set an ambitious goal of increasing international student enrollments at the undergraduate level to 15 percent of domestic students. One college respondent commented that, although their institution set a target for 10 percent of the Canadian student population, they had never reached it. One institution limits the number of international students enrolled at their institution to five percent of the Canadian student population in any given year, and, in one case, the respondent stated that enrollments must be

sufficient to cover the costs of running international student programs but may not exceed 10 percent of Canadian students enrolled in the institution.

Patterns of international student participation by program area

More than half of community college respondents reported high levels of international student participation in ESL programs, university transfer programs, and diploma and certificate programs (Table 4.4). Institutes reported higher levels of international student enrollments in professional training programs and distance education programs. International students at universities were enrolled primarily in undergraduate and graduate programs, with very few participating in universities’ professional programs, such as law, education, medicine, nursing, dentistry, or other health professions. Respondents from community colleges and university-colleges reported high levels of international student participation in ESL programs.

The pattern changed somewhat when respondents were asked in which of these international student programs they anticipated enrollments were most likely to increase during the next five years. Respondents from community colleges anticipated increasing international student participation not only in ESL programs but also in university-transfer and diploma/certificate programs over the next five years. All five university-colleges are anticipating increasing international student participation in the ESL programs they provide; one institute and three universities are also expecting international student participation to increase in their ESL programs. All five universities are expecting increased numbers of international students at the undergraduate as well as the graduate level in the next five years.

Table 4.4: Currently high levels of participation in various international student programs in relation to anticipated increases over the next five years (cur = current; fut = future)

Institutions (n=number of responses)	ESL		University transfer		Graduate		Under- graduate		Diploma/ certificate programs		Professional programs		Distance education	
	cur*	fut	cur*	fut	cur*	fut	cur*	fut	cur*	fut	cur*	fut	cur*	fut
Community colleges (n=12)	7	12	5	9	n.a.	n.a.	3	1	0	9	1	1	0	1
Institutes (n=4)	0	1	1	1	n.a.	n.a.	1	1	1	3	2	1	3	2
Universities (n=5)	2	3	2	1	3	5	3	5	0	1	0	2	1	2
University- colleges (n=5)	4	5	2	4	n.a.	n.a.	2	4	1	3	1	1	0	2

* Represents reported current areas of *high* international student participation. Program areas of reported *low* or *no* activity were not used for this comparison.

Countries of origin of international students

Currently, the top three countries of origin of international students to B.C. are Japan, Korea, and Hong Kong (Table 4.5). The pattern changes somewhat among the various types of B.C. post-secondary institutions. Japanese students form the largest international student cohort at community colleges and university-colleges. Institutes reported that students from Malaysia, Taiwan, and the U.S. topped their international student enrollments. Japanese students at

community colleges and university-colleges are enrolled predominantly in ESL programs. Hong Kong students remain the largest group of international students on university campuses. Respondents indicated that the next largest group of students on B.C. campuses were from the People’s Republic of China, Singapore, Taiwan, several Scandinavian countries, the United Kingdom (U.K.), and the U.S. As yet, few international students in B.C. are from Mexico or other Latin American countries, although respondents indicated that their institutions were planning to increase recruiting efforts in these areas in the next five years.

Table 4.5: Top countries of origin of international students in B.C., ranked in order of highest enrollments

	First	Second	Third
Community colleges	Japan	Korea	Hong Kong
Institutes	Malaysia, Taiwan, U.S.*	Japan, Korea, Singapore*	Hong Kong, Japan, Korea*
Universities	Hong Kong	Japan, China, U.S., Singapore*	Hong Kong, Japan, Scandinavian countries, U.K.*
University-colleges	Japan	Taiwan	Hong Kong, Japan, Korea, Taiwan*
All institutions	Japan	Korea	Hong Kong

* No clear majority pattern

Marketing and promotional strategies used to recruit international students

B.C. post-secondary institutions engage in a variety of activities to promote their institutions internationally in order to attract international students to their campuses. In that one of BCCIE’s primary mandates is assisting institutions in their marketing efforts, the survey asked respondents to identify which of BCCIE’s services their institutions rely on to recruit international students (Figure 4.2). Of the 25 responses to this question, 15 reported that their institutions rely on BCCIE for market research about international education opportunities.

More than half of the respondents (14 out of 25) said they depend on BCCIE to coordinate the presence of B.C. post-secondary institutions at international education fairs. An equal number said they rely on BCCIE to represent the capabilities of the B.C. post-secondary system internationally. Respondents from all five university-colleges, seven from community colleges, and two from B.C.’s four institutes said they rely on BCCIE to represent them at education fairs. Universities were the least reliant on BCCIE to provide marketing and promotional services for them.

- | |
|---|
| <p>BCCIE marketing/promotional services most relied on by institutions</p> <ul style="list-style-type: none"> • Market research • Coordination of B.C. presence at international education fairs • Representation of B.C. post-secondary education capabilities internationally • Informational/promotional presentations on B.C. post-secondary system • Development of contacts with foreign institutions |
|---|

Figure 4.2

Only four of the 25 respondents to this question indicated that they relied on BCCIE to develop and distribute print-based promotional materials on the B.C. educational system for an international audience. This is one area where institutions prefer to develop their own promotional materials that represent their unique programs, services, and specific admission criteria. Survey respondents from two university-colleges, two institutes, and six community colleges said they relied on BCCIE to help them develop contacts at foreign institutions in order to establish linkages or partnerships for international education activities. Only three institutions said they relied on the promotional information provided through the internet on BCCIE's website.

At least two institutions have designated a position within their international office dedicated to marketing and promotional activities related to international student recruitment and the pursuit of international contracts. In general, results of the survey demonstrate that institutions, which already are realizing a sizable revenue from international education activity and which have a viable infrastructure to support their international entrepreneurial activities, are the least reliant on BCCIE to assist them with their marketing and promotional activities.

Other promotional activities

International students (and their parents) are increasingly knowledgeable and discerning about the quality of education at institutions abroad. They can and do look for the best quality for the best price as well as the value-added services. The world-wide demand for post-secondary education will continue to exceed the supply, but institutions wishing to attract larger numbers or even to retain current levels of international students are finding they cannot afford to take a benign approach by resting on their reputation and hope international students will find their way to them.

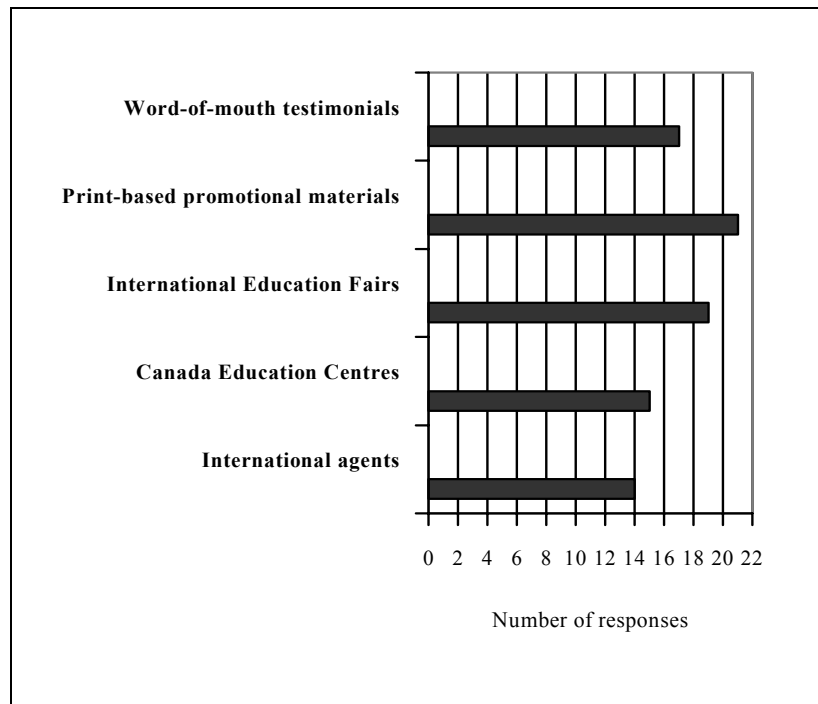


Figure 4.5: Other promotional activities institutions rely on, shown by frequency of responses

With increased competition for international students from other receiving countries, such as the U.K., Australia, and the U.S., B.C. colleges, universities, and institutes—like their counter-parts across Canada—are discovering they need to become more sophisticated in their marketing strategies and more competitive in terms of the programs they offer.

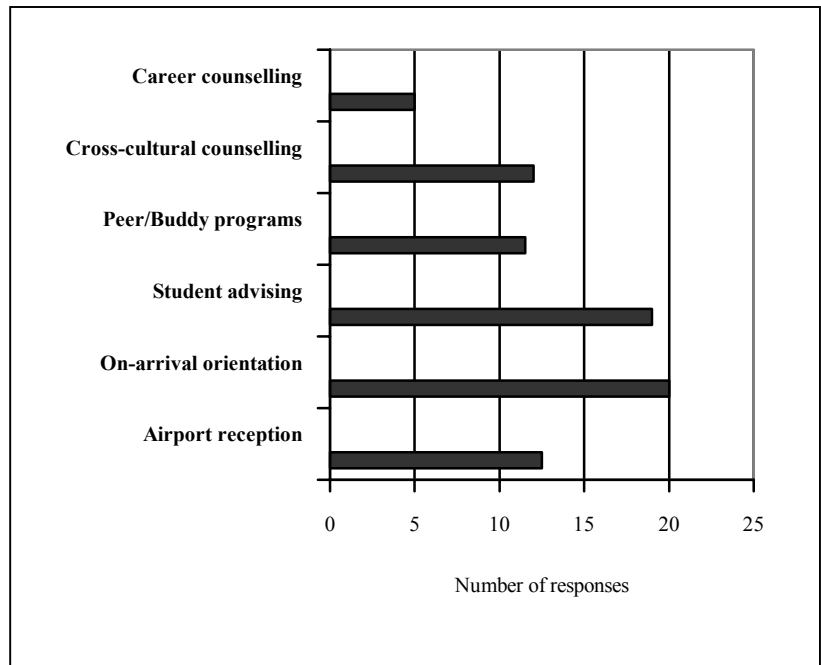
A majority of survey respondents reported that their institutions rely on the development and distribution of print-based promotional materials to attract international students (Figure 4.3). Thirteen institutions reported that they use translated materials in Japanese and other Asian and Southeast Asian languages in their promotional literature. Of 25 responses to this question, 19 indicated that their institutions participate in international education fairs, primarily in Hong Kong and Japan, and also are turning their attention to fairs in Mexico and other parts of Latin America. A majority of respondents said that word-of-mouth testimonials of former students, alumni, and friends of their institution are a key part of their recruitment strategy. More than half of the respondents—14 out of 25—said that their institutions use international education agents, primarily for recruiting students from Korea, Hong Kong, and Taiwan. Some institutions maintain a deliberate policy of not using agents; others, particularly those that do not have the resources or staff to dedicate to marketing, find that agents can be useful in pre-screening applicants, arranging for visa and immigration papers, and representing their institutions' programs and services to international students and their parents. Agents typically charge between 10 and 15 percent of the student's first year's tuition as a "finder's fee."

Other agents charge the student for the placement rather than the receiving institution. More than half—15 institutions—are members of CECs, but only six B.C. institutions belong to all of the centres (see Section 3) in eight major Asian cities and, now in Mexico City. A number of institutions (16) are also developing a website with information specifically for international students. With B.C.'s on-line post-secondary application system (PASBC) in place, it is now possible for international students to fill out an application through the World Wide Web, directly to the B.C. institution of their choice. What is less certain is the number of international students using the internet medium to access international study opportunities, particularly as use of many of the new communication technologies are not yet pervasive throughout Southeast Asia and Latin America.

Support services for international students

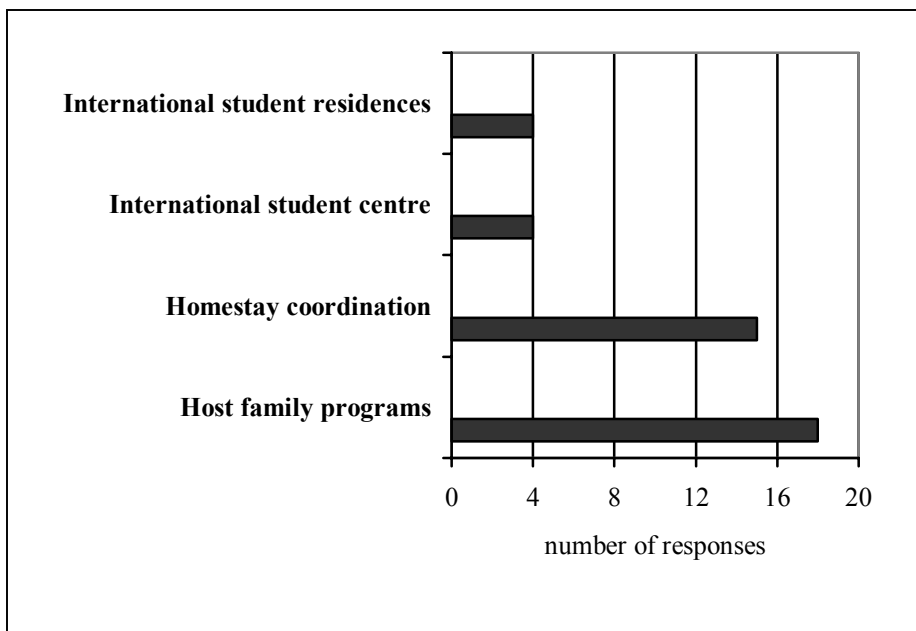
Responses to the survey indicate that B.C. institutions are offering a comprehensive range of support

Figure 4.4: Priority of orientation and advising services – all services to international students.



Of the 23 respondents to this question, all but three reported that on-arrival orientation of new international students is a high priority to assist students in adjusting to their new community and understanding the expectation of their academic program (Figure 4.4). On-going international student advising is a priority for 19 institutions. Advisors may provide advice and assistance to students in dealing with immigration or family matters, financial or employment issues, and academic and social issues. The provision of specialized cross-cultural counselling services, which are sensitive to issues of cultural diversity, are a high priority for 12 institutions.

Immersion in the English language and Canadian culture through homestay placements is an important aspect of B.C.'s intensive ESL programs. Eighteen respondents reported that host family programs—linking international students with families in the local community in order to provide a sense of welcome—was a high-priority service on their campuses (Figure 4.5).



Homestay—living with a Canadian family in the community—was identified as a high priority by 17 respondents. Fewer institutions provide residence halls for international students or offer an International Student Centre or International House.

One of the features of B.C.'s institutes and community colleges is that they were built primarily as commuter campuses and few have

Figure 4.5: Priority for housing and accommodation services - all centres built their own residence halls. Residences are more likely to be found on the larger university campuses.

Students at B.C.'s colleges, universities, and institutes, even those living in the larger cities of the Lower Mainland, have ready access to a host of outdoor activities, such as skiing, swimming, boating, or mountain biking in the province's numerous parks and wilderness areas. It is not surprising that 16 out of 23 respondents reported that organized recreational activities for international students was a priority at their institutions (Figure 4.6). Five institutions (among them only one university) considered the provision of social and cultural services to the spouses and families of international students to be a high priority. Five respondents reported that their institutions make scholarships and bursaries for international students a high priority. Only three institutions provide emergency financial aid for international students, although, some emergency financial help is available to students through the national offices of the CBIE.

In general, international students are expected to bring sufficient funds with them to cover their tuition and related costs for the duration of their studies.

Community attitudes towards international students and other issues of concern

International students are generally well received in B.C. A majority of respondents perceived community attitudes towards international students to range from welcoming to very welcoming (Table 4.7).

The exceptions were three

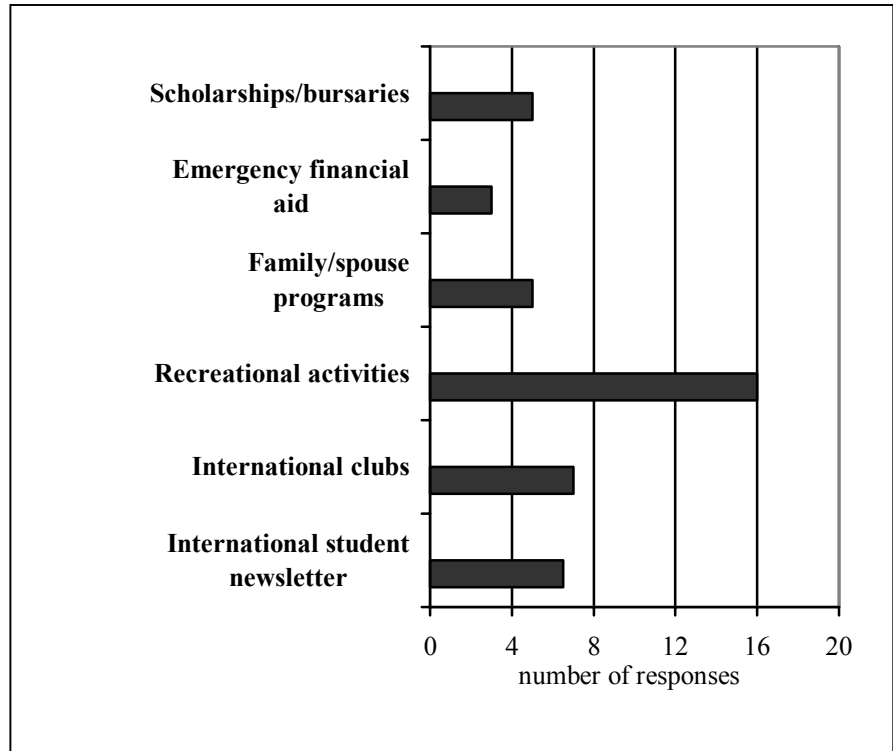


Figure 4.6: Priority of social and cultural services – all centres university respondents who

believed that community attitudes towards international students were “somewhat welcoming.” When asked what constituted the primary issue or area of concern relative to international student programs at their institutions, respondents cited the following:

- **Lack of “seed funding”:** Start-up costs for international student programming can be considerable. During lean economic times, it is difficult to raise investment funds to build the kind of infrastructure needed to support the recruitment and retention of students from other countries.
- **Perennial scarcity of resources:** A related area of concern was expressed as the competition for adequate resources to provide for the unique social and cultural needs of international students. If the institution’s international student program is not supported entirely by tuition fees, which may be the case for institutions just beginning their involvement, it can be difficult to persuade administrators to earmark funds for what they may view as non-essential, non-teaching activities. Several respondents believed that fluctuations in international student enrollments on their campus made it difficult to sustain a comprehensive level of services for the orientation and adjustment of international students without the long-term commitment and financial support of the senior administration. One respondent commented that the lack of resources and adequate staffing created inordinate delays in responding to international students, whether it was for pre-arrival admissions advice or counseling services. An interesting variation on the concern over resources was provided by one respondent who stated that thriving international student programs were creating jealousies in other program areas where student demand and resources appeared to be shrinking.

- ***Ethnic diversity of B.C. campuses:*** A majority of international students to B.C. come from Asia and Southeast Asia. Many recent immigrants to B.C. also come from countries in the Asia Pacific, with the result that, on large urban campuses such as the Lower Mainland, there are significant numbers of students with an Asian ethnic background who also happen to be permanent residents of Canada or new Canadian citizens. Like international visa students, these students, if they did not progress through the Canadian primary or secondary school system, also may be unprepared for the teaching and learning styles that predominate in the North American academic culture of the campus. They, along with new international students, find themselves coping with studying in a foreign language, trying to make new friends, and adjusting to their new environment.

B.C. institutions are addressing this issue in three ways:

1. by continuing to internationalize the campus and diversify their recruiting efforts to attract more students from Latin America, the Middle East, Africa, and Europe;
 2. by making student support services readily available not only to international students but also to Canadian students with different ethnic backgrounds; and
 3. by encouraging faculty and staff to develop the sensitivity and skills needed to teach, advise, and supervise more effectively an increasingly diverse and multicultural student body.
- ***English language proficiency:*** The ability of international student learners to communicate effectively both orally and in writing in their academic programs was raised as an issue by a number of respondents. Difficulties in communication emerge in the classroom or the lab between international students, their advisors, instructors, or fellow students. This raises questions about minimum English language standards required for admission to programs and the adequacy or inadequacy of TOEFL tests to establish levels of English proficiency. Some institutions are addressing this issue by providing academic preparation programs, study guides, academic writing tutorials, and other kinds of academic support programs to enhance students' abilities to read, write, speak, listen, and comprehend subject matter taught in English.
 - ***Lack of space:*** Inadequate lab and classroom space, including the need for expanded library and computer facilities, was mentioned as an issue of international student programming by respondents from several of the larger campuses in the Vancouver area. Institutions are addressing the issue of capacity in various ways: better utilizing existing space or reconfiguring the timing and delivery of courses; opening up more sections as evening courses; offering some components of courses as distance education modules; and expanding the number of courses offered during the summer. Another dimension of the space problem mentioned was the chronic lack of affordable housing. This issue was identified by institutions in the Vancouver area; their off-campus rental housing within reasonable commuting distance of the campus tends to be expensive, and vacancy rates tend to be low. More on-campus residence halls for international students—particularly students in their first two years of an undergraduate degree program—would be a solution, but planning and developing these facilities requires considerable capital, which few institutions have at their disposal.

- Issues of capacity:** Respondents commented on the need to address community apprehensions that expanding programs for international students will displace local, domestic students. According to guidelines laid down by MAETT, international students may not displace domestic students in subsidized spaces. Public concerns over displacement, however, are not easily dispelled when there is a high demand for post-secondary education in the province and when certain courses limit enrollments. In community colleges and university-colleges particularly, policies about displacement limit international students' access to the degree, career, and university transfer programs popular with domestic students. However, some institutions are finding that, if sufficient numbers of international students seek admission to a course, it is possible to use part of the international students' differential fees to hire another instructor and open up another section, thus increasing the number of spaces in a course for both domestic and international students.

Table 4.7: Community attitudes towards international students

Type of institution (n=number of responses)	Very welcoming	Welcoming	Somewhat welcoming
Community colleges (n=11)	4	5	2
Institutes (n=3)	1	2	0
Universities (n=5)	0	2	3
University-colleges (n=5)	1	3	1
All centres (n=24)	6	12	6

5 *Future directions of internationalization*

Results from Section 7 of the survey

Changes anticipated in the next five years

In the final section of the survey, respondents were asked in what way they anticipated their institution's international involvement—its participation in international projects, programs, linkages, exchanges, and other activities—to change over the next five years. While none of the respondents expected it to remain the same or to decrease, only nine institutions anticipated that their international involvement would increase dramatically in the near future (Figure 5.1). The majority of respondents—15 out of the 24 who answered this question—forecast a period of moderate growth. A majority of those answering this question on behalf of community colleges (nine out of 11) and university-colleges (three out of five) expected moderate increases in their institutions' international involvement.

Three of the five university respondents believed that their institutions' international involvement would increase dramatically in the near future, as did two of the three respondents from institutes.

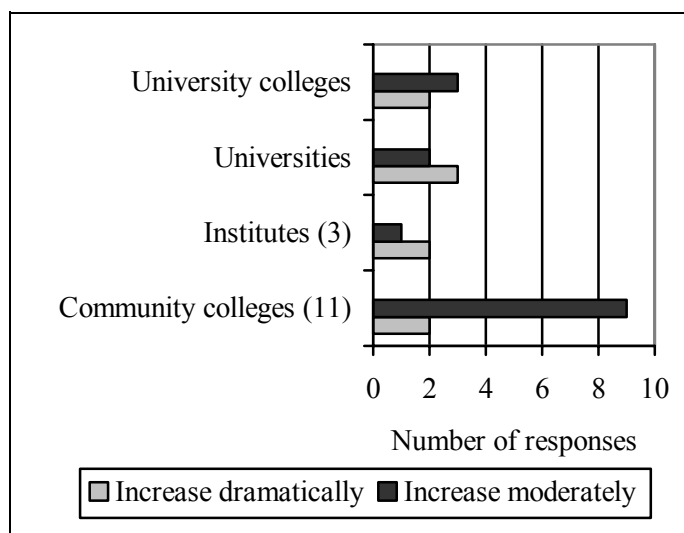


Figure 5.1: Expectations of international involvement over the next five years.

B.C. post-secondary institutions' future internationalization plans

In this last section of the survey, respondents were asked to describe briefly how their institutions intended to focus their future internationalization efforts. Respondents were asked to identify future plans within five key areas: leadership and administration; international activities/programs and projects; internationalization of the curriculum; faculty/staff development; and international student programs and services. In all, 21 respondents answered this question, representing 10 community colleges, three institutes, four universities, and four university-colleges.

Respondents' articulation of their institutions' future plans differed slightly according to institutional type and ranged from a list of broad institutional goals to more specific and practical objectives for international education programs and activities. Responses indicate that the pace of change is likely to differ by institution, as will the manner in which internationalization goals and objectives are carried out. Common to all, however, was a general movement towards growth and a common desire to expand the international dimensions of their institutions beyond traditional international education programs.

Internationalization plans of community colleges

A summary of responses from community college survey participants indicated that their institutions are planning to address issues of *leadership and administration* for internationalization by:

- working to include statements on international education in the college's formal mission statement, strategic planning documents, and Board policies;
- encouraging campus Directors, Deans, Associate Deans, and Department Heads to play a greater leadership role by involving them in seminars and workshops on internationalization;
- increasing operational support for the I.E. office;
- setting up an International Education Advisory Committee to develop policies and guidelines for all the institution's overseas activities; and
- raising the profile of international education on the campus.

In relation to *international programs, projects, and activities*, community college respondents reported that their institutions are actively planning to:

- diversify the geographical focus of their international programs and projects;
- pursue a significantly larger and wider range of training contracts through ACCC-managed international development projects;
- increase the number of Canadian students the institution sends abroad on exchange;
- develop short-term study-abroad programs for both domestic and international students, including a travel/study program for local students and a summer school program targeted to visiting international students;
- initiate an International Day on campus; and
- develop a market niche that builds on the institution's unique northern (geographical) location.

Survey responses indicate that community colleges plan to *internationalize the curriculum* and encourage the international interests and global competencies of *faculty and staff* by:

- undertaking a year-long project to facilitate institutional change;
- targeting the internationalization of several of the college's applied programs and some technical/vocational programs as a priority, specifically Hospitality, Tourism, and Business Administration (International Marketing) programs;
- initiating a series of faculty professional development workshops on ways to internationalize individual courses;
- increasing faculty/staff competencies in designing and delivering distance learning programs to an international clientele;
- working with the college's new professional development officer to initiate workshops on cross-cultural communication strategies and on how to develop and manage travel/study tours or field study programs;

- establishing internationalization as one of the professional development goals for job advancement; and
- creating opportunities for short-term (one to four months) work or study-abroad programs for faculty and staff.

In terms of *international student programs and services*, community college respondents articulated the following goals:

- to diversify geographical regions from which to recruit international students; to follow the “market” and avoid major “competitors”;
- to increase international student enrollments in summer school ESL programs; to increase the overall number of international student admissions; to improve international students’ access to technical, career, and vocational programs within the college;
- to develop a joint recreation program with a neighbouring university; to partner with an Ontario college to promote an “In Canada” study tour;
- to maintain the same high level of service to students; to develop stronger infrastructural support for international student programs, including better homestay coordination, expanded advising/counseling services, more recreational programming, and a better on-arrival orientation program; and
- to set up a peer program with members of the Student Union; to organize an international student alumni association; to focus on our “inter-nativeness” to include more First Nations’ students in international education programs.

Internationalization plans of institutes

Respondents from institutes identified the following two goals in the area of *leadership and administration* for internationalization on their campuses:

- charge an administrative committee with including the international focus in the institute’s strategic planning; and
- undertake a complete operational review of the existing international programs.

In terms of *international projects, programs, and activities*, institute respondents identified that their goals were to:

- increase their linkages with international partner institutions;
- expand their (domestic) student exchange programs; and
- arrange for both on- and off-shore technical training and professional training projects for groups of international students.

The goals of institutes in relation to *internationalization of curriculum and faculty/staff development* were to:

- encourage divisions to examine issues of cross-cultural communication in their courses;
- involve more faculty in overseas projects; and
- bring international professional development opportunities to the attention of the institute’s faculty and staff on a regular basis.

Maintaining the Momentum

Although institutes have not been as active in *international student programming* as other post-secondary institutions in the province, respondents to the survey indicated that their institutions are planning to expand in this area in the future by:

- undertaking proactive recruitment initiatives to attract more international students;
- improving services to international students, including reception, orientation, and housing assistance; and
- establishing new admission guidelines for international students and developing the institution's website to accommodate international student applications.

Universities' internationalization plans

Survey respondents from the university sector identified the focus of their internationalization plans in the area of *leadership and administration* as:

- the establishment of a separate I.E. office, with the appropriate resources and reporting relationships; and
- the identification of campus leaders and faculty champions to speak to the importance of internationalization for achieving the institution's long-term goals.

In terms of *international activities, programs, and projects*, university respondents stated that their institutions intend to:

- encourage more faculty, staff, and students to participate internationally;
- expand their international program offerings, particularly study-abroad programs;
- increase their participation in CIDA-funded projects and in activities funded by Canada's International Development Research Council (IDRC); and
- develop more executive training programs for an international clientele.

Goals for *internationalizing the curriculum* and *faculty/staff development* identified by university respondents for their institutions included:

- encouraging faculties at the departmental level to include a global and comparative perspective in their courses and programs;
- undertaking a review/study of the university's present offerings in order to identify courses with international content and relevance;
- encouraging the development of the international competencies of faculty/staff by providing resources and opportunities for them to gain international experience; and
- improving faculty access to travel grants to attend international conferences and participate in short-term teaching assignments overseas.

International students at universities outnumber those enrolled at colleges, institutes, and university-colleges, but they still represent only 3.5 percent of the total F.T.E. enrollments at universities. Survey respondents from universities indicated that, like other post-secondary institutions in the province, their institutions are also setting goals to increase *international student programs and services* on their campuses by:

- developing a proactive recruitment strategy to attract additional international students; and
- expanding the range of support services for international students, including the provision of more scholarships (merit-based) and bursaries (need-based) for international students at both the graduate and undergraduate level.

Internationalization plans of university-colleges

Responses from university-college participants indicated that their institutions are planning to address issues of *leadership and administration* for internationalization by:

- encouraging more direct involvement by senior administrators in the institution's international education efforts;
- sustaining the ongoing support of Board and senior administration by making a point of introducing new members to the institution's international programs; and
- advocating for a higher profile for internationalization on the institutional agenda.

In terms of the *international activities, programs, and projects* at their institutions, university-college respondents identified the following goals:

- to encourage more international initiatives and involvement, department-by-department;
- to expand in all present areas of international activity, specifically by pursuing more mutually beneficial institutional linkages and obtaining more contract and project work with international clients;
- to market more effectively the university-college's curriculum and training programs internationally; and
- to evaluate regularly and consistently all international programs for quality and effectiveness.

University-college respondents indicated that their institutions intend to focus their efforts to *internationalize the curriculum* and address *faculty/staff development* by:

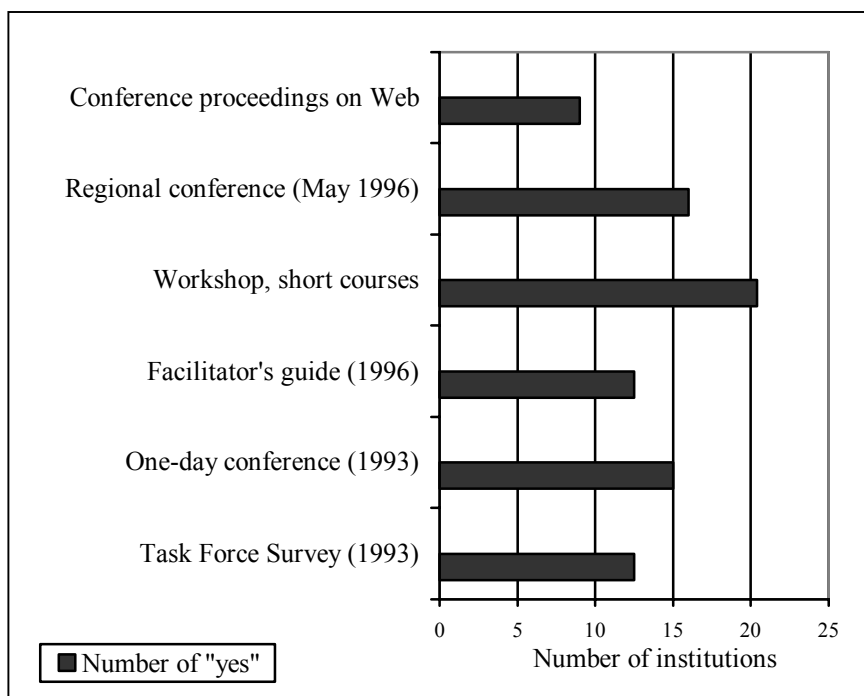
- encouraging and supporting departments that develop opportunities (i.e., field schools) for students/faculty to study and learn overseas; by providing grants and identifying opportunities for faculty/staff exchanges and international project work;
- setting up orientation and training sessions for faculty/staff prior to their working overseas;
- establishing a faculty committee charged with responsibility for initiating and guiding the internationalization of curriculum; supporting the internationalization of curriculum more directly through financial incentives;
- developing new courses and programs to teach cross-cultural skills to students; assisting faculty and instructors to develop intercultural skills for teaching and advising; and
- de-emphasizing the Western-centric curriculum.

In terms of their future plans in the area of *international student programs and services*,

university-college respondents stated that their institutions intend to:

- strengthen on-arrival orientation programs and initiate intercultural communication workshops for international students in order to enhance their academic success;
- diversify the international student population currently on campus by recruiting more actively in non-Asian countries; and
- maximize international student enrollments to the capacity of the institution and increase steadily the number of international students in all program areas.

BCCIE and the internationalization of B.C. post-secondary institutions



In 1992, BCCIE convened a provincial Task Force to examine the current state of internationalization in B.C. post-secondary institutions. Following the Task Force survey and the publication of its results in the report entitled "Facing the Future" (Francis, 1993), the organization established a Standing Committee for Internationalization that has since initiated a number of activities directly supporting the internationalization of B.C. campuses. In the Fall of 1993, BCCIE convened for its members a one-day conference at SFU, which addressed aspects of internationalization in the

Figure 5.2: Institutions' participation in BCCIE initiatives and use of BCCIE resources for internationalization.

areas of financing, leadership, and student participation in internationalization. In 1995, BCCIE published a facilitator's guide (*Anticipating the Future*, McKellin, 1995, 1996) to assist BCCIE members in preparing and presenting in-house workshops on internationalization for their individual campuses. In May of 1996, BCCIE organized a western regional conference at UBC, which focused on internationalizing the curriculum at post-secondary institutions. The conference brought together over 150 faculty, staff, and administrators from B.C. colleges, universities, and institutes as well as representatives of institutions in the northwestern U.S. and other Canadian institutions. Additionally, BCCIE has offered at its membership retreats and as professional development workshops, several workshops and seminars, focusing on internationalization. Given these measures to support internationalization, survey respondents were asked to provide some feedback about the usefulness of these BCCIE initiatives and resources by identifying the ones they had participated in or used. While 13 respondents reported that they had used BCCIE's

print-based resources, such as the 1993 Task Force Report (Francis, 1993) and the facilitator's guide for internationalizing workshops and resources (McKellin, 1996), a greater number of respondents said they had participated in BCCIE's workshops and regional conferences (Figure 5.2). Responses also indicated that print-based materials had been used more extensively by community college and university-college participants than by university and institute participants. Overall, the pattern of responses showed that institutions with the smallest amount of international activity—and particularly those without an I.E. office—used BCCIE's resources the least and did not participate as fully as other institutions in BCCIE's conferences and workshops.

In two final questions on the survey, respondents were asked: (a) to identify three ways BCCIE has had an impact on the internationalization of their campuses; and (b) to list three ways BCCIE could support their institutions' future internationalization plans. Among the most common responses to the first question were:

- providing leadership for internationalization in B.C. over the past five years;
- maintaining a province-wide forum for institutional sharing and networking;
- managing MAETT-funded Asia Pacific scholarship awards and Mexican Study grants for colleges, which allow B.C. students and scholars to gain international experience;
- providing institutions with direct financial support in the form of project proposal development grants for international contract work;
- developing and disseminating information on international contract opportunities;
- providing regular professional development opportunities for international education practitioners to meet, trade ideas, and share experiences; and
- coordinating promotional activities at international education trade fairs and promoting the B.C. system internationally.

In responding to the second question—three ways the organization could support their institution's future internationalization plans—respondents clearly gave BCCIE a mandate to continue its supportive work for internationalization and to continue to provide services to institutions in the way of professional development opportunities, marketing and promotion services, and project development. Additionally, respondents identified the following ways BCCIE could support their future plans:

- continue to facilitate networking within the system;
- continue to provide much-needed resources and information on international opportunities;
- expand professional development opportunities in the area of international education practice and policy development;
- expand international marketing and recruitment assistance to individual institutions, particularly those just beginning their international involvement;
- provide resources to initiate development of new international education programs; and
- raise awareness and assist institutional members to promote the acceptance of international education and internationalization as vital components of B.C.'s post-secondary education system.

DISCUSSION OF SURVEY RESULTS

Sections 1 and 2 of the survey

Patterns of senior administrative responsibility for international education

Generally speaking, as revealed in Table 1.6, the higher up in the administrative hierarchy the I.E. office reports to, the higher its profile in the institution and the greater the level of commitment and importance afforded to international education.

Financial basis for international operations

The operational patterns, as shown in Table 1.8, raise several concerns, given the present funding crunch in post-secondary education. They also have implications for internationalization. First, as financial pressures mount within post-secondary institutions, international offices operating on a cost-recovery or self-financing basis may be pressured into contributing more of their revenues from international programs and services to the institution at the expense of adequate operational revenues. International offices may respond to these pressures by cutting staff and reducing services, thus affecting the overall quality of international education programming. On the other hand, offices reliant on allocations from base budgets are forced to accept a portion of an ever-shrinking pie.

BCCIE's 1993 Internationalization Task Force expressed these same concerns. Members of this Task Force worried that competing priorities and scarce resources impinged on internationalization, particularly if revenues from international education activities were the only source of funds to support the process. The 1996 study, however, shows that, particularly for ancillary units having primarily a marketing and service role focused entirely (and separately) on international activity, the internationalization of the rest of the parent institution may not be a priority. On the other hand, the I.E. office may be so peripheral to the institution's mainstream activities that the office has very little internationalizing impact on faculty, staff, and students participating in the core activities of the institution.

Staffing levels

According to the results broken out in Table 1.9, in general it appears that as revenues increase so do operating costs of the international education effort, particularly in those areas that involve international student programs. This growth in personnel and operating costs means that considerable pressure now is being placed on institutions to bring in sufficient revenues consistently to meet these operational commitments. On the other hand, increased staffing levels in international education across the system, particularly of full-time staff, point to an institutional willingness to commit more resources to sustaining the quality of their international programs. The result could be that the international efforts of B.C. institutions are increasingly anchored in a stable environment. In terms of internationalization, these increasing staffing

levels also indicate that there are more individuals within B.C. post-secondary institutions who now have a vested interest in expanding the system's international dimensions.

Institutional mission, goals, and values

The findings of this section of the survey contrast somewhat with the results of BCCIE's 1993 Task Force survey in which 11 out of 22 respondents answered "yes" to the question that asked whether their institutional mission included reference to an international role. This should not be interpreted as a change in the degree of importance afforded to internationalization by institutions; rather there may have been confusion here about whether the question was asking for the institution's mission statement or the mission and goals of the international office.

Strategic planning for internationalization

This section of the survey shows that increasing revenues, increasing staffing levels, and the presence in more institutions of a central office to coordinate a growing number of international activities provide tangible evidence that internationalization is a growing priority on B.C. post-secondary campuses. Another measurement of the degree of commitment to internationalization is the inclusion of internationalization goals in an institution's most recent strategic plans.

General summary of Sections 1 and 2 of the survey

The findings of this section of the survey suggest an escalating interest in and commitment to internationalization on B.C. post-secondary campuses. The results also show that institutions are giving careful consideration to ways in which the internationalization agenda fits with other priorities and concerns on the campus, and that they are committed to including in the institution's internationalization plans a wide-ranging number of stakeholder's views.

Section 3 of the survey

International education programs and activities

The results from this section of the survey can be interpreted to mean that institutions in B.C. are uniformly *open* to the idea of hosting international students on their campuses or that they are currently in the process of building towards a more active international student program.

International student programs

The fact that courses for international students are heavily subscribed by domestic students may influence the results (shown in Table 2.1) of this part of the survey. The availability of international mobility and exchange programs are another measure of institutional internationalization. The 1996 survey results, while they differ from the results from the 1993 survey, do not necessarily indicate a decline in interest or participation in various forms of exchange. Rather, the present survey refined the question in order to find out not only *if* institutions were involved in these programs, but also *to what extent* or to what degree they were

involved. *Availability* of programs does not guarantee *participation* in programs. Although an institution may offer mobility programs, other factors may affect student or faculty/staff participation in them. Factors such as costs of travel, cost of living overseas, lack of accreditation for academic work completed abroad, foreign language barriers, and lack of release time for faculty may inhibit participation. Lack of knowledge and awareness among faculty and students about their own institution's international agreements and opportunities for studying or working overseas is often an additional barrier.

As well, academic exchange and mobility programs are more difficult to incorporate into community colleges and institutes where students are completing certificate or diploma programs, taking the first two years of their baccalaureate degree before moving on to university, or combining their studies with part-time work. Given these constraints, it is not surprising that two community colleges reported a high level of activity in their short-term international travel/study tours, which more easily correspond to college students' time and budgets.

Only one university-college reported high levels of international activity in study-abroad programs; another reported high-activity levels in international field schools. As university-colleges continue to develop their four-year degree programs, international exchange and mobility programs may be in greater demand by students in third- or fourth-year courses who see international experience as necessary preparation for their future careers in a globalized economy.

The exceptions to low participation in academic mobility programs across the B.C. post-secondary system are the provinces' universities, four of which reported high levels of activity in student exchange programs. B.C. university exchanges, which have traditionally taken place with institutions in Europe, the United States (U.S.), and Australia, now include exchange agreements with an increasing number of Pacific Rim countries. Three of the five university respondents also reported high levels of activity in faculty/staff exchange programs, one university reported an active visiting-scholars' program, and another a high level of activity in international field schools.

International contract work

The value of providing workplace-based training for students is recognized within the B.C. post-secondary system, but when the employers are overseas organizations, the costs can be high, both for the student, who may have to pay for travel and living expenses, and for the institution, which must monitor students during their time with an overseas organization. It was assumed that training contracts would be between B.C. institutions and private or public sector international clients, but further clarification of the question would have been necessary to differentiate these activities from the technology transfer/training that often accompanies international development project contracts. International development project work has been a significant feature of Canadian post-secondary education since the late 1960s and early 1970s. Projects for colleges and universities are typically administered by the international partnership programs of the Association of Canadian Community Colleges (ACCC) or the Association of Universities and Colleges of Canada (AUCC), with funding from CIDA or from other international funding institutions or non-government international development agencies. International development projects may involve training staff and students at institutions in developing countries or bringing a selected number of students or staff to B.C. for periods of

training. An institution may consult on curriculum design and delivery or may help develop management training programs to strengthen partner institutions. Some international development projects allow for the participation of domestic students in the overseas assignment.

While international development activity appears to be highest at B.C.'s universities, those institutions that are active in international development work view their involvement as fulfilling their mandate of service to the global community. Academic staff who participate give generously of their time not only because they have a keen interest in other countries, but also because they see international development project work as a means of promoting international cooperation and redressing the inequities in educational opportunity that exist in developing countries.

The shifting priorities from North–South to East–West relations in Canadian foreign policy and the steady erosion of federal funding for international development assistance have had an impact on levels of activity and participation in international development projects even at universities. Given the present climate of economic constraint on many campuses, the number of international development projects that institutions are willing and able to develop and deliver is constrained by economic realities.

In all international contract work, including international development project work, institutions need to have in place a well-established infrastructure to support their international endeavours. Finding staff who are willing and available to take on overseas projects can be a challenge, particularly for smaller institutions, which do not have many staff members to spare for the sometimes extended periods of time required to initiate and complete projects. The success of a project often depends on the international experience and cross-cultural competencies of staff and how well they are able to work and communicate with colleagues or clients from non-English-speaking cultures. In order to benefit from faculty participation, institutions need to arrange release time for faculty from their regular duties, by incorporating salaries for replacement staff into the project's administrative budget. Finally, the complexities of a project may require the formation of interdisciplinary teams drawn from different departments, schools, or faculties—a particular challenge for larger universities, which operate on principles of departmental autonomy and decentralization.

Institution-to-institution linkages

B.C. universities, aware of their need to participate in the international community of scholars, are actively involved in linkages to facilitate joint research with international partners, but linkages to provide joint- or double-degrees with foreign institutions appear to be relatively rare.

The area of institutional linkages would be worth exploring in future studies to define more closely the nature of the agreements B.C. institutions sign with foreign partners. It would be profitable to understand how institutions negotiate these agreements, what the legal and binding requirements of agreements are, and what kinds of mutual benefits are possible when agreements go beyond the paper-only gestures of goodwill and future promises of cooperation that sometimes characterize some Memoranda of Understanding.

Anticipating the future

The ambitious goals reported in this section of the survey, particularly for international student programs and international contract work that represent revenue potential, are understandable given the current sobering fiscal realities of public funding for post-secondary education. The anticipated higher levels of activity in international mobility and exchange programs could be a response to student and faculty demand as these forms of international cooperation increasingly become the hallmark of quality in higher education.

With all institutions mobilizing to increase their involvement, particularly in the areas of international student programs and contract work, there is bound to be a rise in competition among institutions for their “market share” as well as greater competition for outside resources and support services.

Quality assurance

With only half of B.C. institutions having a quality assurance system in place, there is a concern that the increasing emphasis on revenue production will override principals of quality and integrity in international education programming. On the other hand, with increased competition there may be a self-regulating effect in that the higher-quality programs tend to be the most sustainable and provide the most stable revenues over the long term. For example, institutions that have invested in the provision of a full range of support services for international students are experiencing the most consistent growth patterns in international student enrollments. (See Section 4 for a further discussion of this issue.)

Geographic focus

Without explanations offered, it is difficult to interpret the trends reported in this section of the survey. One reason may be the uncertainty around future flows of international students from Hong Kong after July 1997, particularly as students from Hong Kong make up one of the largest international student cohorts in the province. Another possible reason is that, as the result of the North American Free Trade Agreement (NAFTA) and expanding Canadian trade with Latin American countries, B.C. institutions are more inclined to explore emerging opportunities for international student recruitment and potential linkages with the Latin American region. One explanation may also be a desire on the part of institutions to diversify geographically the focus of their international programs and source countries for international students so that they bring onto their campuses a wide range of people, ideas, and influences from around the world.

B.C. institutions’ affiliations with other international education organizations

Institutions in B.C. are affiliated not only with BCCIE but also with a number of other international education organizations and consortia that support their international education endeavours. Given that international education at many B.C. post-secondary institutions is organized on a cost-recovery or self-supporting basis, institutions must weigh carefully the benefits of participation in national and international organizations, particularly those that charge a substantial membership fee, such as the Canada Education Centres (CECs). Membership must then be calculated in terms of how much and what kind of a return it has the potential to provide.

One of the prohibitive constraints on joining the CECs is the large membership fee assessed and the substantial fees-for-service charged to member institutions.

All university-colleges are included among AUCC's membership organizations. AUCC, through its office of International Relations, undertakes a wide range of information, representation, liaison, policy, and advocacy activities to support international cooperation and human resource development at universities. Lately, AUCC has taken a leading role in providing resources and research into the process of internationalization in Canadian universities, with the publication of a study of internationalization at Canadian universities in 1995 and a major conference on the theme in Ottawa in November 1996. AUCC also administers the University in Partnerships in Cooperation and Development Program and provides other program grants and scholarship funds.

CBIE conducts research, organizes national and international conferences, and publishes information and resources about international learners and the policies and practices that affect them. CBIE's focus is on international students in Canada and Canadian students studying abroad. It manages a number of grants and scholarship programs and provides institutions with databases on international work and study opportunities abroad, as well as other reports and resources on policy and practice in relation to international study. CBIE's annual conference provides one of the few opportunities in Canada for members of universities and colleges across the country to meet and discuss issues related to international education programming and policy development.

Sections 4 and 5 of the survey

Globalization of the economy; rapidly changing social, political, and environmental conditions; increasing complexity of science and technology; and the cross-border character of many professions in law, business, and health are factors influencing current changes to the post-secondary curriculum, not only in B.C. but also in other jurisdictions around the world. One of the more compelling rationales for the internationalization of the curriculum is the need to prepare "global citizens" for effective participation in an interdependent and multicultural world.

Enrollment patterns in internationally focused programs

The results show that a significant number of B.C. institutions do not yet offer internationally focused programs. This begs the question whether demand exceeds the supply. Even if a large number of students express interest in a program—such as international business studies or international relations/policy studies—the institution may not have the resources to offer the course or open up additional sections. In order to offer internationally focused courses, institutions need faculty and instructors capable of teaching such courses, as well as classroom space, supporting texts, and library resources. The interdisciplinary nature of many internationally focused programs may also mitigate against their availability, particularly at institutions where academic departments are organized rigidly along the lines of traditional academic disciplines.

Foreign language study

The patterns of foreign language offerings reported in the survey results are interesting in that they parallel B.C.'s shifting interests from Europe to Asia and Latin America. Of note are the increasing enrollments in Mandarin—the language spoken by many of B.C.'s new immigrants from Mainland China and Taiwan—and the Southeast Asian languages, which are the first languages of recent waves of new immigrants to the province.

The processes for curricular change at different types of B.C. institutions

Results of this 1996 survey demonstrate that, in order to internationalize curriculum, one must begin by addressing the attitudes and priorities of those who have the responsibility to both develop and legitimize curriculum—faculty and senior administrators. Results of the survey also imply that any outside support provided to foster and promote internationalization goals and principles across the B.C. post-secondary system needs to be “customized” to match the diverse organizational structures and administrative policies at each of the B.C. institutions.

Global competencies

The question, raised by the observations of the international educators responding to this section of the survey, is whether students in British Columbia's public post-secondary educational system are given the opportunities they need to develop these global competencies. The presence on B.C. campuses of a number of internationally focused courses and programs and the availability of a variety of foreign language training programs and area studies are enriching the education of many B.C. students, particularly those in the more populous urban areas of the Lower Mainland. These are positive signs of internationalization. But, as was noted in 1993, the challenge remains how to infuse an international dimension through all aspects of the curriculum. While members of many I.E. offices are playing a supportive role, internationalization of the curriculum depends on faculty initiatives and the support of senior administrators who are willing to allocate resources and commit themselves to facilitating change.

Professional development programs

The survey results show that, given that many overseas postings are likely to be short term, it may not be feasible for an institution to invest heavily in this kind of faculty development. Institutions may assume that a growing number of projects and teaching assignments overseas can be conducted in English or accomplished with the help of local interpreters. At universities, decentralized departmental structures and the individual nature of a faculty member's research activities make it difficult to offer this kind of support across the institution. Therefore it is beneficial for institutions to be able to draw on the existing international experience and competencies of faculty and staff who already have the relevant background knowledge and language skills for the area in which the project or teaching assignment is taking place.

The survey results indicate that managing diversity in the classroom is increasingly important for faculty who are teaching and advising not only a larger number of international students, but also an increasing number of domestic students with different cultural backgrounds.

Incentives to encourage faculty/staff participation in internationalization

Faculty with international experience and an international perspective on their discipline are key to the internationalization of the curriculum. As advisors and instructors, faculty have a substantial role to play in fostering the development of students' international competencies. Faculty involvement in the internationalization process, however, can be impeded by lack of recognition and support from senior administration as well as by lack of resources, financial and otherwise, for their international activities. Faculty who are committed to conducting research in an international area or who are involved in developing and administering an institution's international development efforts require release time, travel grants, and pre-departure preparation programs. As shown earlier, B.C. institutions have established linkages with partner institutions overseas that include programs for faculty exchange. Teaching schedules and other institutional constraints, however, may prevent faculty or staff from taking full advantage of such exchange opportunities. In the end, hiring practices and promotion and tenure policies that do not acknowledge and reward faculty for their international activities can result in disincentives for faculty involvement in the internationalization process, and dampen their efforts to internationalize the curriculum.

Section 6 of the survey

Enrollment targets or quotas?

What is clear from the responses to this section of the survey is that the volatility of the international student market makes it somewhat difficult for institutions to predict accurately the level of international student enrollments from year to year, thus contributing to some of the complexities of international student programming.

Patterns of international student participation by program area

While the findings of the survey may indicate respondents' perceptions of changing international student demand for these programs, it may also be interpreted to mean that institutions are looking at ways of opening more program areas as a means of attracting larger numbers of international students to their institutions.

Results of the survey indicate that institutions across the system are anticipating increasing international student participation in certificate/diploma and professional programs. Increased enrollment, however, may not materialize in these areas unless two factors, which currently inhibit international student participation, are addressed. One factor is the high demand from local/domestic students for professional and certificate/diploma programs, many of which already have a limited enrollment policy due to the high costs of providing professional training, labs, practicums, and other elements involved in mounting professional training programs. A number of professional programs, particularly in the health services field, are also restricted to

Canadian citizens or permanent residents of B.C. A second factor is the fact that diplomas or certificates recognized in B.C. or Canada may not carry recognition internationally. Such programs may not attract international students who seek qualifications that will have currency when they return home.

Marketing and promotional strategies used to recruit international students

The results from this section of the survey may be as much a reflection of universities' traditional reluctance to recruit international students proactively as it is an indication that universities do not perceive BCCIE to be of assistance to them in their efforts to attract international students. This would likely change as BCCIE further develops its website and creates more linkages directly to international student admissions and services information at individual institution's websites.

Support services for international students

The lack of affordable housing for international students is a matter of some concern. Health care was not included among the questions in this section of the survey because all international students are expected to enroll in B.C.'s medical insurance plan, after an initial waiting period of three months. Most institutions advise students to use private coverage during the interim period. (One question the survey could have asked was the number of institutions that provide international students with a low-cost group health insurance plan during the waiting period.)

Community attitudes towards international students and other issues of concern

The issue of capacity brings into question the impact of community attitudes and public perceptions on institutions' plans to increase international student enrollments over the next five years. With international student enrollments currently at a modest three to five percent of the domestic student population, public attitudes remain welcoming. Should those numbers increase, institutions will need to satisfy their constituent communities that this aspect of internationalization is contributing to the quality of education for all students and not detracting from the educational opportunities and services for local and domestic students.

Section 7 of the survey

Changes anticipated in the next five years

The perception of moderate growth reported in this section of the survey somewhat contradicts answers to an earlier question (in Section 3) in which a majority of respondents reported that they expected high levels of activity in all international program areas in the next five years. This tempered optimism for internationalization was also expressed by participants in BCCIE's 1993 Task Force survey. During interviews conducted during that study, a number of participants expressed concern about community attitudes towards the prospect of expanding the international dimension of their campuses and spoke of the need to balance local expectations and priorities with international opportunities and imperatives. Of concern to participants then—

especially those responding on behalf of smaller and more rural institutions—was the need to safeguard their institutional autonomy by proceeding towards internationalization at their own pace and in their own way (Francis, 1993).

Despite the higher priority for internationalization on B.C. campuses and the evidence of increased senior-level administrative support reported in Section 2, answers to this question in Section 7 suggest respondents are taking into account other factors that could inhibit the expansion of their institutions' international involvement. These factors particularly would affect the revenue-generating areas of international student recruitment and international contract work. These factors include:

- increased competition from other institutions in B.C., from other Canadian institutions, and from institutions in other countries that are actively recruiting international students (e.g., Australia, U.S., U.K., New Zealand, and other receiving countries);
- a continuing climate of fiscal constraint within the post-secondary education sector that allows for little of the up-front investment needed to initiate or expand the institution's international outreach;
- similar constraints and shrinking development assistance dollars within funding institutions, such as CIDA and other traditional sources of international project funding;
- the need to balance heightened domestic and local demands for post-secondary education with international opportunities; and
- changing social, political, and economic conditions, such as fluctuations in the value of the Canadian dollar, changing political situations in other countries (e.g., the political transition in Hong Kong after July 1997), or shifts in public attitudes at home towards international students in the community.

BCCIE and the internationalization of B.C. post-secondary institutions

One of the challenges BCCIE and other similar provincial organizations face is finding a way to provide services to a diverse and geographically dispersed constituency. Several of B.C.'s member institutions are located in the more remote areas of the province, at the greatest distance from the more populous centres in the Lower Mainland or on Vancouver Island. Given the size of the province and its rugged terrain, it can be both time consuming and prohibitively expensive to travel from one of the outlying towns to Vancouver or Victoria for meetings or conferences. This is a particular dilemma for smaller institutions that are not as involved in international activities as they would like to be and that do not have a stable revenue base for their international outreach. These are the institutions that likely would benefit the most from BCCIE's services and resources and that would have much to gain from sharing the expertise of more experienced institutions and participating in the networking opportunities that occur during BCCIE's conferences and workshops.

Final Conclusions

B.C.'s post-secondary institutions are facing three challenges: (1) the need to develop the international dimensions of teaching and learning in response to the imperatives of global interdependence and the increasingly multicultural nature of their communities; (2) the challenge of carrying out their international activities in a continuing climate of diminishing public resources for higher education; and (3) the necessity of balancing their desire to participate in the wider global community with their responsibilities to meet the educational needs of their local constituents.

As Francis discovered during the 1993 Task Force survey, individuals have different views of the meaning of internationalization, and individual institutions take different approaches to internationalizing their campuses. Some view internationalization as a process of change that will affect teaching and learning across the campus; others see it primarily in terms of the international activities and programs that are involved in that process of transformation. In comparing the changes that have occurred since 1993, one could say that now, as then, there are members of institutions who view internationalization in educational terms and others who view the process more entrepreneurially. At B.C. universities, the international dimension has long been present, with the greater mobility of faculty, staff and students, visiting scholars; and the presence in the curriculum of foreign language study and area-specific studies of other cultures. Universities tend to be more involved than colleges in the world-wide academic and research networks that make an international perspective inseparable from what universities do. Universities, as was shown in Section 3, are also more involved in international development work. As the funding stakes grow ever higher, however, universities are finding that they need to organize, centralize, and coordinate their international activities better.

It is clear from the results of the survey that the internationalization process on many B.C. campuses is presently driven by the revenue-generating activities of international student programs and international contract work. As these activities increase and expand, and as they become an important source of new revenue for the institution, it becomes even more necessary that they be aligned with the institutions' mission and goals, recognized as a priority by the senior administration, and supported by an appropriate infrastructure that can address the complexities of international operations.

More B.C. institutions are adopting policies to admit more international students paying full fees. This has come about largely as a result of provincial policies to withdraw subsidies for foreign students studying in B.C. For universities and colleges, the challenge is two-fold. On the one hand they have to consider how to centralize operations, within their almost militantly decentralized organizational structure, without jeopardizing carefully guarded academic freedoms. On the other hand, they are faced with the double challenge of trying to increase revenues to preserve or expand programs and retain staff—while countering attitudes and perceptions that such entrepreneurialism is unseemly and unrelated to the goals of higher education.

International activities cannot be undertaken without in some way transforming the institution that engages in them. For colleges and institutes, the shift is nearly the reverse of that experienced by universities. Colleges and institutes are being forced to address issues of

curriculum reform and the internationalization of teaching and learning in order to meet the needs of an ethnically diverse student body of both local and international students more adequately. Internationalization will be more difficult to initiate at those colleges and institutes where international activities traditionally have been carried out as discrete projects or programs perceived to be peripheral to the mainstream activities of the institution. The same is true on campuses where the majority of international students have been enrolled in ESL or short-term study programs.

As B.C. institutions try to counter the deficiencies of an ever smaller piece of the public funding pie, results of this survey indicate that they are also learning to cope with a new and heightened climate of competition in the field of international education. Those B.C. colleges and institutes that set up separate international offices in the late 1980s appear to be well prepared operationally to meet the demands of this new era of competitiveness and fiscal constraint. Universities, and several of the institutes, appear to be less well prepared.

On the whole, responses to this survey demonstrate that B.C. institutions are recognizing that the sustainability of their international programs and activities requires senior-level administrative commitment and viable infrastructural support. Institutions are expressing a desire to take a balanced approach to the internationalization process, moving away from a too narrow concentration on international student programming, and looking at ways of internationalizing curriculum and diversifying the institution's geographical focus to include programs and linkages with an increasing number of institutions from around the world. Such diversification is especially critical to withstand the volatility of the international arena, but it is also necessary to extend the benefits of internationalization to a larger number of students and faculty and to improve the overall quality of post-secondary education in B.C.

In conclusion, it seems fitting to end with the prophetic words of the 1993 Task Force report, in which Francis wrote:

There is every indication that campus internationalization will be a necessary rite of passage into the 21st Century. Internationalization is not a trend. For British Columbians to be competitive in the world and productive at home, they must have international perspective. . . . Internationalization provides the world view on which the students of today will depend tomorrow.

Appendix A: List of Participating Institutions

British Columbia Institute of Technology
Camosun College
Capilano College
College of New Caledonia
College of the Rockies
Douglas College
Emily Carr Institute of Art and Design
Kwantlen University College
Justice Institute
Langara College
Malaspina University College
North Island College
Northwest Community College
Okanagan University College
Open Learning Agency
Royal Roads University
Selkirk College
Simon Fraser University
University College of the Cariboo
University College of the Fraser Valley
University of British Columbia
University of Northern British Columbia
University of Victoria
Vancouver Community College
Yukon College

Appendix B: 1996/97 BCCIE Internationalization Committee Members

Sheila Swanson (Chair)
Malaspina University College

Ian Andrews
Simon Fraser University

Christine Peterson
Langara College

Grace Wong
University of British Columbia

Ted Lambert
Yukon College

Veronica Osborn
Ministry of Advanced Education, Training and Technology

Christine Savage
British Columbia Centre for International Education

Appendix C: The Internationalization of Public Post Secondary Institutions in British Columbia Questionnaire

This questionnaire is part of a BCCIE study of internationalization, the process that prepares post-secondary institutions and their members for successful participation in an interdependent and multicultural world. The purpose of this study is to obtain an updated collective profile of internationalization in B.C. public colleges, universities and institutes. Several of these questions are similar to those used in BCCIE's Internationalization Task Force Survey in 1993. Your responses will assist BCCIE in charting patterns of change and in developing initiatives that support the ongoing internationalization of the B.C. post-secondary campus.

The first set of questions relate to the structure and function of the international education office. The next sections pertain to five key areas of institutional internationalization:

- leadership and administration
- international activities/programs/projects
- internationalization of curriculum
- faculty and staff development
- international student programs and services

A final set of questions ask about BCCIE's role in internationalization and the future of internationalization efforts on your campus.

Thank you for your time in completing this questionnaire. Please return this questionnaire to BCCIE by **OCTOBER 28, 1996.**

Should you need clarification on any of the questions please do not hesitate to contact the Research Project Coordinator, Karen McKellin, by phone at (604) 895-5070, by Fax (604) 895-5079 or by Email: mckell@bccie.bc.ca

**INTERNATIONALIZATION OF PUBLIC POST-SECONDARY
INSTITUTIONS IN BRITISH COLUMBIA SURVEY**

NAME OF INSTITUTION _____ CODE _____

SECTION 1 DESCRIPTION OF INTERNATIONAL EDUCATION OFFICE

- 1.1. Please indicate the number of years your institution has been involved in international education activities:
 Over ten years 5-10 years 1-5 years Less than 1 year
- 1.2. When was the international education office established at your institution?
 Over ten years ago 5-10 years ago 1-5 years ago
 Less than 1 year ago No international education office
- 1.3. If your institution does not have an international education office, what other office or administrative unit has primary responsibility for coordinating or managing international activities and programs at your institution?

- 1.4. To which senior administrative position does the international education office report?

- 1.5. Please list in order of priority the primary functions of the office responsible for international education at your institution:
1. _____
2. _____
3. _____
4. _____
5. _____
- 1.6. How many people are employed in your international education office: _____ Full-time _____ Part-time
Generally speaking, has there been an increase or decrease in staff over the last three years?
 Increase Decrease No change
- 1.7. What is the range of annual (gross) revenues derived from international activities and programs at your institution for the most recent year for which you have statistics? Year _____
 over \$5 million \$100 thousand to \$500 thousand
 \$1 million to \$5 million 0 to \$100 thousand
 \$500 thousand to \$1 million
- Generally speaking, has there been an increase or decrease in gross annual revenues over the last three years?
 Increase Decrease No change

Comments: _____

1.8. What is the financial basis on which the international education office operates?

- On a cost recovery basis As a self-financing centre attached to the institution
 As a service unit funded from base budgets Other (please specify) _____
- _____

SECTION 2 LEADERSHIP AND ADMINISTRATION

2.1. What is your institution's official mission/values statement? (You may attach a copy of the statement to the questionnaire).

2.2. Does your institution's most recent strategic plan include internationalization goals? Yes No

2.3. Does your institution have an organizational structure (i.e. institutional committee or task force) to review and assess policies and practice in developing its international dimensions? Yes No

If yes, what is its name? _____

What is its mandate (describe briefly)? _____

How recently was it established? _____(year)

To whom does it report? _____

What departments/campus groups are represented within this structure?

2.4. Generally speaking, how important would you say internationalization of the campus is to your institution's governing and senior administrative bodies?

	Very Important	Somewhat important	Not important
At the governing level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the senior administrative level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Maintaining the Momentum

2.5. Generally speaking, how do you think the priority for internationalization has changed at your institution in the past three years? Internationalization has become:

- More of a priority Less of a priority No change in priority No longer a priority

SECTION 3 INTERNATIONAL EDUCATION ACTIVITIES, PROGRAMS AND PROJECTS

3.1. In what International Education programs is your institution currently involved and what would you say is the current level of activity?

	High	Low	No Activity		High	Low	No Activity
International student programs:				Institution-to-institution linkages			
<input type="checkbox"/> Undergraduate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> international internships/practicums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Graduate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> joint research with international partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> University-transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> joint or double degrees offered with a foreign institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> English As A Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Unclassified student programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/> Diploma/certificate programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/> Professional programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/> Distance education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/> Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

3.2. Generally speaking, what level of activity do you anticipate there will be during the next five years in each of the following areas of International Education at your institution?

	High	Low	No Activity		High	Low	No Activity
International mobility/exchange programs:							
<input type="checkbox"/> for Canadian students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> International student programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> for faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> International mobility/exchange programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> visiting scholar programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> International contract work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> international field schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Institution-to-institution linkages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> travel study tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

	High	Low	No Activity
International contract work			
<input type="checkbox"/> international development projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> international cooperative education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> technology transfer/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3.3. Does your institution have a process, system or policies in place to evaluate the quality of International Education programs offered by your institution? Yes No

If yes, briefly describe how it works: _____

- 3.4. Where are your institution's international activities currently focused and in which of these geographical regions do you anticipate future growth?

	Current focus	Future growth
Africa	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Pacific Rim	<input type="checkbox"/>	<input type="checkbox"/>
Central/Eastern Europe	<input type="checkbox"/>	<input type="checkbox"/>
Mexico and Latin America	<input type="checkbox"/>	<input type="checkbox"/>
Middle East	<input type="checkbox"/>	<input type="checkbox"/>
United States	<input type="checkbox"/>	<input type="checkbox"/>
Western Europe (EEC)	<input type="checkbox"/>	<input type="checkbox"/>
Other regions (specify)	<input type="checkbox"/>	<input type="checkbox"/>

- 3.5. Is your institution a member of or affiliated with any of the following organizations?

	Member	Affiliation
<input type="checkbox"/> Asia Pacific Foundation (APF)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Association of Universities and Colleges of Canada (AUCC)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Association of Community Colleges of Canada (ACCC)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Canada Education Centres (CEC)(specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Canadian International Development Agency (CIDA)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Canadian Bureau for International Education (CBIE)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Council on International Educational Exchange (CIEE)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> NAFSA: Association of International Educators	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> World University Service of Canada (WUSC)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

- 3.6. What partnerships does your institution pursue with the following community groups in relation to International Education activities on your campus? Please give examples.

Local businesses/private sector companies _____

Local primary/secondary schools _____

Maintaining the Momentum

First Nations groups _____

3.6. Community partnerships (continued)

Regional colleges, universities, institutes _____

Local ethnic groups and/or
multicultural organizations _____

Local non-government organizations/
international development agencies _____

Other (please
specify) _____

SECTION 4 INTERNATIONALIZATION OF CURRICULUM

Definition of internationalization of curriculum: *the process of infusing an international and multicultural dimension into the structure and content of courses and programs.*

4.1. Who at your institution has responsibility for initiating changes to the curriculum (i.e. faculty, deans, etc.)?

4.2. What administrative units are responsible for approving new curriculum at your institution?

4.3. Is there an institutional process in place to review and assess the international and multicultural dimensions of courses and programs offered on your campus? Yes
 No

If yes, briefly describe how it works: _____

4.4. How would you describe the extent to which the international education office is involved in developing the international dimensions of curricula at your institution?

- Very involved Somewhat involved Not involved

Please explain: _____

4.5. What area studies were offered at your institution in 1993/94 academic year and what are the current offerings in area studies?

	Offered in 993/94	Currently offered
<input type="checkbox"/> Latin American Studies	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Asian Studies	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Pacific Rim Studies	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other area studies (specify)	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any significant changes in the past three years:

4.6. What foreign languages are currently offered by your institution and what have been the general enrolment trends over the last three years?

	Generally increasing	Generally decreasing	No change in enrolment
<input type="checkbox"/> French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Russian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Cantonese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.7. Please give examples of some of the programs at your institution for which proficiency in a foreign language is part of the course requirement?

Maintaining the Momentum

4.8. How is information and advice on international work, study, travel or research opportunities made available to the students on your campus?

4.9. What internationally-focused programs or courses are offered by your institution and what have been the general enrolment trends in the last three years?

	Generally increasing	Generally decreasing	No change in enrolment
<input type="checkbox"/> international degree program (undergraduate major or minor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> international trades or technology certificate program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> international business programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> international development studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> intercultural/cross-cultural training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> international relations/policy studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.10. In what ways does the international education office support the internationalization of teaching and learning at your institution? By encouraging faculty and instructors to:

- draw on the international experience of Canadian students
- draw on the experience of Canadian students with diverse cultural backgrounds
- use cooperative learning techniques in the classroom
- develop interdisciplinary and team teaching approaches to internationalize learning
- organize and conduct international field schools or study tours abroad
- link study abroad to curriculum and program credits
- other (specify) _____
- none of the above

4.11. As an international education practitioner, what would you say are the most important knowledge and skills students need to participate effectively in today's interdependent and multicultural world (e.g. proficiency in a foreign language, understanding of the realities of a global economy, cross-cultural communication skills)?

SECTION 5 FACULTY/STAFF DEVELOPMENT

5.1. What opportunities and resources are available to faculty and staff at your institution to participate in international activities?

- | | |
|--|--|
| <input type="checkbox"/> travel grants for international work/study/research | <input type="checkbox"/> grants to attend international conferences |
| <input type="checkbox"/> international development project work | <input type="checkbox"/> scholarships/awards for international study/work |
| <input type="checkbox"/> international collaborative research | <input type="checkbox"/> institutional agreements for faculty/staff exchange |
| <input type="checkbox"/> international consulting work | <input type="checkbox"/> internal professional development funds |
| <input type="checkbox"/> access to communication technology and resources | <input type="checkbox"/> other (specify) _____ |
-

5.2. How is information about international work, study, travel or research opportunities made available to faculty/staff on your campus?

5.3. What professional development programs are offered by your institution to build the international and cross-cultural competencies of faculty and staff?

- | | |
|---|--|
| <input type="checkbox"/> intercultural training | <input type="checkbox"/> pre-departure/re-entry orientation programs |
| <input type="checkbox"/> anti-racism and diversity training | <input type="checkbox"/> project management training/orientation |
| <input type="checkbox"/> none of these offered | <input type="checkbox"/> language upgrading and training |
| | <input type="checkbox"/> other _____ |

5.4. What means are used at your institution to encourage faculty and staff participation in the internationalization process?

- participation in international projects and activities is part of faculty/staff assessment
 - international experience is considered in the hiring process
 - release time is offered for participation in international education activities
 - a database is maintained of faculty and staff with international expertise and experience
 - faculty/staff are regularly informed of opportunities to participate in international activities and programs
 - other (specify) _____
 - none of the above are used
-

SECTION 6 INTERNATIONAL STUDENT PROGRAMS AND SERVICES

6.1. Does your institution set an annual enrolment target for international students? Yes No
If yes, how is it calculated? _____

Maintaining the Momentum

6.2. What is the current percentage of international students in relation to the number of full-time-equivalent (F.T.E.) students? Year _____ Percentage of F.T.E. _____

What has been the overall general trend in the annual rate of international student enrolment at your institution over the last three years? Generally increasing Generally decreasing No change

6.3. In which of these international student programs does your institution anticipate enrolments are the most likely to increase during the next five years?

- Undergraduate programs
- Graduate programs
- Unclassified student programs
- Professional programs
- Other programs (please specify) _____
- English As A Second Language programs
- University-transfer programs
- Diploma/certificate programs
- Distance education programs

6.4. What are the top three countries of origin of international students at your institution?

1. _____
2. _____
3. _____

6.5. What kinds of promotional strategies do you rely on the most in order to attract and recruit international students to your institution? Where applicable, please specify:

- international education agents (countries) _____
- Canada Education Centres (countries) _____
- participation in education fairs (countries) _____
- development of print-based promo
- word of mouth testimonies of former students
- webpages on the internet
- other (specify) _____

6.6. What activities/services are currently available at your institution to support international students? Please rate these in terms of their level of priority at your institution.

	High priority	Low priority
Orientation and advising		
<input type="checkbox"/> airport reception	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> on-arrival orientation for new students	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> international student advisors	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> peer counselling or buddy programs	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> career and employment counselling	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> cross-cultural counselling/social services	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

Housing and accommodation **High priority** **Low priority**

- international student centre or "International House"
- international student residence
- host family programs
- homestay coordination
- other (specify) _____

Other social/cultural services

- newsletter for international students
- international club
- recreational activities
- families/spouses programs
- emergency financial aid
- other (specify) _____

6.7. How would you describe community attitudes towards international students at your institution?
 very welcoming welcoming somewhat welcoming unwelcoming

6.8. What is one of the primary issues or areas of concern relative to international student programs at your institution?

7. BCCIE AND INTERNATIONALIZATION IN THE FUTURE

7.1. During the next five years, do you expect the international involvement of your institution will:
 increase dramatically increase moderately remain the same decrease

7.2. Please briefly describe how your institution intends to focus its future internationalization efforts in the following key areas?

Leadership and administration _____

International activities/programs/projects _____

Internationalization of curriculum _____

Maintaining the Momentum

Faculty/staff development _____

International student programs and services _____

7.3. Please indicate the BCCIE initiatives and resources for internationalization that you know members of your institution have participated in or used:

- Task Force survey and report (1993)
- One-day provincial conference on internationalization (1993)
- Anticipating the Future* facilitator's guide (1995)
- BCCIE workshops, presentations or short courses on internationalization
- BCCIE regional conference on Developing the International Dimensions of Post-Secondary Institutions (1996)
- Conference proceedings posted on BCCIE's webpage (1996)

7.4. Please list three ways in which you feel the work of the BCCIE has had an impact on the internationalization process on your campus:

1. _____
2. _____
3. _____

7.5. What are three ways you think BCCIE could support your institution's future internationalization plans?

1. _____
2. _____
3. _____

Thank you very much for completing this questionnaire!
Please return the form to BCCIE via FAX 604 895-5079
by Monday October 28, 1996

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BCCIE

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