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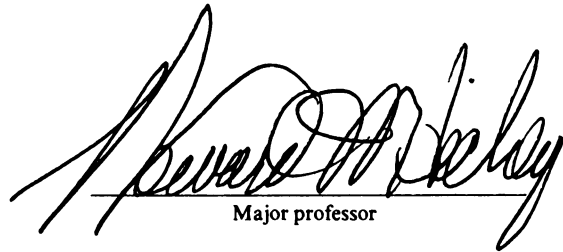
INTERNATIONALIZATION  
OF CANADIAN UNIVERSITIES

presented by

N. JANE KNIGHT

has been accepted towards fulfillment  
of the requirements for

PhD degree in Educational Administration



Major professor

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**INTERNATIONALIZATION OF CANADIAN UNIVERSITIES**

**By**

**N. Jane Knight**

**A DISSERTATION**

**Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of**

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**1994**



## **ABSTRACT**

### **INTERNATIONALIZATION OF CANADIAN UNIVERSITIES**

**By**

**N. Jane Knight**

This study was designed to describe the meaning, importance and rationale attributed to internationalization and to identify the organizational factors which affect the integration of an international dimension into the teaching, research and service functions of a university.

In cooperation with the Association of Universities and Colleges of Canada, a survey was sent to the presidents of 89 Canadian universities. Senior administrators from 57 institutions completed the questionnaire.

The major findings and conclusions were as follows:

**Meaning:** While recognizing the complexity of the term, a focused definition is needed to effectively advocate for and achieve internationalization. Of the four approaches (activity, competency, process and organizational culture) identified in the study, more emphasis is placed on the process approach to ensure that an international dimension is integrated into both academic activities and administrative procedures of the university.

**Rationale:** The two reasons perceived to be most important were 1) to prepare graduates and scholars who internationally knowledgeable and interculturally competent and 2) to address through scholarship the increasingly interdependent nature of the world.





**Priority:** Interest in internationalization was demonstrated by the fact that 82% of the respondents ranked it as a medium to high priority in their university; 72% made reference to it in their mission statements and 67% addressed it in their strategic planning exercises.

**Organizational Factors:** The most critical factors were commitment and support of senior leadership, faculty and staff; adequate funding plus support from external agencies; and existence of an international office with experienced personnel. Of secondary importance were such factors as policy statements, communication channels, annual reviews, public relations and acknowledgement in promotion and tenure policy. It was suggested that these factors were seen to be of secondary importance because of the stage of development of internationalization at Canadian universities, not because of the role they play. The most controversial factor was the degree of centralization for the internationalization process.

Based on the findings and conclusions of the study, a model for an Internationalization Cycle was developed. It identifies the major academic activities and services, the organizational factors and the guiding principles which need to be considered in the six major phases of developing and implementing an internationalization strategy in a university.



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***I dedicate this work to:***

***my family with love,  
my colleagues with appreciation, and  
future scholars with encouragement.***





## **ACKNOWLEDGEMENTS**

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All travellers need the sanctity of home to share discoveries, frustrations and joys. My family has given me the roots and wings to undertake the journey and have faithfully supported me with love and encouragement throughout the entire process.

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## **LIST OF ABBREVIATIONS**

<b>AUCC</b>	<b>Association of Universities and Colleges of Canada</b>
<b>BCCIE</b>	<b>British Columbia Centre for International Education</b>
<b>CBIE</b>	<b>Canadian Bureau for International Education</b>
<b>CCIE</b>	<b>College Committee on International Education</b>
<b>EAIE</b>	<b>European Association for International Education</b>



## **CHAPTER I**

### **INTRODUCTION**

#### **Background to the Problem**

Internationalization is becoming an increasingly important issue in the field of higher education around the world. "Global education can no longer be viewed as a secondary consideration; we must recognize that it is central to developing graduates who can cope creatively with the modern, independent world." (Wood, 1991) Higher education, among other important purposes, helps to prepare individuals and the nation for the future, and the future now holds more global and fewer strictly national dimensions. Higher education is also a central component of knowledge systems, and knowledge systems are now international. (Burn, 1980)

While one can acknowledge that there is increased recognition and interest in internationalization, one can not state that there is unanimity about why it is important. The imperatives for the internationalization of higher education are many and diverse.

Economic competitiveness, environmental and political interdependence, national security and peaceful relations among nations are three primary reasons often cited for why more emphasis needs to be given to the international dimension of the higher education system. The increasing ethnic and religious diversity of our schools and cities lends further support to the need for increased internationalization. The fact that





many citizens work for international or foreign owned businesses and that university graduates will likely be supervised by or will supervise persons of different racial and ethnic groups provides additional reasons for examining how higher education can adequately prepare its graduates to live and contribute as citizens and professionals in an increasingly interdependent and intercultural world. (Scott, 1992)

Canada is no exception to this increased interest and concern about internationalization. The Canadian Bureau for International Education (CBIE) maintains that given the world's increasing multi-polarity and interdependence, internationalism is now key to any country's scientific, technological and economic competitiveness. "Canada's universities must become bastions of internationalism if Canada is to improve or even maintain its position in a variety of sectors through the 1990s. Internationalization will be the measure of quality of universities in the 1990s." (Fox, 1991,p.11)

According to a 1991 survey of the 89 member institutions of the Association of Universities and Colleges of Canada (AUCC), 63% of the institutions now have references to an international role in their mission statement and are undertaking steps towards the internationalization of the university community. (AUCC, 1992)

The Americans have a longer and richer history of experience and support for internationalizing their system of higher education than



Canadians. In the early sixties national associations, the federal government and philanthropic foundations invested a substantial amount of time and resources into the promotion of international education. Unfortunately, during the seventies support for these internationalization efforts was not maintained on a steady basis.

This wavering degree of external interest and internal support was one of the catalysts for American researchers to address the question of organizational policies and practices needed to extend and in many cases, sustain and reinforce the benefits of international activities. This was a sharp departure from the majority of research studies which had consistently focused on program or curricular issues.

In the late seventies, Ralph Smuckler, then Dean of International Studies and Program at Michigan State University lamented the fact that, in general, international studies and activities on American university campuses were organized rather weakly from the standpoint of asserting any institutional leverage. "At only a few institutions does one find what might be considered political strength incorporated in the international program structure." (Burn, 1980,p.144)

Similarly, the president of Harvard University observed that when international activities and programs are centrally coordinated they reinforce each other and become more central to the institution in terms of both structure and priority. He urged that the separate and often isolated



international activities should relate to one another in a way that will make a whole which is greater than the sum of its parts. (Burn, 1980)

Recent studies which have focused on policy and practice indicate that some of the barriers to internationalization are lack of tangible and attitudinal commitment from senior administrators; little or no recognition for international work in hiring, promotion or tenure criteria; and no central focus point in the university to introduce, support and service internationalization initiatives. (Audas, 1990)

Factors which facilitate internationalization include the establishment of written policy and the consideration of an international dimension in annual planning and reviews, strategic planning and in the university mission statement. (Scott, 1992)

In short, internationalization depends on strong leadership from the top, clear direction in policy and mission statements, appropriate structures for the coordination of activities and incentives and rewards for faculty and students. (Harari and Reiff, 1993)

The growing interest in internationalization cannot be denied, but according to a 1993 study undertaken by the British Columbia Centre for International Education (BCCIE) most international activities still operate independently and discretely rather than in association with a campus wide infusion effort. "Lack of communication, coordination and connection between activities, both on individual campuses and between institutions,



is an often voiced problem that causes internationalization infusion to remain a daunting challenge." (Francis, 1993,p.49)

Thus, the fragmentation and marginalization of international activities prevents them from reinforcing each other and from having any leverage in the institution. A more systematic and coordinated approach to ensure cooperation and maximum impact has been called for.

### **Problem Statement**

In the United States, the trend and recent push to go international is welcomed by many of the international educators who have been making their case on campuses for years. However, there is a healthy dose of scepticism which asks if the current presidential speeches, strategic plans and new program initiatives will lead to a significant shift in the orientation of colleges and universities towards a more global perspective; or, "is internationalization just the latest fad in American higher education that will fade way once something else comes along?" (Carroll, 1993,p.15)

In Canada, the same question also needs to be asked. While the recent AUCC survey showed that many mission statements are reflecting the international role of universities, the interest must now turn to how the policy is being operationalized and the commitment sustained. In short, how internationalization is being institutionalized (incorporated on a





sustained basis) into university systems. There is concern that the present interest in internationalization is a current but a passing priority.

A review of the literature showed very little research done on this issue in Canada. The survey study conducted by the British Columbia Centre for International Education in 1993 is the sole exception. In the United States, substantially more research on the topic of internationalization has been done and more recently, there has been increased interest in studying policy and organizational issues. The literature and the experiences from the universities and colleges in the United States indicate that it is important to examine the following issues:

- What do institutions of higher education mean by internationalization and why do they consider it to be important?
- Given that many of the different international activities are carried out in isolation of one another, is there a way that they can reinforce one another to have a greater impact and contribution to the university?



- What are the elements which either strengthen or impede the incorporation of an international dimension into the university?
- What organizational considerations are necessary to maintain and sustain the impact and benefits of internationalization efforts?

These questions, coupled with the current interest and status of internationalization in Canadian universities lead to the following problem statement. *The problem central to this study was how to institutionalize an international dimension into the university academic and administrative systems.*

Given the diversity and rationale attributed to internationalization and the concern about fragmentation and marginalization of international education activities, institutionalization is an important and daunting challenge. The purpose of this study has evolved from these concerns.



### **Purpose Of The Study**

The purpose of this study was to identify and describe:

- The meaning, rationale and importance attributed to internationalization by Canadian institutions of higher education;
- The organizational factors which affect the process of integrating the international dimension into the mainstream of the university's major functions of teaching, research and service.

### **Research Questions**

The main research questions which this study addressed were:

1. What does internationalization of the university mean to Canadian institutions of higher education?
2. Is internationalization perceived to have a low, medium or high priority as an institutional goal?
3. What is the perceived rationale for internationalization of the university?



4. Who are the major actors perceived as being important for integrating the international dimension into the primary functions of a university?
  
5. What are the important organizational factors which are perceived to affect the internationalization of a university community?

### **Significance Of The Study**

Findings related to organizational policies, practices and structures which enhance the internationalization of higher education, will be useful to university administrators who are responsible for the integration of the international dimension into the primary functions of the university. It is anticipated that the study will provide further information on how the various international dimensions can support each other to have a greater cumulative impact for the university.

International program managers may find it valuable to know what priority and commitment senior administrators attribute to internationalization and which factors appear to affect the process of integrating their programs into the primary functions of the university.





Educational organizations and government departments may find the results of this study useful to the development of policy related to international cooperation and activities of higher education institutions.

Finally, for researchers in the field of internationalization of higher education, it is anticipated that the study will provide information and insights on why internationalization is seen to be an important part of a university mission, who has important leadership roles and which organizational factors and structures are critical to institutionalizing the international dimension.

### **Definition Of Terms**

The growing interest and debate regarding internationalization during the past five years have introduced new insights and increased the number of terms being used in the discussion of the international issues of higher education. While this has created new layers of meaning it has also made it more difficult to find clarity and consensus on the use and definitions of these terms.

For the purposes of this study the following operational definitions have been adopted:



**International Education:** the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation (Arum and Van de Water, 1992, p.202)

**Multicultural education:** education which develops in students both an awareness and the fundamental skills needed for living in a world of many different cultures. (Wurzel, 1988,p.1)

**Crosscultural Education:** education which involves a mix of cultures as when a student brought up in one culture receives education at an institution which has the values of another culture. (Page et al, 1978,p.92)

**Intercultural Education:** education designed to overcome prejudice and discrimination and to lead to an increased mutual understanding among peoples and cultural groups. (Page et al, 1978,p.181)

**Internationalization:** the process of integrating an international dimension into the teaching, research and programs functions of a university. (Knight, 1993,p.6)

**International dimension:** the entire scope and magnitude of international studies, international programs and international relationships that



comprise the institution effort toward international education.

(Posvar, 1980, p.49)

**International Elements:** an international element is a general term used to describe an activity or service which is part of or enhances internationalization. For the purposes of this study the following categories of elements are seen to form part of or contribute to the international dimension of a university. The first nine categories have been adapted from Afonso's (1990) research on international dimension indicators and the last two have been added as a result of Scott's (1992) research on intercultural education:

1. Foreign Language Study  
This category refers to activities related to foreign language instruction at the institution.
2. International Aspects of the Curriculum  
This category refers to formal aspects of the curriculum, other than foreign languages, that are primarily international in nature. This includes graduate and undergraduate courses and majors in various international fields as well as those courses which have a substantial amount of international or intercultural material integrated into the curriculum.
3. Canadian Students Research/Study/Work Abroad  
This category refers to research, study and work experiences by Canadian students affiliated with Canadian Institutions. Many different types of international experiences are included in this category: international cooperative education placements, internships, study tours, field or research work, academic courses. The collective term used for this category is student mobility programs.



4. **International Students**  
This category refers to study in Canadian institutions by visiting foreign nationals. This does not include landed immigrants or those seeking refugee status. The intention to return home on completion of studies is inherent in the definition of the term international student.
5. **Faculty/Staff Exchange or Mobility Programs**  
This category refers to work, study or research in foreign countries by Canadian faculty and staff members and scholarly activity by foreign Faculty or staff on Canadian campuses.
6. **International Development Assistance Programs**  
This category refers to the wide range of activities involving technical assistance to developing countries.
7. **Institutional Linkages**  
This category refers to formal linkages or partnerships between a Canadian university or consortium of universities with a foreign institution or group of institutions for purposes of mutually beneficial academic endeavours.
8. **Joint Research Projects with International Partner**  
This category refers to research initiatives undertaken jointly with a foreign partner/partners such as research centres, academic institutions, governments, private sector groups, public sector agencies, etc.
9. **Area Studies**  
This category refers to international or area studies (i.e., Caribbean studies) and research excluding that carried out through any of the above categories.
10. **Intercultural Training**  
This category refers to intercultural training carried out for staff, students and faculty to enhance their awareness, understanding and competencies of living, studying and working with individuals from other cultures.
11. **Extracurricular Activities and Institutional Services**  
This category refers to the various clubs, events, associations that relate to international issues and activities for both foreign and Canadian students. Different institutional services and facilities such as international student advisors, specialized library collections,





residences, international centres and others are included in this category of non-academic and academic services.

In the past few years the term globalization has appeared in the higher education literature. While it is most often used interchangeably with the term internationalization there are some researchers who attempt to make clear distinctions between these terms. For the purposes of this study globalization of higher education was interpreted and used to mean internationalization.

### **Assumptions**

The research was based on the following assumptions. First, that the issue of internationalization of Canadian universities is perceived to be of interest and concern to senior academic administrators. Second, that an analysis of the meaning, rationale, priority, and organizational factors would be useful in furthering the promotion and institutionalization of an international dimension into Canadian universities.

The study was based on the premise that senior administrators are an important group from whom to gather information and are knowledgeable enough about the issue of internationalization to respond to the questionnaire. Finally, it is assumed that the using a survey is a suitable way to gather the information from the identified sample of senior academic administrators.



**Related Literature**

The review of literature relevant to this study was divided into three major parts. Part One consists of a review of national reports which address or have a bearing on the status of internationalization of higher education in Canada. Part Two provides a review of the major articles and publications which discuss the meaning of and rationale for internationalizing higher education institutions. The third section summarizes literature dealing with the organizational considerations and structures related to the process of integrating an international dimension into a university community.

**Methodology**

*Population and Sample:* The 89 higher education institutions which are members of the Association of Universities and Canadian Colleges (AUCC) constituted the population for this study. The targeted sample consisted of the presidents of these 89 institutions. The actual sample consisted of presidents, vice-presidents, international liaison officers. An international liaison officer is the person designated to be the official liaison person between the university and the international division of the AUCC. In most cases, the international liaison officer is the person responsible for international matters within the university.



*Design of Survey:* The primary method for collecting data from the administrators included in the sample was a questionnaire survey. A panel of experts reviewed the survey to assess the understandability of instructions and the clarity and completeness of questions. The survey included three basic types of questions. These were yes/no questions, ranking questions as well as open-ended questions. Respondents were given the opportunity to add comments where yes/no and ranking questions were used.

Descriptive statistics, primarily percentages and rankings were used to analyze responses to the survey questions. Responses to open-ended questions were grouped under related headings and presented in terms of frequency of responses or percentage of respondents under each heading.

### **Limitations and Delimitations**

The following *limitations* are important in this study. The study was designed to be descriptive in nature and therefore did not intend to assess or analyze the quality of any of the international programs or activities.

The current recession and climate of economic constraint for universities in Canada may have influenced some of the responses and were taken into consideration when the data was interpreted.



Even though a working definition of internationalization was provided in the covering letter, the respondent's personal interpretation of the term internationalization would have affected the findings of this study.

The individual who completed the survey was asked to give his or her name and the name of the institution. The findings may have therefore be influenced by the respondent wishing to present a favourable picture of internationalization efforts at his or her university to the AUCC.

The collection of information was dependent on the willingness of the president to either complete the questionnaire or to designate another senior administrator to do so. As the questionnaire was designed to be self-administered its validity was limited by the clarity of questions and the honesty of the respondents. The biases of the principal investigator may have influenced the construction of the questionnaire and the interpretation of the findings.

The findings of this study can only be generalized to institutions of higher education which are degree granting.

The following *delimitations* are important in this study. The study is limited to all higher education degree granting institutions in Canada who are members of the AUCC. This excludes the community college system in Canada. Only senior administrators of universities and degree granting institutions were polled. Other constituency groups such as students, staff, faculty members were not included.





## **Organization of the Study**

Chapter I includes an introduction to the topic; a statement of the problem, purpose and significance of the study; a list of the research questions; definitions of key terms; identification of assumptions; a review of the methodology; and an outline of the limitations and delimitations.

In Chapter II, the literature related to the study is explored and analyzed. The chapter is divided into three sections: 1) national reports on the status and importance of internationalization; 2) studies addressing the meaning and rationale for internationalizing higher education; and 3) research on the organizational factors affecting internationalization.

Chapter III presents the design and methodology of the study. A description of the population and sample, survey design, information gathering procedures and data analysis is included.

Chapter IV contains a presentation and analysis of the findings of the study.

Chapter V summarizes and discusses the findings of the study, presents the conclusions, examines the implications for research, and presents reflections of the principal investigator on implications for practice.



## **CHAPTER II**

### **SELECTED REVIEW OF RELATED LITERATURE**

The review of literature relevant to this study is divided into three major parts. Part One consists of a review of national reports which address the importance and status of internationalization of higher education in Canada. Part Two provides a review of the major articles and publications which discuss the meaning of and rationale for internationalizing higher education institutions. The third section summarizes the literature dealing with the organizational considerations and structures related to the process of integrating an international dimension into a university community.

#### **PART ONE:**

##### **Status and Importance of Internationalization**

This section includes reports and studies which focus on the status of internationalizing institutions of higher education in Canada. The literature in this section is included for two principal reasons. First, it

emphasizes internationalization as a priority issue for higher education institutions in the 1990s. Second it draws attention to why government, educational organizations and universities are addressing the issue of preparing students who are internationally knowledgeable and interculturally competent.

Two national organizations, the AUCC and the CBIE, have identified internationalization as an issue of critical importance. Each association has recognized the necessity for Canadian universities to integrate an international dimension into the curriculum and research activities in order to produce graduates who are knowledgeable and skilled to work and live in an increasingly interdependent world and to help maintain Canada's economic, scientific and technological competitiveness.

Association of Universities and Colleges of Canada: In 1989 the Presidents of Canadian universities, through the AUCC, stated that:

internationalization of the undergraduate curriculum is essential for the effective survival of Canada. This is a high priority for Canadian universities and it must be a high priority for the Government of Canada and the provinces. To accomplish this goal will require institutional change in universities and the government. (AUCC, 1989,p.3)

The changes identified for universities included: 1) a review of curriculum to ensure more courses and emphasis on international aspects; 2) an increase in the number of international students from both industrialized and developing countries; 3) an expansion of the number

and types of opportunities for Canadian students to experience other cultures through courses and study abroad programs; and 4) a better use of faculty, students and members of the external community with diverse ethnic backgrounds or who have international experience. The leadership role of the President was emphasized given the conservative nature and the difficult financial times facing universities.

The AUCC acknowledged the importance of internationalizing higher education in its submission "Canada's Universities and the New Global Reality" to the Minister of Finance in December 1990. It was noted that Canadian universities play an extremely important role in: 1) facilitating partnerships between Canadian researchers and their counterparts in other countries; 2) facilitating Canadian access to knowledge and technology developed abroad; 3) promoting international awareness of Canadian strengths in research and technology - an awareness which can have numerous economic benefits for the country; 4) encouraging international cooperation and understanding; and 5) providing Canada with a valuable network of global contacts in both the public and private sectors. The submission recommended that the federal government actively encourage the internationalization of Canadian universities by recognizing the value of international exchanges, cooperation and development for Canada's socio-economic and cultural future; and strengthening Canada's commitment to build partnerships with universities in industrialized and

developing countries, including universities in Central and Eastern Europe.  
(AUCC 1990)

Canadian Bureau for International Education: In 1990, a Commission of Inquiry on Canadian University Education was established under the leadership of Dr. Stuart Smith. The CBIE presented a report "Education without borders or bounds" which included a set of recommendations directed to three sectors: the Universities, the Federal and Provincial Governments and the Canadian Private Sector.

The recommendations targeted to the universities addressed the following points: 1) inclusion of internationalization as an institutional goal in all university mission statements; 2) establishment of a program review process by universities to ensure programs are internationalized; 3) establishment of policies on percentages of foreign students and the composition of the foreign students population with diversity of national origin a stated objective; 4) review of learning resources including library acquisitions, to ensure international research is possible; 5) recruitment of faculty with international experience and reward/promotion of faculty for international work; 6) review of programs for international students to enable them to become more active crosscultural educators on campus; 7) establishment of processes and means for more Canadian students to have international education experiences; and 8) review of research capacities

and establishment of means for students to undertake research outside Canada in fulfilment of degree requirements.

The series of recommendations aimed at the federal and provincial governments focused on the following major points: 1) development of scholarship programs for international students; 2) support for a national coordinating office on university exchange agreements between Canadian universities and their counterparts; 3) funding of research and study by faculty seeking to develop their international expertise; 4) improved services by Canadian diplomatic posts on opportunities for study in Canada; 5) improved process for authorizing international student applications for study in Canada; and 6) adoption of internationalization as a fundamental objective of Canadian education with federal government taking a leadership role with the cooperation of the provinces.

The Canadian private sector was the target for another set of recommendations. As a way to encourage educational mobility, one of the creative ideas proposed for Canadian lending institutions was to forgive portions of debt in exchange for a debtor country's provision of in-country support for Canadians involved in educational exchange programs in that country. It was also suggested that Canadian companies share the benefits and financial burden of increased education exchange of students, scholars and faculty in ways which promote their short and long term trade interests.

The position of the CBIE on internationalization is effectively summarized by the president's statement to the Commission of Inquiry which emphasizes that:

given the world's increasing multi-polarity and interdependence, internationalism is now key to any country's scientific, technological and economic competitiveness. Canada's universities must become bastions of internationalism if Canada is to improve or even maintain its position in a variety of sectors through the 1990s ..... Internationalization will be the measure of quality of universities in the 1990s. (Fox, 1990,p.14)

Commission of Inquiry on Canadian University Education: When the final report of the Commission of Inquiry on Canadian University Education was published in 1991 there were three recommendations which related to the international dimension of university education. The influence of the CBIE submission and the position of the AUCC is evident but not entirely acknowledged in the following three points: 1) Internationalization should form part of the mission statement of every university and should offer increased opportunities for a year abroad and split programs, as well as educational exchanges. Federal government agencies should help fund these programs; 2) Canada's universities should enter into collaborative degree programs with appropriate foreign institutions, should emphasize courses in international marketing and government, and should extend Canada's successful cooperative educational programs to include as many foreign employers as can be accommodated; and 3) the Federal government



should take immediate steps to increase the speed with which student visas are issued. (Smith Report, 1991)

**Prosperity Initiative:** In 1992, the Government of Canada established a Prosperity Initiative guided by a group of twenty Canadians from a wide range of backgrounds. The mandate was to consult extensively with Canadians on how to ensure the prosperity of the country and to produce a plan of action to secure Canada's future economic and social well-being.

The proposed Action Plan included a chapter addressing the need to create a stronger learning culture in Canada. A section dedicated to the international focus in education and training was included in this chapter. The Plan acknowledged the need to prepare Canadians to meet the challenge of globalization and recommended that the following action be taken: 1) increase the international focus in curricula, research and scholarship; 2) expand interest in and access to training in foreign languages, programs leading to internationally recognized credits or diplomas, international exchanges of students, teachers and scholars and cooperative research across international boundaries; 3) develop stronger international linkages in the field of education; 4) within a competence-based approach, provide credits for individuals who have acquired skills and knowledge outside Canada; and 5) market education opportunities more extensively to other countries.

Wingspread Conference: An emerging issue of importance for the Canadian Higher education sector is trilateral collaboration with the United States and Mexico. In September 1992, leaders in higher education, business and private foundations from Canada, Mexico and the United States met at the Wingspread Conference Centre and agreed to a number of principles for developing North American dimensions in higher education. Internationalization of higher education was identified as key to the quality of education and research, the standard of living of the citizens, and for a better understanding of the respective distinctive cultures and identities.

The reports reviewed thus far have all had a national perspective on education. In a country where education is a provincial responsibility, it is equally important to examine reports and policy documents from provincial groups or government departments.

College Committee on International Education: A report on "International Education and the Ontario Colleges of Applied Arts and Technology" was submitted in 1989 to the Vision 2000 Steering Committee by the College Committee on International Education. The committee was established in 1988 and stated in their report that international education can help Ontario in the following four ways: 1) the community in general,

and the colleges in particular, gain from the enrichment of education and research, the contribution to culture and scientific development, the advantage to diplomacy and trade, the sale of goods and services to student visitors along with the increased potential for future trade with those countries active in the milieu of international education; 2) the sending country benefits from the return on investment represented by skills and knowledge when its students and staff return, thereby accelerating development; 3) the education institutions and disciplines lose any parochial character and participate through scholarly links in the worldwide academic community; and 4) students gain the opportunity to know and understand different cultures, acquire professional qualifications, and to participate in an international network.

British Columbia has taken the issue of internationalization very seriously. Since 1988, the Ministry of Advanced Education, Training and Technology has issued two reports encouraging post-secondary institutions to develop plans to facilitate the internationalization of campuses. These reports acknowledged the shift from a resource based to a knowledge and information based economy. The accompanying imperative to prepare graduates for effective global citizenship has confirmed internationalization as a necessary priority, not a desirable option.

British Columbia Centre for International Education: Not long after the publication of these two reports, the British Columbia Centre for International Education (BCCIE) was established (1990) and mandated to develop international education programs in the public post-secondary institutions. The BCCIE acts as a coordinating agency working to increase international education activity and to be a catalyst and resource for the process of campus internationalization. In 1992, BCCIE established a Task Force on Internationalization which surveyed all 24 post-secondary institutions in the province. The results of the survey revealed that:

positive initiatives notwithstanding, internationalization is proving to be a complex and challenging process.....While inroads are being made through effective leadership, encouragement of faculty involvement, strategic planning and internationalization of the curriculum, resources for internationalization are problematic, and campus-wide infusion of the process remains largely unrealized in British Columbia. (Francis, 1993, p.52)

## **PART TWO:**

### **Meaning and Rationale of Internationalization**

#### **Meaning**

Internationalization means different things to different people. With the growing interest in and use of the term the variety of interpretations and meanings have increased. This in turn has caused some confusion in

meaning, increased misunderstanding and perhaps an overall weaker impact.

As pointed out in Chapter 1, internationalization in the context of higher education, is often used interchangeably with the term globalization and is also used as a synonym for such terms as international, global, intercultural and multicultural education. The purpose of this section is to demonstrate the breadth of meaning and diversity of connotations attributed to internationalization.

One of the recommendations from the BCCIE Task Force addressed the "need for clarification of the definition of internationalization, both in the context of the post-secondary system as a whole, and at the individual institutional level". (p.64) This was a result of the Task Force finding that "not only did the meaning attributed to the term vary between individuals, but so too did the comfort level with using the word." (p.41)

The Task Force developed and suggested the following as a working definition for the province of British Columbia:

internationalization is a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multicultural reality is the stage for internationalization. The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world. (Francis, 1993, p.3)

This is one of the most comprehensive definitions proposed to date but it has been critiqued by individuals involved in their study. The

negative reaction to this definition centred on two issues. The first related to the reference to Canada's multicultural society in the definition and the possible confusion that this could cause. Secondly, there was a sense that the definition was too inward and campus focused and that an outward vision to the world was more important and relevant.

Arum and Van de Water (1992) also identified the need for a clearer and more focused definition of international education. They based their search for a definition on an analysis of concepts and definitions used in the United States during the past thirty years. The definition they favoured was proposed by Harari in 1972. It combined three main elements: 1) international content of the curriculum; 2) international movement of scholars and students concerned with training and research; and 3) international technical assistance and cooperation programs. They have built on this perspective and developed their own tripartite definition which refers to "the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation." (p.202)

Knight (1993) adopted a more process view of internationalization and defined it as "the process of integrating the international dimension into the teaching, research and service functions of an institution of higher education". An international dimension is described as "a perspective, activity or program which introduces or integrates an international/

intercultural/ global outlook into the major functions of a university or college". (p. 6)

Hans de Wit (1993), Vice President of the European Association of International Education, analyzed the differences in these two definitions and concluded that the Arum and Van de Water definition was very American oriented (an interesting observation and perhaps a contradiction of the intent of the term). and 'too rhetorical' for international educators. He pointed out that the process-oriented definition was "more global and neutral and ...is a more bottom-up and institution-oriented definition, giving space to a broad range of activities which could lead to internationalization, excluding none." (p. 10) He went further and proposed his own definition without distinguishing between the terms, internationalization and international education. He described it "as the process by which education is developed into a more international direction." (p. 19)

Harari (1989) suggested that international education must encompass not only the curriculum, international exchanges of scholars/ students, cooperative programs with the community, training and a wide array of administrative services but also "distinct commitment, attitudes, global awareness, an orientation and dimension which transcends the entire institution and shapes its ethos." (p.2)

The European Association for International Education (EAIE), founded in 1989, has stated that international education covers a broad range of activities and can only be defined in a general way as meaning all the activities dealing with the internationalization of higher education "internationalization being the whole range of processes by which (higher) education becomes less national and more internationally oriented." (EAIE, 1992,p.9)

The AUCC (1993) has also entered the debate or search for a definition of internationalization and concluded that "there is no simple, unique or all-encompassing definition of internationalization of the university. It is a multitude of activities aimed at providing an educational experience within an environment that truly integrates a global perspective." (p.7)

The comment by AUCC "there is no simple, unique or all-encompassing definition" may very well summarize the current sentiment and situation in Canada regarding the meaning of internationalization. As the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose. While one can easily understand this happening, it is not helpful for internationalization to become a catch-all phrase for everything and anything international. A more focused definition is necessary if it is to be understood and treated with the importance that it deserves.



**Rationale**

Aigner et al (1992) have suggested that there are three major reasons for the internationalization of higher education: 1) interest in international security; 2) maintenance of economic competitiveness; and 3) fostering of human understanding across nations (p. 2). Aigner et al have pointed out that these are not absolute or mutually exclusive reasons for internationalization and secondly, that they differ greatly on content and emphasis. They have indicated that any university-wide strategy must include many and diverse reasons as there are clearly different motivations and different political and social orientations for internationalism on university campuses.

The BCCIE (1993) cited the emergence of a global political economy, the challenge of globalization and the increasing economic, ecological and cultural interdependence as important causes for the increased attention being given to internationalization. Given that BCCIE are focused on their own province, they are particularly interested in the future of British Columbia which they believe:

depends on how competitive we are in the world economy and on the strength of our global literacy in international discourse. Virtually all areas of activity require effective communication with other cultures and global awareness skills. Hence, the education system plays a critical role in the preparation of British Columbians for productive living and working in an increasingly diverse world. (Francis, 1993,p.2)

The 1993 AUCC paper "A University Position on Internationalization" stated that the objective of internationalization is to prepare students and the general community for living and working in a truly global context of interdependent countries with an agenda which has as many domestic as international issues.

Scott (1992) identified seven imperatives for global education. They included economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign owned firms, the influence of international trade on small business, the fact that college graduates will supervise or be supervised by different racial and ethnic groups, and lastly national security and peaceful relations between nations. (p.2)

Carroll (1993) also recognized the increasing interest in internationalization in American colleges and universities. He reinforced the notion that internationalization is important because of the need for competitiveness in the global economy, the reality of interdependence with other nations and the need of students to have a better understanding of other peoples and cultures. (p.15)

The fact that modern society is placing a stronger emphasis on global awareness, international trade and intercultural relationships is acknowledged by Norfleet and Wilcox. (1992) They have suggested that because of this, the survival of every nation depends on its ability to build

and foster international and intercultural relationships and that institutions of higher learning are in a unique position to develop and strengthen these relationships.

A somewhat different approach has been used by Davies (1993) to explain why international activities have been expanding in the past decade. He has stated that internationalization is "closely linked with financial reduction, the rise of academic entrepreneurialism and genuine philosophical commitment to close cultural perspectives in the advancement and dissemination of knowledge" (p. 177). This is not directly linked to national economic competitiveness which has been cited by several other researchers. It relates more to the tight fiscal situation facing universities today and places international activity in the context of revenue producing work.

According to Johnston and Edelstein (1993), "today, the dominant argument for internationalizing higher education is that it will ensure the nation's economic competitiveness." (p.4). They have, however, acknowledged that while this argument has considerable force, it also has limitations as the very notion of international competition may be losing its meaning. The dissociation of businesses from their home countries is increasingly common as domestic enterprises evolve into international, then multinational, and then global ones.

It is clear from the above reports that, economic arguments to support internationalization are strongly advocated. Often these arguments are perceived to stem from business schools and are not fully supported by other disciplines. Non-business faculty members fail to give the same importance to the economic competitiveness rationale. In fact, some are very uncomfortable and view with suspicion the fact that the university agenda may be driven by the external agenda of business and industry. This is not to deny the importance of the relationship between university and business, however; the narrowness of the economic competitiveness agenda is of concern because of the important issues which are not acknowledged and secondly, the emphasis on competition should not overshadow the attention that should be given to the reality of interdependence and the need for cooperation on a global scale.

Warner (1992) has examined the various assumptions and imperatives that underlie or drive the internationalization agenda at different universities. He proposed three different models in an attempt to capture the diverse approaches to the internationalization of a university.

Competitive model: In this model, introducing international content into curricula and other elements of campus life is chiefly a means to make students, the institution, and the country more competitive in the global economic marketplace. This means preparing graduates who can work

crossculturally, whether in international or multicultural contexts, be sensitive to the needs of foreign partners or customers, and meet world standards in their discipline or profession.

Liberal model: The primary goal of internationalization is self-development in a changing world and/or global education for human relations and citizenship. This model combines elements of the other two models. The goal is for students to learn to participate more fully in an interdependent world, to reduce prejudice, and to develop mutual understanding and cooperation to solve global problems.

Social transformation model: In the third model, the most important goal of internationalization is to give students a deeper awareness of international and intercultural issues related to equity and justice, and to give them the tools to work actively and critically toward social transformation.

These three models, as well as the reasons identified by other researchers cited in this section, illustrate that there is no one motivation for internationalizing the university. Instead there are a variety of imperatives, which are not necessarily mutually exclusive, but which push universities to internationalize. The reason for choosing one imperative over another depends on a number of factors specific to the institution.

Thus, while motivation to internationalize may vary from institution to institution, at a national level there is usually more unanimity for why a sector such as higher education needs to internationalize as was acknowledged in Part One of this chapter.

### **PART THREE:**

#### **Organizational Considerations and Structures**

The emphasis in this section is on organizational factors which affect the integration of the international dimension into the primary functions of the university. A review of the literature has indicated that until recently, more attention has been given to the academic aspects of internationalization, for example language studies, curriculum, student exchanges, than the organizational issues. The four major studies reported in this section are relatively recent which indicates the youth of the literature on organizational matters. The references are primarily American as little research is being done on this aspect in Canada.

In 1989, Audas conducted a study to compare policy statements and practices in the international dimension of selected institutions of higher education. A central finding of the Audas (1990) study was that policies are needed in order to institutionalize and implement the institution's commitment to international education. Among the many reasons cited

was that "without written policy, practices are forged on an individual, decentralized basis. Written policy necessitates university-wide cooperation" (p.63) and "although the absence of written statements does not mean the absence of plans, a written document tends to reinforce, assist and rationalize commitment to international education. It ensures consistency." (p.63).

Audas (1991) also concluded that a systematic review and long term planning must occur to institutionalize the commitment to international education. She has argued that a systematic review done by a committee composed of central administrators, faculty and student leaders is in fact, a first step in assessing the strengths, concerns and aims leading to the institutionalization of an internal priority.

Harari (1989) is a strong and respected advocate for internationalization. His writing is based on his experiences at California State University and the insights he has gained from trying to increase the commitment to international education, turn the commitment into goals and programs, and produce a generation of students who are globally literate. He has identified a number of important factors or steps to guide the process of internationalization.

The first factor Harari identified relates to commitment and consensus building (p.3). He has advocated that support from senior administration in both tangible and non-tangible ways is a prerequisite.

Tangible support can take many forms but the non-tangible is most critical because it is more attitudinal than institutional and it helps to develop a campus-wide interest and commitment. It is probably very unrealistic to expect to have all or most of the faculty and staff committed to internationalization, but a critical mass of 10-15 percent is important to operationalize a commitment. The support across campus is most effective when it is initiated and nurtured by a consensus-building approach. If there is no real support across the institution for the expressed commitment or policy statement then the policy is basically a public relations exercise only.

Another important factor related to the relationship and more specifically the lack of any connection between international activities and the curriculum (p.3). While international activities such as education exchanges, or development projects or work/study abroad have value in themselves they can have a greater impact when they reinforce or are linked to curricular or extracurricular activities. This is also especially true for the role and contribution that foreign student and scholars can play on campus.

Harari has acknowledged that internal support and external partnerships play an essential role in the internationalization of a campus. The involvement of faculty and staff in the early planning and implementation of the international mission and programs has already been



pointed out, but working with external public or private sector groups can also result in some very successful partnerships (p.7). While some aspects of internationalization will have to depend on allocation of resources a great deal can be done by highly motivated faculty whose work and contribution to the international dimension of the institute is valued.

Harari has asked the question "What makes a campus international?" Many have answered having foreign students on campus, working on international development projects, offering work/study abroad or international exchange programs, foreign language study or international research centre. While these are all contributing factors the most significant consideration, according to Harari, is an 'international ethos' (p.8). This means a positive attitude, not just a receptiveness, but a positive attitude towards understanding other cultures or societies, a belief in the interconnectedness of humankind, economically, socially and politically and an interest in global issues such as the environment. These attitudes and interests are the foundation for building an "international ethos on campus" which is essential for successful internationalization.

The organization and leadership given to international activities is another critical issue identified by Harari. He has suggested that any campus needs a locus of responsibility and leadership for international activities. Such a focal point or centre must serve in a catalytic, supportive, service oriented way. Given the structure and culture of most

institutions such a centre must be extremely careful to provide leadership from the side and not be seen as turf seeking in any way. Monitoring of activities, not coordinating activities, is essential to maintaining integrity and professionalism in international work. The leadership of such a centre must relate well and have credibility with faculty but also have administrative, entrepreneurial and crosscultural skills.

The international dimension must be part of the institution's overall mission and one of the top five or six priorities. As has already been noted one needs consensus building to make it a priority and a critical mass to implement it. An integrated programming approach coupled with strategic planning and review ensure that internationalization initiatives are incorporated into the institution.

Scott (1992) has identified critical leverage points for incorporating an international dimension throughout a college campus. As president of an American college he has referred to the critical leverage points as administrative policies and practices relative to the planning and management systems of the university. Ten leverage points which he identified as important to internationalization were:

- i) overall mission statement
- ii) multi-year strategic plan
- iii) annual academic program and administrative unit reviews
- iv) annual goals and objectives for senior administrators including deans
- v) annual budget requests and allocations
- vi) staffing decisions
- vii) funds for

faculty and curriculum development viii) annual rewards, rewards and other forms of recognition ix) the agenda of the senate or board of governors x) fund raising in both public and private sectors. (pp. 7-9).

According to Scott (1992) and the experiences at Ramapo College these leverage points can be used to enhance the importance or priority given to internationalization, offer prime opportunities to express and support the internationalism priority, and help facilitate institutional change to implement the priority. It is true that each institution has its own organizational culture which affects institutional and attitudinal change but these ten leverage points are generic enough to warrant serious consideration as to how they could be applied to other colleges or universities.

One of the major lessons learned from this case study was that the changes were made because it was a top priority for faculty, staff, administrators and the governing board of trustees. There was a strong commitment to a clear set of goals and the approach was pervasive and integrated into academic and administrative units throughout campus.

Francis (1993) has reported on the BCCIE survey of colleges and universities in one Canadian province and identified a number of critical issues related to the facilitators and barriers to internationalization. Their

interpretation of facilitators includes both organizational issues as well as program elements. The following list highlights the organizational factors which have been identified as key ingredients (or important facilitators) and key barriers to the progress of internationalization (p.62):

**Key Ingredients for future internationalization:**

- recognition of internationalization as an institutional priority
- strategic planning
- long-term commitment
- availability of and access to resources
- credibility of internationalization efforts; successful precedents
- continued support and co-ordination by BCCIE
- involvement of more people in the process; encouraging everyone to invest in the internationalization process
- increasing or maintaining international student enrolment
- developing and improving opportunities for local student involvement in internationalization
- strong leadership from senior administration
- improved and expanded facilities
- public relations to combat misconceptions about internationalization and attitudes that hinder progress, such as racism, discrimination and fear of change
- enhanced multicultural awareness at local level
- more human resources with time and energy to focus on internationalization
- articulation of goals
- government will
- improved community linkages
- focused attention on internationalization of the curriculum

**Key Barriers to the progress of internationalization:**

- scarcity of resources
- competing priorities
- misconceptions and myths about international students
- misconceptions about international education funding formulas
- apathy towards internationalization
- physical space shortages
- lack of leadership
- racist and parochial attitudes and xenophobia

- insufficient human resources
- geographic isolation
- inability to compete with other institutions

In addition to these major facilitators and barriers the Task Force identified several other issues which the colleges and universities of British Columbia are facing as they try to internationalize their campuses. The first issue was the myriad of different interpretations attached to the term. This was addressed in Part One of this chapter. A second issue addressed the concern about competing priorities for scarce resources and the negative impact that has on internationalization.

The importance of support from the senior leaders of the institution, especially the president, was also identified by this study as a cornerstone of internationalization. The study found that initiatives and ideas usually take root in the international office and then gained approval from senior administrators. Even though the ideas were not generated from the top down, the full support in both tangible and non-tangible ways was extremely important.

The final issue addressed the need for coordination or in their words "pulled togetherness". To infuse a campus with international objectives is to pull together what activities are already there and to put new activities in place where they are needed. According to this study the degree of pulled togetherness reflects the degree of campus internationalization.

**Summary**

It is evident from the review of the literature on the definition of internationalization that a variety of interpretations exists and this has led to some confusion and misunderstanding. There are basically two different approaches being used to describe the concept. The process approach frames internationalization as a process which integrates an international dimension or perspective into the major functions of the university. A wide range of activities, policies and procedures are part of this process. The activity approach describes internationalization in terms of categories or types of activities. The three major sets of activities relate to the curriculum, scholar/student exchange and technical cooperation.

The review of eight national and provincial reports published since 1989 showed that a great deal of interest and importance is being directed to the internationalization of higher education in Canada. Many of these reports emphasized the role that universities play in helping to maintain Canada's economic, scientific and technological competitiveness. Specific recommendations were made regarding initiatives that universities should undertake to ensure that graduates are prepared to live and work in a more global and interdependent context. These initiatives included recruiting international students, developing exchange programs for students and faculty and including a reference to internationalism in university mission statements. Finally, the support and role of federal and provincial

governments as well as the private sector was identified as critical to the promotion and success of internationalizing Canadian universities.

The organizational factors which affect the introduction and operationalization of an internationalization strategy on a university were reviewed. There was unanimity among the four authors that the international dimension must be integrated and institutionalized into the planning, policy, budgeting and review systems of the university. Commitment and leadership from senior administration, policy statements, a mechanism such as an international office to provide support, advice and coordination were considered as critical organizational factors or issues to facilitate the process of internationalization.

The purpose of this chapter was to provide a selected review of related literature. The following chapter presents the design and methodology of the study.

## **CHAPTER III**

### **DESIGN AND METHODOLOGY**

This chapter describes the design of the study, the collaboration with the Association of Universities and Colleges of Canada (AUCC) in collecting the information, the population and sample, the survey design and information collection procedures. A description of the respondents, the procedures for information analysis, limitations of the study plus a discussion on validity and reliability are also included in this chapter.

#### **Design of Study**

A survey research methodology was used to collect data in this descriptive study. The rationale for using survey research to achieve the study's purpose was based on the fact that the investigator did not seek to explain relationships, to test hypotheses, or to make predictions about the process of integrating an international dimension into a university community. Instead, the intent was to describe the meaning, importance and rationale of internationalization and to identify the organizational



factors affecting the internationalization of Canadian higher education institutions.

### **Collaboration with the AUCC**

Internationalization of higher education has been identified by the AUCC as a topic of interest and concern during the last two years. In 1991 the AUCC polled its member institutions about the existence of mission statements which addressed the international role of universities as well as different program aspects of internationalizing their campuses. The results of this survey were published in 1992 and reviewed in Chapter II on Related Literature.

The AUCC continues to be concerned about internationalization and expressed strong interest in this study. In 1993, AUCC planned to conduct another membership survey on internationalization and requested permission to use the questionnaire prepared for this study as part of their survey instrument. Therefore this survey was designed to include two sets of questions, all of which addressed the major research questions of this study. The data from the first set of questions was thoroughly analyzed for this study. The data from the second set of questions provided information to serve AUCC's purposes and also gave additional contextual information

for this study. The principal investigator for this study prepared all questions to ensure that the instrument was conceptually sound and coherent and served both purposes. See Appendix A for the Survey Instrument.

### **Population**

The population was composed of 89 institutions of higher education who are members of the Association of Universities and Canadian Colleges (AUCC). All Canadian institutions which are mandated to grant post-secondary education degrees in Canada are members of the AUCC.

The Community College system which provides post-secondary education certificates and diplomas, but not degrees, were therefore not included in this study.

### **Target Sample**

The targeted sample was the senior administrators, specifically the presidents, of the 89 institutions included in the population of this study. The actual respondents included presidents, vice-presidents, international liaison officers and other senior administrators.

## **Survey Design**

The primary method for collecting data from the institutions included in the sample was a questionnaire survey. The survey included three basic types of questions. These were yes/no questions, ranking questions as well as open-ended questions. Respondents were given the opportunity to add comments where yes/no and ranking questions were used.

The survey was designed by the principal investigator of this study and addressed the five major research questions of the study:

1. What does internationalization of the university mean to Canadian institutions of higher education?
2. Is internationalization perceived to have a low, medium or high priority as an institutional goal?
3. What is the perceived rationale for internationalizing the university?
4. Who are the major actors perceived as being important for integrating the international dimension into the primary functions of a university?
5. What are the important organizational factors which are perceived to affect the internationalization of a university community?



**Pretest of Survey**

The survey was reviewed by a selected panel of experts consisting of senior administrators from four universities and researchers/program officers from the AUCC. The reviewers were asked to evaluate the survey in relation to understandability of instructions and the clarity and completeness of the questions. Based on the responses and comments of the reviewers necessary changes or modifications were made to the instrument.

**Validity and Reliability**

Ensuring the validity of the survey instrument was very important to this study. The intent of each question should mean the same thing to all respondents and the answers should correspond to what they are supposed to measure or determine. In this study an attempt to ensure 'face' validity was made through the expert panel. Each member of the panel was asked to comment on the clarity of instructions, the understood meaning or intent of each question plus the coherency and completeness of the whole survey.

The issue of validity when applied to a perceptual and descriptive study can be seen in terms of 'truth'. In this study, the collection and interpretation of information was directed toward developing an accurate ('truthful') description of the meaning and importance of

internationalization and the organizational factors involved in integrating an international dimension into the primary functions of a university.

Reliability, the extent to which people in comparable situations will answer questions in similar ways, was another important consideration which was addressed. In this type of survey design, good questions are reliable providing there is consistency in response in comparable situations. That means that the respondents will provide the same answer if the questionnaire is administered at different intervals of time or in different situations. One way to try to ensure or at least increase reliability is to have clearly defined or easily understand terms and consistent wording so that the purpose and significance of each question is clearly understood by the respondent. Once again, the panel of experts were asked to review the questionnaire and address these concerns.

### **Limitations and Delimitations**

The membership relationship between the respondents and AUCC may have influenced the nature of the responses. As the respondents identified themselves when completing the survey they may have wished to present a favourable picture of the efforts toward internationalization on their particular campus. This is a limitation of the study. The respondents included presidents, vice-presidents, international liaison officers and other senior administrators. It is recognized that there could be differences in

response according to the position of the respondent. This is another limitation of this study.

The study was delimited to senior administrators of universities. Other important constituency groups such as students, staff and faculty members were not polled for their views on internationalization.

### **Information Collection Procedures**

The AUCC undertook the responsibility for translating the survey into French. The principal investigator reviewed and corrected the translation to ensure consistency between the two versions. The AUCC sent either a French version or English version of the survey, depending on the institution's stated language preference, to each of the 89 institutions. Respondents were asked to agree in writing to have their completed survey reviewed for AUCC's purposes as well as for another research project on the internationalization of higher education. See Appendix B for the proposed letter of introduction and agreement.

The survey was addressed to the President of each of the 89 member institutions of the AUCC. The respondents were asked to return the questionnaire to the AUCC. A follow-up telephone call to encourage non-respondents to complete and submit their questionnaire was done by the AUCC.

**Respondents**

Representatives from 64 of the 89 institutions (72%) responded to the survey. Seven of these respondents indicated that the questionnaire was not relevant to their institution because of their specialized mandate. Therefore, 57 completed questionnaires (64%) were returned. A list of institutions whose representatives responded is in Appendix C.

The questionnaire and accompanying letter were sent to the president of each institution. The president's signature was requested as well as the name and title of the person who completed the survey. The analysis of who, by title, completed the questionnaire shows 33% were filled in by the president, 14% by the vice-president, 38% by the designated International Liaison Officer and 15% by such others as the Dean of Research or Registrar. An International Liaison Officer (ILO) is the individual appointed by the university to be the formal contact person with the AUCC on all international matters. In most cases the ILO is Director of the international office on campus or is the Vice-President Academic or Research.

**Information Analysis**

Descriptive statistics, primarily frequency totals, percentages and rankings were used to analyze responses to the survey questions. A more qualitative approach was used to analyze the data to the open-ended questions. Responses were grouped under related headings and presented



in terms of frequency of responses or percentage of respondents under each heading.

The SPSS (Statistical Package for Social Sciences) software was used to analyze the data from the questionnaire. The data for each question is presented in a series of tables in Appendix D.

Tables D.1, D.2, D.3, D.4, D.5, D.7, D.8, D.9, present the data for Questions 1 to 5 and 7 to 9. The frequency of response plus the percentage of respondents answering that specific question are presented.

The data from Question 11 is displayed in Table D.11. In addition to total frequencies for each variable, a weighted frequency is calculated and a ranking assigned. The formula used to calculate the weighted frequency is included in Table D.11. Tables D.12 and D.14 give the frequency of response for each variable, the percentage of respondents answering that question and the ranking.

Question 13 was an open-ended question in which respondents were asked to write in their own definition of internationalization. A content analysis was done on this data by coding the key words, categories and then themes which emerged from an in depth review of the data. Table D.13 presents the data for Question 13.

Table D.10A provides the frequency of responses and the calculated weighted frequency for each of the 18 factors included in Question 10. The formula for calculating the weighted frequency for this question is included

in Table D.10A. Respondents were asked to add written comments and the majority did. These narrative comments are presented in Table D.10B.

The data from Questions 6, 15, and 16 were not analyzed as they were included for use by the AUCC, not for this study.

### **Summary**

The content of this chapter was a description of the procedures established and followed by the investigator in conducting this descriptive study. A survey questionnaire was used to gather information from senior administrators of the 89 institutions in the study. Descriptive statistics, primarily frequencies, percentages and rankings were used to analyze the data from the 57 returned questionnaires.

The purpose of the study - to describe the meaning, importance and rationale for internationalization and to identify organizational factors which affect the integration of an international dimension into the teaching, research and service function of an university - was restated throughout the chapter as the basis for the study design and methodology.

This chapter focused on the design and methodology of the study. The purpose of the next chapter is to report and analyze the findings of the study.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND ANALYSIS**

This study was designed to identify and describe the meaning, rationale and priority attributed to internationalization by senior administrators of Canadian universities. The second purpose of the study was to determine the organizational factors which affect the process of integrating the international dimension into the mainstream of the university's major functions of teaching, research and service.

This chapter presents the findings of the study and is divided into six major parts. Each section addresses one of the five major research questions of the study and the sixth section summarizes the chapter. Part One focuses on how internationalization is defined by university administrators and what elements or activities they consider to be important to internationalization. Part Two addresses the question of the rationale for internationalization as perceived by the senior university administrators. Part Three discusses the priority or interest attributed to internationalization and how this is concretely expressed. Part Four reports the findings on who is and who should be taking a major leadership

role in promoting and implementing internationalization. Part Five presents the findings on which organizational factors affect the integration of an international dimension into campus activities and culture. A summary of the findings is presented in Part Six.

## **PART ONE:**

### **Meaning of Internationalization**

Two survey questions addressed the issue of what internationalization means to senior administrators of Canadian universities. Question 13 was open-ended in format and asked "In your own words, how would you describe or define internationalization of a higher education institution?" A review of the comments by the 52 respondents who answered this question provide some interesting insights into how internationalization is described by senior administrators. These comments are presented in Table D.13 in Appendix D.

Four different approaches emerged from the analysis of the data. Respondents described internationalization in terms of 1) activities, 2) process, 3) competencies, and 4) organizational culture. The different approaches are discussed in the following four sections.

**Activity Approach**

The approach most frequently used to define internationalization was by listing a wide range of academic programs or curricular activities which serve as mechanisms of internationalization. Examples of these activities include faculty and staff mobility programs, international development projects, student exchanges or curriculum innovation.

**Process Approach**

The second approach described internationalization as a process of integrating an international dimension into the teaching, researching and service functions of the university. Terms such as infuse, integrate, permeate, incorporate were used repeatedly to characterize the process of internationalization. These terms support the idea that internationalization touches all aspects of the university and is central to the mission and functions of a university, not a marginal or add on activity. Many respondents referred to the concept of change when they described internationalization. The following quote illustrates this point: "changes both in the content of our teaching and learning resources as well as the human environment in which the learning takes place."

The process approach was used to define internationalization in the letter of introduction and the majority of respondents seemed very comfortable with this definition or parts of the definition.

### **Competency Approach**

Another way to describe internationalization was in terms of such competencies as new knowledge, increased awareness or changed attitudes. Many respondents referred to internationalization as a way to develop "an awareness and openness to the world", "a sensitivity to a global human community", "an appreciation and understanding of global interdependence", "a recognition of the significance of international events". It is interesting to note that more respondents spoke of developing sensitivity and knowledge in the whole university community, than targeting students only.

### **Organizational Culture Approach**

The fourth approach used by respondents was to describe internationalization in terms of developing an ethic or culture in the university which "values international knowledge, cultural and people exchange". This relates to and could be interpreted as part of the process approach.

### **Discussion**

The variety of ways that respondents described internationalization demonstrates the point that it means different things to different people. As discussed in the literature review, there is in fact, a great deal of

confusion about the different terms being used to describe internationalization, globalization, multiculturalism, intercultural education and crosscultural education.

As was pointed out in the operational definitions in Chapter I, international education is also usually described in activity or programmatic terms. In fact, it could be said that some respondents described internationalization in the same way that international education is described. This is very limiting and the difference needs to be taken into consideration. First of all internationalization is a verb which does imply some sort of action. Secondly, if internationalization is only defined in terms of different activities all of the other more organizational or administrative factors and procedures which are part of the process are eliminated. Lastly, an activity approach to a definition poses the risk that it may be exclusive instead of inclusive.

### **Important Elements**

To determine which activities were perceived to be most important, Question 14 asked respondents "what are the important elements/dimensions of internationalization of higher education?" An examination of the data showed that the majority of the 53 respondents interpreted elements to mean activities and over 30 activities were suggested. These were eventually collapsed into 18 different categories and

a list of the 18 most frequently mentioned elements/activities is presented in Table 4.1.

**Table 4.1 - Important Elements of Internationalization (N=53)**

Element	Percent of N Who Mentioned Element	Rank
Student Work/Study Abroad	66	1
Curriculum	62	2
International Students	58	3
Faculty Exchange and Travel	52	4
International Development Projects	43	5
Research	40	6
International Academic Programs	30	7
International Institutional Agreements	26	8
Cultural Awareness and Diversity	20	9
Training of Professors	17	10
Senior Administration Commitment	17	10
Mind Set and Culture	13	11
Foreign Languages	9	12
Development Education	9	12
Community Linkages	5	13
Area Studies	1	14
Integrated Policies	1	14
Alumni and Fund raising	1	14



**Discussion**

It is interesting to note that fourteen of the eighteen elements were specific international education activities. The other four elements were more concerned with organizational factors such as policy, fund raising and commitment. Another noteworthy point is that three of the four top factors involved the movement of people (Canadian students, foreign scholars and Canadian faculty) between countries or continents.

Student mobility and curriculum were mentioned by the largest percent of respondents. This finding is supported by Harari (1987), Aigner et al (1992), and the BCCIE Task Force Report (1993). What is especially interesting and somewhat of a surprise is that research and international academic programs were only mentioned by approximately 40% of the respondents. This question did not limit the number of elements/activities which could be listed. Therefore, respondents did not have to make choices and were free to mention as many as they wanted. With research being such an important function of the university and with the increase in international electronic communication, it is puzzling that research ranked number six.

It is useful to examine some of the reasons which may be influencing the selection of the important elements of internationalization. One important issue is the difficult financial situation facing most universities today. Research dollars and support for international development projects

is more difficult to obtain than five years ago. Thus, fiscal constraint might affect research, development projects and the establishment of new international academic programs. However, if that is the case, why are student and faculty mobility programs not similarly affected as they require financial support to travel and live in another country.

There are two activities, which are often mentioned in the literature as being important mechanisms or strategies for internationalization, which were ranked very low in this study. These are area studies (Kelley 1991) which were mentioned by only 1% of the respondents and external linkages or partnerships (Klasek 1992) which were listed by 9% of the respondents. Finally, it is worthwhile to note that foreign languages, which is consistently acknowledged as an important asset for all students, were also cited by only 9% of the respondents.

## **PART TWO:**

### **Rationale for Internationalization**

The information discussed in this section is based on answers to Question 1 of the survey which asked respondents to indicate "the three most important reasons for promoting and integrating an international dimension into the mandated mission of an institution of higher education".

The frequency of response for each variable is presented in Table D.1 in Appendix D.

There were two factors that stood out as the most important reasons for internationalization. Ninety-five percent (95%) of the 57 respondents ranked "prepare graduates and scholars who are internationally knowledgeable and interculturally competent" as one of the three most important reasons. Sixty-five percent (65%) of respondents ranked "address through scholarship, the increasingly interdependent nature of the world (environmentally, culturally, economically, socially)" as one of the top three reasons.

The two reasons which received the lowest percentage of response are also noteworthy. "Maintain Canada's scientific and technological competitiveness" was cited by 14% as one of the three most important reasons while "contribute to national security and peaceful relations among nation" was acknowledged by only three percent (3%) of the universities. The percentage of respondents for each of the nine reasons included in the questionnaire is presented in Table 4.2.

Only seven respondents identified 'other reasons'. All but one of the other responses could be attributed to one of the existing nine rationale categories. The remaining 'other reason' was "to ensure that the standard of research ranks with that of the top universities world wide".

1870

1871

1872

1873

1874

1875

1876

1877

**Table 4.2 - Reasons for Internationalization (N = 57)**

Reason	Percent of respondents who ranked it as #1, 2 or 3
Prepare graduates and scholars	95
Address interdependent nature of world through scholarship	65
Address national and international issues through research	26
Acknowledge ethnic and cultural diversity of Canada	25
Maintain economic competitiveness of Canada	25
Knowledge systems should be more international	23
Contribute to social transformation in Canada and elsewhere	21
Maintain scientific and technical competitiveness of Canada	14
Contribute to national security and peaceful relations among nations	3

### **Discussion**

As discussed in Chapter II, the most prevalent reason for internationalization cited in the literature was to help maintain economic competitiveness. This was especially true for the reports addressing the status and promotion of internationalization of higher education in Canada. An examination of the findings from this study showed that economic

competitiveness ranked fifth out of nine in importance and only 25% of the respondents rated it as one of the top three reasons.

A second point worthy of discussion is the low ranking given to scientific and technical competitiveness. The CBIE advocated this as a very important rationale in their presentation to the Smith Inquiry into Higher Education in 1991, but the findings of this study have not supported this point of view. It may be important to distinguish between the perspective of the national organizations or government commissions which take a sectoral and national perspective on higher education as opposed to the specific universities which are looking at internationalization from an individual institutional position.

In addition to ranking high as a reason for internationalization, 'the increasing interdependence of the world' was a recurring theme in the written comments throughout the survey. It is interesting to note that scholarship for world interdependence ranked higher than scholarship for international and national issues. It appears that internationalization is not seen primarily for nationalistic reasons.

Finally, it is important to acknowledge that the preparation of graduates and scholars who are internationally knowledgeable and interculturally competent was clearly seen as the major reason for internationalization of the university. This corresponds with the competency approach to defining internationalization discussed in Part

One. It also reinforces the role of higher education institutions in preparing the next generation to be living and working in a more global and intercultural society. While this reason has been acknowledged by Scott (1992) and Harari (1992), in general, the importance that the findings from this study give to this factor is not extensively supported in the literature review.

### **PART THREE:**

#### **Priority Given to Internationalization**

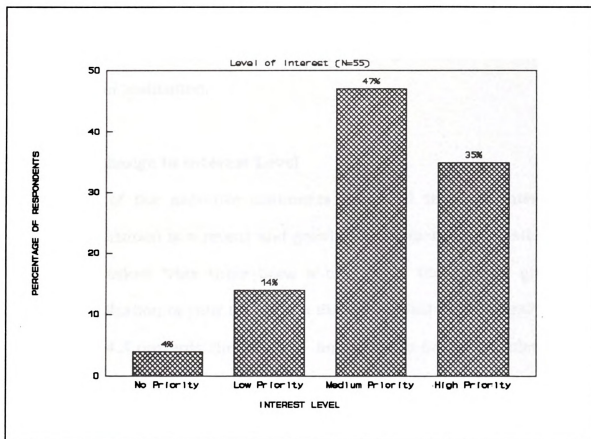
This section addresses several issues related to the priority or interest given to integrating an international dimension into the university. The following points are discussed: the level of interest or priority given to internationalization by senior administrators, the change in interest level by different groups in the university, how the interest has been concretely expressed and whether the interest has been institutionalized in mission statements and through policy and planning procedures.

#### **Level of Interest**

Question 2 addressed the perceived interest level given to internationalization by asking "How would you weigh the priority given to internationalization, as an institutional goal, by the senior administrators

in your institution?" The frequency of response for each variable is presented in Table D.2 in Appendix D.

An examination of the data, as presented in Figure 4.1, shows that of the 55 respondents to this question, 35% gave it a high priority ranking.



**Figure 4.1: Level of Interest**

47% ranked it as medium priority, and only 4% indicated that no priority was given to internationalization. The reasons cited for ranking it as a low priority seemed to focus on the need for certain institutions to serve the



needs of their own geographical region during the current period of economic restraint.

The fact that 82% of the 55 respondents ranked internationalization as a medium to high priority is a clear and strong statement of the interest in this issue. While, there is no data which can be used to compare this finding to the situation two or three years ago, another survey question tried to determine whether there had been a change in interest level within the individual institution.

### **Perceived Change in Interest Level**

Many of the narrative comments indicated that the interest in internationalization is a recent and growing phenomenon. Question 3 of the survey asked "Has there been a change in the priority given to internationalization of your institution during the last three years?"

Table 4.3 presents the changes according to how respondents felt different constituency groups on campus (senior administrators, faculty members, staff, students and researchers) would answer. The most striking feature of this table is the high percent (37%) of senior administrators who show 'significantly more interest' compared to only 11% of the faculty and 4% of the staff. However, if respondents had included students, staff or faculty groups there could have been different responses to this particular

question. Refer to Table D.3 in Appendix D for the frequency data used to determine the percentages presented in Table 4.3.

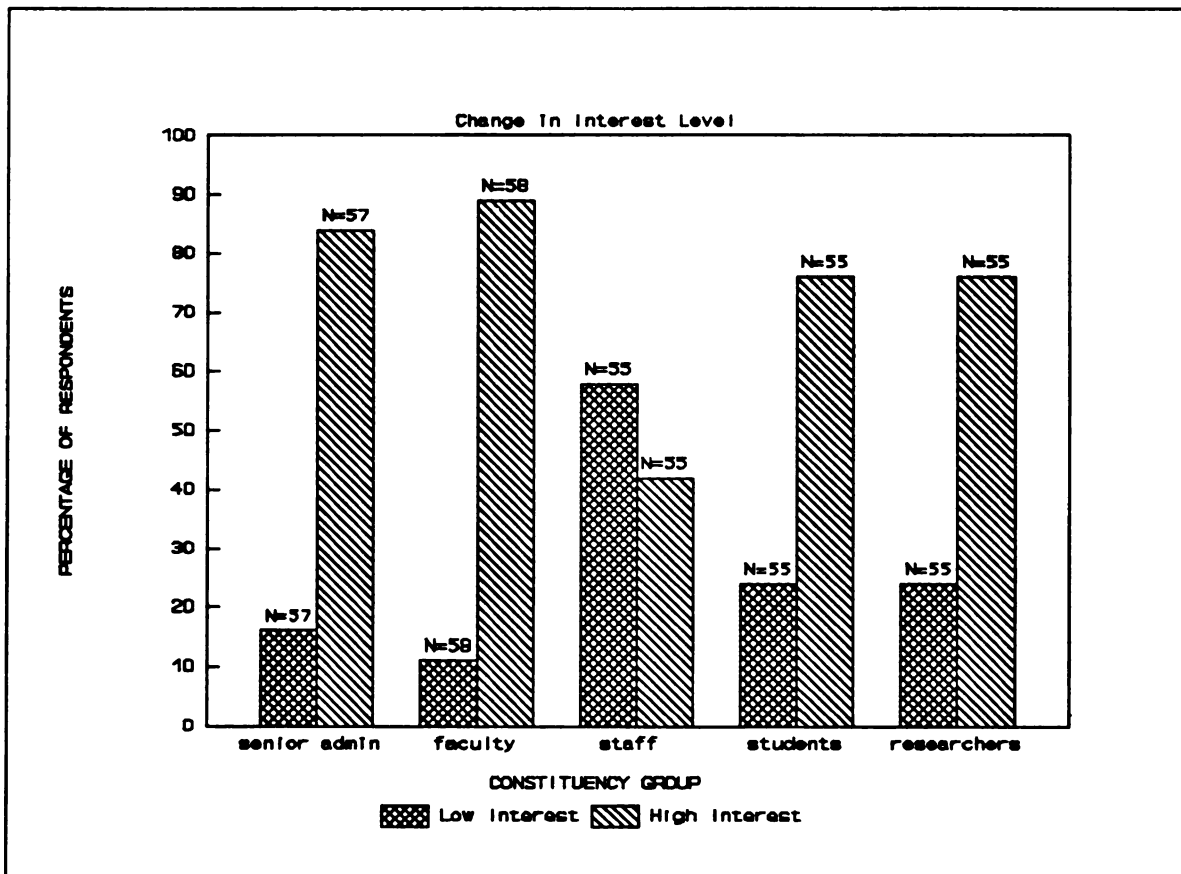
**Table 4.3 - Perceived Change in Interest Level**

	<b>Senior Admin N=57</b>	<b>Faculty N=56</b>	<b>Staff N=55</b>	<b>Students N=55</b>	<b>Research N=55</b>
	Percent	Percent	Percent	Percent	Percent
less interest	-	-	-	-	-
no change in interest	16	11	58	24	24
more interest	47	78	38	58	58
significantly more interest	37	11	4	18	18

Figure 4.2 combines the 'less interest' and 'no interest' levels, as shown in Table 4.3, into one category called low interest and collapses 'more interest' and 'significantly more interest' into one grouping labelled 'high interest'

A review of the data in Figure 4.2 shows that there is a perceived to be an increased interest across all groups with 89% of the respondents indicating that faculty are showing more interest and 84% indicating that senior administrators are more interested. This contrasts sharply with only 42% believing that staff are more interested. This finding is further supported by narrative comments such as that "despite a fair bit of recent

turnover at senior levels, the priority remains reasonably high and reasonably consistent". Another respondent described the situation in other institutions where "this priority has still not effectively been transferred across the university at levels below the most senior administrators."



**Figure 4.2: Change in Interest Level**

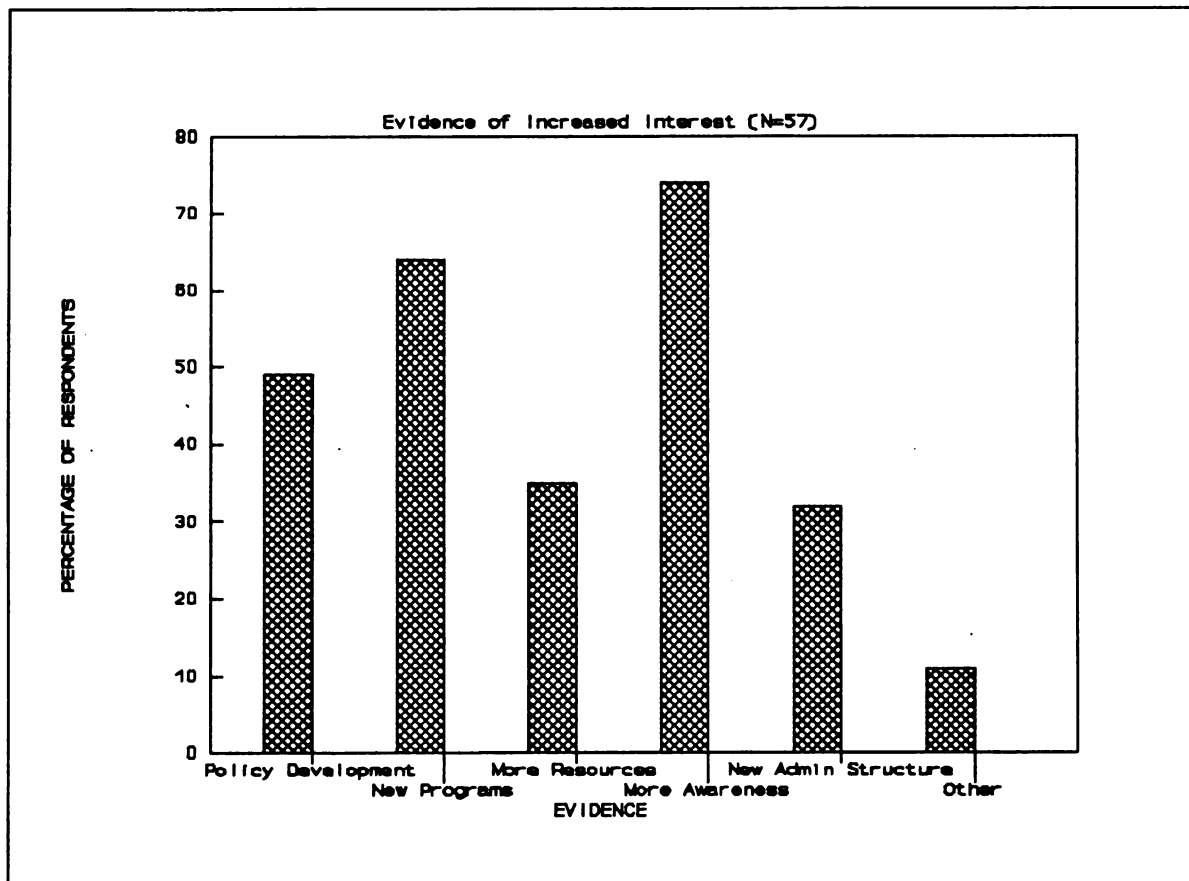
A striking theme across many of the narrative comments is the rate or pace of change. Comments such as "interest is developing all the time", "a recent priority", "significant improvement from two years ago", "although internationalization has always been a high priority there is a new energy



in our activities" are a strong testimony to the growing interest in this issue.

### **Evidence of Increased Interest**

The second part of Question 3 asked "If there has been increased interest or priority given to the international dimension in your institution, how has this been expressed?" The data related to concrete evidence of increased interest in internationalization is presented in Figure 4.3.



**Figure 4.3: Evidence of Increased Interest**

The largest percentage (74%), of the 57 respondents who answered this question, indicated there was more awareness. Increased awareness is hard to measure; therefore, the fact that 64% cited new programs as an expression of interest is more important. The types of new programs which were given as examples included work/study abroad opportunities, increased crossdisciplinary collaboration and research, student exchange agreements and more international students on campus.

Almost half (49%) of the respondents mentioned policy development as a sign of increased interest. The written comments revealed that this really means policy development at the university mission statement level, not policy at the program or academic unit level.

In a period of fiscal constraint it is interesting to note that 35% indicated an increase in resources as a demonstration of higher interest. Written comments such as the following speak eloquently to the issue of funding: "one positive measure is that in a time of (budget) cuts the proportion of operating funds allotted to international activity has not been reduced", "faculty, staff and students are now more aware and more interested, but there is a general concern that international activities take funds from more deserving areas." Several respondents mentioned the place of internationalism in their fund raising campaign: "Resources are a problem in times of fiscal constraints but we are attempting to raise monies

from outside sources. We have made this part of our new fund raising campaign."

### **Institutionalization of Interest**

A number of questions were included in the survey to test whether the priority and increased interest attributed to internationalization was being institutionalized. For instance, was there mention of the international dimension of research, teaching and service included in the mission statement or integrated into the policy, planning and operating systems of the university. The data for the different issues related to institutionalization is presented in Table 4.4 . Refer to Tables D.4, D.5, D.7, D.8, D.9 in Appendix D for the frequency data used to determine the percentages in Table 4.4.

**Mission Statement:** A strong majority, 72% of the 54 respondents, gave a positive answer to Question 9 "Does your institution have an overall mission statement which makes reference to the importance of the international dimension in teaching, research and service."

A follow-up question asked "If your institution does not have a mission statement which addresses internationalization why do you believe it has not been developed."

**Table 4.4 - Institutionalization of Internationalization**

	<b>Yes (%)</b>	<b>No (%)</b>
<b>Mission Statement (N=54)</b>	72	28
<b>Strategic Planning (N=55)</b>	67	33
<b>Review of Policy and Practices (N=57)</b>	51	49
<b>Internationalization Policy (N=56)</b>	39	61
<b>Internationalization Procedures (N=57)</b>	54	46
<b>International Unit (N=56)</b>	66	34
<b>Departmental Level Policy (N=52)</b>	15	85
<b>Faculty Level Policy (N=51)</b>	23	77
<b>College Level Policy (N=48)</b>	33	67

The reasons given relate more to timing and technical matters than substantive issues; for instance, "we have not revised mission statement for some years, forthcoming in the new year", "quite general now but will become more precise", "no major but honourable mention in the mission statement", "quite modest now, going for more in the future". Only one respondent indicated that due to limited human and financial resources,



as well as other institutional academic priorities, internationalism was not included in the mission statement.

Strategic Planning: Question 4 of the survey asked "Is your institution involved in strategic planning that includes major internationalization elements?" Of the 55 respondents who answered the question a clear majority (67%) answered yes.

The issue of strategic planning is evidently of great interest to the university community as 70% of the respondents also offered written commentary to this question. The overall impression is one of high activity level. There were numerous references to the fact that internationalization was now being addressed in current strategic planning exercises, new working committees, program reviews, and development plans at both an institutional level and at the faculty level. It appears that internationalization is not the stimulus for the planning or the review but is definitely part of it. This is a positive sign that internationalization is being integrated into these processes and not marginalized.

Review of Policy and Practices: Another survey question (5) asked "Has there been in the past three years a systematic review of policies or practices to assess the status of specific internationalization efforts or activities in your institution?" Fifty-one percent (51%) of the 57

respondents answered yes. Again, there were numerous written comments which provided useful context in which to interpret this question. The overall impression is that in most cases the positive responses need to be qualified either because the review was not systematic, or because it did not specifically address internationalization activities. Instead, the review has been a part of the general strategic planning process already covered in the previous question. In cases where an international education activity has been reviewed it seemed to be both a program and a policy review. The respondents' remarks indicated that the wording of this question did not capture the intent of the question.

Departmental, Faculty, College Level Policy: Universities were asked to indicate whether there were departmental, faculty or college level policy statements at their institution. The highest response was for college level statements where 33% of the 48 respondents indicated yes. For faculty level policy statements only 23% of the 51 respondents gave a positive response and at the department level only 15% of 52 respondents answered yes. Clearly, policy statements at individual academic units are not very prevalent. This contrasts sharply with the high response rate of 72% (N=55) regarding the existence of mission statements.

Existence of Policy, Procedures, Unit: Question 7 asked whether "your institution has a policy, operational procedure or administrative unit through which the relationship of the different elements of internationalization is addressed?" An examination of the data revealed that the largest percentage, 66% of 56 respondents answered yes to unit, followed by 54% of 57 respondents who indicated yes to the existence of operational procedures but only 39% of 56 respondents answered positively to the existence of an overall policy.

### **Discussion**

The 1989 AUCC survey on internationalization found that 63% of the respondents made reference to the international dimension of the university's mandate in their mission statement. Recognizing the limitations in the ability to compare surveys, it appears that there has been an increase, from 63-72%, in the past three years. The narrative comments also indicated that this percentage may increase in the next three years.

In reviewing the written comments to Question 3 on priority, it is interesting to note that many respondents mentioned that a strong interest in internationalization was linked to a reference to the international dimension in their mission statements and strategic planning. The following quotes illustrate this point: "(internationalization) is a central part our mission as a university and is reflected in our mission statement",



"strategic plan to the year 2005 gives high priority to internationalization", "university has revised its policy on international cooperation in the framework of internationalization", "internationalization is number 2 or 3 in the development of the action plan of the university".

It is interesting to view these findings in light of the recommendations, made by the CBIE to the Inquiry in Canadian University Education (Smith 1991), which addressed the issues related to institutionalizing the international dimension. The 'inclusion of internationalization as an institutional goal in all university mission statements' was recommended as was 'the establishment of program review process by universities to ensure programs are internationalized'.

The report also recommended the establishment of a number of specific policies on such diverse issues as percentages of foreign students, recruitment of faculty with international experience and reward/promotion of faculty for international work. It appears that the institutionalization of an international dimension is of concern to the higher education sector. It is impossible to say whether the 1991 Smith Report has influenced the individual institutions, however; it is promising to note that attention is clearly being paid to this issue.

**PART FOUR:****Major Actors**

Two survey questions dealt with who is and should be taking a leadership position in promoting internationalization in the university. Question 11 asked respondents to indicate whether a designated position such as president or librarian played a major role, minor role or no role in "increasing your institution's attention to the issues of policy and practice regarding international dimension". A list of the frequency of response for each of the 15 designated positions plus a weighted frequency is presented in Table 4.5. The formula used to calculate the weighted frequency is provided in Table 4.5.

It is very interesting to note the similarities between the findings to Question 11 as presented in Table 4.5 and the results to Question 12 as presented in Table 4.6. Question 12 also asked the universities to indicate "who should be taking a leadership or active role in promoting or implementing an international perspective into the university community?" The important point of difference in these two questions is that Question 11 asks who 'is' playing a role and Question 12 asks who 'should' be taking a leadership role. Refer to Tables D.11 and D.12 in Appendix D for the frequency data for Questions 11 and 12 respectively.

**Table 4.5 - Major Actors Who Are Promoting Internationalization**

Position	N	Major Role	Minor Role	No Role	Weighted Freq. <sup>a</sup>	Rank
President	54	46	8	0	154	1
International Liaison Officer	49	46	2	1	141	2
Vice President, Academic	49	38	11	0	135	3
Faculty Members	53	34	17	2	134	4
Deans	49	24	23	2	116	5
International Student Advisor	44	28	14	2	110	6
Students	50	19	28	3	110	7
Department Chairs	48	12	30	6	90	8
Registrar	49	12	28	9	83	9
Board of Governors/Senate	49	11	29	9	82	10
Vice President, Research	36	21	10	5	78	11
Librarians	48	6	27	15	59	12
Study Abroad Coordinator	25	17	4	4	55	13
Student Council	47	3	28	16	49	14
Area Studies	28	9	11	8	47	15
Vice President, External	27	8	7	12	20	16

\* *Weighted frequencies based on major role x 3, minor role x 2, no role x - 1*

Recognizing this distinction, it is important to note that for both questions, respondents perceived that the president, international liaison officer, vice president academic, faculty members and deans as the five most important actors. However, given the fact that it was senior





administrators who were completing the survey perhaps it is not so surprising that they would identify themselves as important actors.

**Table 4.6 - Major Actors Who *Should* be Promoting Internationalization (N=55)**

Position	Percent of Respondents	Rank
President	72	1
International Liaison Officer	49	2
Vice President, Academic	47	3
Deans	47	4
Faculty Members	40	5
Vice President, Research/ External/Planning	28	6
Students	19	7
International Student Advisor/ Student Services	12	8
Department Heads/Chairs	8	9
Researchers	8	10
Board of Governors	3	11
Registrar/Admissions Officer	3	12
Director of International Studies	3	13
Continuing Education	1	14
International Students	1	15
Provincial Government	1	16

**PART FIVE:****Organizational Factors**

There are many organizational factors which are perceived to affect the internationalization process of a university. Question 10 of the survey asked respondents to indicate the importance they attached to a list of organization factors and to note whether it was a facilitator, barrier or simply not an important issue.

The data from this question proved to be the most challenging and interesting to analyze. Table D.10A in Appendix D provides the frequency for each of the 18 variables included in Question 10. It appears that there was a lack of clarity in the instructions or format for this question as respondents approached the numerical ranking in different ways. However, respondents were asked to add written comments and the majority did. These narrative comments were a rich source of information and provided clarity in understanding the numerical data. The narrative comments are included in Table D.10B in Appendix D.

Therefore, the reported findings are based on both the commentary and the frequency of the ranking noted for each factor, but more emphasis was given to the annotations provided by the majority of respondents. A summary of the numerical ranking and weighted frequency attributed to

the role that each organizational factor plays in the internationalization of a university is presented in Table 4.7.

**Table 4.7 Ranking of Organizational Factors (N=55)**

<b>Organizational Factor</b>	<b>Weighted* Frequency</b>	<b>Ranking</b>
Board of Governors support	50+	1
Senior administrators commitment	49+	2
Faculty/staff interest level	47+	3
Experienced int'l managers/personnel	37+	4
External Agency Support	35+	5
International office	33+	6
Adequate Funding	24+	7**
Communication channels	26+	8
Public Relations Support	26+	9
Integrated into annual plans and budgets	25+	10
Policy Statements	24+	11
Acknowledgement in promotion, tenure policy	11+	12
In Fund Raising Campaign	8+	13
Academic Freedom	0	
Interdisciplinary Nature of Internationalization	27+	**
Decentralized Structure of University	-3	
Decentralized management approach to int activities	-4	
Incompatible with mission of university	-43	

\* Weighted Frequency = Facilitator -(Barrier+Not a factor) See Table D.10A.

\*\* Narrative comments alter numerical ranking

An overview of the narrative comments provided by the respondents is presented in this section. Each factor is discussed individually and presented in the same order as Table 4.7.

Support from the Board of Governors: This factor was seen as helpful for building support both internal and external to the university and thereby ensuring that the resources were available to promote internationalization. The Board was not seen to play an important role in the academic decisions regarding internationalization.

Commitment by senior administrators: Comments such as "essential", "very important", "indispensable", "without a strong commitment from senior administrators internationalization cannot be achieved" indicate the high degree of importance respondents assigned to this factor.

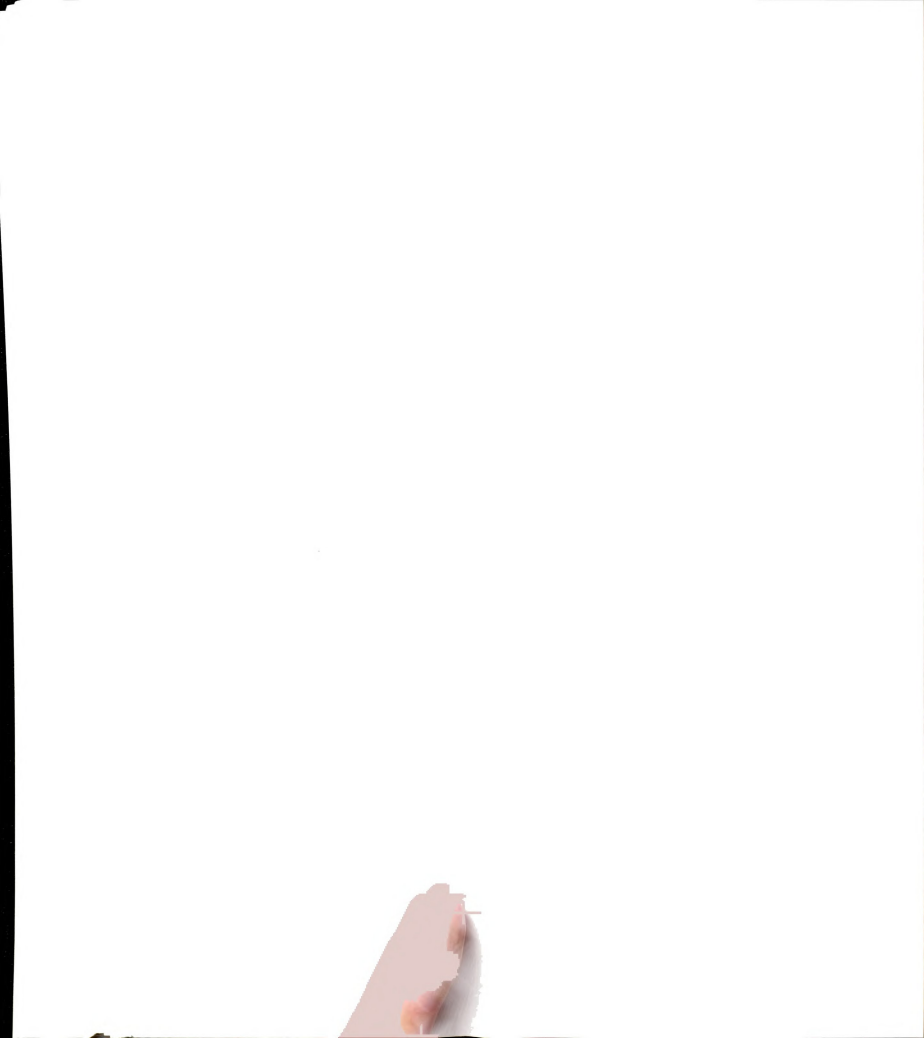
Faculty and staff interest: All of the comments referred to the critical importance of this factor. Examples of the respondents' notes include "grass roots enthusiasm for things international is vital", "an international dimension cannot be achieved without the support and leadership of senior faculty", "involvement of academic staff and consensus supporting globalization is essential".

Presence of experienced personnel: Leadership and international experience were acknowledged as very important so that a "nucleus of committed and competent people could be enlarged to form a critical mass of people" involved in and championing internationalization.

Support from external agencies: The comment "financial support is a major factor in the current climate of fiscal constraint" captures the overall reaction of the respondents about the need for external funding . For other types of external support it was noted that this was "very important but the most critical (support) issues are intra-institutional"

Existence of international office: The "essential role" of an international office was illustrated by the comments that "we could hardly conduct or even know about the variety of international activity here without the International Centre". Others indicated that a centre had been recently set up or was about to be set up thereby illustrating the importance attributed to this factor.

Adequate funding: While respondents noted that "many international activities can be supported with limited funds" it was felt the it was "essential to fund at least the co-ordinating office". Many respondents wrote that a shortage of funds is a major barrier to increased efforts to

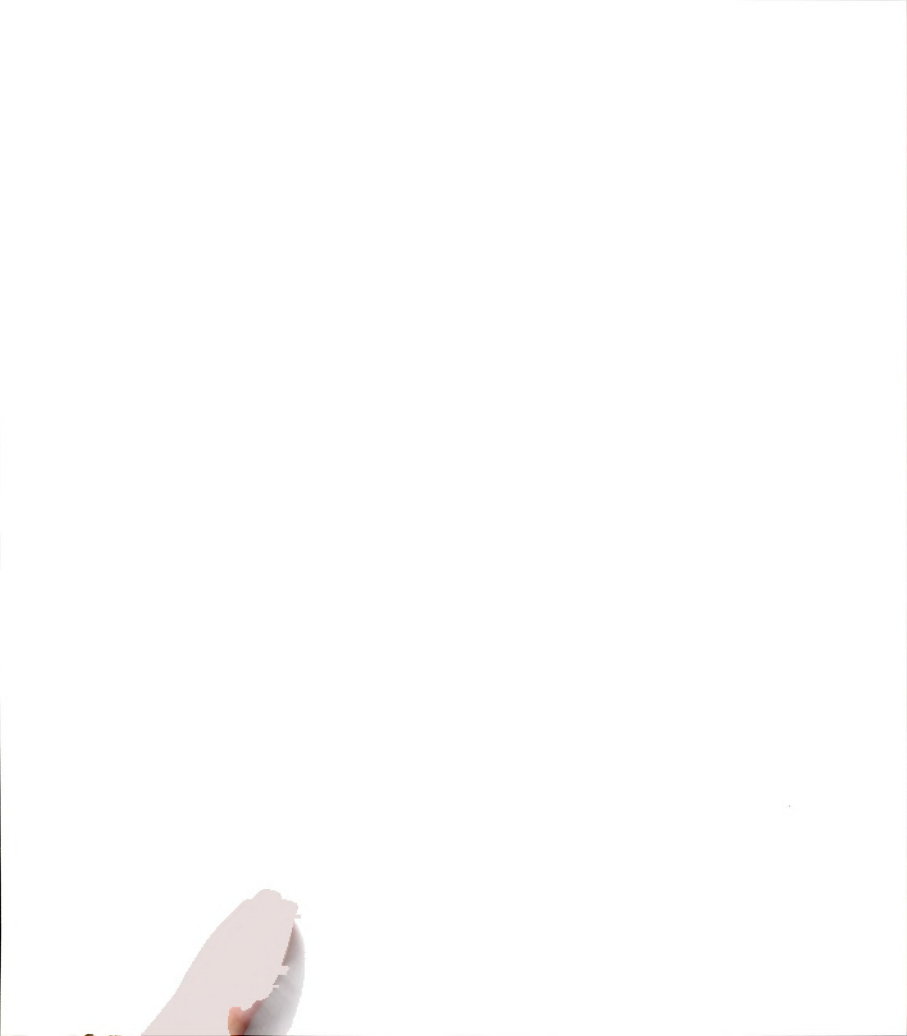


internationalize or in other words, that adequate funding is essential and a facilitator. Therefore, the numerical responses indicating that adequate funding was a barrier should be interpreted as 'a lack of funding is a barrier', which in effect means that adequate funding is a facilitator. Thus, the frequency of response for adequate funding as a facilitator is low and not an accurate reflection of the respondents' thoughts. Table 4.7 notes why adequate funding is ranked seventh in importance in spite of its weighted frequency being lower than the factors ranked eighth or ninth.

Communication channels: The comment "most helpful but not fundamental" sums up the general reaction to this factor.

Public relations support: The value of publicity to "inform the university and the outside community" was acknowledged but the actual level of support from public relations office seemed to be generally low.

Annual plans and budget: Observations on this factor indicated that while it would be helpful to do so, internationalization is not "systematically or explicitly" integrated into annual plans and budgets at the local academic unit level.



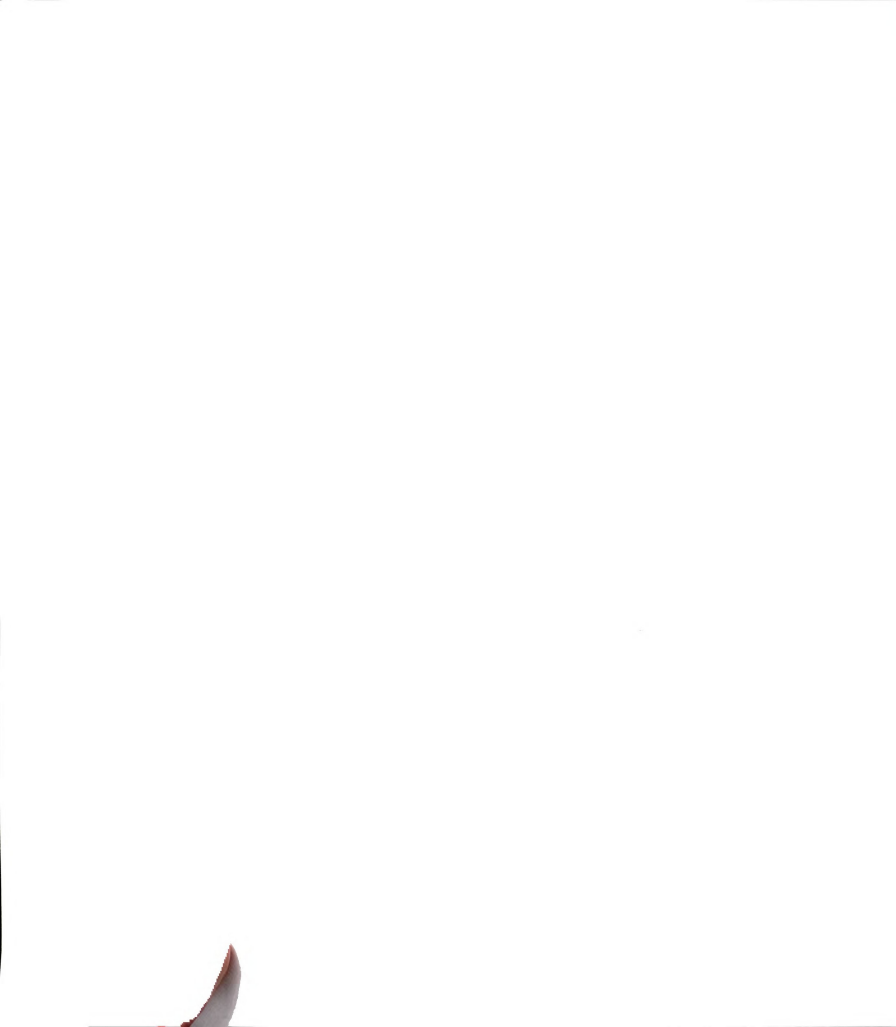


**Existence of Policy Statements:** The central theme of all of the comments was that "practice is more important than policy statements" or " policy statements in themselves are not as important as action". There was indication however, that policy is becoming increasingly important as pointed out by this comment "we have operated without formal policy statements but it is clear that they would be helpful."

**Hiring, tenure, promotion policy:** The general thrust of the comments indicated that there was little formal acknowledgement given to international activity, however; there is growing recognition that this must change and some universities are currently addressing this issue.

**Fund raising:** The responses indicated that international activities have not been "specifically targeted" in their overall university fund raising campaigns but this is necessary if international activities are to be taken seriously and expanded.

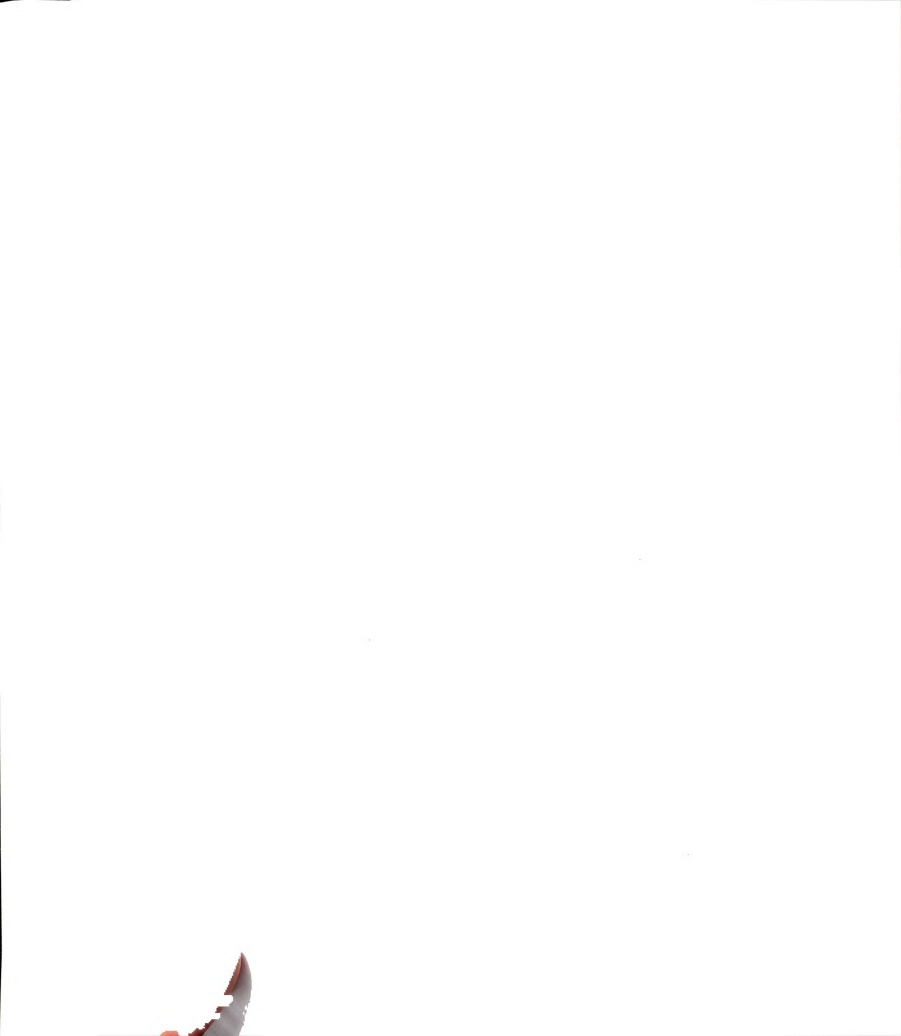
**Interdisciplinary nature of international scholarship:** It was noted that many international initiatives draw on expertise from many fields and therefore need an interdisciplinary approach. However, because many faculty are traditionally immersed in their own discipline effective communication is needed to promote crossdisciplinary work. One



respondent summed up the situation well by stating that "interdisciplinary nature is a medium barrier as is anything not conventional."

Decentralized approach to internationalization: Comments varied greatly on this factor. Comments in favour of decentralization stated that "decentralized approach builds in the commitment of staff from relevant units who see this as their program not a program run by others" and that a "decentralized approach better reflects the reality of the university environment". Others indicated that "fragmentation can lead to problems" and "in the long run, to be efficient decentralization needs to be coordinated". Reference was made to the interdisciplinary nature of international work and that in this case decentralization is a "barrier to interdisciplinary efforts".

Decentralized structure of the university: Again, the issue of decentralization was considered to have both a positive and negative effect on internationalization because it "shares responsibility, initiative and participation but it also fragments responsibility and co-ordination". Others noted that "it could be a barrier but can be overcome by organizing an International Centre". In summary, "internationalization needs to occur at local academic and administrative units within a broad policy framework."



Academic freedom: In general, academic freedom was considered to be more of a facilitator than a barrier but both aspects were clearly pointed out as illustrated by these comments. "Academic freedom is both a facilitator, allowing faculty members to pursue international interests but it is also a barrier in that those who are not interested must be convinced or co-opted and cannot be asked to change their focus of interest." Another perspective points out that "although academic freedom is very important to the institution it works against establishing relationships with certain countries that do not have a good record in recognizing human rights."

Incompatibility with purpose of university: The overall reaction to this factor is captured by this comment "the basic premise of the statement is not accepted" and therefore, it is not a factor. Others added that "if this statement applies at any university, it would be a barrier" to the promotion of internationalization.

## **Discussion**

It is helpful to note that the top four factors related to the interest and support of such different groups on campus as Board of Governors, senior administrators, faculty and staff. This is strong evidence that commitment to and support for internationalization are absolutely key and fundamental to the process.



This finding supports Harari's (1989) perspective regarding the critical importance of commitment, both tangible and intangible, from senior administrators. He also believes that faculty support and involvement is essential and that a nucleus of 10-15% of all faculty members is a realistic goal and large enough to form a critical mass. The important role of an international office acting as a catalyst for change as well as providing a support and service role is also acknowledged by Harari as is the necessity of internal and external funding and support. It is clear that the findings of this study corroborate the major principles and steps advocated by Harari as fundamental to internationalization.

The BCCIE Task Force Report on Internationalization (1993) stated that commitment from senior leadership as well as faculty involvement and support were two key features of successful internationalization efforts. Audas (1989) recommended as a result of her research that leadership needs to make a commitment to the importance of international dimension and then establish the necessary administrative functions to institutionalize the commitment. The findings from this study are also in agreement with the research by Audas and BCCIE.

Of particular interest in Table 4.7 is the fact that policy statements, annual planning and budgeting procedures, and acknowledgement in promotion and tenure policy were ranked 10, 11 and 12 in importance. This finding differs from the research study completed by Audas (1989), in



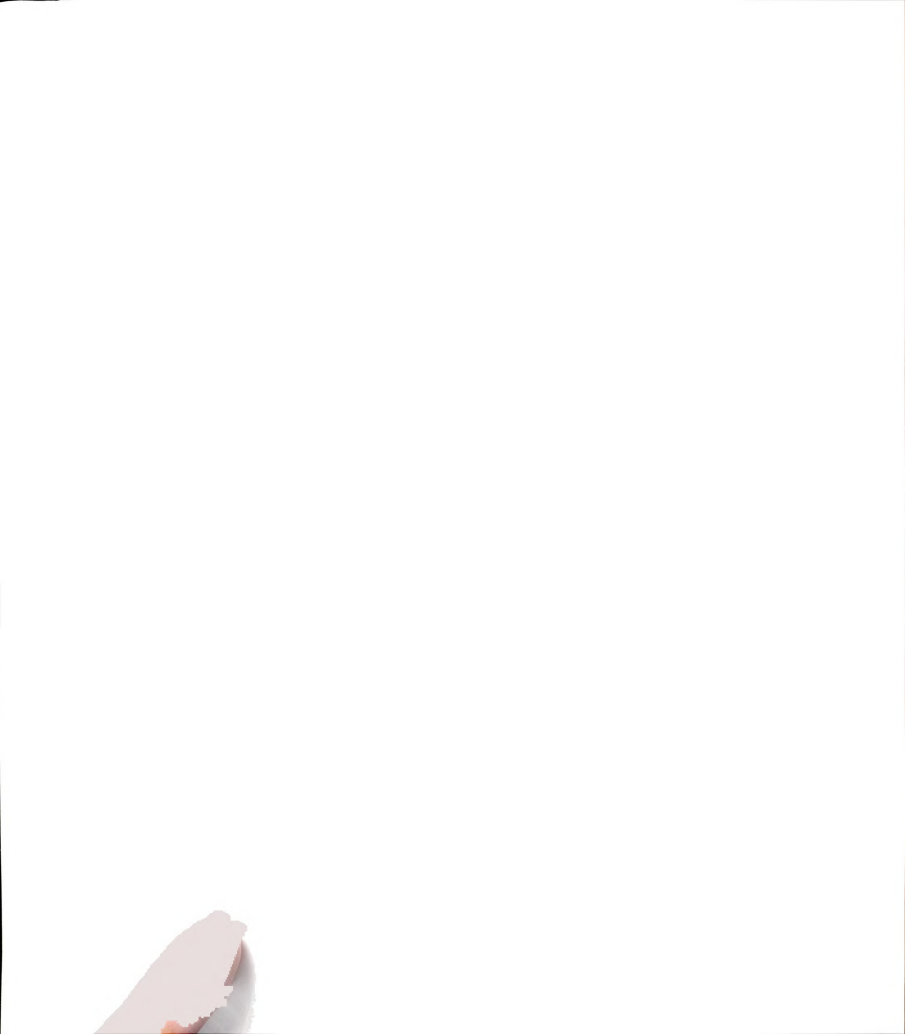


which she found that policy statements were essential to institutionalize and implement the institution's commitment to international education. She has also suggested that a systematic review of policy and practice for each area of international education is advisable.

The three factors with a weighted frequency near zero are worthy of further discussion. Academic freedom, decentralized structure of the university, and decentralized management approach to international activities can be interpreted as having both a positive and negative influence on internationalization. Judging from the written comments, these factors would probably be the most controversial if debated by a group of senior university administrators.

The issue of decentralization versus centralization is one of these debatable issues. The written comments reflected both sides, the pros and cons, of the issue. The responses showed that, in general, a decentralized university structure can be seen as a positive element for internationalization but with some cautionary notes. There was a difference noted between a decentralized approach to international activities and the decentralized structure of the whole university. It was perceived that a decentralized approach to managing international activities was more of a barrier than the overall decentralized structure of the university.

The overall sentiment regarding the decentralization approach to the management of international activities was that implementation at the local



unit was acceptable and even preferable as long as there was some coordination and monitoring at the university-wide level. If coordination is deemed to be important, it may be more a question of the degree of centralization or decentralization rather than an either/or question.

Aigner et al (1992) have examined this question of centralization versus diffusion. They argue that diffusion, where responsibility for management or administration is carried out by individual units and departments across the campus does not mean that coordination, cooperation, support and service can not still be done. Hands-on management of activities can be done at a local level and the planning, support, coordination and networking is done at an institute-wide level. The findings of this study tend to support Aigner's position.

According to the narrative comments, the interdisciplinary nature of international scholarship, teaching and service was identified as another factor having both a positive and negative influence on internationalization. The issue here is that while international activities often lend themselves to interdisciplinary efforts, there is still a general resistance to breaking down the barriers that often exist between and among different disciplines.

Aigner et al (1992) concluded that interdisciplinary work may be a possible or a preferred approach to many of the internationalization activities but it must be fostered by cooperation and faculty must be allowed to be interdisciplinary, not demanded to work this way.



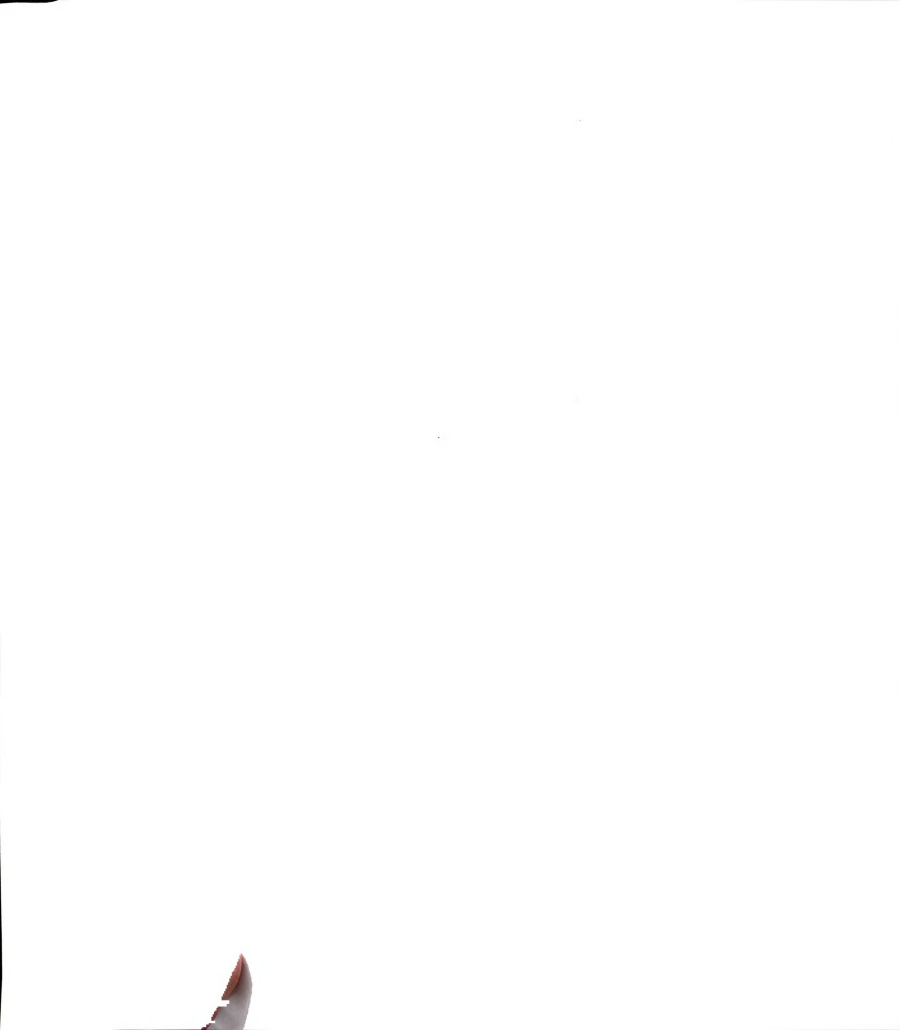
**PART SIX:****Summary of Findings**

A summary of the major findings for each of the five research questions is presented in this section.

**Meaning:** Most respondents defined or described internationalization as either a process of integrating an international dimension into the primary function of a university or as a set of specific international activities. The activities which were seen as important elements of internationalization included student mobility, curriculum, international students, faculty mobility, international development projects and research.

**Rationale:** The two primary reasons identified in this study were the preparation of students to be internationally knowledgeable and interculturally competent and to address through scholarship, the increasingly interdependent nature of the world (environmentally, culturally, economically and socially). To maintain Canada's scientific and technological competitiveness and contribute to national security and peaceful relation among nations were ranked as the least important reasons.

**Priority:** Internationalization was perceived to be a medium or high priority for senior administrators of Canadian universities. There has been increased interest in internationalization by senior administrators, faculty,



student and researchers during the last three years. It is perceived by senior administrators that staff members have shown the smallest increase in interest. Concrete evidence of the growing interest is heightened awareness and new program development followed by new policy development, increased resource allocation and new administrative structures.

A high percentage of universities made reference to the international dimension in their university mission statement and are involved in strategic planning which includes international elements. In only half of the institutions has there been a systematic review of policies to assess internationalization activities.

Major Actors: The people/positions that are perceived to play the most vital role in the promotion and implementation of internationalization are the President, International Liaison Officer, Vice President-Academic, Deans and Faculty members.

Organizational Factors: The commitment and support of senior administration, Board of Governors, and the faculty were identified as the most critical factors facilitating the internationalization process. Adequate funding and external support plus the existence of an international office with experienced personnel to support international efforts were the other primary factors. Of secondary importance, were policy statements, communication channels, fund raising efforts and public relations. The





controversial issues included the degree of centralization or decentralization, academic freedom and interdisciplinary work.

The purpose of this chapter was to present the major findings of this study and to discuss them in relation to other researchers' work. The following chapter will present a summary of these major findings, draw conclusions, and discuss implications for research. Reflections of the principal investigator on implications for practice will also be included.



## **CHAPTER V**

### **SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS AND REFLECTIONS**

The purpose of this chapter is fourfold. The first part summarizes and discusses the major findings in relation to the five principal research questions of the study and the related literature. The second part draws conclusions from these findings and is followed by section three which discusses implications for further research. The last part contains reflections of the investigator on implications for practice in light of the findings, conclusions and professional experience.

#### **PART ONE:**

##### **Summary of Major Findings**

The summary of the major findings is organized according to the principal research questions of the study. The discussion of the major findings is guided by the problem statement and purpose of the study as identified in Chapter I.



## **1. What does internationalization of the university mean to Canadian institutions of higher education?**

The fact that internationalization means different things to different people stood out as an obvious but important finding. Four different approaches to describing internationalization emerged in this study. The majority of senior administrators of Canadian universities described internationalization as a set of international activities which included student exchange programs, international students or curriculum. Others described it as a process of integrating an international dimension into the teaching, research and service functions of the university.

Another group defined internationalization in terms of developing such competencies as new knowledge, increased awareness or changed attitudes about internationalism, intercultural issues and global interdependence. The fourth approach saw internationalization as the development of an ethic or culture which valued international knowledge, cultural and people exchange.

This diversity in the interpretation of internationalization is supported by the review of the literature in Chapter II. While the breadth of meaning illustrates the complexity of the concept it can also lead to confusion about its purpose and importance. This could subsequently result in a weakened sense of legitimacy and impact.



When asked to identify the most important elements of internationalization, respondents listed over 30 different items. The most common interpretation of 'element' was as an academic activity as opposed to an organizational factor such as policy statements. The five elements most frequently mentioned were 1) student work/study abroad; 2) curriculum; 3) international students; 4) faculty exchange or travel programs; and 5) international development projects. One of the most interesting points was that foreign language study and area studies, two activities which according to other researchers are usually closely associated with internationalization, were ranked very low on the list of important elements for internationalization.

It was interesting to note the consistency between the emphasis on academic activities over organizational factors and the preferred approach to defining internationalization as an activity. This is supported in the literature review in Chapter II.

## **2. What is the perceived rationale for internationalization of the university?**

The two reasons perceived to be most important were 1) to prepare graduates and scholars who are internationally knowledgeable and interculturally competent and 2) to address through scholarship, the





increasingly interdependent nature of the world (environmentally, culturally, economically and socially).

Of the nine rationales considered in this study, the two identified as least important were to maintain Canada's scientific and technological competitiveness and to contribute to national security and peaceful relations among nations.

To maintain Canada's economic competitiveness ranked fifth in importance in this study. This contrasted with the findings in the literature review. The general consensus of the studies and Canadian reports reviewed in Part One of Chapter II was that internationalization of the higher education sector would and should help to maintain Canada's economic competitiveness and this was a primary reason for integrating an international dimension into the major functions of the university.

The increasing interdependence of the world was ranked as the second most important reason; in addition, it was a recurring theme in the written comments throughout the whole survey. It was also interesting to note that scholarship for world interdependence ranked higher than research and scholarship for international and national issues. This fact, coupled with the lower rankings attributed to other nationally oriented reasons lead one to believe that internationalization is not undertaken for nationalistic reasons.



**3. Is internationalization perceived to have a low, medium or high priority as an institutional goal?**

Internationalization was perceived to be a medium to high priority by the majority (82%) of the Canadian senior university administrators who participated in the survey. During the past three years there has appeared to be increased interest in internationalization on the part of senior administrators, faculty, students and researchers. Staff are perceived to have shown the smallest increase in interest. Concrete evidence of the growing interest was identified as heightened awareness and new program development followed by new policy development, increased resource allocation and new administrative structures.

A high percentage (72%) of respondents made reference to the international dimension in their university mission statements and many (67%) were involved in strategic planning which included international elements. Only half (51%) have done a systematic review of policies to assess internationalization activities.

The existence of an internationalization policy was very low at the college (33%), faculty (23%,) and departmental (15%) levels. These findings are not consistent with the work of Audas (1991), who emphasized the importance of policy statements.



**4. Who are the major actors perceived as being important for integrating the international dimension into the primary functions of a university?**

According to the results of this survey, the people whose position played the most vital role in the promotion and implementation of internationalization were the President, International Liaison Officer, Vice President-Academic, Deans and Faculty members. Furthermore, these same five positions were identified in response to the questions that addressed both 'who is' and 'who should' be taking a leadership position in internationalizing the university campus. In the opinion of senior administrators there was no difference between who is taking responsibility and who should be taking responsibility. These are not very startling findings given that it was senior administrators who completed the survey and they would not likely perceive (or admit to) any discrepancy between the role they are or should be taking with respect to internationalization.

**5. What are the important organizational factors which are perceived to affect the internationalization of a university community?**

The commitment and support of senior administrators (especially the president), the Board of Governors and the faculty were seen to be essential factors for the internationalization process. Adequate funding, external support as well as the existence of an international office and experienced



personnel to support international efforts were the other critical factors. Of secondary importance were such factors as policy statements, communication channels, fund raising efforts, public relations, and acknowledgement in promotion and tenure policy.

The more controversial factors were the degree of centralization for the internationalization process and the question of academic freedom. The sole issue that was not seen as relevant or important was the incompatibility of internationalization with the purpose of a university.

## **PART TWO:**

### **Conclusions**

The conclusions presented in this section are drawn from the findings discussed in Chapter IV and summarized in the previous section of this chapter. They are organized according to the major themes of the study.

#### **Meaning**

The term internationalization means different things to different people. While recognizing the complexity of the term, *a clear and focused definition is needed in order to effectively advocate for and achieve internationalization.* A definition which differentiates it from other related





terms will also help to clarify the present confusion surrounding the meaning of internationalization.

International education was most often defined in terms of different types of activities. Therefore, to distinguish international education from internationalization, the investigator of this study has suggested that internationalization be described as a process. The proposed definition, which is both adapted and confirmed from the findings of this study, is as follows: *internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/ global outlook into the major functions of an institution of higher learning.*

### **Rationale**

The imperatives for internationalizing a university are many and varied. The top two reasons identified in this study were 1) to prepare students who are internationally knowledgeable and interculturally competent and 2) to address the interdependence among nations through scholarship. These differ from the principal rationale proposed by the national education groups in Canada and the researchers cited in Chapter II which was to maintain Canada's economic, scientific and technological



competitiveness. *The senior administrators of Canadian universities tend to see internationalization in terms of fundamental purposes of education (scholarship and student learning) and not in terms of external issues or agendas such as economic and technological competitiveness or national security.*

Given that this study identified 'preparing students to be internationally knowledgeable and interculturally competent' as the primary rationale for internationalization, it is important to think through what this really means. What competencies (attitudes, values, insights, knowledge, skills and interests) are needed to live, work, contribute to and benefit from an increasingly interdependent world? How does a university prepare students (and for that matter staff and faculty) to have a general knowledge of the larger world; an understanding of the important issues and the individual cultures that constitute it both at home and abroad; an awareness of the interdependence of these issues and cultures; and the place of one's own culture and country within this interdependent relationship.

### **Importance**

Senior academic administrators have shown increased interest and commitment to internationalization during the last three years. This is demonstrated by the fact that internationalism is being included in the



mission statement and in strategic planning exercises for the institution as a whole. It has not been translated into policy statements at a local unit level nor have new administrative structures been developed. *At the current time, it appears that the commitment to internationalization is evident in institutional planning and some new program development, but it has not yet been fully operationalized. At this stage of implementation, it appears that policy development at the local level is following practice, rather than informing it.*

### **Organizational Factors**

Four themes or categories of organizational factors emerged from an analysis of the findings. The four different categories refer to the role and importance that the different factors play in trying to integrate and institutionalize an international dimension into the university's activities and culture. The categories are as follows: 1) factors identified as essential and critical; 2) factors identified as helpful but not fundamental; 3) factors identified as having both a positive and negative influence; and 4) factors not affecting internationalization. The four categories, including the individual factors in each category, are presented in Table 5.1.

Based on the information in Table 5.1, *the most critical organizational factors for internationalization are: 1) the commitment and support of senior leadership, faculty and staff; 2) adequate funding plus support from external*

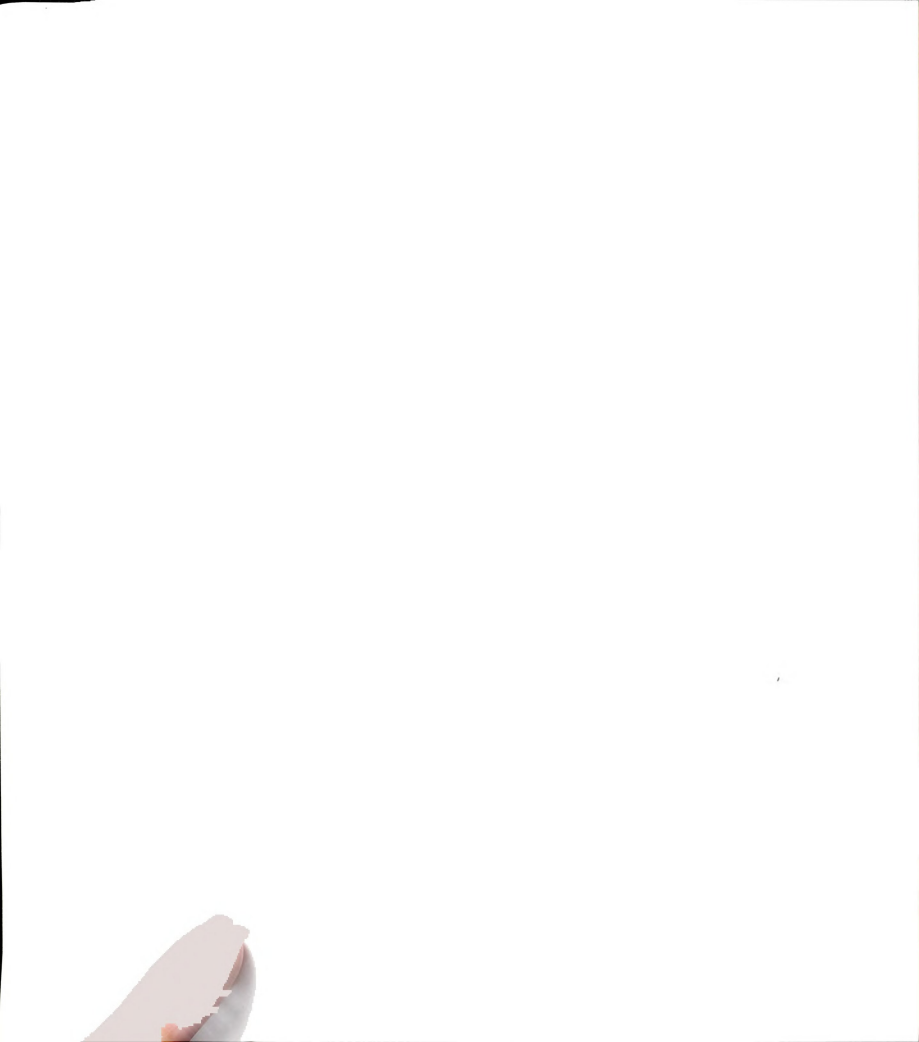


agencies; and 3) the presence of an international office with experienced personnel.

The factors which are of secondary importance include: 1) policy statements; 2) communication channels; 3) public relations support, and; 4) integration into annual plans and budgets of academic and administrative units. These factors may be perceived to be of secondary importance because of the stage of development of internationalization at Canadian universities rather than the role they play.

**Table 5.1 - Influence of Organizational Factors on Internationalization (N=55)**

<b>Factors identified as essential and critical for internationalization</b>
<ul style="list-style-type: none"> <li>• Support of Board of Governors</li> <li>• Commitment of senior administrators</li> <li>• Faculty and staff interest</li> <li>• Experienced personnel to implement international initiatives</li> <li>• Support from external agencies</li> <li>• International office</li> <li>• Adequate funding</li> </ul>
<b>Factors identified as helpful but not fundamental to internationalization</b>
<ul style="list-style-type: none"> <li>• Communication channels for informing/reinforcing international activities</li> <li>• Public relations office support</li> <li>• Integration into annual plans and budgeting process for academic and administrative offices</li> <li>• Existence of policy statements</li> <li>• Acknowledgement of international experience in hiring/ tenure/ promotion policies</li> <li>• Presence of international activities within university fund raising efforts</li> </ul>





**Factors identified as having both a positive and negative influence on internationalization**

- Decentralized approach to management/implementation of international initiatives
- An organizational culture which values academic freedom
- The decentralized structure of the university
- Interdisciplinary nature of international scholarship, teaching or service

**Not recognized as a factor affecting internationalization**

- Incompatibility of internationalization with the purpose of a university

**PART THREE:****Implications for Research**

The identification of important elements for internationalization merits further research. It would be very useful to know the rationale behind why some activities are seen to be more important than others. For instance, why international development projects are perceived to be more important than research with international partners? Of greatest interest is why foreign languages and area studies are seen as relatively unimportant activities for internationalization by Canadian university administrators.

If the most important reason to internationalize is to prepare students to be internationally knowledgeable and interculturally competent



then it is important to know what this really means and whether internationalization has succeeded in developing the required knowledge base and competencies. A national study is needed, similar to the one conducted in the United States entitled "College Students' Knowledge and Beliefs: A Survey of Global Understanding" (Barrows et al, 1981), in order to establish a benchmark of the current knowledge and competencies of Canadian post-secondary students. The results of such a study would guide the development of internationalization strategies and help to determine the effectiveness of the strategies.

There are many different reasons why universities are expressing increased interest in internationalization. More attention needs to be given to the issues and rationale driving the current interest in and planning for, internationalization. A national commission charged with investigating why Canadian universities (and community colleges) are or should be internationalizing will help to address the apparent discrepancy between the expectation and reality of the diverse purposes of internationalization. Such a commission would also draw more media attention to the issue and perhaps additional government support.

This study only focused on how senior administrators perceived the importance, meaning and rationale of internationalization. It would be valuable to know how other constituency groups on a campus - such as



faculty members, staff or students - responded to the same questions on importance, rationale and meaning.

The degree of centralization of the internationalization process is an important and somewhat controversial issue which warrants further study. Which functions are best centralized or decentralized and to what degree? Key to this question is the role of the international office in providing support, advisory and coordination services. How does the international office relate to other administrative units and the academic departments on campus? While the individuality of each institution must be respected, it would be useful to have a better understanding of the role of an international office in the internationalization process and the appropriate balance of decentralization or centralization of the policy, planning, program implementation, monitoring and other functions.

A series of case studies on the development and implementation of internationalization strategies in Canadian universities is needed. To date, all published case studies have been on American universities and colleges. While these studies have been enlightening, it is time to have an indepth analysis of internationalization initiatives within the Canadian context of higher education.



**PART FOUR:****Reflections on Implication for Practice**

In this section of the dissertation I am moving into the personal voice. The purpose of part four is to express some of my thoughts and ideas based on 1) the findings of this study, 2) other research I am conducting on the subject of internationalization and 3) my professional experience and present work preparing an internationalization strategy for Ryerson Polytechnic University.

**Conceptualization of the Study**

The process of conceptualizing and writing the dissertation was both a rewarding and frustrating experience. I understood the importance of presenting this study in a coherent, cogent and conceptually tight framework and I enjoyed the challenge of developing that framework.

One of the most rewarding tasks was the analysis of the data. I found myself very enthused and full of ideas and insights as I wallowed pleasurably in my data. Never did I imagine that pouring over my analysis sheets would be such a stimulating and challenging experience. Of course, I had many more questions than answers and I felt the high one gets from inquiry and research.

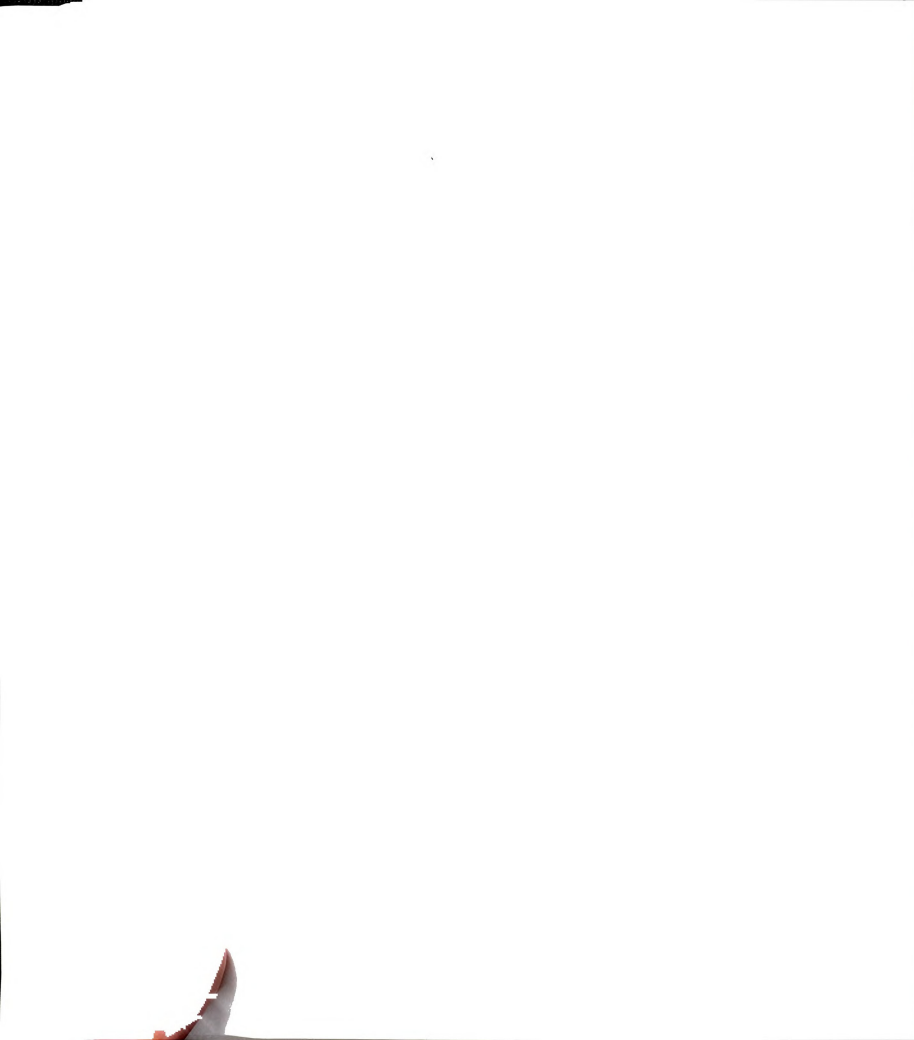




The high lasted until I faced the reality of trying to report the findings that were most revealing and relevant to the stated problem, purpose and research questions of the study. How could I present the data and the conclusions in a clear and rational way so that the reader could easily understand the flow and significance of the study?

I developed a simple flowchart consisting of the five basic chapters of the dissertation and the five principal themes or questions of the study. I colour coded the themes and proceeded to ensure that there was a logical and linear flow from the articulation of the problem and purpose to the identification of the five questions. I continued this logical flow to the next two chapters to ensure that the five questions were clearly and appropriately addressed in the literature and methodology discussions. By the time I got to Chapter IV it made good sense to be consistent and follow the structured and rational approach.

Then frustration set in. Did I have to follow the same linear, logical, rational approach for drawing the conclusions and presenting the implications? I balked and found it too limiting. I found myself saying 'so what' over and over again and my frustration mounted. Therefore to reward myself, I would leave the computer and go for a 'think'. A 'think' meant no linear structure imposed on my thoughts and the opportunity to look at the big picture. I believe that the whole is greater than the sum of the parts; I had to think about my findings in an integrated way, not by segments or



by theme. Then I began to literally draw pictures about how the findings from one question related to another. I began to look at what I called the macro issues and became alive with ideas. Instead of saying "so what", I found myself saying "what if". I would always return recharged to the computer and feeling very positive about the findings and conclusions.

When I came to the blank screen entitled Conclusions, I faced a frustrating dilemma. I owed it to my reader and to the integrity of the study to respect the linear and logical flow I had developed. I understood the importance of summarizing the major findings according to the principal themes and to presenting the conclusions in the same manner. However, my preference was to present my macro or big picture thinking as I was more challenged and passionate about these ideas than the others. I had great difficulty trying to decide which approach I should adopt for presenting my conclusions. The different approaches became labelled the logical, linear approach for obvious reasons and the little bang approach (with sincere apologies to Stephen Hawkins) because of the more holistic or synergistic nature of the analysis.

The resolution of this dilemma is now obvious. The first approach was used to present the conclusions and implications in Part Two of Chapter V and the second approach is used for this section entitled Reflections on Implications for Practice.



In an attempt to look at the macro issues emanating from this study, I have organized the findings, and my reflections on these findings, into two models or at least conceptual frameworks. The first model, entitled **A Framework for Internationalization Components**, presents the major factors and principles which need to be considered when developing an internationalization strategy for a university.

The second model, suggests that the internationalization process needs to be thought of as a continuous cycle, not a linear process. The proposed **Internationalization Cycle: From Innovation to Institutionalization** attempts to identify the steps or phases in the process of integrating the international dimension into the university culture and systems.

### **A Framework for Internationalization Components**

The review of the literature in Chapter II showed that researchers have identified a number of elements which play an important role in the internationalization process. These elements were described in such different ways as key ingredients, mechanisms, facilitators, barriers, factors, steps. In most cases, the elements were different types of academic activities, for example student exchanges or international students. In a few cases, different researchers identified organizational factors as important elements.



A comparison of the important elements or mechanisms identified in the studies reviewed in Chapter II is presented in Table 5.2. A review of Table 5.2 shows that academic activities are mentioned 24 times and organizational factors are mentioned nine times. Principles were also mentioned by a few authors but in some cases organizational factors were included as principles.

Based on the information from the researchers presented in Table 5.2, the findings of this study, and my own experience of working in the international office of a university, I have developed a framework which emphasizes the importance of differentiating between academic and organizational factors. One of the main reasons for doing this is my belief that internationalization needs to be entrenched into the culture, policy, planning and organizational processes of the university so that it is not seen or treated as a passing fad.

By only focusing on the academic or program activities one can overlook the process issues, which are important to ensure that the different activities reinforce each other, that they become central to the mission of the university and that strength lies in the whole being greater than the sum of the parts, especially for impact, benefit and leverage.





**Table 5.2 Comparison of Internationalization Principles and Elements**

<b>RESEARCHER</b>	<b>PRINCIPLES</b>	<b>IMPORTANT ELEMENTS</b>
Aigner et al 1992	<ul style="list-style-type: none"> <li>• service</li> <li>• coordination</li> <li>• cooperation</li> <li>• small scale change</li> </ul>	<ul style="list-style-type: none"> <li>• leadership from administration+</li> <li>• faculty involvement+</li> <li>• curriculum*</li> <li>• foreign study and international exchanges*</li> <li>• foreign students and scholars*</li> <li>• technical cooperation and international development*</li> </ul>
Scott 1992		<ul style="list-style-type: none"> <li>• linkage of international and multicultural themes</li> <li>• integrated through curriculum*</li> <li>• curricular and extra-curricular activities included*</li> <li>• undergraduate teaching, training and research*</li> <li>• external partnerships*</li> </ul>
Harari 1989	<ul style="list-style-type: none"> <li>• consensus</li> <li>• integration</li> <li>• centralization</li> </ul>	<ul style="list-style-type: none"> <li>• curriculum and international education exchanges*</li> <li>• organization and leadership+</li> <li>• internal support and external coalitions*</li> <li>• creating an international ethos on campus+</li> <li>• integrated planning/ strategic planning+</li> </ul>
British Columbia Council for International Education 1993	<ul style="list-style-type: none"> <li>• leadership+</li> <li>• infusion</li> <li>• faculty involvement+</li> <li>• curriculum*</li> <li>• strategic planning and evaluation+</li> <li>• resources+</li> </ul>	<ul style="list-style-type: none"> <li>• curriculum*</li> <li>• faculty and staff development*</li> <li>• international student program*</li> <li>• study/work abroad and exchanges*</li> <li>• international projects*</li> <li>• institutional linkages*</li> <li>• community linkages*</li> </ul>
Rahman and Kopp 1992	<ul style="list-style-type: none"> <li>• commitment</li> <li>• centralization</li> <li>• cooperation</li> </ul>	
Norfleet and Wilcox 1992		<ul style="list-style-type: none"> <li>• recruiting international students*</li> <li>• creating global awareness*</li> <li>• internationalizing the curriculum*</li> <li>• study abroad and faculty exchange*</li> <li>• community involvement*</li> <li>• institutional commitment*</li> </ul>

\*Academic Activity or Service  
+Organizational Factor



The framework I have developed gives equal emphasis to academic and organizational factors and identifies principles for the creation of a culture or climate supportive of internationalization. This framework is presented in Table 5.3.

A comparison of Table 5.3 and Table 5.2 shows that there are a substantial number of academic activities and organizational factors common to both tables. In my opinion, this confirms the importance of these elements, but the proposed framework of Table 5.3 gives additional weight and significance to organizational factors and reinforces the fact that internationalization should be seen as an ongoing and integrative process.

The four principles are included in Table 5.3 as concepts to guide the process of integrating an international dimension into the primary functions of a university. It may be argued that collaboration, innovation, customization, and coordination are ways of working. I would agree with this statement and add that these working styles should become the guiding principles which help to create a supportive environment and to institutionalize the process of internationalization.

There are other kinds of principles which could and should inform the process. Examples of these types of principles could include: respect for cultural diversity, crossdisciplinary focus, equity of access to opportunities. It is not the purpose of this section to analyze these principles, only to mention that they too are important and warrant further consideration.



**Table 5.3 Framework for Internationalization Components**

<b>Academic Activities and Services *</b>	<b>Organizational Factors</b>	<b>Principles to Guide the Process</b>
<ul style="list-style-type: none"> <li>• Student work/ research/ study abroad programs</li> <li>• Curriculum innovation</li> <li>• International students and scholars</li> <li>• Faculty/staff exchange and mobility programs</li> <li>• International development projects</li> <li>• Joint research initiatives</li> <li>• International institutional linkages</li> <li>• Foreign languages</li> <li>• Area/thematic studies</li> <li>• Community partnerships</li> <li>• Intercultural training</li> <li>• Extracurricular activities and institutional services</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment and support of senior administrators and Board of Governors</li> <li>• Support and involvement of critical mass of faculty/staff members</li> <li>• International office or position with experienced personnel to provide advisory, coordination and communication support</li> <li>• Adequate funding and support both internally and externally</li> <li>• Policy to encourage and support local initiatives within a broad institutional policy framework</li> <li>• Appropriate incentives and rewards for students, staff and faculty</li> <li>• Communication and information exchange mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration: that working jointly with others for mutual benefit reinforces and enhances the outcomes of internationalization.</li> <li>• Customization: that individual resources, needs and goals of each institution requires a customized strategy. Within an institution an overall plan and purpose needs to be developed for implementation according to specific objectives and capacities of local units.</li> <li>• Coordination: that a centralized support system for planning, policy and information sharing increases the effectiveness of the individual units implementing internationalization activities.</li> <li>• Innovation: that given the nature of international work, entrepreneurial and creative approaches strengthen the internationalization process.</li> </ul>
<p>*Refer to Chapter I for elaboration of what these categories of activities and services include.</p>		



In summary, it is proposed that when universities are developing an internationalization strategy, there are three major sets of factors which need to be taken into consideration: 1) the academic activities and services to encourage student, faculty and staff participation; 2) the organizational factors which will help to integrate internationalization into the university's administrative processes and structures; and 3) the principles which will guide the process and create a culture which values and supports the benefits of internationalization.

### **The Internationalization Cycle: From Innovation to Institutionalization**

A recurring question I had during the analysis of the data was, how can universities translate what seems to be a strong commitment to internationalization into a comprehensive but practical strategy which integrates and institutionalizes the international dimension into the university systems and values?

The development of such a strategy is a rather daunting challenge when looked at from a holistic perspective. However, if one approaches it as a series of steps which are interconnected and flexible, it is possible to conceptualize the process as a cycle. Figure 5.1 tries to capture the concept of an internationalization cycle in a schematic format. The major phases are 1) awareness 2) commitment 3) planning 4) operationalization 5) review 6) reinforcement.





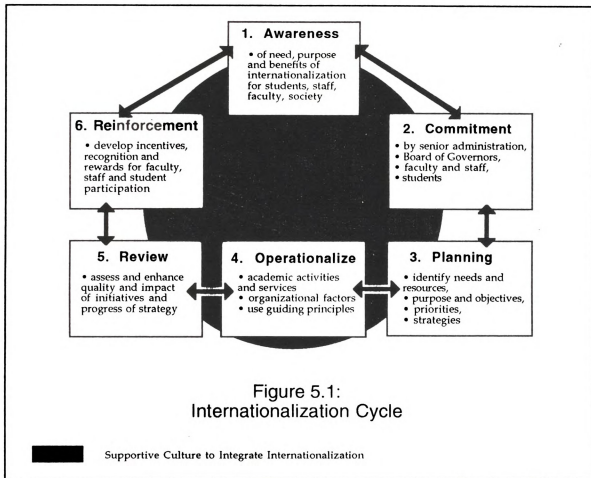


Figure 5.1:  
Internationalization Cycle

The proposed cycle has six phases which a university would move through at its own pace. While it is clear that there is a sequence to the six phases, it is also important to acknowledge the two-way flow that will occur between the different steps. Each of the six phases is described in more detail in the following sections.



**1. Awareness: creating awareness of the importance and benefit of internationalization for students, staff and faculty.**

The review of relevant Canadian government and non-government reports shows that internationalization has been on the higher education agenda for the last four years. Senior administrators of Canadian universities as well as national organizations representing the higher education sector have acknowledged and called for increased attention to be paid to the effects of globalization on Canada and the role of institutions of higher education in responding to the issue of increasing interdependence of nations. The awareness and interest of staff, faculty and students was not the subject of this study but my professional experience leads me to believe that they too are aware of the trend and are finding that the age of electronic communication is opening the world up to them and the classroom.

Awareness of the importance and impact of the issue is the first step but it is not enough. It is important to stimulate campus-wide discussions on such topics as the need, purpose, strategies, controversial issues, resource implications and benefits of internationalization. Supporters and nay sayers need to be heard. Internationalization touches all aspects of the university and all constituencies need to be aware of the issues and be heard. Internationalization cannot be owned by a small group, as it then becomes marginalized and can be seen as an exclusive, rather than

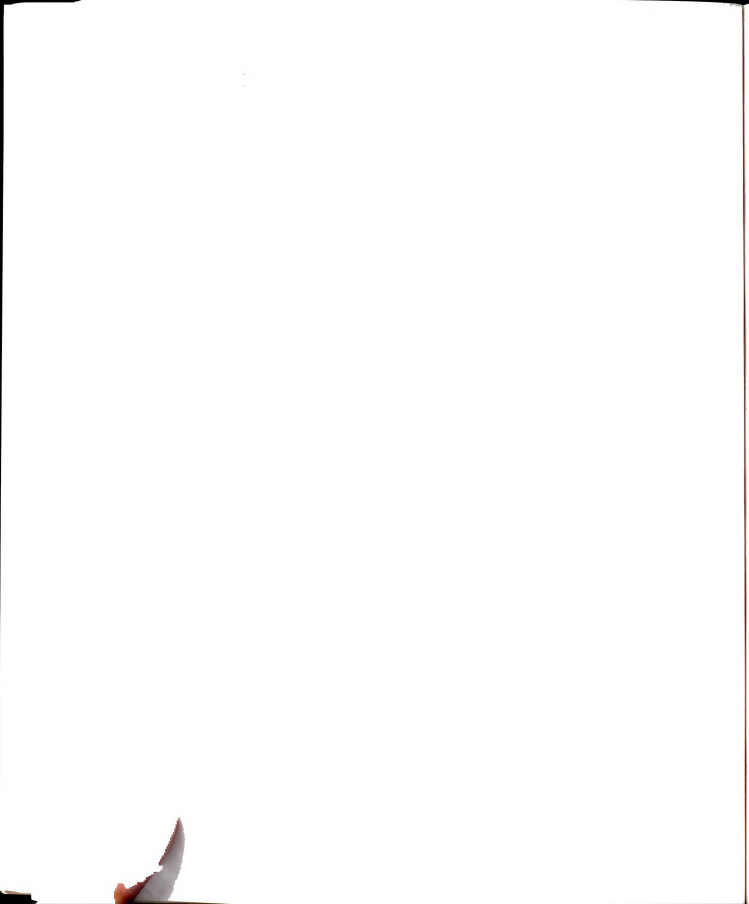


inclusive, issue. Finally, awareness is not enough, it must be turned into commitment.

**2. Commitment: building commitment to the process of integrating an international dimension into the teaching/learning, research and service functions of a university.**

The demonstrated commitment of senior leaders to the university community is of critical importance. The commitment should be expressed both in concrete ways and in symbolic ways. There is often a perception (or perhaps it is better labelled a misperception) that the commitment of the leadership should be measured in terms of new funds allocated to support a priority initiative. There is no question that additional funds would assist internationalization efforts, but success stories from colleges and universities prove that much can be accomplished without major sources of new funding. A great deal depends on attitude and commitment and eventually recognition and reward.

Strong and vocal support from a broad base of faculty, staff and students is needed to complement the commitment from the senior administrators and to convert commitment into planning strategies. While the commitment from senior administration will lead the process, the real engine of internationalization will be faculty and staff.



### **3. Planning: developing a comprehensive plan or strategy for the internationalization of a university.**

The timing for the development of this strategy is an important factor as the commitment and involvement of a critical mass of supporters or champions are prerequisites to develop a plan and operationalize it.

Clarification of the purpose and goal is a critical first step. The findings from this study show that there are a variety of reasons for embarking on the internationalization journey. The reasons for internationalizing, the intended outcomes, the unique features, resources and needs of the organization need to be clearly assessed and factored into a strategy. An internationalization plan tailored to build on the specific interests, characteristics and objectives of the university has a better chance of success than a general purpose strategy.

Planning needs to happen at several different levels. The university-wide plan needs to demonstrate the priority and provide the framework and direction. Thus the mission statement for the university plays a key role. The findings of this study show that the majority of universities have been successful in including a reference to the international dimension in the mission statement. The next step is to translate this expression of importance and intent into strategic and operational plans.

Special attention needs to be given to the centralization/ decentralization issue. It is extremely important to encourage, support and

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sustain local level (academic department, administrative unit, interest group, research centre) initiatives. This works best when it is done within a broader plan and policy framework.

The findings of this study reveal that, in fact, there is currently little policy development work being done at the local level. This is not what is recommended by other researchers (Audas 1991), but it is often the way organizational change occurs. Policy can be prepared to guide program development. Policy can also be created in response to new initiatives being implemented. In my opinion, the latter seems to be the case regarding the development of policy for international activities on university campuses across the country. The danger of generalization here is clear, but the results of the survey seem to indicate that at the local level, practice is stimulating policy; policy is not necessarily informing practice. This may be indicative of the stage of development of internationalization and if another survey is done in three years a completely different picture may emerge.

Planning for internationalization will be unique to each university. Unless it is a new university, all of the existing initiatives and interest groups need to be taken into consideration, recognized and celebrated where appropriate. Universities are not starting with a blank slate and it is important to respect the constituencies of interests and expertise and build on them. If not, turfdom may set in and then energy will be spent breaking

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down barriers rather than creating communication channels and collaboration modes.

The scope of internationalization is enormous and often optimism, not realism, prevails. Setting realistic priorities and time frames are important. A sense of movement and accomplishment generates support. While the big picture (vision of an internationalized campus) is necessary, it needs to be put into practical and achievable steps. This is the operational plan.

**4. Operationalization: implementing the different aspects of an internationalization strategy and creating a supportive culture.**

Academic activities and services, organizational factors and guiding principles are the three components identified in the framework proposed in Table 5.3, and which play a major role in this phase of the cycle. I think it is fair to say that the development of academic activities and services are obvious and essential parts of the process. The priority and pacing of these activities will of course depend on the resources, needs and objectives of each institution. However, the organizational factors need to be considered in tandem with the activities. Again, the priority and pacing of the organizational factors will be specific to the goals and stage of implementation at each institution. Each operational plan must be



customized for the specific purpose, needs, resources and distinctive features of the university.

The selection of academic activities and services included in Table 5.3 is a comprehensive, but not necessarily complete, listing of program-related initiatives for internationalization. Based on the findings of this study as well as the activities identified by other researchers as outlined in Table 5.2, I would suggest that the key academic activities and complementary services are the following: curriculum innovation; two-way mobility programs for students, staff and faculty; intercultural and foreign language training; joint research initiatives; and international development projects.

The listing of organizational factors and principles in Table 5.3 has been developed from the studies reviewed in Chapter II and from the findings of this study. It is probably true that all will have some relevance to any university, but the importance, role and timing of each will be individualized for each institution.

It is rather self-evident that commitment from senior leaders is critical for internationalization; this is true for any proposed realignment of priorities or organizational change. Funding is helpful, but as has already been said, much can be accomplished without major new capital. In the current environment of decreasing resources and competing priorities, one has to be practical and realistic about how to manage an internationalization process without new money and perhaps with even less



money. New partnerships with private and public sector agencies plus linkages with community groups are being formed to share and maximize resources.

The establishment of an international office or a position dedicated to international activities has been identified as a critical factor. A designated position or office demonstrates to the university community as well as external partners the importance and commitment to international affairs. Secondly, an international office has the opportunity to have a macro perspective of what is happening across the university and how different aspects could reinforce or complement activities.

Information exchange, advisory support, fund raising, advocacy, policy development, training of faculty and staff, are but a few of the different functions that an international office coordinates or oversees in the internationalization process. However, an international office often bears heavy responsibilities for international program development, implementation and evaluation and does not have the resources, time or mandate to take a holistic perspective on how the different pieces should fit into an university-wide plan.

The findings of this study confirm the importance of an international office on campus. However, further research on the role of the international office in the development and operationalizing of a internationalization plan





(as opposed to individual international activities or services) is needed and strongly recommended.

**5. Review: assessing and continually enhancing the quality and impact of the different aspects of the internationalization process.**

The concept of review needs to be interpreted in two different ways. In the more conventional sense, review means monitoring and assessment of the value and success of individual activities as well as how they work together in a complementary and mutually beneficial way. This kind of review or evaluation is extremely important when an organizational change such as internationalization is underway. A review tries to ensure that the objectives are being met in an efficient and effective manner and that the quality of the activity or service is meeting standards and expectations.

The concept of review also relates to incorporating internationalization into the annual or biannual review and budgeting process engaged in by academic departments and administrative units across campus. This type of systematic review is necessary to integrate internationalization into the regular administrative and academic systems of the institution. This type of review is an audit to gauge the integration and level of internationalization activity throughout the university.

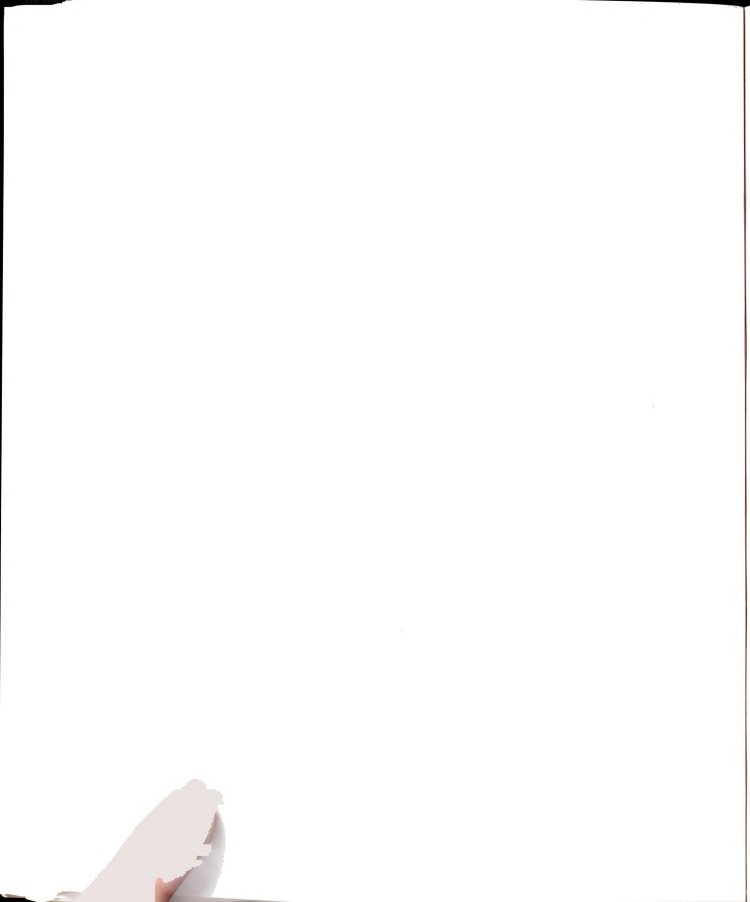


**6. Reinforcement: the reward and recognition of faculty and staff participation.**

In order to develop a culture which supports internationalization a university must find concrete and symbolic ways to value and reward faculty and staff who are involved in this type of work. The importance of internationalization work can be easily overlooked or misunderstood, especially if the activities occur off campus or overseas.

For commitment to be sustained, it is important to build in incentives and rewards. The culture of each university will determine the specific ways to acknowledge and honour internationalization efforts. It is important to poll faculty and staff for their own ideas on what helps or hinders their contribution and sense of achievement in internationalization work.

This study dealt with the traditional reward system, that of tenure and promotion policy. The findings showed that very few universities have included criteria in such policies to acknowledge international work. Furthermore, it was ranked as a helpful but not an essential factor. Compared to senior level support, adequate funding and the existence of an international office one, can understand why it is of secondary importance. In two to three years' time, as universities move more fully into the operational phase of the cycle, there will likely be more interest and importance attached to internationalization in the faculty and staff hiring and promotion policies.



The process of internationalization is cyclical not linear. Reinforcement and reward lead to renewed awareness and commitment. A renewed and broader base of commitment leads to further planning processes. This usually stimulates changes to existing programs or policies and the development and implementation of new activities and services. A continuous support, monitoring and review system attempts to improve quality and involves incentives, recognition and rewards.

### **Last Words**

The cycle of the internationalization process described in this section attempts to build in opportunities for continual innovation as well as ways to ensure that the international dimension is integrated and institutionalized into the university culture and systems. The concepts of innovation and institutionalization are not contradictory; they can complement and reinforce each other. For those universities committed to integrating an international dimension into their teaching, research and service functions innovation and institutionalization are essential for success.



## **APPENDICES**





## **APPENDIX A**

### **Survey Instrument**

- **English Version**
- **French Version**

APPENDIX A - ENGLISH VERSION

AUCC QUESTIONNAIRE  
INTERNATIONALIZATION OF CANADIAN UNIVERSITIES

**PART ONE**

1. ***From your standpoint, what are the three most important reasons for promoting and integrating an international dimension into the mandated mission of an institution of higher education: (Please indicate the three most important reasons, with '1' being the most important)***

- \_\_\_ Prepare graduates and scholars who are internationally knowledgeable and interculturally competent.
- \_\_\_ Help to maintain the economic competitiveness of Canada.
- \_\_\_ Ensure that research and scholarship address international and national issues.
- \_\_\_ Contribute to national security and peaceful relations among nations.
- \_\_\_ Acknowledge and reflect increasing ethnic and cultural diversity of Canadian population.
- \_\_\_ Address through scholarship, the increasingly interdependent nature of the world (environmentally, culturally, economically, socially).
- \_\_\_ Maintain Canada's scientific and technological competitiveness.
- \_\_\_ Knowledge systems are or should be more international.
- \_\_\_ Contribute to social transformation processes in Canada and around the world.
- \_\_\_ Other \_\_\_\_\_
- \_\_\_ Other \_\_\_\_\_
- \_\_\_ Other \_\_\_\_\_

2. ***How would you weigh the priority given to internationalization, as an institutional goal, by the senior administrators in your institution?***

No priority \_\_\_      Low priority \_\_\_      Medium priority \_\_\_      High priority \_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. *Has there been a change in the priority given to internationalization of your institution during the last three years? Please indicate, according to how you think each of the following groups would respond.*

	<b>Senior Admini- strators</b>	<b>Faculty</b>	<b>Staff</b>	<b>Students</b>	<b>Researchers</b>
No change	_____	_____	_____	_____	_____
Less interest	_____	_____	_____	_____	_____
More interest	_____	_____	_____	_____	_____
Significantly more interest	_____	_____	_____	_____	_____

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*If there has been increased interest or priority given to the international dimension in your institution, how has this been expressed?*

- Policy development \_\_\_\_\_
- New program/international activity development \_\_\_\_\_
- Increased resource allocation \_\_\_\_\_
- General heightened awareness \_\_\_\_\_
- Establishment of new administrative structure \_\_\_\_\_
- Other \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. *Is your institution involved in strategic planning that includes major internationalization elements?*

Yes \_\_\_\_ No \_\_\_\_

Please elaborate.

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

5. **Has there been in the past three years a systematic review of policies or practices to assess the status of specific internationalization efforts or activities in your institution?**

Yes \_\_\_\_\_ No \_\_\_\_\_

Please elaborate.

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6. **Is your institution actively involved in any of the following activities and are there policy statements which address these different elements of internationalization?**

	<u>Activity Level</u>		<u>Existence of Policy</u>	
	<i>Low</i>	<i>High</i>	<i>Yes</i>	<i>No</i>
• Overseas international development activities	_____	_____	_____	_____
• International students	_____	_____	_____	_____
• Study, research, and work opportunities abroad for Canadian students	_____	_____	_____	_____
• Foreign language training	_____	_____	_____	_____
• Student exchange programs	_____	_____	_____	_____
• Faculty/staff exchange or mobility programs	_____	_____	_____	_____
• Internationalization of the curriculum	_____	_____	_____	_____
• International contract education/training	_____	_____	_____	_____
• International development education activities on campus	_____	_____	_____	_____
• Joint research projects with international partner/s	_____	_____	_____	_____
• Area studies research/policy centres	_____	_____	_____	_____
• International academic agreements focussed on document or equipment exchange	_____	_____	_____	_____
• Cross-cultural training and awareness programs	_____	_____	_____	_____
• International/cross-cultural extracurricular activities	_____	_____	_____	_____
• International conferences/seminars	_____	_____	_____	_____

If *yes* please include a copy of the policy document(s) with your response.

Comments \_\_\_\_\_

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7. **Does your institution have a policy, operational procedure or administrative unit through which the relationship of the different elements listed above is addressed?**

Policy Yes \_\_\_\_\_ No \_\_\_\_\_  
Operational procedure Yes \_\_\_\_\_ No \_\_\_\_\_  
Unit Yes \_\_\_\_\_ No \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. **Within your institution are there a) departmental, b) faculty, c) college level policy statements regarding any aspects of internationalization?**

a) Departmental level Yes \_\_\_\_\_ No \_\_\_\_\_  
b) Faculty level Yes \_\_\_\_\_ No \_\_\_\_\_  
c) College level Yes \_\_\_\_\_ No \_\_\_\_\_

If *yes* please identify the department/faculty/college and include a copy of the document if possible.

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. **Does your institution have an overall mission statement which makes reference to the importance of the international dimension in teaching, research and service?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**If your institution does not have a mission statement which addresses internationalization why do you believe it has not been developed?**

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Please indicate the importance of each of the following major organizational factors (either facilitators or barriers) affecting the integration of an international dimension into the major functions of your institution?

Factor	Facilitator (Level of Importance) 1 is high 2 is medium 3 is low	or	Barrier (Level of Importance) 1 is high 2 is medium 3 is low	or	Not a factor (No Importance)	Comments
<b>Expressed commitment</b> by senior administrators						
<b>Strong interest level</b> among faculty and staff						
<b>Existence of policy statements</b>						
<b>Adequate funding</b> allocation for internationalization efforts						
<b>Interdisciplinary nature</b> of international scholarship, teaching or service						

Factor	Facilitator (Level of Importance) 1 is high 2 is medium 3 is low	or	Barrier (Level of Importance) 1 is high 2 is medium 3 is low	or	Not a factor (No Importance)	Comments
<b>Decentralized approach to management/ implementation of international initiatives</b>						
<b>Expressed support by board of governors</b>						
<b>Existence of formal communication channels for informing and reinforcing international related activities</b>						
<b>Presence of experienced personnel to introduce or implement international initiatives</b>						
<b>Acknowledgement of international experience in hiring/promotion/tenure policies</b>						

<b>Factor</b>	<b>Facilitator (Level of Importance)</b> 1 is high 2 is medium 3 is low	or	<b>Barrier (Level of Importance)</b> 1 is high 2 is medium 3 is low	or	<b>Not a factor (No Importance)</b>	<b>Comments</b>
<b>Existence of</b> office/centre to provide support and promote collaboration among various academic and administrative units involved in international activities						
<b>Access</b> to support from public relations services of university for promotion of international activities						
<b>Support</b> from external agencies (i.e. provincial or federal government departments, foundations, associations or business and industry)						
<b>Integration of</b> international dimension in annual plans and budgeting process for academic and administrative offices						
<b>Decentralized structure</b> of the university						



<b>Factor</b>	<b>Facilitator (Level of Importance)</b> 1 is high 2 is medium 3 is low	or	<b>Barrier (Level of Importance)</b> 1 is high 2 is medium 3 is low	or	<b>Not a factor (No Importance)</b>	<b>Comments</b>
<b>An <i>organizational culture</i></b> which values academic freedom						
<b><i>Incompatibility</i></b> of internationalization with purpose of university						
<b><i>Presence of international activities</i></b> within university fund-raising efforts						
<b><i>Others</i></b>						



**11. Who plays a key role in increasing your institution's attention to the issues of policy and practice regarding international dimension?**

	Major Role	Minor Role	No Role
President	_____	_____	_____
Vice-president academic	_____	_____	_____
Vice-president research	_____	_____	_____
Vice-president external	_____	_____	_____
International liaison officer	_____	_____	_____
International student advisor	_____	_____	_____
Study abroad coordinator	_____	_____	_____
Area studies coordinators	_____	_____	_____
Deans	_____	_____	_____
Departmental chairs	_____	_____	_____
Individual faculty/staff	_____	_____	_____
Students	_____	_____	_____
Senate/Board of governors	_____	_____	_____
Registrar	_____	_____	_____
Librarians	_____	_____	_____
Student council	_____	_____	_____
Other _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**12. In your opinion who should be taking a leadership or active role in promoting or implementing an international perspective into the university community?**

Please list the major actors (by position) and comment why they are important.

1. \_\_\_\_\_  
 Why \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 Why \_\_\_\_\_  
 \_\_\_\_\_



3. \_\_\_\_\_

Why \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_

Why \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_

Why \_\_\_\_\_  
\_\_\_\_\_

**13. In your own words, how would you describe or define internationalization of a higher education institution?**

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

**14. In your opinion what are the important elements/dimensions of internationalization of higher education? (e.g. international students, curriculum, mobility programs, international development projects etc.)**

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

**PART TWO****15. Does your institution:**

- Require knowledge of a second language for first degree graduation Yes \_\_\_ No \_\_\_
- Provide the opportunity for a term or year of study abroad in any undergraduate program Yes \_\_\_ No \_\_\_
- Offer an undergraduate international business degree program Yes \_\_\_ No \_\_\_
- Provide short-term or summer courses for foreign professionals Yes \_\_\_ No \_\_\_
- Provide briefing/cross-cultural orientation for Canadians working/studying abroad Yes \_\_\_ No \_\_\_
- Arrange work stages in foreign companies for Canadian students Yes \_\_\_ No \_\_\_
- Arrange work stages for foreign students in Canadian companies Yes \_\_\_ No \_\_\_
- Track careers of your international students after they return to their home countries Yes \_\_\_ No \_\_\_
- Explicitly provide for participation in international activities as part of faculty assessment. Yes \_\_\_ No \_\_\_
- Maintain alumni group abroad Yes \_\_\_ No \_\_\_

**16. Does your institution create formal links between the undergraduate experience/curriculum and international activities such as:**

- Faculty exchanges Yes \_\_\_ No \_\_\_
- International students/scholars on campus Yes \_\_\_ No \_\_\_
- Canadian students with international experience (study, research, work abroad) Yes \_\_\_ No \_\_\_
- Canadian students with diverse cultural/ethnic backgrounds Yes \_\_\_ No \_\_\_
- Overseas international development activities Yes \_\_\_ No \_\_\_
- International development education activities on campus Yes \_\_\_ No \_\_\_
- Joint international research/policy analysis/area studies initiatives Yes \_\_\_ No \_\_\_

**17. Does your institution**

- make special efforts to attract international students by
  - advertising abroad Yes \_\_\_ No \_\_\_
  - participating in international education fairs Yes \_\_\_ No \_\_\_
  - distributing promotional material abroad Yes \_\_\_ No \_\_\_
  - providing documentation to Canadian missions abroad Yes \_\_\_ No \_\_\_
  - using overseas alumni group Yes \_\_\_ No \_\_\_
- have an international student enrolment target as a percentage of total enrolment Yes \_\_\_ No \_\_\_

*If yes, please indicate percentage \_\_\_\_\_.*

18. **From your institution's perspective in which regions of the world are international activities, a) increasing most rapidly at the present time, b) will have increasing priority in the future?**

	Current growth	Future priority
• Africa	_____	_____
• Central and South America	_____	_____
• European Community	_____	_____
• FSU/CEE	_____	_____
• Mexico	_____	_____
• Middle East	_____	_____
• Pacific Rim and Asia	_____	_____
• USA	_____	_____

Thank you very much for taking the time to complete this survey. Please indicate below who filled out the responses and sign the appropriate agreement.

or \_\_\_\_\_ President's signature

\_\_\_\_\_ Name of individual completing survey

\_\_\_\_\_ Title

Please return the survey not later than November 15, 1993 to the attention of:  
 Ania Wasilewski, Communications Coordinator, International Division, AUCC, 350 Albert Street,  
 Suite 600, Ottawa, Ontario K1R 1B1 Telephone (613) 563-1236 ext. 253 Fax (613) 563-9745

**AGREEMENT**

Our institution agrees to have the results of this survey used by the AUCC and by Jane Knight for purposes of research on internationalization of Canadian Universities.

Yes \_\_\_ No \_\_\_

or

Our institution agrees to have this survey used only by the AUCC.

Yes \_\_\_

\_\_\_\_\_ Name of institution

\_\_\_\_\_ Date

## APPENDIX A - FRENCH VERSION

### QUESTIONNAIRE DE L'AUCC INTERNATIONALISATION DES UNIVERSITÉS CANADIENNES

#### PARTIE UN

1. **De votre point de vue, quelles sont les trois raisons les plus importantes pour promouvoir et intégrer une dimension internationale dans l'énoncé de mission d'un établissement d'enseignement supérieur : (Veuillez numéroter vos raisons, 1 étant la plus importante)**

- \_\_\_ Préparer des diplômés et des chercheurs bien informés de la réalité internationale et connaissant les autres cultures.
- \_\_\_ Contribuer à préserver la compétitivité économique du Canada.
- \_\_\_ Veiller à ce que la recherche et l'activité intellectuelle tiennent compte des questions internationales et nationales.
- \_\_\_ Contribuer à la sécurité nationale et à la paix dans les relations entre les nations.
- \_\_\_ Reconnaître et refléter la diversité ethnique et culturelle toujours plus riche de notre population.
- \_\_\_ Se pencher, sur le plan intellectuel, sur le caractère de plus en plus interdépendant du monde (environnement, cultures, économies, sociétés).
- \_\_\_ Préserver la compétitivité du Canada en sciences et technologies.
- \_\_\_ Les systèmes de savoir sont ou devraient être plus internationaux.
- \_\_\_ Contribuer au processus de transformation sociale au Canada et dans le monde.
- \_\_\_ Autre \_\_\_\_\_
- \_\_\_ Autre \_\_\_\_\_
- \_\_\_ Autre \_\_\_\_\_

2. **Quel poids donneriez-vous au rang de priorité que les principaux administrateurs de votre université accordent à l'internationalisation en tant qu'objectif de l'établissement?**

Aucun \_\_\_\_\_ Faible \_\_\_\_\_ Moyen \_\_\_\_\_ Élevé \_\_\_\_\_



Commentaires \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. Le rang de priorité accordé à l'internationalisation de votre établissement a-t-il changé depuis trois ans? Veuillez indiquer comment chacun des groupes ci-dessous répondrait.**

	<b>Princ. adminis- trateurs</b>	<b>Professeurs</b>	<b>Employés</b>	<b>Étudiants</b>	<b>Cher- cheurs</b>
Pas de changement	_____	_____	_____	_____	_____
Moins d'intérêt	_____	_____	_____	_____	_____
Plus d'intérêt	_____	_____	_____	_____	_____
Beaucoup plus d'intérêt	_____	_____	_____	_____	_____

Commentaires \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Si le degré d'intérêt ou de priorité a augmenté, comment cela s'est-il manifesté?**

- Formulation de politique \_\_\_\_\_
- Nouveau programme ou activité internationale \_\_\_\_\_
- Affectation des ressources \_\_\_\_\_
- Meilleure sensibilité générale \_\_\_\_\_
- Établissement d'une nouvelle structure administrative \_\_\_\_\_
- Autre \_\_\_\_\_

Commentaires \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4. Votre université inclut-elle dans une planification stratégique d'importants éléments d'internationalisation?**

Oui \_\_\_\_\_ Non \_\_\_\_\_

Veillez donner des détails.

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5. **Depuis trois ans, y a-t-il eu un examen systématique des politiques ou méthodes pour évaluer l'état des efforts ou activités spécifiques d'internationalisation de l'établissement?**

Oui \_\_\_\_\_ Non \_\_\_\_\_

Veillez donner des détails.

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6. **Votre établissement est-il actif dans une des activités ci-dessous et a-t-il des énoncés de politique à l'égard de ces différents éléments d'internationalisation?**

	<u>Degré d'activité</u>		<u>Existence d'une politique</u>	
	<i>Faible</i>	<i>Élevé</i>	Oui	Non
• Travaux de développement international à l'étranger	_____	_____	_____	_____
• Étudiants étrangers	_____	_____	_____	_____
• Séjours d'études, de recherche ou de travail à l'étranger pour étudiants canadiens	_____	_____	_____	_____
• Formation des langues étrangères	_____	_____	_____	_____
• Programmes d'échange d'étudiants	_____	_____	_____	_____
• Programmes d'échange ou de mobilité de professeurs ou d'employés	_____	_____	_____	_____
• Internationalisation du programme d'études	_____	_____	_____	_____
• Études ou formation internationales contractuelles	_____	_____	_____	_____
• Activité d'éducation au développement international sur le campus	_____	_____	_____	_____
• Projets de recherche conjointe avec des partenaires étrangers	_____	_____	_____	_____
• Centres d'études régionales	_____	_____	_____	_____
• Accords internationaux pour l'échange de documentation ou d'équipement	_____	_____	_____	_____
• Programmes de formation et de sensibilisation transculturelles	_____	_____	_____	_____
• Activité extrascolaire internationale ou transculturelle	_____	_____	_____	_____
• Conférences/séminaires internationaux	_____	_____	_____	_____

Si *oui* veuillez joindre copie de l'énoncé de principe à votre réponse.

Commentaires \_\_\_\_\_  
 \_\_\_\_\_

7. **Votre université a-t-elle une politique, une procédure ou une unité administrative qui veille à mettre en rapport les différents éléments ci-dessus?**

Politique	Oui _____	Non _____
Procédure	Oui _____	Non _____
Unité	Oui _____	Non _____

Commentaires \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. **Y a-t-il chez vous des énoncés de principe a) départementaux, b) facultaires, c) collégiaux sur des aspects quelconques de l'internationalisation?**

a) Départements	Oui _____	Non _____
b) Facultés	Oui _____	Non _____
c) Collèges	Oui _____	Non _____

Si *oui* veuillez nommer le département, la faculté ou le collège et joindre si possible copie du document.

Commentaires \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. **Avez-vous un énoncé de mission général dans lequel est mentionnée l'importance de la dimension internationale dans l'enseignement, la recherche et le service à la collectivité?**

Oui \_\_\_\_\_ Non \_\_\_\_\_

**Si aucun énoncé de mission ne mentionne l'internationalisation, pourquoi croyez-vous qu'on ne l'ait pas fait?**

Commentaires \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. **Quels sont selon vous les grands facteurs organisationnels (favorables ou non) qui influenceront l'intégration d'une dimension internationale dans les principales fonctions de votre établissement? Veuillez indiquer l'importance de chacun.**

Facteur	Facilitant (Degré d'importance) 1 élevé 2 moyen 3 faible	ou		Non facteur (Sans importance )	Commentaires
		Inhibant (Degré d'importance) 1 élevé 2 moyen 3 faible	ou		
<b>Engagement exprimé</b> par des administrateurs supérieurs					
<b>Degré d'intérêt élevé</b> des professeurs et employés					
<b>Existence</b> d'énoncés de principe					
Financement <b>suffisant</b> des initiatives d'internationalisation					
<b>Nature interdisciplinaire</b> de la recherche, de l'enseignement ou du service international					



Facteur	Facilitant (Degré d'importance) 1 élevé 2 moyen 3 faible	o u	Inhibant (Degré d'importance) 1 élevé 2 moyen 3 faible	ou	Non facteur (Sans importance )	Commentaires
<i>Optique décentralisée</i> de la gestion ou de l'exécution des initiatives internationales						
<i>Appui exprimé</i> par le conseil d'administration						
<i>Existence de</i> voies de communication formelles pour documenter et renforcer l'activité internationale parallèle						
<i>Présence de</i> personnel expérimenté pour présenter ou exécuter les initiatives internationales						
<i>Reconnaissance de l'expérience internationale</i> dans la politique d'engagement, d'avancement ou de permanence						

<b>Facteur</b>	<b>Facilitant</b> (Degré d'importance) 1 élevé 2 moyen 3 faible	o u	<b>Inhibant</b> (Degré d'importance) 1 élevé 2 moyen 3 faible	ou	<b>Non facteur</b> (Sans importance)	<b>Commentaires</b>
<b>Existence d'un</b> service ou centre qui assure un soutien et favorise la collaboration entre les services scolaires et administratifs engagés dans l'activité internationale						
<b>Accès</b> à l'aide du service des relations publiques de l'université pour la promotion de l'activité internationale						
<b>Soutien</b> d'organismes externes (c.-à-d. ministères provinciaux ou fédéraux, fondations, associations, commerce et industrie)						
<b>Intégration d'une</b> dimension internationale dans les plans annuels et la budgétisation des services scolaires et administratifs						
<b>Structure décentralisée</b> de l'université						

<b>Facteur</b>	<b>Facilitant</b> (Degré d'importance) 1 élevé 2 moyen 3 faible	o u	<b>Inhibant</b> (Degré d'importance) 1 élevé 2 moyen 3 faible	ou	<b>Non facteur</b> (Sans importance)	<b>Commentaires</b>
<b>Culture d'organisation</b> qui attache de la valeur à la liberté d'enseignement						
<b>Incompatibilité</b> de l'internationalisation avec la mission de l'université						
<b>Présence</b> d'activités internationales dans le campagne de levées de fonds de l'université						
<b>Autres</b>						



**11. *Qui joue un rôle clé dans la sensibilisation de votre établissement aux questions de politique et de pratique en matière de dimension internationale?***

	Rôle majeur	Rôle mineur	Aucun
Recteur	_____	_____	_____
Vice-recteur, enseignement	_____	_____	_____
Vice-recteur, recherche	_____	_____	_____
Vice-recteur, aff. extérieures	_____	_____	_____
Agent de liaison internationale	_____	_____	_____
Conseiller des étudiants étrangers	_____	_____	_____
Coordonnateur des études à l'étranger	_____	_____	_____
Coordonnateurs des études régionales	_____	_____	_____
Doyens	_____	_____	_____
Directeurs de départements	_____	_____	_____
Professeurs ou employés	_____	_____	_____
Étudiants	_____	_____	_____
Conseil d'univ. ou conseil d'administration	_____	_____	_____
Registraire ou secrétaire général	_____	_____	_____
Associations étudiantes	_____	_____	_____
Bibliothécaires	_____	_____	_____
Autre _____	_____	_____	_____
_____	_____	_____	_____

Commentaires \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**12. *De votre point de vue, qui devrait prendre la direction ou un rôle actif pour promouvoir ou introduire une perspective internationale dans la communauté universitaire?***

Énumérez les principaux acteurs (par importance) et dites pourquoi ils sont importants.

1. \_\_\_\_\_

Pourquoi \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

Pourquoi \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

Pourquoi \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

Pourquoi \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

Pourquoi \_\_\_\_\_

\_\_\_\_\_

**13. Dans vos propres termes, comment se décrit ou se définit l'internationalisation d'un établissement d'enseignement supérieur?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**14. Quels sont à votre avis les éléments ou dimensions d'importance pour l'internationalisation de l'enseignement supérieur? (p. ex. les étudiants étrangers, le programme d'études, les programmes de mobilité etc.)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PARTIE DEUX****15. Votre établissement :**

- Exige-t-il la connaissance d'une langue seconde pour obtenir un grade de premier cycle? Oul\_\_ Non\_\_
- Offre-t-il la possibilité de passer une période ou année d'études à l'étranger dans un programme de premier cycle? Oul\_\_ Non\_\_
- Offre-t-il un grade de premier cycle en commerce international? Oul\_\_ Non\_\_
- Donne-t-il des cours de courte durée ou d'été pour professionnels étrangers? Oul\_\_ Non\_\_
- Donne-t-il une préparation ou orientation transculturelle aux Canadiens qui vont travailler ou étudier à l'étranger? Oul\_\_ Non\_\_
- Organise-t-il des stages dans des entreprises étrangères pour étudiants canadiens? Oul\_\_ Non\_\_
- Organise-t-il des stages pour étudiants étrangers dans des entreprises canadiennes? Oul\_\_ Non\_\_
- Suit-il la carrière de ses étudiants étrangers après leur retour dans leur pays? Oul\_\_ Non\_\_
- Tient-il compte explicitement de la participation au développement dans l'évaluation des professeurs? Oul\_\_ Non\_\_
- Maintient des associations d'anciens à l'étranger? Oul\_\_ Non\_\_

**16. Votre établissement établi-t-il un rapport formel entre le cursus de premier cycle et la dimension internationale de l'expérience comme**

- Les échanges de professeurs Oul\_\_ Non\_\_
- La présence d'étudiants et de chercheurs étrangers sur le campus Oul\_\_ Non\_\_
- Les étudiants canadiens ayant une expérience internationale (études, recherche, travail à l'étranger) Oul\_\_ Non\_\_
- Les étudiants canadiens d'origines et de cultures diverses Oul\_\_ Non\_\_
- L'activité de développement international à l'étranger Oul\_\_ Non\_\_
- L'éducation au développement international sur le campus Oul\_\_ Non\_\_
- Les initiatives concertées d'études régionales, de recherche ou d'analyse de politiques Oul\_\_ Non\_\_

**17. Votre établissement**

- fait-il des efforts particuliers pour attirer des étudiants étrangers par
  - la publicité à l'étranger Oul\_\_ Non\_\_
  - la participation aux salons internationaux de l'éducation Oul\_\_ Non\_\_
  - la distribution de matériel promotionnel à l'étranger Oul\_\_ Non\_\_
  - l'envoi de documentation aux missions canadiennes à l'étranger Oul\_\_ Non\_\_
  - l'appel aux groupes d'anciens étudiants à l'étranger Oul\_\_ Non\_\_
- fixe-t-il un nombre d'étudiants étrangers comme pourcentage de l'effectif total Oul\_\_ Non\_\_

Si oui, veuillez indiquer le pourcentage \_\_\_\_\_.

**18. Du point de vue de votre établissement, dans quelles régions du monde l'activité internationale a) s'étend-elle le plus rapidement pour le moment b) et aura-t-elle un rang de priorité de plus en plus élevé dans l'avenir?**

	Croissance actuelle	Priorité future
• Afrique	_____	_____
• Amérique centrale et du Sud	_____	_____
• Communauté européenne	_____	_____
• ex-URSS-CEE	_____	_____
• Mexique	_____	_____
• Moyen-Orient	_____	_____
• Bassin du Pacifique et Asie	_____	_____
• É.-U.	_____	_____

\_\_\_\_\_  
Signature du recteur

ou

\_\_\_\_\_  
Nom de la personne qui répond

\_\_\_\_\_  
Titre

Je vous remercie d'avoir pris le temps de répondre à notre questionnaire. Veuillez le retourner, au plus tard le 17 novembre 1993 à l'attention de : Mme Ania Wasilewski, coordonnatrice en communication, AUCC, Division internationale, 350, rue Albert, suite 600, Ottawa (Ontario) K1R 1B1 Téléphone (613) 563-1236 poste 253 Télécopieur (613) 563-9745

**CONVENTION**

Notre établissement accepte que les résultats de l'enquête soient utilisés par l'AUCC et par Jane Knight dans sa recherche sur l'internationalisation des universités canadiennes.

**Oui** \_\_\_\_ **Non** \_\_\_\_

ou

Notre établissement accepte que l'enquête soit utilisée uniquement par l'AUCC.

**Oui** \_\_\_\_

\_\_\_\_\_  
Nom de l'établissement

\_\_\_\_\_  
Date

**APPENDIX B**

**LETTER OF INTRODUCTION  
AND  
AGREEMENT**

- **English Version**
- **French Version**



## APPENDIX B - ENGLISH VERSION

### LETTER OF INTRODUCTION AND AGREEMENT

October 25, 1993

1~

2~,

Enclosed you will find a questionnaire on Internationalization of Canadian Universities. This survey complements and builds on the globalization survey which AUCC conducted two years ago in preparation for the AUCC 1991 Annual General Meeting in Kingston, Ontario and which has been widely reported on in *University Affairs* and in the Winter/Spring 1992 issue of *Uniwold*. A periodic survey of this type was strongly endorsed by the Annual General Meeting participants in 1991.

Part One of this 1993 survey includes questions on organizational and management issues and how they relate to fostering and integrating an international dimension into the university community. Part Two addresses some of the program considerations involved in internationalizing a campus. Both parts intentionally include questions similar to the previous survey in order to track changes and trends across Canadian universities over time.

For the purposes of this survey "internationalization of higher education" is interpreted to mean the process of integrating an international dimension into the primary functions of a university: teaching, research, service.

The information obtained from these surveys helps to assess the status of internationalization efforts across the country and to identify the issues of concern. It also helps AUCC, especially the International Division, to guide its program, publications, workshops, and activities and to provide support to the new Standing Advisory Committee on International Relations which will be developing a Canadian university position on internationalization.

AUCC staff collaborated with Jane Knight from Ryerson International in the development of this survey. On the last page of the questionnaire you will find a consent form which will allow the results of this survey to be used by the AUCC and by Ms Knight for her dissertation research on internationalization of Canadian universities. It is estimated that it will take 20-30 minutes to respond to the questions in the survey. Your cooperation in completing the questionnaire and agreeing to have it used for both purposes is greatly appreciated. Full anonymity will be respected in reporting the results of the

.../2



survey; we are interested in the collective picture from across the country, not the individual institutional level. The survey is aimed at collecting the impressions of senior university administrators. If someone other than yourself responds to the survey, please indicate so in the space provided at the end of the questionnaire. We anticipate that the results of this poll will be made available to you in early 1994.

If you have any questions or comments on the survey or internationalization in general please contact Ania Wasilewski, communications coordinator in the International Division of the AUCC. We would appreciate your completed survey by November 17, 1993 at the latest.

Yours sincerely,

Eva Egron-Polak  
Director  
International Division

Encl.

3~

## APPENDIX B - FRENCH VERSION

### LETTER OF INTRODUCTION AND AGREEMENT

Le 25 octobre 1993

1~

2~

Vous trouverez ci-joint un questionnaire sur l'internationalisation des universités canadiennes. Notre enquête complète et prolonge le sondage sur la mondialisation que l'AUCC a effectué il y a deux ans, préalablement à l'assemblée générale de 1991 à Kingston, Ontario, sondage auquel *Affaires Universitaires* et le numéro hiver-printemps 1992 d'*Unimonde* avaient fait largement écho. L'idée de tenir périodiquement une enquête de ce genre avait recueilli beaucoup d'appuis parmi les participants à l'assemblée générale annuelle.

La première partie de l'enquête de 1993 groupe des questions sur des sujets d'organisation et de gestion et leur interaction avec la promotion et à l'intégration d'une dimension internationale dans la communauté universitaire. La deuxième partie porte sur certaines considérations de programmation liées à l'internationalisation d'un campus. Nous avons intentionnellement inclus dans les deux parties des questions semblables à celles de l'enquête précédente afin de cerner l'évolution et les tendances dans les universités entre les deux.

Pour les besoins de l'enquête, «internationalisation de l'enseignement supérieure» s'entend dans le sens d'intégrer une dimension internationale dans les principales fonctions de l'université : enseignement, recherche, service à la collectivité.

Les réponses aux enquêtes permettent d'évaluer où en sont les efforts d'internationalisation à l'échelle du pays et de cerner les sujets de préoccupation. Elles aident aussi à orienter les programmes, publications, colloques et autres travaux de l'AUCC et surtout de la division internationale. Elles servent également d'appui au Comité consultatif permanent des relations internationales lors de la préparation de la position des universités canadiennes sur l'internationalisation.

.../2

Le personnel de l'AUCC a collaboré avec M<sup>me</sup> Jane Knight de Ryerson International à la construction du questionnaire. À la dernière page, vous trouverez un formulaire de consentement par lequel on autorise l'AUCC et M<sup>me</sup> Knight à utiliser les réponses, cette dernière dans sa recherche pour un mémoire sur l'internationalisation des universités. Nous pensons qu'il faut de 20 à 30 minutes pour répondre aux questions. Votre participation et votre accord sur la double utilisation des résultats nous seraient précieux. L'anonymité sera intégralement respectée dans le rapport qui suivra l'enquête; nous cherchons à faire le panorama de la situation au pays, et non au niveau de chaque établissement. Le but de l'enquête est de compiler les commentaires des gestionnaires universitaires. Si vous ne répondez pas vous-mêmes au questionnaire, veuillez l'indiquer à la fin du formulaire. Nous croyons pouvoir vous communiquer les conclusions de l'enquête vers le début de 1994.

Pour toute question ou tout commentaire sur l'enquête ou sur l'internationalisation en général, prière de communiquer avec M<sup>me</sup> Ania Wasilewski, coordonnatrice en communication à la division internationale de l'AUCC. Nous aimerions que vos réponses nous parviennent au plus tard le 17 novembre.

Agréez, Révérend Père, mes salutations les meilleures.

La directrice,  
Division internationale

## **APPENDIX C**

### **List of Respondents' Universities**

## APPENDIX C

### LIST OF RESPONDENTS' UNIVERSITIES

**Completed surveys were received from representatives of the following universities:**

Acadia University	Queen's University
Brock University	Royal Roads Military College
University of Northern British Columbia	Ryerson Polytechnic University
Carleton University	College Universitaire St. Boniface
Concordia College	St. Francis Xavier University
Dalhousie University	Saint Mary's University
École des Hautes Études Commerciales	University Saint-Paul
Huron College	St. Thomas University
King's College	University of Sherbrooke
The King's College	Trinity Western University
University of King's College	University of Western Ontario
Laurentian University	Wilfrid Laurier University
Université Laval	University of Alberta
Lakehead University	University of Winnipeg
University of Lethbridge	The University of Calgary
McGill University	University of Guelph
McMaster University	University of Toronto
University of Moncton	University of College of Cape Breton
Mount Saint Vincent University	Mount Allison University
Nova Scotia College of Art & Design	Université du Québec à Rimouski
Ontario Institute for Studies in Education	University of Windsor
Université d'Ottawa	York University
Ecole Polytechnique de Montréal	University of Regina
Université du Québec	University of New Brunswick
Université du Québec à Chicoutimi	University of Victoria
Université du Québec à Hull	University of Waterloo
Université du Québec à Montreal	Trent University
Université du Québec Ecole de Technologie Supérieure	Simon Fraser University
	University of Saskatchewan

**Representatives of the following universities responded but did not complete the survey:**

Université de Montréal	University of Prince Edward Island
Royal Military College of Canada	Redeemer College
University of St. Jerome's College	Collège dominicaine de philosophie et de théologie
Thomas More College	

**APPENDIX D**

**Tables D.1 - D.14**

**Presentation of Data**

**APPENDIX D**

**PRESENTATION OF DATA**

**Table D.1 - Presentation of Data for Question 1**

*"From your standpoint, what are the three most important reasons for promoting and integrating an international dimension into the mandated mission of an institution of higher education."*

**N = 57**

<b>Variable</b>	<b>Frequency of Response</b>					
	<b># 1</b>	<b># 2</b>	<b># 3</b>	<b>✓</b>	<b>Total</b>	<b>% of N</b>
Prepare graduates and scholars	28	15	2	9	54	95
Maintain economic competitiveness of Canada	1	4	4	5	14	25
Address national and international issues through research	2	6	6	1	15	26
Contribute to national security and peaceful relations among nations	-	-	1	1	2	3
Acknowledge ethnic and cultural diversity of Canada	2	3	7	2	14	25
Address Interdependent nature of world through scholarship	8	14	10	5	37	65
Maintain scientific and technical competitiveness of Canada	1	3	3	1	8	14
Knowledge systems should be more international	5	1	5	2	13	23
Contribute to social transformation in Canada and elsewhere	1	3	5	3	12	21
Others	1	-	1	-	2	3

**✓ indicates respondents used a check mark instead of a number ranking**

**Table D.2 - Presentation of Data for Question 2**

<i>"How would you weigh the priority given to internationalization, as an institutional goal, by the senior administrators in your institution?"</i>		
N = 55		
Variable	Frequency	% of N
no priority	2	4
low priority	8	14
medium priority	26	47
high priority	19	35

**Table D.3 - Presentation of Data for Question 3**

<i>"Has there been a change in the priority given to internationalization of your institution during the last three years? Please indicate, according to how you think each of the following groups would respond?"</i>										
Variable	Senior Admin.		Faculty		Staff		Students		Researchers	
	N=57		N=56		N=55		N=55		N=55	
	freq.	%	freq.	%	freq.	%	freq.	%	freq.	%
less interest	-	-	-	-	-	-	-	-	-	-
no change	9	16	6	11	32	58	13	24	13	24
more interest	27	47	44	78	21	38	32	58	32	58
significant	21	37	6	11	2	4	4	10	10	18

**Table D.4 - Presentation of Data for Question 4**

<i>"Is your institution involved in strategic planning that includes major internationalization elements?"</i>		
N = 55		
Variable	Frequency	% of N
yes - strategic planning	37	67
no - strategic planning	18	33



**Table D.5 - Presentation of Data for Question 5**

*"Has there been in the past three years a systematic review of policies or practices to assess the status of specific internationalization efforts or activities in your institution?"*

*N = 57*

<b>Variable</b>	<b>Frequency</b>	<b>% of N</b>
yes - systematic review	29	51
no - systematic review	28	49

**Table D.7 - Presentation of Data for Question 7**

*"Does your institution have a policy, operational procedure or administrative unit through which the relationship of the different elements listed above is addressed?"*

<b>Variable</b>	<b>Policy</b>		<b>Procedure</b>		<b>Unit</b>	
	<i>N=56</i>		<i>N=57</i>		<i>N=56</i>	
	Freq.	%	Freq.	%	Freq.	%
yes	22	39	31	54	37	66
no	34	61	26	46	19	34

**Table D.8 - Presentation of Data for Question 8**

*"Within your instituting are there (a) departmental (b) faculty (c) college level policy statements regarding any aspects of internationalization?"*

<b>Variable</b>	<b>Departmental</b>		<b>Faculty</b>		<b>College</b>	
	<i>N=52</i>		<i>N=51</i>		<i>N=48</i>	
	Freq.	%	Freq.	%	Freq.	%
yes - policy	8	15	12	23	16	33
no - policy	44	85	39	76	32	67

**Table D.9 - Presentation of Data for Question 9**

*"Does your institution have an overall mission statement which makes reference to the importance of the international dimension in teaching, research and service?"*

**N = 54**

<b>Variable</b>	<b>Frequency</b>	<b>% of N</b>
yes - mission statement	39	72
no - mission statement	15	28

**Table D.10A - Presentation of Data for Question 10**

*"What do you consider to be major organizational factors (either facilitators or barriers) affecting the integrating of an international dimension into the major functions of your institution?"*

**N = 56**

<b>Organizational Factor</b>	<b>Facilitator Freq.</b>	<b>Barrier Freq.</b>	<b>Not a Factor Freq.</b>	<b>Weighted Freq.*</b>
Commitment by senior administrators	55	5	1	49+
Faculty/staff interest level	54	5	2	47+
Existence of Policy statements	42	8	10	24+
Adequate Funding	48	22	2	24+
Interdisciplinary Nature	43	8	8	27+
Decentralized management approach to int activities	27	20	11	-4
Board of Governors support	69	5	14	50+
Communication channels	42	11	4	26+
Experienced international managers/leaders	49	9	3	37+
Acknowledgement in promotion, tenure policy	34	9	14	11+
International office	46	7	6	33+
Public Relations Office Support	42	8	10	26+
External agency support	48	10	3	35+
Integrated into annual plans and budgets	42	7	10	25+
Decentralized structure of university	33	16	20	-3
Academic Freedom	7	18	32	0
Incompatible with mission of university	7	18	32	-43
In Fund Raising Campaign	32	10	14	8

\* Weighted Frequency = Facilitator -(Barrier+Not a factor)

**Table D.10B - Presentation of Data for Question 10**

*"What do you consider to be major organizational factors (either facilitators or barriers) affecting the integrating of an international dimension into the major functions of your institution?"*

FACTOR	FACILITATOR	BARRIER	NOT A FACTOR
<b>Expressed commitment by senior administrators</b>	<ul style="list-style-type: none"> <li>•essential</li> <li>•very important</li> <li>•a necessity</li> <li>•indispensable</li> <li>•international activities cannot be developed with out the recognition of the senior administrators</li> <li>•essential</li> <li>•without a strong commitment from senior administrators internationalization cannot be achieved</li> </ul>		
<b>Faculty and staff interest</b>	<ul style="list-style-type: none"> <li>•involvement of academic staff and consensus supporting globalization is essential</li> <li>•grass roots enthusiasm for things international is vital</li> <li>•crucial</li> <li>•essential</li> <li>•varies enormously from area to area and faculty to faculty member</li> <li>•an international dimension cannot be achieved without the support and leadership of senior faculty</li> <li>•need very enthusiastic and committed faculty</li> <li>•exists but needs to be fostered</li> </ul>		

<p><b>Policy statements</b></p>	<ul style="list-style-type: none"> <li>•practice more important than policy statements</li> <li>•policy statements in themselves are not as important as action</li> <li>•helpful but not critical</li> <li>•critically important as framework to guide institutional behaviour and set priorities</li> <li>•is becoming increasingly important</li> <li>•needed</li> </ul>	<ul style="list-style-type: none"> <li>•policy being developed</li> <li>•we have operated without formal policy statements but it is clear they would be helpful</li> </ul>	
<p><b>Adequate Funding</b></p>	<ul style="list-style-type: none"> <li>•many international activities can be supported with limited funds</li> <li>•both facilitator and a barrier</li> <li>•essential to fund at least the co-ordinating office</li> <li>•needed</li> <li>•funding has increased</li> <li>•currently we have a small budget which is used to promote institutional development</li> </ul>	<p>this is THE major barrier to increased efforts</p> <ul style="list-style-type: none"> <li>•shortage of funds</li> <li>•barrier to expansion and development in present funding crisis</li> <li>•little internal money is allocated, new external money must be obtained</li> <li>•constraints to resources within the university limits our ability to internationalize</li> </ul>	
<p><b>Interdisciplinary nature of international scholarship</b></p>	<ul style="list-style-type: none"> <li>•draw on expertise from many fields</li> <li>•this helps us benefit from an academic environment which encourages interdisciplinary work</li> <li>•desirable but not essential in all cases</li> <li>•depends on effective communication</li> <li>•international projects need interdisciplinary approaches in many cases</li> <li>•not all disciplines are international</li> </ul>	<ul style="list-style-type: none"> <li>•a medium barrier as is anything not conventional</li> <li>•unfortunately there are still many faculty who are reluctant to become employed in interdisciplinary activity</li> </ul>	

<p><b>Decentralized approach to management of internationalization initiatives</b></p>	<ul style="list-style-type: none"> <li>•builds in the commitment of staff from relevant units who see this as their program not programs run by others</li> <li>•a mild facilitator as individual initiative is not hampered</li> <li>•one approach but not the only one, it is the one we use.</li> <li>•in the long run, to be efficient decentralization needs to be co-ordinated</li> </ul>	<ul style="list-style-type: none"> <li>•fragmentation can lead to problems</li> <li>•a weak barrier as co-ordination is more difficult</li> <li>•decentralization is best at the macro or organizational level as activities are managed by local units. However, co-ordination and monitoring is needed.</li> <li>•more coordination needed</li> <li>•barrier to interdisciplinary efforts</li> <li>•decentralized approach better reflects the reality of the university environment</li> </ul>	<p>is not a major factor or barrier to internationalization</p>
<p><b>Support by board of governors</b></p>	<ul style="list-style-type: none"> <li>•will normally follow from strong commitment</li> <li>•this helps build community support as well as ensuring that resources are available</li> <li>•hardly a factor in purely academic decision-making . But great interest.</li> <li>•board is supportive</li> <li>•to date the Board has not been directly involved</li> <li>•needed</li> </ul>		
<p><b>Existence of formal communication channels</b></p>	<ul style="list-style-type: none"> <li>•this is important in giving an institutional sense of direction</li> <li>•most helpful but not fundamental</li> <li>•more emphasis will be placed on this issue in the near future</li> <li>•important but not yet in place as we would like</li> </ul>		<ul style="list-style-type: none"> <li>•this is not an issue</li> <li>•we should have such a mechanism</li> </ul>

<b>Experienced personnel</b>	<ul style="list-style-type: none"> <li>•leadership and experience are important</li> <li>•terribly important as a nucleus that enlarges to include more and more important</li> <li>•little influence as it affect only a few positions</li> </ul>	•a function of size	•we are in the midst of changing this
<b>Hiring, promotion/ tenure policy</b>	<ul style="list-style-type: none"> <li>•now trying to implement formal inclusion of international activities in annual performance assessment</li> <li>•now an element in our newest policy statement(1993)</li> <li>.faculty is international in character</li> <li>•does not exist at present time but is being developed</li> <li>•no formal recognition currently</li> <li>•this still varies substantially by discipline and unit</li> </ul>	<ul style="list-style-type: none"> <li>•this is still not considered as explicitly as it might be</li> <li>•when international experience is of a project nature</li> <li>•currently these are not factors that carry weight in any of these critical decisions.</li> </ul>	•not at present - but should be
<b>Office/ centre to provide support</b>	<ul style="list-style-type: none"> <li>•major factor</li> <li>•could hardly conduct (or even know about) the variety of activity here without the Centre</li> <li>•essential</li> <li>•X will play an increasingly important role</li> <li>.recently established</li> <li>.this responsibility falls to the associate Vice-President academic</li> </ul>		
<b>Public relations support</b>	<ul style="list-style-type: none"> <li>•helps inform the university and the outside community of our efforts</li> <li>•does not exist</li> <li>•office competent and supportive</li> </ul>	•the quality of service at this institution has made this a barrier it should not be	•not a factor here to date but we are beginning to pursue

<b>Support from external agencies</b>	<ul style="list-style-type: none"> <li>•financial support is a major factor in the current climate of fiscal constraint</li> <li>•very important but the most critical issues are intra-institutional in the first instance</li> <li>•essential</li> <li>•can help and hinder</li> </ul>	<ul style="list-style-type: none"> <li>•lack of support is a major barrier</li> <li>•can help or hinder</li> <li>•although there appears to be some encouragement from provincial authorities there is no provincial support</li> </ul>	<ul style="list-style-type: none"> <li>•little support available for exponents of the visual arts</li> </ul>
<b>Annual plans and budgets</b>	<ul style="list-style-type: none"> <li>•without a specific budget line there would be problems of implementation</li> <li>•this level of importance is not yet matched by our explicit integration to date</li> <li>•is not done in a systematic way</li> </ul>	<ul style="list-style-type: none"> <li>•included in process, but low funding</li> </ul>	<ul style="list-style-type: none"> <li>•insufficient funds</li> </ul>
<b>Decentralized structure</b>	<ul style="list-style-type: none"> <li>•both - because decentralization shares responsibility, initiative and participation. It also fragments responsibility and co-ordination</li> <li>•internationalization needs to occur at local academic and administrative units within a broad policy framework</li> </ul>	<ul style="list-style-type: none"> <li>•could be a barrier but can be overcome by organizing an International Centre</li> <li>•can be a problem in general</li> <li>•need to ensure coordination</li> <li>•a problem but true of any university initiative</li> </ul>	<ul style="list-style-type: none"> <li>•we are working to encourage individual or group initiatives within a more centralized framework</li> </ul>



<p><b>Culture which values academic freedom</b></p>	<ul style="list-style-type: none"> <li>•best ideas come from academic staff</li> <li>•this is not unique to the international aspects of the university's work</li> <li>•vital for all university work including the international dimension</li> </ul>	<ul style="list-style-type: none"> <li>•academic freedom is both a facilitator allowing faculty members to pursue international interests) and a barrier (in that those not interested must be convinced or co-opted and cannot be simply told to change their focus)</li> <li>•although very important to the institution it works against establishing relationships with certain countries that do not have a good record in recognizing human rights</li> </ul>	
<p><b>Incompatibility with purpose of university</b></p>		<ul style="list-style-type: none"> <li>•if this statement applies at any university, it would be a barrier</li> <li>•there are still those among the faculty who feel there is an incompatibility</li> </ul>	<p>premise of the statement is not accepted</p> <ul style="list-style-type: none"> <li>•compatibility is necessary, otherwise internal activity is marginal, at best</li> <li>•not pertinent</li> <li>•surely not the case in any university</li> </ul>

<b>Fund raising</b>			fund raising supports many aspects of globalization do not require funds - only revised thinking and some new priorities <ul style="list-style-type: none"><li>• outside money will have to be raised if international activities are to expand</li><li>• little experience here to date at least in the context of university campaigns</li><li>• to date we have not targeted international</li></ul>

**Table D.11 - Presentation of Data for Question 11**

<i>"Who plays a key role in increasing your institutions' attention to the issues of policy and practice regarding international dimension?"</i>						
<b>Position</b>	<b>N</b>	<b>Major Role Freq.</b>	<b>Minor Role Freq.</b>	<b>No Role Freq.</b>	<b>Weighted Freq.*</b>	<b>Rank</b>
President	54	46	8	0	154	1
International Liaison Officer	49	46	2	1	141	2
Vice President, Academic	49	38	11	0	135	3
Faculty Members	53	34	17	2	134	4
Deans	49	24	23	2	116	5
International Student Advisor	44	28	14	2	110	6
Students	50	19	28	3	110	7
Department Chairs	48	12	30	6	90	8
Registrar	49	12	28	9	83	9
Board of Governors/Senate	49	11	29	9	82	10
Vice President, Research	36	21	10	5	78	11
Librarians	48	6	27	15	59	12
Study Abroad Coordinator	25	17	4	4	55	13
Student Council	47	3	28	16	49	14
Area Studies	28	9	11	8	47	15
Vice President, External	27	8	7	12	20	16

\* *Weighted frequency = (major role x 3) + (minor role x 2) + (no role x 1)*

**Table D.12 - Presentation of Data for Question 12**

*"Who should be taking a leadership or active role in promoting or implementing an international perspective into the university community?"*

**(N=57)**

Position	Frequency	% of N	Rank
President	41	72	1
International Liaison Officer	28	49	2
Vice President, Academic	27	47	3
Deans	27	47	4
Faculty Members	23	50	5
Vice President, Research/ Ext/Planning	16	28	6
Students	11	19	7
ISA/Student Services	7	12	8
Department Heads/Chairs	5	8	9
Researchers	5	8	10
Board of Governors	2	3	11
Registrar/Admissions Officer	2	3	12
Director of International Studies	2	3	13
Continuing Education	1	1	14
International Students	1	1	15
Provincial Government	1	1	16

**Table D .13 - Presentation of Comments  
for Question 13**

*"In your own words, how would you describe or define internationalization of a higher education institution?"*

(N=54)

#	COMMENTS	APPROACH
2	internationalization evolves from a stated commitment to a global perspective in the University's teaching, research and service. It's major components are 1) curriculum 2) student/faculty/staff exchange and 3) partnerships and cooperative ventures abroad	<b>Activity</b>
10	sensitivity to a global human community and the translation of sensitivity into an organized and effective structure with the university community	<b>Competency Process</b>
11	internationalization is the effort to have all relevant areas of a university operate in a manner intended to produce students who recognize the significance of international events as it affects their lives and society and who are capable of functioning effectively in an increasingly integrated world economy	<b>Competency</b>
12	this university uses the term "globalization"- the word "internationalization" has a different connotation. Approved by International Centre Council: "the process of globalization as applied to academic programs can be defined as those efforts which will enable the university community to have the ability to understand, appreciate and articulate the reality o global interdependence, and which will prepare faculty, staff and students to function in a global context."	<b>Competency</b>
15	internationalization is a sine qua non for a university in an increasingly interdependent world. No university worthy of the name can afford to be without a strong international dimension in its activities. The international aspects must pervade all dimension of a university's activities including teaching, research and community outreach. The university must become a truly international enterprise.	<b>Process</b>
16	it involves the introduction of international and cultural programs designed to enable students and faculty to explore issues of global importance.	<b>Activity Competency</b>

8	the process of integrating an international, intercultural or global outlook into all the major function of the university (viz teaching, research and service) in order to promote a conscious understanding of the international dimension in the general university mission	<b>Process</b>  <b>Competency</b>
20.	an integral part of undergraduate education fostering a global prospective for all students by infusing an international dimension into relevant and appropriate curricula and programs.	<b>Competency</b> <b>Process</b>
21	international content in training and education implications in different countries around the world participation of teaching staff in international events international students exchange programs for professors and students	<b>Activity</b>
22	internationalization means integrating into a fairly standard set of liberal arts programs a broad cultural perspective that draws on a number of distinctive cultures most notable Western European, Asia and Islamic	<b>Process</b>
23	from a curricular point of view, an awareness of the diversity and interdependence of peoples, the richness of diverse cultures, and the importance of global perspectives	<b>Competency</b>
24	significant international content in curriculum significant international collaboration on research significant attendance by students from many countries opportunities for study abroad as part of the curriculum	<b>Activity</b>
25	broadening the scope of research/teaching interests and activities to include international concerns in so far as it is appropriate to the program offered by a particular institution; encouraging cooperation of faculty with teachers /researchers / projects abroad; recognizing the value and contribution of the presence of international students on campus; providing opportunities as appropriate for students to study abroad	<b>Activity</b>
26	an ethic or culture that goes beyond the Canadian focus. Has multi-components within the organizational structure of a small university. Most possible to centralize	<b>Culture</b>

27	<p>the following factors would be present</p> <ol style="list-style-type: none"> <li>1. presence on campus of international students and faculty</li> <li>2. a regular programm of international events to bring together international students/faculty with Canadian counterparts</li> <li>3. exchange programs to facilitate study/work abroad by Canadians</li> <li>4. participation in international development programs</li> </ol>	<b>Activity</b>
28	<p>internationalization of a higher education institution evolves from an awareness of students, professors and administrators to all the international realities of their work. It is therefore a question of internationalizing training, research and community service activities</p>	<p><b>Competency</b></p> <p><b>Activity</b></p>
32	<p>to know one is to know no one- internationalization is a powerful and essential educational tool to develop modes of tolerance and respect which proceed to celebrate and cherish differences</p>	<b>Competency</b>
33	<p>internationalism is a concerted and coordinated process by which all aspects of the university (curricula, research activities at the faculty and inter-faculty level in particular, the total educational experience available to students, university services are reviewed regularly to ensure that they reflect a strong global awareness</p>	<b>Process</b>
35	<p>student and faculty awareness of international issues sensitization of student and faculty to the international issues</p>	<b>Competency</b>
37	<p>integration of human resources (students) languages and cultural awareness into the academic life of the university</p>	<b>Process</b>
38	<p>preparation of students for international world involvement and/or exchange of faculty/students across international boundaries, including research involvement</p>	<b>Activity</b>
39	<p>increased opportunities for international activities for faculty/students</p>	<b>Activity</b>
41	<p>see mission statement for the focus from the perspective of a unique degree-granting institution in the visual arts</p>	

43	openness to international relations and to including them in the curriculum to facilitate the mobility of the university community towards the goal of teaching, research, training and international cooperation	<b>Activity</b>
44	within budgetary limitations and capacity, an awareness of other cultures through exchange of professors and students and joint research	<b>Competency</b> <b>Activity</b>
46	integration of international perspective into the activities of teaching, research and community service: 1) general awareness 2) development assistance and scientific activities 3) special training in certain programs	<b>Process</b> <b>Activity</b>
50	an institution whose vision includes an international dimension; which integrates this dimension into the programs of teaching and research; which welcomes international students; which is open to international cooperation; which uses modern means for communicating	<b>Process</b> <b>Activity</b>
51	internationalization is a collective process. It is thus everyone responsibility in the context of his function to assume explicitly; y this dimension.	<b>Process</b>
52	integration of an international dimension in the mission of the university: teaching, research and community service	<b>Process</b>
53	integration of international perspective in the teaching, research and community service activities a) general awareness b) international cooperation and development activities c) training in application to different socio-cultural settings	<b>Process</b> <b>Activity</b>
55	creating an institution which provides students with an international/global perspective. International activities permeate all activities of the university and are not a separate component	<b>Competency</b> <b>Process</b>
57	incorporating either directly through the curriculum or indirectly through other forms of exposure for students and faculty, international studies and or experience in the programs of the University	<b>Process</b>
59	education does not have national boundaries	



60	internationalization is developing a culture which values and appreciates knowledge exchange, cultural exchange and people exchange with other parts of the world so that members of the university are enhancing their teaching, learning and research experiences and capacity	<b>Culture</b>
62	internationalization is defined by a deep awareness and openness to the world	<b>Competency</b>
63	the awareness of all students, faculty and administration of the importance of considering knowledge systems international and being sensitive to the need for social and economic transformation on a global scale	<b>Competency</b>
64	facilitating foreign contacts (through attending international meetings, foreign students and professors on campus, international missions for administrators and professors	<b>Activity</b>
71	a high profile of international students and faculty on campus many opportunities, through linkages or projects for faculty and students to have an international experience	<b>Activity</b>
72	must ensure internationalization is reflected in the core activities of the institution- teaching and learning must provide opportunities for study and research in international environments at foreign location or in settings where there is significant presence of students from outside the country must reflect university's continuing commitment to be actively involved in global concerns--- international development, human rights and justice	<b>Activity</b>
74	a collection of activities which contributes to the integration of international aspects of problems in the training of students and in the research process and in the seeking of solutions of national and international problems and in the management and development of the university	<b>Activity</b> <b>Process</b>
75	internationalization recognizes the need to prepare students and engage in research that reflects increasing global interdependence. Its first reflection should be in curriculum and the international flavour of a university's mission should be supported by overseas project activity, domestic student mobility programs and visa student admissions	<b>Competency</b> <b>Activity</b>

78	the major functions of the university - teaching, research, service is undertaken in an international context, that is the university is aware that it looks outward to the world, not inward	<b>Process</b>
79	the internationalization of an education institution entails changes both in the content of our teaching and learning resources as well as the human environment in which the learning takes place. there is a wide spectrum of activities that ensure these changes including student mobility, faculty renewal, curriculum development, language instruction, cross-cultural and diversity enhancement programs	<b>Culture</b>  <b>Activity</b>
81	understanding and working with the forces that have created and sustain the current international interaction among nation states	
82	the process of infusing the institution with an international dimension	<b>Process</b>
84	integration of an international dimension into the teaching, research and service functions of the university	<b>Process</b>
85	scholarly collaboration, student mobility, curriculum	<b>Activity</b>
86	the incorporation of an understanding and of actions in teaching, research or service which recognizes pluralism and multiculturalism in our daily lives	<b>Process</b>
87	making the entire university realize that we live in a global, increasingly interdependent world, that Canada has a role to play in the international community and that Canada is affected by international events and that the university has a contribution to make in this regard	
88	internationalization is a term that subsumes a particular subset of activities, each related to the University's mandate for teaching, research and community service. These activities range from a broadening of the curriculum to the establishment of mechanisms to facilitate faculty and student exchanges, development projects and international research programs. At another, perhaps more important level, internationalization of higher education signals a change in some of the key elements of traditional university culture.	<b>Activity</b>  <b>Culture</b>
89	an increasing awareness on the part of students, faculty and staff of the global interconnections and ramification of teaching and research.	<b>Competency</b>

**Table D.14 - Presentation of Data for Question 14**

*"In your opinion what are the important elements/dimension of internationalization of higher education?"*

**(N=53)**

Element	Frequency	Percent of Respondents Who Mentioned Element	Rank
Student Work/Study Abroad	35	66	1
Curriculum	33	62	2
International Students	31	58	3
Faculty Exchanges and Mobility Programs	28	52	4
International Development Projects	23	43	5
Research	21	40	6
International Academic Programs	9	30	7
International Institutional Agreements	8	26	8
Cultural Awareness and Diversity	6	20	9
Training of Professors	5	17	10
Senior Administration Commitment	5	17	10
Mind set and culture	4	13	11
Foreign Languages	3	9	12
Development Education	3	9	12
Community Linkages	2	5	13
Area Studies	1	1	14
Integrated Policies	1	1	14
Alumni and Fund Raising	1	1	14

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