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**MOUNT ALLISON'S INTERNATIONALIZATION STRATEGY (DRAFT)**

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# PART ONE

*In recent decades, globalization has become a pervasive force shaping higher education. Today almost all institutions in Canada and around the world engage to some degree in activities aimed at forging global connections and building global competencies among their students, faculty and administrative units. Developing such activities at many levels within universities is now a central part of institutional planning, structures and programming — a phenomenon known as the internationalization of higher education. (AUCC Internationalization Survey 2014)*

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## INTRODUCTION

In 2016, the Mount Allison community will be engaged in developing a new strategic plan for the University. The integrated strategic plan will be based on plans developed by five sectors of the University:

- Academic Matters
- Research
- Student Affairs
- University Advancement
- Facilities and Infrastructure

The following three cross-cutting themes have been identified as significant to all sectors of the integrated strategic plan:

1. Indigenization
2. Experiential Learning
3. Internationalization

The following report serves to set a regional and national context for current and future internationalization efforts at Mount Allison. Additionally, the report sets forth key goals and recommendations for how Mount Allison might continue to be and build a campus that embraces the ideals of internationalization.

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## INTERNATIONALIZATION AT MOUNT ALLISON

In 2005, Jane Knight and Hans de Wit coined one of the first working definitions of internationalization in so far as it related to the field of higher education. According to their definition, “internationalization at the national, sector, and institutional levels is... the process of integrating an international, intercultural and/or global dimension into the goals, functions, (teaching/learning, research services) and delivery of higher education.”

This definition was further refined in 2015 when de Wit proposed that internationalization is “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of post-secondary education, in order to enhance the quality of

education and research for all students and staff, and to make a meaningful contribution to society.” (de Wit, Hunter, Howard & Ergon-Polak, 2015)

But why the imperative to internationalize? What value is there in bringing an international perspective to the work and function of the University? The short answer is that the world is becoming increasingly inter-connected. What was once global is now local. Commerce, research, travel, and the fluidity of ever-broadening career choices present new opportunities for international movement and collaboration. World issues such as climate change, economic (dis)integration, conflict, and immigration further draw into focus the extent to which (once) seemingly far away matters have come to touch us all.

In this regard, the University has a key role to play in the process of internationalization. Be it through diversity in the classroom, international research and study opportunities, multi-perspective course content, or globally-focussed learning outcomes, the University is being called upon by government and students alike to provide an educational experience that meets the needs of today’s global reality. A highly-competitive job market demands that students possess the knowledge and skills to work comfortably and competently across international and cultural lines. Students themselves have higher and more specific expectations with respect to what a university education should offer and prepare them for.

To meet these expectations now and on a go-forward basis, Mount Allison’s Internationalization Strategy presents a current view of the University’s internationalization efforts and points to ways in which these efforts will be expanded over the next ten years.

To this end, the following areas of internationalization will be addressed:

1. Recruitment and retention of international students
2. Student, Staff and Faculty mobility
3. Internationalization at Home

### **Recruitment and retention of international students**

International students represent an important component of the University’s efforts to internationalize. They enhance the cultural diversity of campus and bring a different and important array of perspectives to the classroom. In simple terms, they bring the world to Mount Allison. For students, whose own international experiences may be limited, international students represent an immediate connection with the wider world beyond Mount Allison. It’s through these connections that understanding, openness, and respect are fostered and the goals of internationalization furthered. Ensuring that Mount Allison continues to attract and retain a steady and diverse group of international students is therefore a key objective for the University’s internationalization strategy.

### **Student, Staff and Faculty Mobility**

Providing students, staff, and faculty with opportunities for international exchange and collaboration represents another important component of internationalization. Most frequently, this takes the form of student exchange programs, faculty-led research initiatives, and group-study programs. Students, staff, and faculty who participate in international mobility programs derive a direct benefit from being exposed to new cultures and ideas. In turn, the Mount Allison community benefits when these same students, staff, and faculty bring their changed perceptions and motivations back to campus. Mount Allison must continue to work diligently to identify, encourage, and facilitate opportunities for students, staff, and faculty to add an international dimension to their university profile.

### **Internationalization at Home**

Internationalization at Home speaks to the array of formal and informal efforts at the campus level to make internationalization accessible to all. This includes the promotion of international research and collaboration, the internationalization of the curriculum, and support for broad-based intercultural programming on campus. According to the International Association of Universities, Internationalization of the Curriculum (IoC) “lies at the heart of the effort to ensure that all students benefit from internationalization.” According to Jane Knight, author of the first working definition of internationalization, IoC is “the backbone of the internationalization process.” At its core, it’s about student learning outcomes. It’s about preparing students to live in a global society. This can be accomplished by “including an international, intercultural or global dimension in the teaching and learning that takes place on campus.” An important part of the strategic-planning exercise is a discussion around how Mount Allison’s academic programs, content, and philosophy of teaching might come together to support the principle of Internationalization at Home.

## **INTERNATIONALIZATION: THE CANADIAN CONTEXT**

Internationalization has become a key focus area for many Canadian institutions. In a 2014 survey conducted by Universities Canada (UNIVCAN), 95% of responding Canadian educational institutions identified internationalization as part of their strategic plan. Furthermore, 82% considered it among one of their top five priorities.

The importance of international education in Canada is not only evident at the institutional level, but is also reflected through strategies and policies set forth at the national level. In 2014, Canada’s federal government published an *International Education Strategy (IES)*, which identified 14 comprehensive recommendations to strengthen international education in the country. One of the chief objectives identified in the IES was to increase the number of international students in Canada to 450,000 by 2022 (a doubling of the 2012 level). It also called for greater participation by educational institutions in partnerships with institutions abroad, including student mobility (IES 2014, p.11).

According to the 2014 UNIVCAN survey, the top reported benefit of welcoming more international students to campus is the infusion of more diverse, global perspectives into all aspects of university life. The result is that students, staff, and faculty share in building and benefiting from a culturally-enriched living, learning, and working environment. This ties in with the University’s goals for internationalization and helps to enhance the overall quality of the teaching and learning experience at Mount Allison.

### **International Student Recruitment in Canada**

According to the Canadian Bureau of International Education’s (CBIE) 2015 International Student Survey, which surveyed current international students at the post-secondary level in Canada, the top three reasons international students choose Canada are:

1. The quality of the Canadian education system
2. Canada’s reputation as a non-discriminatory society
3. Canada’s reputation as a safe country

In 2014, there were 336,497 international students from 184 countries studying at post-secondary institutions in Canada. This represents an 83% increase in international student numbers since 2008 and 10% over the previous year. Of the 184 nationalities represented in the 2014 figure, ten nationalities in particular make up 72% of international students in Canada. This proportion has remained relatively unchanged over recent years.

Refer to Table 1 for a summary of international students in Canada by nationality.

**Table 1: International Students in Canada by Nationality (2014)**

<b>COUNTRY OF CITIZENSHIP</b>	<b>PERCENTAGE</b>	<b># OF STUDENTS</b>
<b>CHINA</b>	33.0	110,918
<b>INDIA</b>	11.6	38,891
<b>SOUTH KOREA</b>	5.8	19,358
<b>FRANCE</b>	5.7	19,035
<b>SAUDI ARABIA</b>	4.1	13,677
<b>UNITED STATES</b>	3.7	12,450
<b>BRAZIL</b>	2.7	8,920
<b>NIGERIA</b>	2.6	8,620
<b>JAPAN</b>	2.1	6,900
<b>MEXICO</b>	1.5	5,138
<b>VIETNAM</b>	1.4	4,843

Countries that have seen the greatest growth in recent years are Nigeria, China, Vietnam, Brazil, and France.

In 2012-2013, international students accounted for 11% of all post-secondary students in Canada. Of this figure, approximately 86% chose to enrol at colleges and universities in Ontario, Quebec, and British Columbia. Interestingly, Prince Edward Island outpaced the rest of the country in its international student growth rate, seeing a 213% increase between 2008 and 2014. (citing: CBIE report, CIC data)

### **International Student Recruitment by Maritime Universities**

Maritime universities face an additional imperative around international student recruitment. International students help to offset a declining demographic of university-aged students across Canada, but particularly in New Brunswick, Nova Scotia, and Prince Edward Island. According to a 2015 report released by the Maritime Provinces Higher Education Commission, Maritime universities saw a 16% drop in enrolment by Maritime students during the ten-year period ending in 2014-15. The same report forecasts a further 15% reduction in the number of university-aged students in the Maritimes over the next ten years (2014-15 to 2024-25). This has led Maritime universities to increasingly look outside the region for new students. Tellingly, the number of international students studying in the Maritimes increased 77% over the same ten-year period (2003-4 to 2013-14). Mount Allison's international student population remains steady at roughly 9%, but in real terms this is a declining figure given Mount Allison's declining student population. An increased focus on international student recruitment can help Mount Allison to insulate itself from the potential effects of a continued decrease in the number of university-aged students in the Maritimes.

**Table 2: Total International Student Enrolment in the Maritimes (MPHEC, 2016)**

<b>FULL-TIME &amp; PART-TIME INTERNATIONAL STUDENTS (UNDERGRADUATE &amp; GRADUATE)</b>					
	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
<b>MARITIME PROVINCES</b>	7575 10.9%	8684 12.3%	9727 13.8%	10330 14.8%	10777 15.7%

**Table 3: International Student Enrollment by University (MPHEC, 2016)**

	2010/11	2011/12	2012/13	2013/14	2014/15
<b>MOUNT ALLISON</b>	<b>210</b> 8.1%	<b>201</b> 7.9%	<b>241</b> 9.0%	<b>231</b> 9.3%	<b>220</b> 9.3%
<b>ST. THOMAS</b>	72 2.8%	78 3.0%	102 4.1%	121 5.2%	141 6.4%
<b>UNB - FREDERICTON</b>	716 8.5%	816 9.8%	914 11.2%	1033 12.6%	963 12.1%
<b>UNB – SJ</b>	456 17.9%	604 21.9%	635 23.1%	550 22%	441 20.2%
<b>ACADIA</b>	421 10.9%	443 10.7%	481 10.8%	476 10.3%	497 10.8%
<b>ST. FRANCIS XAVIER</b>	276 5.5%	274 5.5%	260 5.4%	240 4.9%	236 4.8%
<b>DALHOUSIE</b>	1851 10.9%	2162 12.3%	2347 13.3%	2579 14.5%	2864 15.8%
<b>SAINT MARY’S</b>	1532 21.1%	1677 23.7%	2007 27.1%	2129 28.7%	2152 30.4%
<b>MSVU</b>	401 10.6%	443 11.8%	493 12.9%	564 15%	653 17.3%
<b>CAPE BRETON</b>	421 13.7%	684 21.5%	824 25.0%	826 26.4%	857 28.1%
<b>UPEI</b>	452 10.2%	496 11.0%	513 11.7%	531 12.6%	629 14.7%

### International Students at Mount Allison

Mount Allison’s international student population is remarkably diverse for a university its size and location. In 2015-16, upwards of 230 international students (defined as those who require a federally-issued study permit to attend a Canadian post-secondary institution) from 35 countries were enrolled at Mount Allison. If one were to factor in Canadian dual citizens and permanent residents, the number of nationalities represented at Mount Allison increases to 54. These numbers have remained largely consistent over the past five years. In terms of representation by country, Mount Allison’s numbers largely reflect national trends (see Table 4).

**Table 4: International Students at Mount Allison  
by Nationality (2015-16)**

COUNTRY OF CITIZENSHIP	PERCENTAGE
<b>CHINA</b>	24.8
<b>JAPAN</b>	16.4
<b>UNITED STATES</b>	14.7*
<b>INDIA</b>	6.7
<b>SOUTH KOREA</b>	5.0
<b>UNITED KINGDOM</b>	2.9
<b>LIBYA</b>	2.5
<b>SAUDI ARABIA</b>	1.3
<b>NEPAL</b>	1.3
<b>BERMUDA</b>	1.3

GHANA	1.3
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*\*Data for United States does not include students with dual citizenship.*

## International Student Retention

For the recruitment of international students to be truly successful it is important that a comprehensive support network is in place both to ease the initial transition to life at Mount Allison and to make straighter the path towards academic success. International students often face different and more significant challenges than domestic students when making the adjustment to university life. For some, this may be their first time formally studying in English. For others, there may be the challenge of understanding and adapting to markedly different approaches to teaching, learning, and evaluation within a Canadian classroom. Other challenges include navigating the norms of a new culture, maintaining one's immigration status in Canada, and finding community far from home and all that is familiar. For these reasons and more, Mount Allison recognizes the critical importance of coupling a robust international recruiting plan with an equally strong, campus-wide commitment to providing international students with a welcoming, well-supported experience from Year 1 to graduation.

After international students, have been admitted to Mount Allison and arrive on campus, the International Student Advisor becomes their main point of contact and principal resource person. The International Student Advisor assists international students in making a smooth and successful transition to university life and is responsible for the coordination and delivery of international student services and programs, including:

- **International Orientation** – International Orientation gives international students the opportunity to get settled on campus before University Orientation begins. Facilitated by University staff and student volunteers, this 3-day event aims to familiarize new students with aspects of academic and social life at Mount Allison. It features information sessions, workshops, excursions, and social activities.
- **Academic Support Program** - The International Centre's Academic Support Program (ASP) aims to provide academic support and guidance to Mount Allison's international students through one-on-one meetings with the ASP Coordinator, the provision of skills development workshops, the assistance of course-specific tutoring, and referrals to various campus resources and services.
- **International Mentorship Program** - The International mentorship program is designed to make the adjustment to social and academic life at Mount Allison an easier one for new international students. Incoming international students are matched with upper-year Mount A students (both Canadian and international) based on similar interests and hobbies. Students are required to meet on regular basis over the course of the term and have the option of joining a range of Mentorship Program trips and activities. The goals of the program are to promote cross-cultural sharing and to facilitate a broader and more inclusive campus and community life experience for all participants.
- **Graduation Preparation Series (GPS)** - The GPS Program was launched in 2012 as a service to upper-year international students who are interested in living and working in Canada after graduation. It offers workshops and the opportunity to apply for a paid internship in order to help international students make community contacts and acquire practical job skills. The International Student Advisor and the Career Services Coordinator partner to deliver the program.

- **Immigration Advising** – Access to immigration advising services is of critical importance to international students throughout their time at Mount Allison. It begins prior to arrival when they must navigate the visa and study permit application process. It continues during their time on campus if/when they must renew or make changes to their documents. It is likewise of importance prior to graduation when students make preparations to live and work in Canada.

The International Student Advisor also works with student groups, faculty, staff and municipal organizations to promote the further internationalization of campus and the community.

Additional services coordinated by the International Centre include:

- **Final Exam Accommodation** – First-year international students who come to Mount Allison from a non-English background are eligible to receive extra time and/or the use of a dictionary on their final exams.
- **English As An Additional Language (EAL) Writing Tutor, Writing Resource Centre** – International Affairs helps to support the cost of two EAL Writing Tutors in the Writing Resource Centre. While this service is not exclusively for international students, it is intended for students who come from non-native English backgrounds.
- **Winter Stay** – for students who are unable to travel home/away for the winter break, the International Centre and the Housing Office work together to offer an on-campus accommodation option.
- **Day-trips to Maritime locations** – run on a cost-recovery basis, these day-trips to points of interest across the Maritimes bring international and Canadian students together in a fun, educational, cross-cultural setting.
- **Income Tax workshops** – trained volunteers assist international students with completing their Canadian tax forms.

## STUDENT, STAFF & FACULTY MOBILITY

Student, staff and faculty mobility refers to formal opportunities for international study, exchange, collaboration, and research as they may exist in and through the University. Of the three areas, student mobility tends to receive the most public focus and attention because of an active study abroad and exchange network that regularly moves upwards of 70 students per year. Faculty mobility tends to happen through existing research connections that may or may not involve students. Staff mobility sees the least activity because fewer opportunities exist for exchange at this level.

Student mobility, in so far as it relates to Mount Allison's Strategic Statement, refers to the participation of Mount Allison students in academic programs for which there is an out-of-country component. It is also commonly referred to as "study abroad." Student mobility can take the shape of international exchange programs and faculty-led group study programs. It can also encompass independent international study and research projects for which a student receives academic credit. It generally does not include international travel, volunteer, and internship work for which students do not receive academic credit, although these pursuits have value in their own right. For the purpose of Mount Allison's Strategic Statement, international travel and volunteer work might be more accurately assigned to the broader category of Experiential Learning.

A 2009 CBIE report on the value of a study abroad experience made the following assertion: “The learning which can be generated through a study abroad experience extends beyond the conventional subject-based context knowledge frequently associated with campus-based courses. Study abroad has the potential to be no less than a transformative experience that alters the student’s sense of self and understanding of others in the world (CBIE, 2009, pg. 9).”

To this end, the Advisory Panel on Canada’s International Education Strategy recommended in 2012 that the Canadian Government set a 10-year goal for creating and sustaining 50,000 study abroad awards per year. While the Government’s 2014 International Education Strategy did not make any formal commitments around funding for study abroad awards, it did make “student and faculty mobility” a key area of focus.

“Canada’s International Education Strategy aims to increase the number, breadth and depth of active collaborations between Canadian and foreign postsecondary institutions and research centres, and to position Canada as a country of choice for both academic recruitment and partnerships.” (International Education Strategy, 2014)

Not only is a study abroad experience important to the personal development of a student, it also offers very concrete practical benefits. The 2014 Erasmus Impact Study – commissioned by the European Union (EU) to assess the impact of its Erasmus student exchange programme – found that one of the main motivations for students’ participation in study abroad programs was their desire to enhance their employability, with 85% citing this as their main reason for studying abroad. Furthermore, this same study surveyed employers and found that more than 60% said that international experience is important to a person’s employability.

A 2014 Universities Canada study found that 97% of Canadian universities offer study abroad programs. Additionally, 50% of respondent institutions indicated that funding for outgoing mobility opportunities for students had increased over the previous three years.

Despite the wide availability of programs and modest investments by the Government in international scholarships and research grants, only 3.1 % of undergraduate students at Canadian universities participate in some form of study abroad program (for-credit) or international experiential learning opportunity (not-for-credit). By comparison, 30% of German students, 13% of Australian students, and 10% of US students go abroad at some point during their degree. (UNIVCAN, 2014)

Addressing the gap between Canadian students’ participation rates versus the participation rates of students in other countries, the 2015 CBIE Annual Report reported that financial accessibility remains the single greatest obstacle for Canadian students. Other hurdles identified included uncertainty about transferring credits back to students’ home institutions, concerns over adding extra time to their program of study, and the inability to meet application requirements (e.g. GPA minimums). CBIE continues to urge the federal government to invest in programs that will provide international travel grants to Canadian students, thus making study abroad opportunities more accessible to a greater number of students.

### **Student Mobility at Mount Allison**

Mount Allison students’ participation rate in study abroad programs and international experiential learning projects and initiatives ranges between 8.5% and 10.0%. When non-credit programs are separated out of these totals, the participation rate ranges between 3.5% and 4.0%. While these may seem to be low figures, they are still above the Canadian national average of 3.1% (AUCC, 2014). Please refer to Table 5 for a more detailed breakdown of students by type of international program or experience.

**Table 5: Mount Allison Student Participation Rates in Study Abroad & International Experiential Learning Opportunities**

Area of Participation	2013-14	2014-15	2015-16
Study Abroad & Exchange	64	73	76
Independent International Study	15	7	7
International Research & Internships	7	11	13
Global Brigades & Habitat for Humanity	146	106	101
<b>TOTAL</b>	<b>232</b>	<b>197</b>	<b>197</b>

Even with strong participation by Mount Allison students in international programs and experiences, there is room for improvement – particularly with respect to the distribution and availability of programs around the world. Currently, Mount Allison has 24 partnerships and programs in 18 countries across 4 continents. We currently lack representation in Latin America, Africa, and Eastern Europe. This is a present priority for Mount Allison’s International Centre and an imperative which is built into the recommendations of this document.

## **INTERNATIONALIZATION AT HOME**

*In AUCC’s definition [internationalization] refers to “institutional efforts to integrate an international, global and/or intercultural dimension into the teaching, research and service functions of universities.” (AUCC Internationalization Survey 2014)*

Given so few Canadian students build an international experience into their degree, there has been increased focus on the importance of what has been termed “Internationalization at Home.”

The term *Internationalization at Home* (IaH) refers broadly to campus-based elements of internationalization, such as the intercultural and international dimension of teaching, research, extra-curricular activities and the meaningful integration of international students into campus life (Knight, 2008). IaH can overlap with other forms of internationalization (e.g. student mobility) but the focus is on strengthening students’ international and intercultural competences in ways that can take place on campus or in the classroom. As the figures bear out, student mobility often reaches a small minority of students at Canadian post-secondary institutions. IaH offers alternative internationalization opportunities that can overcome the barriers that may be present for some students when it comes to studying abroad.

Universities can undertake many actions under the umbrella of an IaH strategy, including:

- Facilitating international student integration
- Internationalization of the curricula
- Developing extra-curricular opportunities with an intercultural dimension
- Promoting faculty and staff mobility + training
- Fostering International research and collaboration

## **Internationalization of the Curriculum**

A key component of IaH efforts is Internationalization of the Curriculum, defined as “the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study” (Leask, 2015, pg. 209)

It is well recognized at Canadian post-secondary institutions that the most important reason for internationalizing the curriculum is “to prepare graduates who are internationally knowledgeable and interculturally competent” (AUCC, 2007b, p. 1). An internationalized curriculum provides a means for Canadian students to develop global perspectives and skills at home and it also makes the teaching/learning process more relevant for international students on campus.

Curricular reform can range from the simple addition of an international unit to existing curricula, to “curriculum infusion” where international illustrations, examples and ideas are blended together with existing curricula, to a fundamental course re-design. For examples of and strategies for course internationalization, please refer to Appendix 1.

As Canada is fast becoming a microcosm of the world, and as it expands its international political and economic linkages, there is an imperative to weave values of respect and openness for other cultures, along with ideals of social justice, social responsibility and environmental sustainability, in the pedagogy of teaching, research and service.

Internationalization of the curriculum cannot take place without faculty members’ full support. At the same time, faculty members operate in a context demanding extensive scholarly contributions to teaching, research and community service. It is therefore important to sensitively engage and support faculty and not impose internationalization of the curriculum as an extra burden. Support should be available in the form of training in curriculum development. Institutions across Canada are already offering such support to their faculty. For example, University of Victoria offers a course redesign workshop, through which faculty bring an international lens to one of their courses. Thompson Rivers University also offers intensive workshops on curriculum internationalization.

International education has the potential to develop well-rounded global citizens who are able to engage in and contribute to a deeply interconnected world. Recognizing that mobility is not possible for every student, *Internationalization at Home*, and specifically Internationalization of the Curriculum efforts offer the potential to assist every student at an institution in acquiring a global perspective.

## **Ethical Principles in International Education**

The Internationalization Leaders Network (ILN), organized by the Canadian Bureau for International Education (CBIE), outlines seven principles of internationalization and encourages Canadian educational institutions to incorporate these into their approaches to internationalization. The principles are as follows:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.
2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution.

3. International students should be valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.
4. Ideally, internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.
5. Internationalization is important to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.
6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities, and aims for equitable access to activities. Access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community.

As Mount Allison moves forward in its efforts to further internationalization initiatives on campus, it is important to keep these guiding ethical principles in mind.

## **CONCLUSION**

Mount Allison has a long and stable record of international engagement. International student numbers have remained largely consistent at 9% of the total student population for the past ten years. The participation rate of Mount Allison students in exchange programs and international volunteer and service learning initiatives is above the national average. Staff and faculty continue to play an active role in promoting and leading international research and study abroad opportunities. However, it's no longer enough for Mount Allison to simply maintain its position. To meet the challenges brought on by a new global reality and a changing Maritime demographic, Mount Allison must make a renewed commitment to internationalize its campus.

Mount Allison's Internationalization Strategy has identified three primary areas where gains stand to be made. They are: 1) international student recruitment, 2) student, faculty and staff mobility, and 3) internationalization at home. Part One of this document details the many areas where Mount Allison is already actively engaged in its internationalization efforts. Part Two examines each of the above areas in more detail, offering five and ten-year objectives for developing a more internationalized campus. Part Three provides a series of resources from other Canadian universities who are already actively engaged in the process of internationalization.

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### FURTHER READING:

**Canada's International Education Strategy: Harnessing Our Knowledge Advantage to Drive Innovation and Prosperity.** (2014) ISBN: 978-1-100-23110-5

<http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/overview-apercu-eng.pdf>

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**Canadian Bureau of International Education: Research & Publications page:**

<http://cbie.ca/what-we-do/research-publications/research-and-publications/>

**Erasmus Impact Study: Effects of Mobility on the Skills and Employability of Students and the Internationalization of Higher Education Institutions.** (2014) Publications Office of the European Union.

[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

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## PART TWO

### KEY GOALS & TIMELINES

STRATEGIC AREA	5 YEARS	10 YEARS
INTERNATIONAL STUDENT RECRUITMENT	<ol style="list-style-type: none"> <li>10% of all new, degree-seeking students = international</li> <li>increase bursaries and scholarships for international students</li> </ol>	<ol style="list-style-type: none"> <li>15% of all new, degree-seeking students = international</li> <li>increase bursaries and scholarships for international students</li> </ol>
STUDENT MOBILITY	<ol style="list-style-type: none"> <li>4% student participation in study abroad + exchange programs</li> <li>At least one (1) new exchange agreement in each of Latin America and Africa</li> <li>Increase funding for student mobility (e.g. five new funding sources)</li> </ol>	<ol style="list-style-type: none"> <li>5% student participation in study abroad + exchange programs</li> <li>Add department-specific, bilateral exchanges (e.g. IR, COMM, MLL)</li> <li>Increase funding for student mobility (e.g. ten new funding sources)</li> </ol>
FACULTY MOBILITY & INTERNATIONAL RESEARCH	<ol style="list-style-type: none"> <li>Develop a staff and faculty inventory of international activities</li> <li>Increase bilateral faculty exchange options</li> </ol>	<ol style="list-style-type: none"> <li>Create dedicated staff position to coordinate all students, staff, and faculty mobility</li> </ol>
EXPERIENTIAL LEARNING	<ol style="list-style-type: none"> <li>Secure two (2) more international internship awards</li> </ol>	<ol style="list-style-type: none"> <li>Secure ten (10) more international internship awards</li> </ol>
INTERNATIONALIZATION AT HOME	<ol style="list-style-type: none"> <li>Develop blueprint for internationalization of the curriculum</li> <li>Mandatory cross-cultural sensitivity training for all new faculty and staff</li> </ol>	<ol style="list-style-type: none"> <li>Full implementation of the internationalization of the curriculum blueprint</li> <li>Mandatory cross-cultural sensitivity training for all faculty and staff</li> </ol>

# PART THREE

## APPENDIX: Internationalization of the Curriculum Resources

### Appendix 1: Strategies for Creating an Inclusive Curriculum (Thompson River University)

<http://www.tru.ca/shared/assets/gmc6666.pdf>

Faculty members may approach the idea of curriculum reform as an inevitable increase in workload. However, just a few simple adjustments can make course content more inclusive and relevant to students who will work in a global marketplace.

Instructors have found that some of the following strategies have worked well:

1. Reducing cultural references that may be missed by some students (or providing background info and checking understanding)

*“Formerly, I used examples from The Simpsons to illustrate a number of points. I thought this was a good way to relate to the minds of my young students. Then one day I received a paper in which a foreign student had mistakenly quoted ‘Simpson.’ This poor kid had been taking notes as though some person named Simpson was an authority on the subject!” (Instructor comment)*

2. Recognizing textbook examples that are culturally specific and clarifying that all students understand the reference

*“In the text book there is a case study that involves Toys R Us. I assumed this was a straightforward example, until an international student visited my office and said, ‘I understand the example, but what is Toys R Us?’ I realized that this and other examples in our text required some additional explanation for students unfamiliar with them.” (Instructor comment)*

3. Using examples from a variety of cultures when relevant to your field
4. Featuring professionals or research contributions from different backgrounds

*“I read international publications in my field and use examples of research or practice in other countries whenever I can. This acknowledges the international students, while at the same time giving Canadian students a broader scope of developments in the field.” (Instructor comment)*

5. Encouraging individual perspectives and making it clear they are valued equally
6. Recognizing that students may come from diverse socio-economic backgrounds
7. Avoiding remarks that make assumptions about experiences or lifestyles

*“One instructor often talked about when young people leave home to live on their own. He saw this as a natural and normal turning point in life. Some of us international students really couldn’t relate. In some of our cultures young people live with their families even after marriage. There are often several generations living in the family home.” (Student comment)*



## Appendix 2: Strategies for Comprehensive Course Internationalization (University of Waterloo)

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/managing-students/diversity-and-internationalization/strategies-course-internationalization>

Depending on the extent and expected outcomes of course internationalization, instructors may choose different approaches to internationalize their courses. These approaches range from simply adding international content to doing a fundamental course re-design for internationalization. However, three main approaches are used by faculty members to internationalize their courses (Bond, 2003, p. 5).

The following table presents strategies for comprehensive course internationalization that can permeate all aspects of the course design (adapted from Leask, 2005, pp. 119-129).

Components of the internationalized course design	Internationalization strategies
<p><b>Internationalized student learning outcomes</b></p> <p><i>What international perspectives (knowledge, skills and attributes) should students develop in this course?</i></p>	<p>Internationalized learning outcomes communicate to students the importance of international learning. Whenever possible, international learning outcomes should address cognitive, affective, and behavioural domains of student learning. Below are examples of internationalized learning outcomes.</p> <p>By the end of this course, students should be able to :</p> <ol style="list-style-type: none"> <li>1. <i>Discuss the development of _____ in Canada and [insert other country]</i></li> <li>2. <i>Evaluate and compare the impact of _____ on _____ around the world.</i></li> <li>3. <i>Analyze international trends in _____</i></li> </ol>
<p><b>Internationalized content</b></p> <p><i>What international content and/or contact will students need in order to develop international perspectives?</i></p>	<ul style="list-style-type: none"> <li>• Including course readings and learning materials that explore course topics from various cultural perspectives</li> <li>• Incorporating articles from international journals in your field</li> <li>• Including reference to intercultural issues in professional practice</li> <li>• Using examples and case studies from different countries and cultures</li> </ul>
<p><b>Internationalized teaching and learning activities</b></p> <p><i>What learning activities and tasks will assist learners to develop international perspectives and prepare for the assessment?</i></p>	<ul style="list-style-type: none"> <li>• Including exercises or research assignments with international or intercultural components</li> <li>• Designing activities that bring together international and domestic students through group work and collaborative projects</li> <li>• Incorporating intercultural learning activities and simulations</li> <li>• Asking students to analyze media reports from international newspapers or interview international</li> </ul>

<b>Components of the internationalized course design</b>	<b>Internationalization strategies</b>
	students or professionals who have worked internationally
<b>Internationalized assessment methods</b>  <i>What assessment task(s) could students complete to demonstrate achievement of international perspectives?</i>	<ul style="list-style-type: none"> <li>• Students self-evaluate their development of international perspectives</li> <li>• Students are asked to reflect on their own culture as well as engage with other cultures</li> <li>• Students are asked to present information to a real or simulated international/cross-cultural audience</li> </ul>

### **Appendix 3: Sample International Learning Outcomes** (American Council on Education – ACE)

<http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx>

#### **KNOWLEDGE**

A globally competent student:

- demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).
- demonstrates knowledge of the relationship between local and global issues.
- demonstrates knowledge of one's own culture (beliefs, values, perspectives, practices, and products).
- demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).
- understands his/her culture in global and comparative context— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.
- demonstrates knowledge of world geography and conditions.
- understands how historical forces have shaped current world systems.
- understands intercultural communication concepts.
- understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.

#### **SKILLS**

A globally competent student:

- uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- adapts his/her behavior to interact effectively with those who are different.
- uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:
  - speaks in a language other than his/her first language.
  - listens in a language other than his/her first language.
  - reads in a language other than his/her first language.
  - writes in a language other than his/her first language.

- identifies and uses information from other languages and/or other countries—that is, may demonstrate one or more of the skills listed below:
  - uses language skills to enhance learning in other academic areas.
  - uses the study of a foreign language as a window to cultural understanding.
  - uses learning in other academic areas to enhance language and cultural knowledge.
  - can name ways to maintain or improve his/her language skills over time.
  - uses technology to participate in global exchange of ideas and information.
- demonstrates coping and resiliency skills in unfamiliar and challenging situations.
- interprets issues and situations from more than one cultural perspective.
- is engaged in global issues; plays an active role in community organizations within and beyond campus.
- mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others.

## ATTITUDES

A globally competent student:

- accepts cultural differences and tolerates cultural ambiguity.
- is willing to learn from others who are culturally different from him/her.
- is willing to engage in diverse cultural situations.
- appreciates the language, art, religion, philosophy and material culture of different cultures.
- demonstrates movement from being sympathetic to being empathetic towards people from other cultures.
- demonstrates resistance to cultural stereotyping.
- demonstrates an **ongoing** willingness to seek out international or intercultural opportunities.
- displays curiosity about global issues and cultural differences.
- demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.
- is flexible, open to change and seeks personal growth.

