

Canada's Universities in the World

AUCC Internationalization Survey

/2014

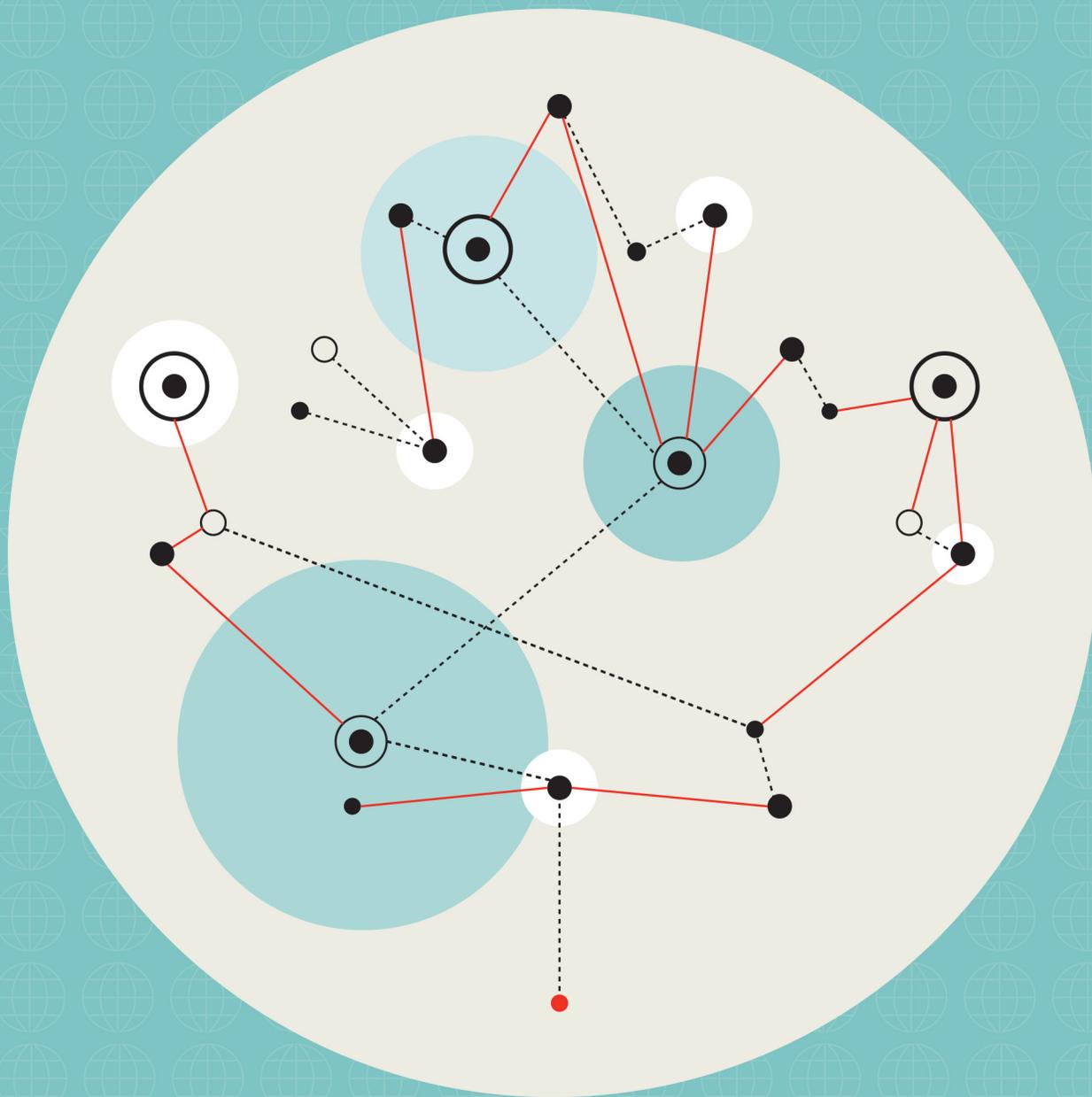


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Message from the President



As the voice of Canada's universities at home and abroad, the Association of Universities and Colleges of Canada is proud to present the results of our 2014 survey on the state of internationalization in Canadian universities. Not since our last survey in 2006 has there been such a comprehensive view of AUCC member institutions'

engagement with the world beyond our borders. As the only survey of its kind in Canada, it shows the considerable progress our universities have made and points towards further action.

I am particularly pleased by the excellent participation rate of member institutions, with 80% responding to the survey — in itself a signal that Canadian universities are highly engaged in and committed to internationalization. The responding institutions together represent more than 85% of all Canadian university students and perform roughly 92% of the university research funded by federal research granting agencies.

Since the last AUCC survey, the global landscape has evolved significantly and we have seen major public policy steps to advance Canada's internationalization goals. The Department of Foreign Affairs, Trade and Development and the Council of Ministers of Education of Canada developed the 'Imagine Education in/au Canada' brand for marketing Canadian education abroad. The most recent DFATD-sponsored study shows that based on 2010 data, international students were contributing close to \$8 billion to the Canadian economy per year. Most recently, the federal government has issued Canada's first-ever national strategy for international education. Universities have broadened and deepened their internationalization activities, advancing Canada's diplomatic and trade agendas. Brazil is an example where the bilateral relationship has been transformed through the efforts and commitment of the education sector. University leaders have forged links with counterparts in emerging global powers through AUCC- led presidents' missions to India, Brazil and Mexico.

While much progress has been made, more can still be done. The results of our 2014 survey will inform ongoing efforts by the university sector in areas such as globally engaged research, expanded student mobility to countries important for our trade and diplomatic agendas, and students' skills development for the globally connected workforce of today and tomorrow. The survey will also help our member institutions track internationalization trends across Canada in order to benchmark their own performance.

I extend my gratitude to the internationally prestigious panel of experts whose insights strengthened both the formulation of this survey and the analysis of its findings:

- **Sara Diamond**, President, OCAD University,
- **Eva Egron-Polak**, Secretary General and Executive Director, International Association of Universities (IAU),
- **Rhonda Friesen**, Manager, Office of International Relations, University of Manitoba,
- **Robin Helms**, Senior Program Specialist for Research Initiatives, American Council on Education (ACE),
- **Kris Olds**, Professor and Department Chair, Department of Geography, University of Wisconsin-Madison, and
- **Daniel Woolf**, Principal and Vice-Chancellor, Queen's University.

A handwritten signature in black ink, appearing to read 'Paul Davidson'.

Paul Davidson,
President and CEO



Foreword

The contemporary landscape of university internationalization

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.

These activities are taking place against the backdrop of multiple drivers shaping the national and international higher education landscape. Universities are increasingly called upon to demonstrate their economic relevance to society, including through their internationalization activities; there is greater competition for prestige, funding and student recruitment among universities at both national and international levels; and research increasingly involves international co-authorships and partnerships.

Though these and other processes have been variously conceptualized under the umbrella term of ‘internationalization,’ in AUCC’s definition the term refers to “institutional efforts to integrate an international, global and/or intercultural dimension into the teaching, research and service functions of universities.” Importantly, internationalization is not a unitary set of goals and processes unfolding in the same way everywhere. It occurs with different emphases, at different paces and in different ways in various institutions, regions and countries. This survey reviews the state of internationalization efforts across Canada’s university campuses.

A wide range of rationales informs Canadian universities’ efforts at internationalization. Among the most prominently discussed are two traditionally academic motives: creating globally aware graduates with skills suited to the jobs of today and tomorrow, and fostering globally connected research and scholarship. Other motives are more directly connected to national well-being and prosperity. University internationalization helps develop a globally

Food for thought

Comprehensive internationalization

It is generally accepted that variations do and should occur in how universities internationalize. Nonetheless, some experts have sought to envision what a comprehensively realized institutional commitment to this goal would be. The American Council on Education, for instance, defines ‘comprehensive internationalization’ as “... a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected. This process requires a clear commitment by top-level institutional leaders, meaningfully impacts the curriculum and a broad range of people, policies, and programs, and results in deep and ongoing incorporation of international perspectives and activities throughout the institution.”¹

Such a comprehensive vision may not be feasible for all institutions to achieve, but it does provide a well-integrated and effective goal.



¹ American Council on Education, *Mapping Internationalization on U.S. Campuses: 2012 Edition* (Washington DC: ACE, 2012), p. 3.

Foreword

competitive national labour force, and attracts international students who may become needed new citizens and workers. Some universities also highlight their internationalization efforts as advancing international development or supporting scientific diplomacy through partnerships with overseas universities and researchers.

Another motive for university internationalization is competition for international students, whose tuition fees bring in revenue and (in some cases) offset declining domestic enrolments. As well, international partnerships have become a component of institutional prestige in an era of ever more fiercely competitive national and global rankings of universities. Some observers of trends in global higher education lament the growing influence of financial, competitive and prestige-oriented considerations in internationalization.

Why this survey matters

AUCC last surveyed internationalization among Canadian universities eight years ago in 2006 — an interval that has seen a marked increase in the level and scope of many universities' activities. Updating our knowledge of internationalization across Canada today is vital to benchmark our institutions' progress and collect data in support of further efforts. The results presented here provide an authoritative picture of internationalization efforts across the country.

An important recent development in this context is the federal government's recognition of international education as a priority sector within Canada's Global Markets Action Plan, announced in November 2013. In January 2014, the federal government released Canada's International Education Strategy, which outlines Ottawa's commitment to strengthening Canada's international education efforts, including increasing the number of international students in Canada, focusing on a select number of priority education markets, increasing the number of Canadians studying outside of Canada, promoting collaboration between educational and research institutes in Canada and abroad, and promoting Canada's education models and the online delivery around the world.

The strategy represents a new level of federal attention to a field where universities are already leading the way. The strategy also commits the federal government to work closely with the provinces

and with the education sector, through regular consultations and the establishment of a trade commissioner devoted exclusively to liaising with the sector.

Results of this survey can help to inform federal and provincial governments' policies and actions in the years ahead.

Wider contexts for reflection

Reflections on values, impacts, benefits and risks of internationalization are emerging now that global discussion of internationalization in higher education has reached a relatively mature phase. Some Canadian universities with a longer and more comprehensive track record in internationalization are ripe for incorporating such value reflections into their own efforts. Universities newer to internationalization may be focussing more on getting their activities and administrative structures up and running. In either case, though, issues of goals, values and impact are important for all institutions to be aware of and address in some form. In order to encourage reflection on such issues, they are flagged in the 'Food for thought' boxes throughout this report.

What's new in Canadian university internationalization

- The most prominent finding of AUCC's 2014 survey is that Canadian universities are deeply committed to internationalization. Fully 95% identify it as part of their strategic planning and 82% view it as one of their top five priorities. This commitment is deeply embedded at senior administrative levels of most institutions and is being translated into action with increasing urgency: 89% of respondents say that the pace of internationalization on their campuses has accelerated (either greatly or somewhat) during the past three years.
- Universities' commitment to internationalization is also growing more sophisticated. For example, the pursuit of high-quality partnerships (as opposed to simply total numbers of partnerships) is a priority at 79% of institutions. Evaluation is also growing: today 59% of Canadian universities track the implementation of their internationalization strategies within their quality assessment and assurance procedures, and just over three-fifths assess their success in supporting international students.
- Institutions' most common top priority for internationalization is undergraduate student recruitment, identified by 45% as their

Foreword

FIGURE 1
Highlights from the 2006 and 2014 internationalization surveys

		2006	2014
	Internationalization and/or global engagement is among the top five priorities of the strategic plan or long-term planning documents	77%	82%
	Full-time undergraduate students participating in for-credit international experience	2.2%	2.6%*
	Universities offering an international orientation program upon arrival	89%	93%
	Institutions currently engaging in initiatives to internationalize the curriculum	41%	72%
	Institutions conducting assessment of the impact and/or progress of internationalization efforts	27%	44%

*3.1% of full-time undergraduate students participated in credit or not-for-credit study abroad experiences (or approximately 25,000 students)

highest priority and by 70% as among their top five goals. The next top-rated priorities are pursuing strategic partnerships with overseas higher education institutions and expanding international academic research collaboration.

- In the sphere of Canadian education abroad, more than 80% of responding universities offer a degree or certificate program abroad with international partners and 97% offer opportunities for Canadian students to do academic coursework abroad.
- However, outward student mobility is still low: just 3.1% of full-time undergraduates (about 25,000) had an international

experience in 2012-13, and only 2.6% had a for-credit experience abroad (up very slightly from 2.2% in 2006). Cost and inflexible curricular or credit transfer policies are perceived as major barriers to greater student participation.

- China is overwhelmingly the top focus of almost all facets of Canadian universities' internationalization activities. Although the geographic focus of universities' internationalization efforts leans heavily toward developing powers, students' preferred destinations for overseas experience remain the traditional ones of English-speaking and major western European nations.

Methodology

AUCC's internationalization survey was designed to develop a comprehensive picture of how Canada's universities are engaging with the world. To explore the range of institutional priorities, practices and policies, the survey covered the following five categories:

- The institutional dimension of internationalization
- Institutional partnerships and activities abroad
- Student mobility
- Teaching, learning and faculty engagement
- International research collaboration

In order to provide points for longitudinal comparison, the survey included many questions asked in AUCC's 2006 survey, although several new themes and factors shaping activities were also added to reflect the evolving international higher education landscape. It also draws on questions from similar surveys conducted by other national and international university associations to enable valuable cross-regional comparisons. The questions and format of the survey were strengthened through discussions with an internationally prestigious advisory committee (see Appendix A).

In May 2014, electronic invitations linked to the online questionnaire were sent to AUCC's membership, consisting of 97 public and private not-for-profit universities and university degree-level colleges. We asked the executive head (president, principal, rector) to respond to questions on the institutional dimension and priorities for internationalization; all other survey sections were completed by relevant senior administrators at each institution. We received an excellent 80% response rate from our members (see Appendix B for the list of participating universities).

The report that follows is presented according to each of the themes raised in the survey. To these categories, we add a final section giving a geographical overview of Canadian universities' priorities and activities, to provide insight into the spatial patterns that emerge. It enables stakeholders to assess in which parts of the world Canadian universities are conducting their international activities and to consider whether those priorities are aligned both internally within institutions and with external priorities, opportunities and risks.



The institutional dimension of internationalization





JAMAICA

HAITI

DOMINICAN REPUBLIC

WISA



The institutional dimension of internationalization

The internationalization of a university is an institution-wide commitment that involves many academic units' and individuals' activities. It is therefore vital to seek a broad institutional-level understanding of priorities and practices across Canadian universities to capture a full picture of internationalization. How and to what degree are universities establishing internationalization as an institutional priority and making it part of their strategic planning? How are they resourcing the campus-wide realization of internationalization, and how are they assessing progress toward that goal?

More than 95% of universities report that their strategic or long-term planning documents make (89%) or will make (7%) explicit reference to internationalization and/or global engagement. Of those respondents, 82% also said that internationalization is one of the top five priorities in those institutional plans. The combined results demonstrate a strong Canadian commitment to an international outlook. Today over four-fifths of all Canadian universities identify internationalization as a top planning priority. Some regional variations are striking: all Quebec institutions responding to the survey report that internationalization and/or global engagement is one of their top five priorities, while only 70% of Ontario institutions do so.²

While the answers to those two questions are similar to those in the 2006 AUCC survey, what does stand out is the growing number of universities that track and assess their internationalization commitments. In 2006, just 32% said that their institution's quality assessment and assurance procedures make explicit reference to internationalization and/or global engagement. The increase in 2014 is substantial: 39% have such procedures in place and 20% more have them under development. Quebec institutions again stand out, with 70% having explicit reference to internationalization and/or global engagement in their quality assessment and assurance procedures; by comparison, 50% do so in the next highest region, Western Canada. When quality assessments under development are included in the tally, however, both regions stand at well over 70%.

Food for thought

Measurement and evaluation

An important development in the past decade's discussions of internationalization in higher education is a focus on measuring and evaluating the results of universities' internationalization efforts. Since the point of these efforts is to advance valued institutional goals, it is important for institutions to look at how the planning and resources they invest are actually advancing those goals. In the words of higher education expert Madeleine Green, "[t]here are many reasons to measure internationalization: as a component of overall institutional performance, to judge the effectiveness of an institution's internationalization strategy or its components, to benchmark with other institutions, and to improve internationalization programs and practices."³

Measurement of internationalization efforts can assess inputs (resources allocated, options made available), outputs (how much and what kinds of activity happen) and outcomes (impacts on persons, institutionally valued goals achieved). And as Green also observes, results of internationalization efforts can be measured within distinct (though overlapping) frameworks: for instance, institutional and sub-unit performance, on the one hand, and student learning outcomes on the other.

Today over four-fifths of all Canadian universities identify internationalization as a top planning priority.

² When regional Canadian variations in the survey findings are reported, the regional categories used are East (New Brunswick, Newfoundland, Nova Scotia and Prince Edward Island), Quebec, Ontario and West (Alberta, British Columbia, Manitoba and Saskatchewan). Respondents to the survey consist of 14 institutions in the East, 14 in Quebec, 23 in Ontario and 23 in the West.

³ Madeleine F. Green, *Measuring and Assessing Internationalization* (NAFSA: Association of International Educators, 2012), p. 2.

The institutional dimension of internationalization

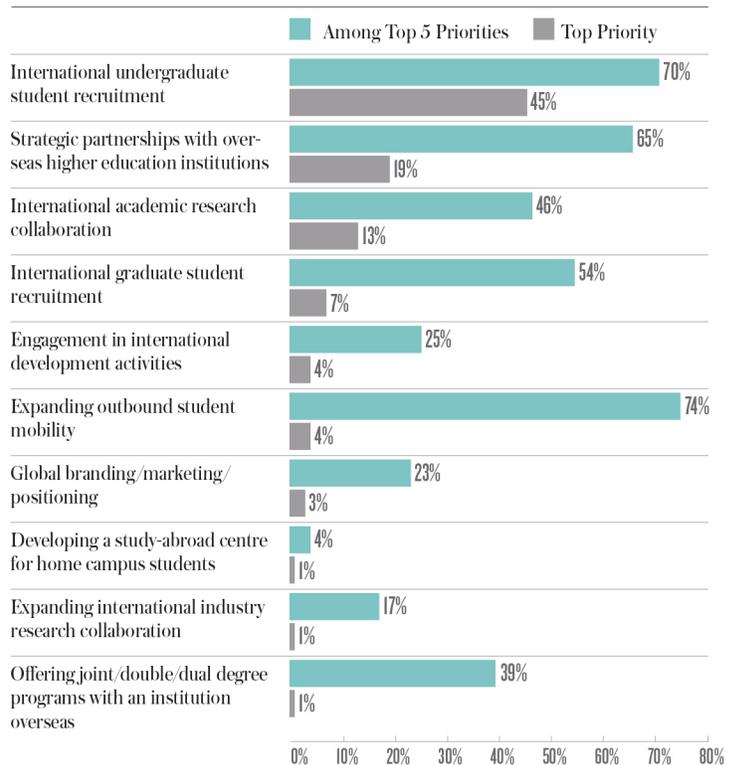
With respect to specific areas of university activity, 54% of universities report having an institutional strategy that refers to international research collaboration, with another 20% having one under development. While this question was not asked in 2006, it seems to be an area of significant expansion. An institutional policy or strategy to internationalize teaching, research and services currently exists at 41% of universities, with another 40% having one under development. An institutional-level assessment of the impact and/or progress of internationalization efforts has been carried out by 44% of universities within the past five years (notably up from 27% in 2006).

1.1 Priority directions for internationalization

Institutions' most common top priority for internationalization is overwhelmingly undergraduate student recruitment, identified by 45% as their highest priority and by 70% as among their top five priorities. The next top-rated priorities are pursuing strategic partnerships with overseas higher education institutions (19%) and expanding international academic research collaboration (13%). Expanding international graduate student recruitment and expanding outbound student mobility rounded out the five most reported priorities for internationalization efforts.

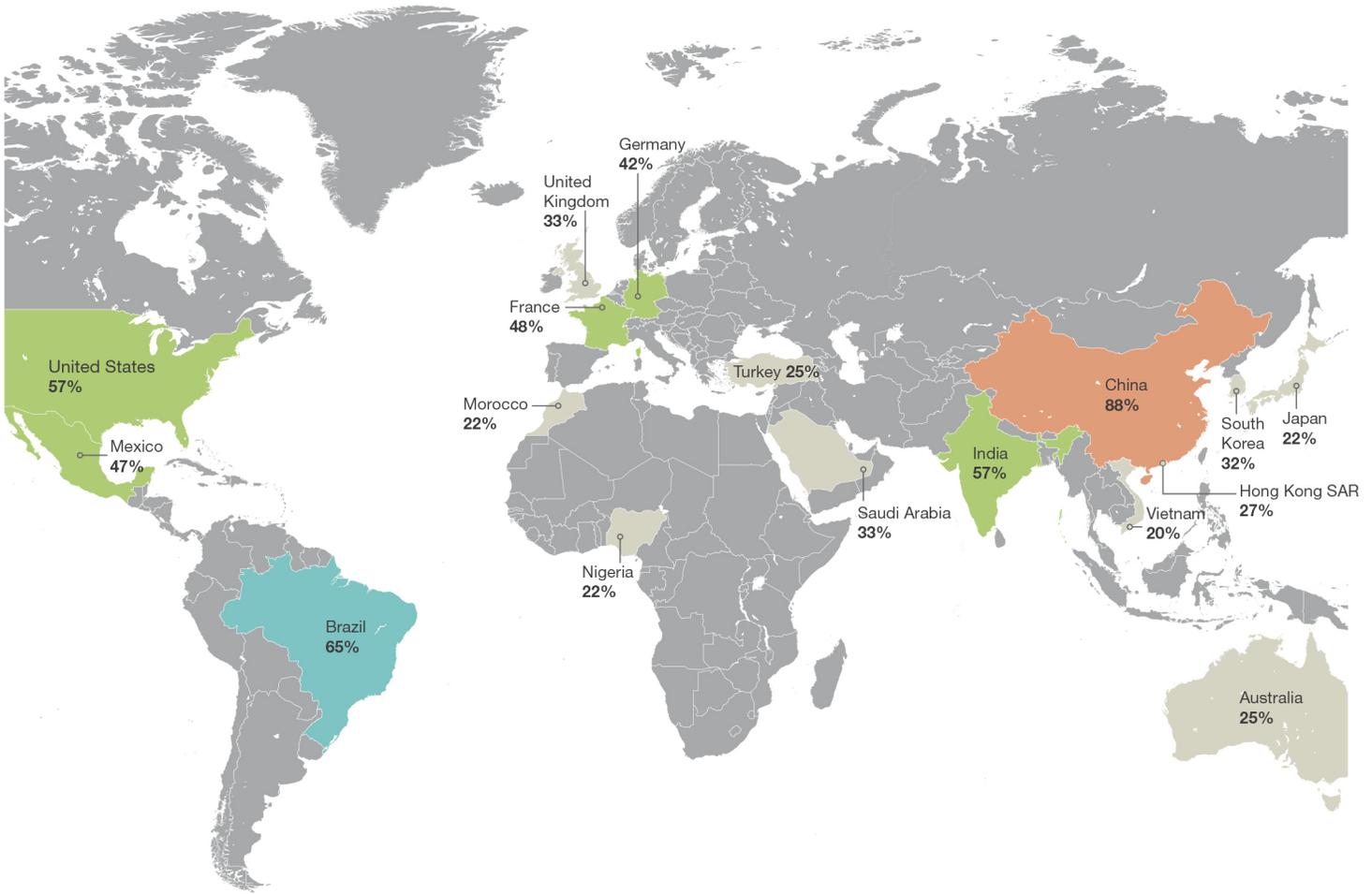
These answers are mostly but not entirely similar to ones given by Canadian and U.S. universities responding to the global survey published in 2014 by the International Association of Universities (IAU).⁴ It found the top three internationalization priorities of North American institutions to be outgoing student mobility, recruitment of international undergraduate students, and internationalization of the curriculum. This difference — prioritizing the formation of strategic partnerships with overseas higher education institutions versus curricular development — suggests a more institutional, as opposed to academic, emphasis among Canadian universities. (By comparison, the IAU survey found that European universities' top-ranked internationalization priorities are outgoing mobility opportunities for students, international research collaboration, and internationalizing the curriculum.)

FIGURE 2
Institutional priorities for internationalization



⁴ Egron-Polak and Hudson, *Internationalization of Higher Education*, p. 79.

The institutional dimension of internationalization



Countries below 20% are not included.

FIGURE 3
Countries identified by institutions as priorities for internationalization



The institutional dimension of internationalization

Fully 86% of Canadian universities identify geographic priorities for their international activities. Of those that do, China, Brazil, India, the U.S., France, Mexico and Germany (in descending order) are most often given overall priority. China is in the lead, being prioritized by 88% of Canadian universities (compared with 65% prioritizing Brazil, and India and the U.S. at 57% each). How this institution-level prioritization plays out in different areas of university internationalization activities will be shown throughout this report; an overview of geographic priorities and commitments is collected in the last section.

As for regional Canadian variations in country priorities, China is a priority for universities nationwide, while India is rated a higher priority in the West, and France in Quebec. Although Brazil is a high priority across all four regions, it has a slightly lower priority in the West.

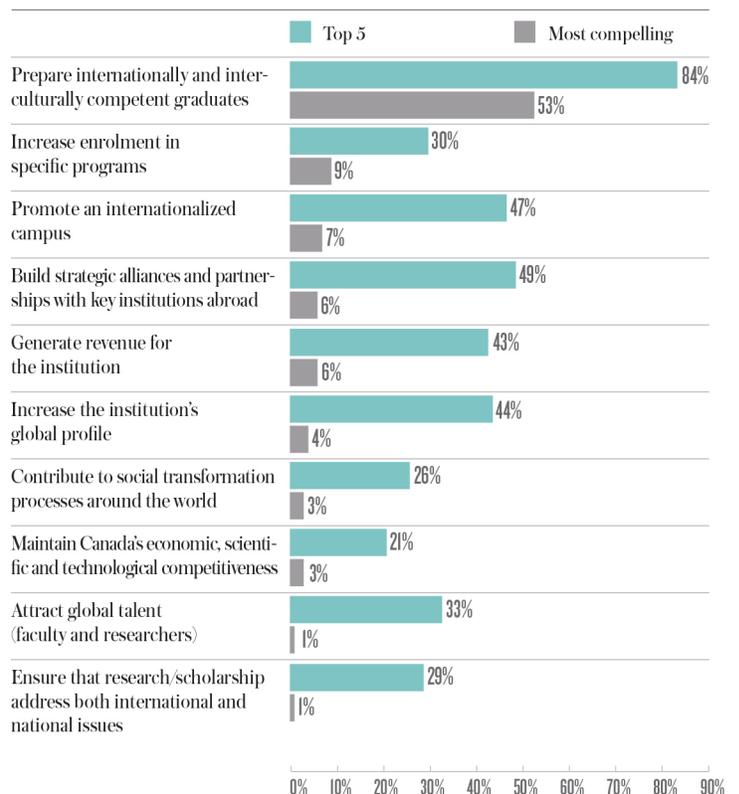
1.2 Why internationalize?

Asked to identify the most compelling reasons for integrating and promoting internationalization at their university, 53% of Canadian universities say that preparing internationally knowledgeable and interculturally competent graduates is the most important reason, with 84% placing it in the top five. The other four most-cited reasons are building strategic alliances and partnerships with key institutions abroad, promoting an internationalized campus, increasing the university's global profile and generating revenue.

Some notable differences emerge between the 2014 and 2006 answers to this question. In both AUCC surveys, preparing internationally knowledgeable graduates and promoting strategic alliances were most often ranked among the top five reasons for internationalization. However, in 2006 the third most-cited reason was promoting innovation in the curriculum and in diversity of programs, and tied for fourth were responding to Canada's labour market needs and ensuring that research/scholarship address national and international issues. Academically focussed rationales feature prominently among those answers. By contrast, in 2014 the third, fourth and fifth most often-cited reasons for internationalization are promoting an internationalized campus, building the institution's global profile and generating revenue. These shifts suggest a movement away from nationally focussed and specifically academic rationales, and a move toward institutionally focussed considerations of alliances, reputation and finances.

FIGURE 4

Reasons for promoting and integrating an international dimension



The institutional dimension of internationalization

The most important benefits of internationalization for students, in universities' view, are (in descending order) the development of a global perspective and values (global citizenship), the development of international competencies, and increasing employability and access to job opportunities in the international marketplace. By comparison, in 2006 universities also identified the most important benefit of internationalization for students as being the development of global perspective and values; but in second place was access to job opportunities in a global market (third in 2014) and in third place was increased cultural sensitivity (now fifth).

With respect to benefits for faculty and researchers, Canadian universities most prize the capacity to pursue broader and more complex research questions through international collaboration, the development of international networks for joint initiatives and information exchange, and access to high-quality students and postdoctoral researchers.

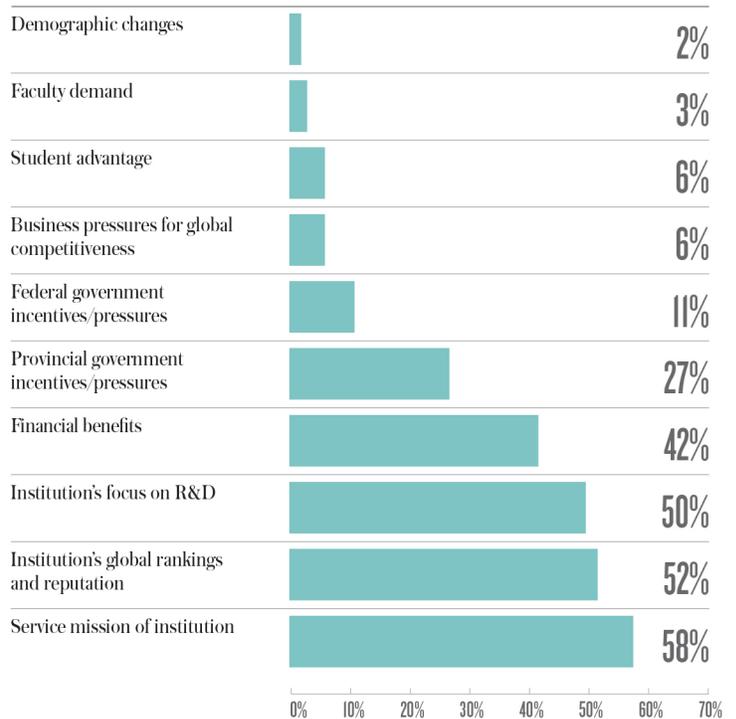
1.3 Translating goals into action

Just as important as priorities and planning are the actual activities taking place on campus in pursuit of internationalization goals. Most universities report that the level of actual (as opposed to planned) internationalization work on campus in the past three years has been high or very high (46%) or moderate (37%). Notable regional variations across Canada emerge on this front: while 62% of Quebec universities say their actual internationalization work has been at a very high or high level in recent years, only 33% of Eastern, 39% of Ontario and 50% of Western universities in Canada say the same.

Roughly equal proportions of institutions say that the pace of internationalization on their campuses has accelerated either significantly (43%) or somewhat (46%) during the past three years.

In terms of factors driving the acceleration of internationalization, universities primarily cite their own service missions, the need to advance or maintain their institutional global ranking and reputation, and their institutional focus on research and development, followed by financial benefits and provincial government incentives or pressures. Some notable regional variations include an exceptionally high number of universities in Quebec (92%) reporting an institutional focus on R&D; in the East, 83% of institutions citing financial benefits and 58% citing provincial government incentives

FIGURE 5
Drivers of accelerated internationalization in the past three years



The institutional dimension of internationalization

or pressures; and in the West, a high number of universities (68%) also cite their service missions as a reason for accelerating internationalization.

Finally, when asked to identify the most vital catalyst in spurring institutional internationalization efforts, a university's executive head (a president, principal or rector) was identified in 36% of cases, followed by a team of senior administrators (23%) and a senior international officer (13%). This finding is in line with the IAU's most recent survey of universities around the globe, 46% of which report their executive head as being the top-ranked internal driver of institutional internationalization.⁵ The importance of presidential leadership in internationalization is also underlined by the report of the 2004 APLU Task Force on International Education.⁶

1.4 Administrative structure and staffing

Where is oversight of internationalization located within Canadian university administrations? The largest proportion of institutions (41%) vest responsibility at the vice-president level, while associate/assistant VPs and directors coordinate internationalization activities at 20% and 27% of universities respectively. At 45% of schools, a single office leads internationalization activities and programs; at the rest, multiple offices lead, either with assistance from a cross-unit coordinating body (28%) or independently of each other (23%), and 4% have no particular office leads.

A range of offices on Canadian campuses support international activities. Offices exist to support services for incoming international students (on 62% of campuses), international student mobility for outgoing/study abroad students (61%), international recruitment (59%) and international relations/liaison functions (47%). Across Canada, there is a great variety of institutional structures and arrangements delivering these services and activities.

1.5 Funding for internationalization activities

Canada's universities fund a diverse range of internationalization activities. The most commonly funded areas of support are for students participating in study-abroad programs (at 78% of institutions), faculty travel to meetings/conferences abroad (67%), hosting visiting international faculty (61%) and faculty conducting research or taking research leave abroad (59%).



Of the various internationalization activities they fund, universities report that they spend the most on supporting students participating in study-abroad programs, followed by support for faculty conducting research or taking research leaves abroad, and faculty leading students on study-abroad programs. Of institutions that do fund internationalization activities, 12% spent more than \$1 million in 2012-13.

In addition to drawing on internal funds, 62% of universities received external funds specifically for non-research internationalization programs or activities from the provincial government in the past three years; 59% report such funding from the federal government and 33% from private donors other than alumni. (By comparison, a 2011 survey on internationalization by the American Council on Education found that the greatest source of external funding to support internationalization in U.S. higher education institutions was private donors other than alumni, followed by foundations, the federal government and alumni.)⁷

The level of external funding for internationalization activities is fluctuating across Canadian universities. While most report that the level has increased (46%) or remained stable (24%) over the past three years, 31% of institutions report that their external funding has decreased in that period. Universities where external funding levels for internationalization have increased are concentrated in the East and West, while Ontario and Quebec universities lead in reporting funding decreases. This is a relatively positive picture overall, given the recent recession and fiscal restraints across many provinces.

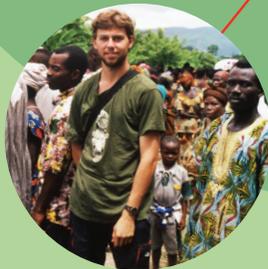
⁵ Egron-Polak and Hudson, *Internationalization of Higher Education*, p. 55.

⁶ Association of Public and Land-grant Universities (APLU), *A Call to Leadership: The Presidential Role*

in Internationalizing the University (Washington, DC, 2004).

⁷ American Council on Education, *Mapping Internationalization on U.S. Campuses*, p. 6.

Institutional partnerships and activities abroad



Institutional partnerships and activities abroad

One of the most visible dimensions of internationalization is the expansion of Canadian universities' activities and presence in countries around the world. These range from relatively formal agreements of cooperation to robustly active partnerships; and from small numbers of faculty teaching abroad to joint degree programs and full-branch campuses.

2.1 Collaboration and partnerships

As noted in the foreword, a strong trend in contemporary discussions of internationalization in higher education is a focus on the quality of activities undertaken, not just their quantity. Quality and strategic value are newly important with respect to institutional collaborations and partnerships: does each venture serve a high-quality purpose that aligns with larger institutional priorities for internationalization and other goals?

Canadian universities are engaging with this question to varying degrees — perhaps depending on the maturity of their internationalization activities. Only 13% of universities describe their focus over the past three years as simply expanding the number of international partnerships, while 57% are expanding partnerships in both quantity and quality. Significantly, 22% are moving towards fewer but higher quality (i.e. more strategic or wide-reaching) partnerships.

Most institutions (91%) report having a country or regional focus for their international partnerships in recent years. The most common top geographical priorities are (in descending order): China, France, Brazil and the U.S., with Germany and Mexico tied in fifth place. Countries most often engaged as new partners within the past three years are Brazil and China, while new partnerships are most often being considered with India, Vietnam and Turkey. France, Germany, China and the U.S. lead the list of more longstanding countries for partnerships. However, taken together, as figure 7 illustrates, Canada's universities are maintaining and developing partnerships in a wide range of countries.

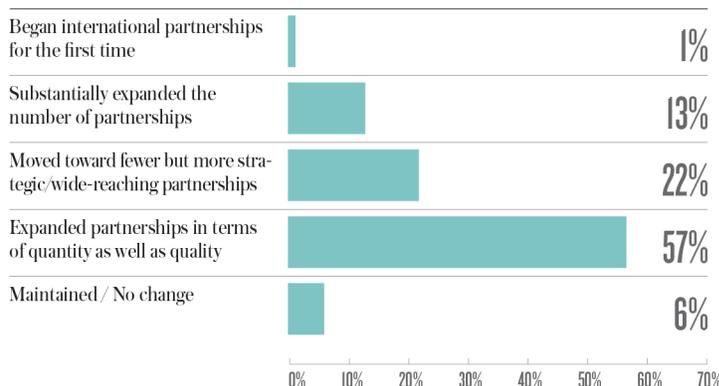
2.2 International institutional activities

Canadian universities' involvement in international educational activities takes many forms:

- *joint degree programs* offering courses by two or more collaborating institutions, though leading to a single degree/diploma;

FIGURE 6

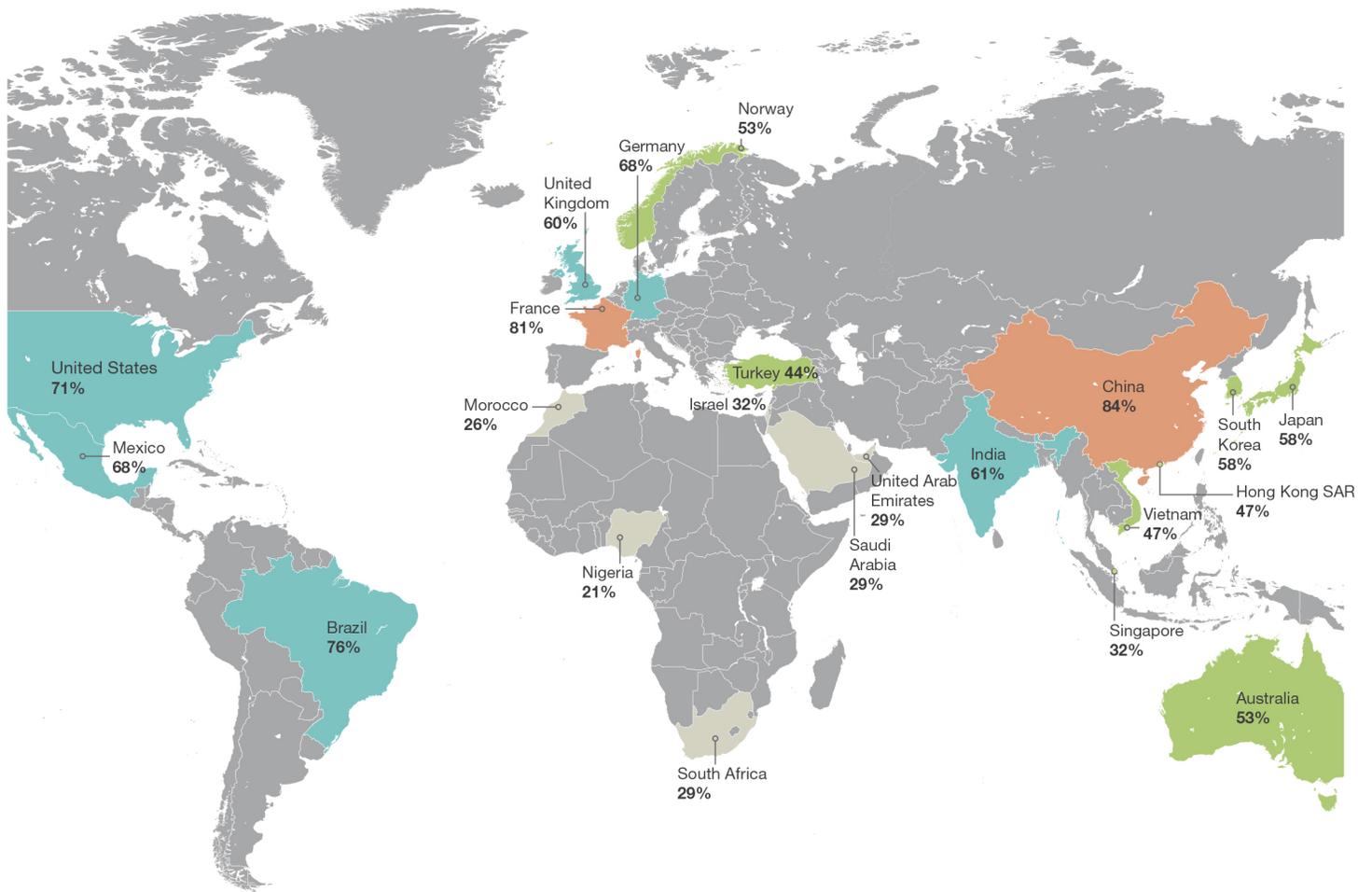
Changing institutional approaches to international partnerships over the past three years



- *double or dual degree programs*, in which students take courses and receive a degree/diploma from two institutions;
- *non-degree certificate programs* administered jointly by a Canadian university and a partner institution abroad; and
- *branch campuses*, which establish a physical presence jointly or wholly owned by the home institution and providing degrees/certificates through face-to-face teaching, primarily oriented to students not enrolled at the home campus.

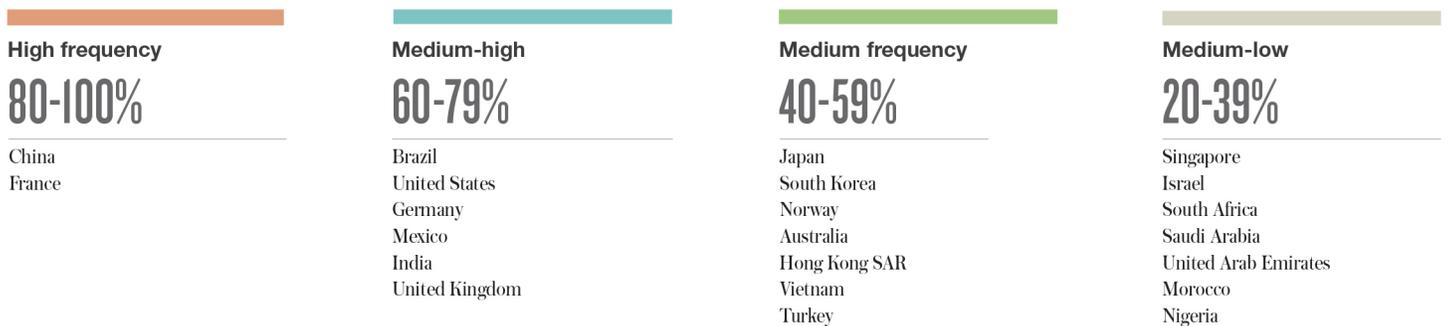
Fully 81% of responding universities offer some kind of international program with international partners. Of those, 63% offer dual or double degree programs and 45% offer joint degree programs; 78% of institutions now offer at least one of those types, a striking increase over 48% that did so in 2006. Non-degree certificate programs with international partners are offered by 16% of universities. By far the most common fields for programs with international partners are business/management and the STEM fields.

Institutional partnerships and activities abroad



Countries below 20% are not included.

FIGURE 7
Focus of international partnerships



Institutional partnerships and activities abroad

Double or dual degree programs offered by Canadian universities with international partners are heavily concentrated in China (with 19 undergraduate, 12 master's and four doctoral degree programs) and France (with four undergraduate, 11 master's and six doctoral degree programs). Joint degree programs with international partners are similarly concentrated in those two countries as well.

Currently 15% of Canadian universities educate non-'home campus' students through degree programs operated at overseas partner institutions, and 9% do so through degree programs on their own branch campus; another 6% of institutions are working to develop such programs. These are most heavily concentrated in the business/management field and in China, where 44% of such programs are based. Not all international ventures succeed: of those that filled out this section of the survey, three Canadian universities report having closed down a branch campus in the last five years.

Permanent administrative staff are on site at 63% of offshore programs or branch campuses; these programs have roughly an equal proportion of faculty from the home campus and host country. By contrast to Canadian branch campuses, the proportion of permanent administrative staff found on site is much higher for branch campuses run by U.S. institutions. The 2011 ACE survey found that 91% of institutions reported having permanent staff on site, with the majority of faculty originating from the U.S..

As for the accreditation practices of such programs abroad, 39% participate in both Canadian provincial and host-country procedures; 22% do host-country accreditation only; 17% use Canadian provincial accreditation procedures and 11% use other accreditation standards. These numbers indicate the variation that exists in terms of transnational program accreditation, and potentially raises questions about safeguarding the long-term reputation and labour-market value of such programs both abroad and in Canada.

Food for thought

Toward more strategic partnerships

"Partnerships should not be based on contingencies but on a carefully developed strategy for academic collaboration and internationalization aiming at a high profile and widely acknowledged visibility. Accordingly, internationalization strategies are more and more characterized by a move from a large number of loosely defined bi- or trilateral collaborations towards enduring strategic alliances with a few carefully selected global partners."

Wilhelm Krull, Volkswagen Foundation (Germany)⁸



⁸ Wilhelm Krull, "University Governance in a Globalized World," in Carl Amrhein and Britta Baron, eds., *Building Success in a Global University* (Bonn: Lemmens, 2013), p. 199.



Student mobility



Student mobility

Student mobility — both outward and inward — is one of the most high-profile policy issues in both Canadian and global discussions of internationalization in higher education. The twin imperatives of raising students' awareness as global citizens and of preparing future workers for a globalized labour market and cross-cultural competencies are increasingly seen as vital reasons for promoting international experience for Canadian students, both abroad and on campus. Around the world, the interest in pursuing an overseas educational experience has driven phenomenal growth in global student-mobility patterns. At the same time, bringing international students to Canada is a growing factor in meeting universities' fiscal needs, in boosting local economies and in supplying future Canadian citizens and workers. As numbers grow, the way these international students are recruited and supported on Canadian campuses has also become a significant focus.

3.1 Sending Canadian students abroad

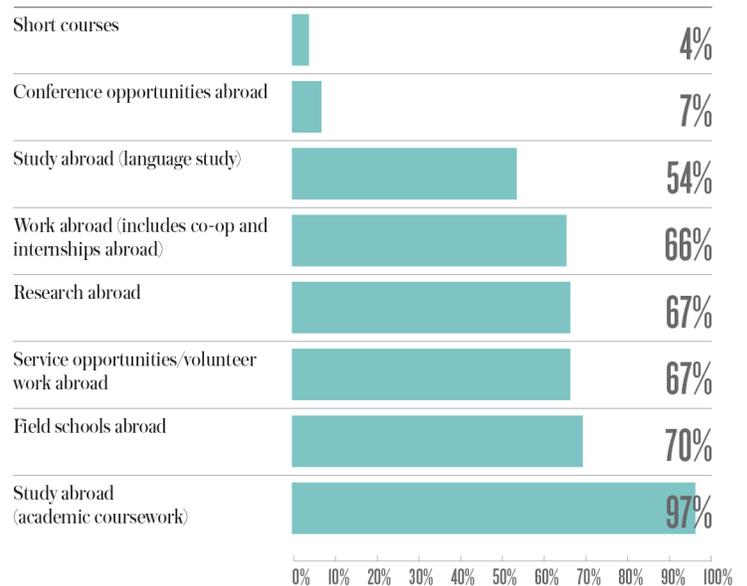
Canadian universities' commitment to offering their students opportunities abroad is universal. Of the 97% that offer international experiences, fully 97% of those enable students to do academic coursework abroad, 70% send students to foreign field schools, 67% offer service opportunities or volunteer work, another 67% help students do research abroad and 66% offer foreign work experience.

Within the options they offer, universities report that by far the most popular type of international experience among students is academic coursework abroad; less popular options are service or volunteer work, field schools and working abroad.

Setting specific goals with respect to students' outbound mobility is relatively rare among Canadian universities. Just 23% of institutions have set targets for how many of their students will have an international experience during their university years; and such targets are more than twice as likely to concern undergraduate than graduate student mobility.

With outbound student mobility a priority for many Canadian universities and governments, establishing baseline numbers is important. The survey responses indicate that 3.1% of full-time

FIGURE 8
International experience opportunities offered in 2012-13



Canadian universities' commitment to offering their students opportunities abroad is universal — **97%** offer international experiences

Student mobility

undergraduate students (or approximately 25,000 students) participated in an international experience during the 2012-13 academic year; percentages of outward-bound graduate students are likely higher.⁹ During that year, 2.6% of full-time undergraduate students participated in a for-credit international experience — up just slightly from 2.2% in 2006. Evidently, despite declared intentions, growth in this area has been very slow in the past six years. At current rates, between 10 and 12% of all undergraduates are expected to go abroad before graduation.

As universities try to boost the numbers of international opportunities for students, they are also trying to increase student uptake of these opportunities. When asked what they consider the most important barriers preventing their students from going abroad, by far the most cited factor is lack of funds or financial support, cited by 54% as the top reason and by 91% as among the top three. Almost half (49%) cited inflexible curricula or too-heavy programs at the home institution as among the top factors keeping students on campus, followed by students' lack of interest or recognition of benefits (at 39%). There is clearly scope for additional research into students' perspective on such barriers.

Interestingly, while those two most-cited factors also held true for AUCC's 2006 survey, the third-place factor has changed: in 2006, 40% of respondents said it was low awareness and commitment of faculty. The change is notable: compared to eight years ago, universities now perceive that it is students more than faculty who lack interest in and recognition of the value of international experience.

Bilateral reciprocal student exchange agreements with foreign partner institutions for study or research practicums (of one to six months) are in place at 92% of universities. Such agreements are more important for institutions in Quebec (where 75% rate them as very important) and least so in the East (at 38%).

Where students most want to go abroad is another question altogether. Notwithstanding institutions' interest in forging ties with emerging economic powers such as China and Brazil,

Food for thought

Which students benefit from internationalization?

"Are we really serious about global learning for all?" Patti McGill Peterson, presidential adviser for global initiatives at the American Council on Education, has asked. "It's an equity question."¹⁰

A concern in current discussions is whether internationalization tends to benefit more privileged students. In the U.S., minority-group students tend not to study abroad¹¹; and students from lower-income families, who may be first in their families to go to university, may also have less financial support and parental encouragement for acquiring international experience. It would be valuable to know if similar patterns exist in Canadian higher education; these patterns can be identified only when universities do fuller demographic tracking of which students are getting international experience.



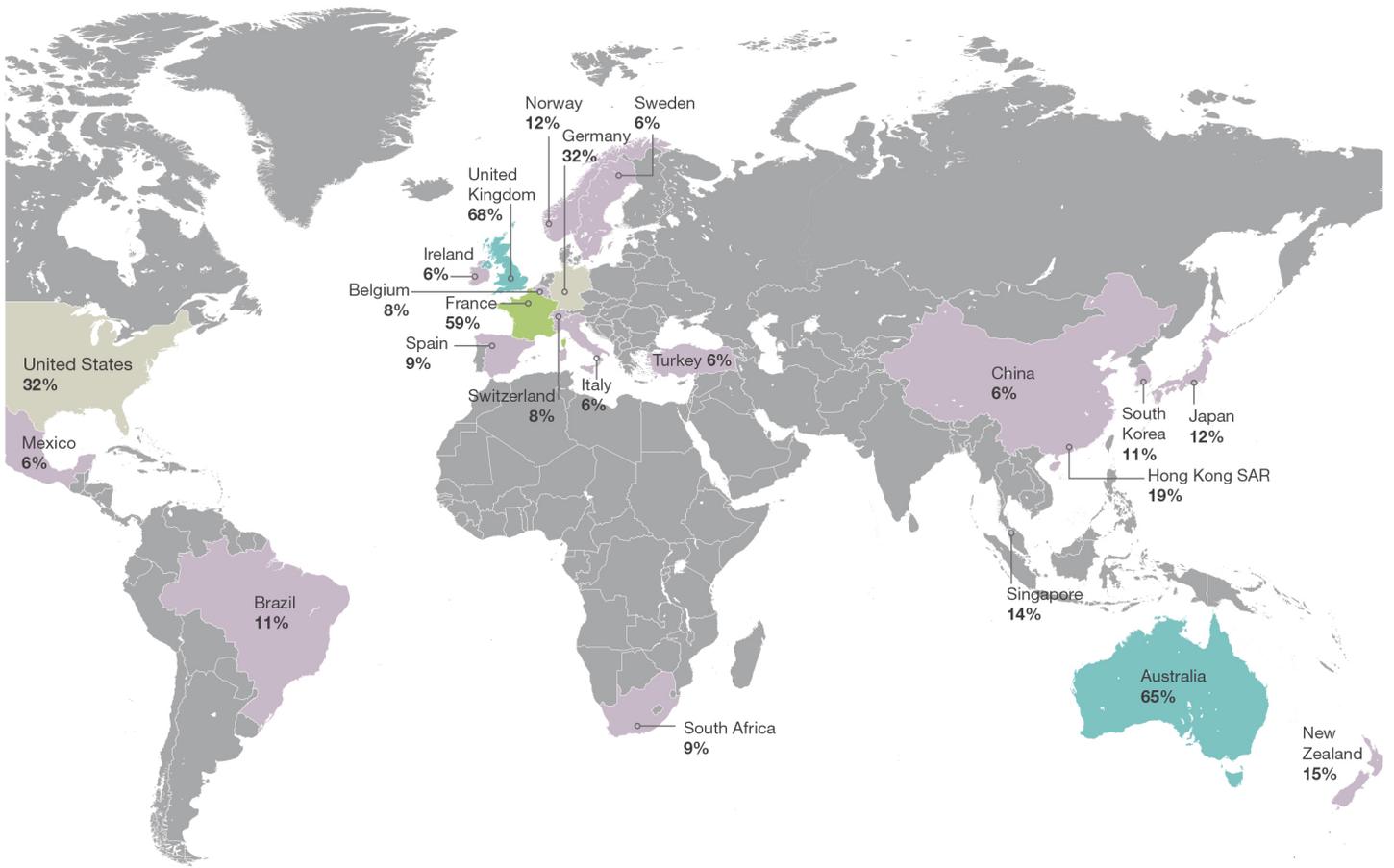
⁹ Relatively few institutions were able to report the numbers of graduate students travelling abroad, which meant that a representative percentage figure could not be calculated.

¹⁰ As quoted in Ian Wilhelm, "Global Educators' Worries: Student Experience, Faculty Freedom," *Almanac of Higher Education 2014: Chronicle of Higher Education*, August 18, 2014

http://chronicle.com/article/Global-Educators-Worries-/148143/?cid=gn&utm_source=gn&utm_medium=gn (accessed October 9, 2014).

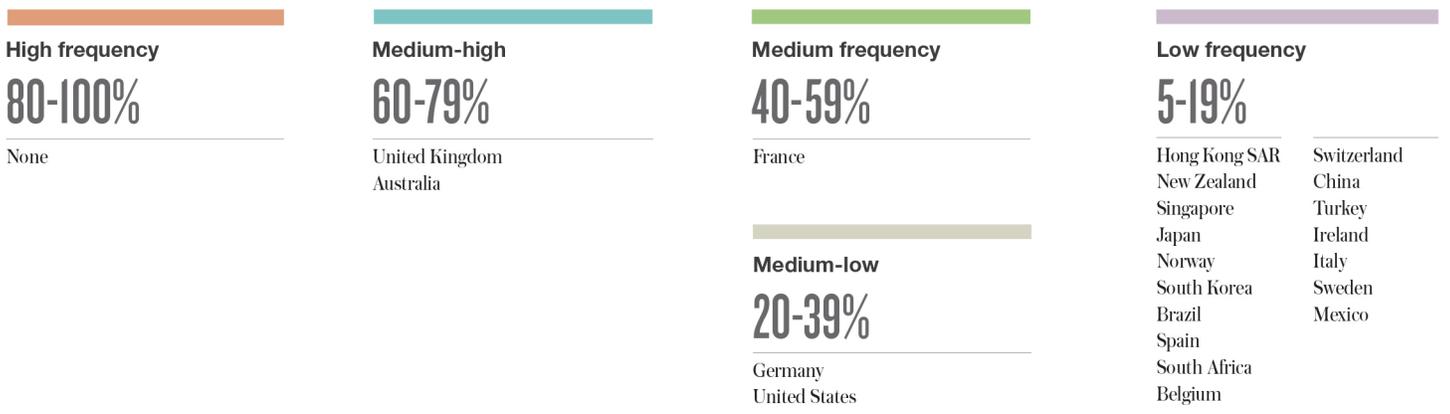
¹¹ Karin Fischer, "At Black Colleges, Internationalization Raises Special Concerns," *Chronicle of Higher Education*, April 21, 2014 <http://chronicle.com/article/At-Black-Colleges/146079/> (accessed October 9, 2014).

Student mobility



Countries below 5% are not included.

FIGURE 9
Countries/regions identified by institutions as of high interest to students



Student mobility

universities do not report high student interest in those destinations. The countries predominantly reported as being of high interest to students are (in descending order) the U.K., Australia, France, Germany and the U.S. — all either English-speaking or major Western European nations. (However, if countries eliciting high or medium levels of student interest are considered, then the top 15 countries include Japan, South Korea, Hong Kong, China and Singapore — with the last two at 14th and 15th place respectively.) Unsurprisingly, France is of particular interest to students at Quebec universities (though all Canadian regions have a high level of interest in France), while interest in the U.K. is particularly high for Ontario students.

These countries of high student interest are not well aligned with the list of ‘priority markets’ identified in the 2014 federal International Education Strategy: Brazil, China, India, Mexico, North Africa and the Middle East (including Turkey), and Vietnam.¹² In the list of countries that institutions report to be of high or medium interest to students, Brazil is in 16th place, China in 14th, India at 19th, Turkey at 22nd and Vietnam in 26th.

How are Canadian universities tracking which students participate in international experience? Centralized data-gathering about outbound mobility is used by 77% of institutions, with 19% tracking in decentralized ways. The most commonly collected data includes students’ year of study, academic discipline, type of program, gender and length of program duration; fewer institutions track more personal data about outbound students such as their citizenship (tracked by 57%), ethnicity/aboriginal status (23%) or use of financial aid (32%).

Expanding such data collection may assist in addressing barriers to students’ international experience. The extent to which universities track outbound students’ personal characteristics matters because even as institutions aim to increase the overall numbers of students with international experience, it is important to analyze which students are able to access these opportunities. International experience brings both personal enrichment and valuable career-related skills, so ensuring that all students can gain such experience matters from both equity and economic (i.e. workforce development) perspectives.

3.2 Bringing international students to Canada

A large majority (77%) of institutions identify geographical priorities for recruiting degree-seeking international students. The most commonly named country for international undergraduate student recruitment is China, named the top priority by 46% of Canadian universities. India, the U.S., Saudi Arabia, Brazil and Nigeria are the next-most targeted recruitment sources. Graduate student recruitment follows a similar pattern, with China in first place and India and the U.S. a distant second and third, followed by Brazil, France and Saudi Arabia. These recruitment priorities align only partially with the ‘priority markets’ identified in the 2014 federal International Education Strategy (Brazil, China, India, Mexico, North Africa and the Middle East (including Turkey), and Vietnam)¹³, suggesting the need for a concerted effort to develop Canada’s brand if real change is to be achieved.

Most commonly funded activities to recruit international undergraduate students are participation in overseas recruitment fairs (81%), other overseas recruitment activities (77%) and targeted visits to overseas schools (76%). Scholarships or financial aid are offered by 69% of universities, while 54% hire overseas student recruiters or agents. To recruit overseas graduate students, institutions most often fund scholarships, fellowships, stipends or tuition waivers (62%), participate in overseas recruitment fairs (56%) and make targeted visits to overseas universities (51%). These levels have not changed significantly from the already high levels reported in 2006, when 69% of institutions offered scholarships for international undergraduate students and 63% for international graduate students.

Leading methods of recruiting international students (both undergraduate and graduate) are websites (used by 87% of universities), institutional printed promotional materials (86%), recruitment fairs (81%) and visits to secondary schools abroad by international recruitment officers (73%). Agents are used by 57% of Canadian universities to recruit inbound students. In terms of impact, respondents ranked the most important recruiting strategy for their institutions as their website, followed by recruitment officers, recruitment fairs and agents.

¹² Government of Canada, “Education in Priority Markets” (webpage) <http://international.gc.ca/global-markets-marches-mondiaux/education/markets-marches.aspx?lang=eng> (accessed October 9, 2014).

¹³ Government of Canada, “Education in Priority Markets.”

Student mobility

Nearly half of respondents said they have institutional targets for international student enrolment. These targets vary widely, with a small cluster at the 10% target enrolment mark. While 42% of universities set international enrolment targets for undergraduates, only 28% do so for graduate students. These numbers are lower than in AUCC's 2006 survey, where roughly 60% of respondents said they had an institutional target for international student enrolment.

3.3 International student enrolment in Canadian universities

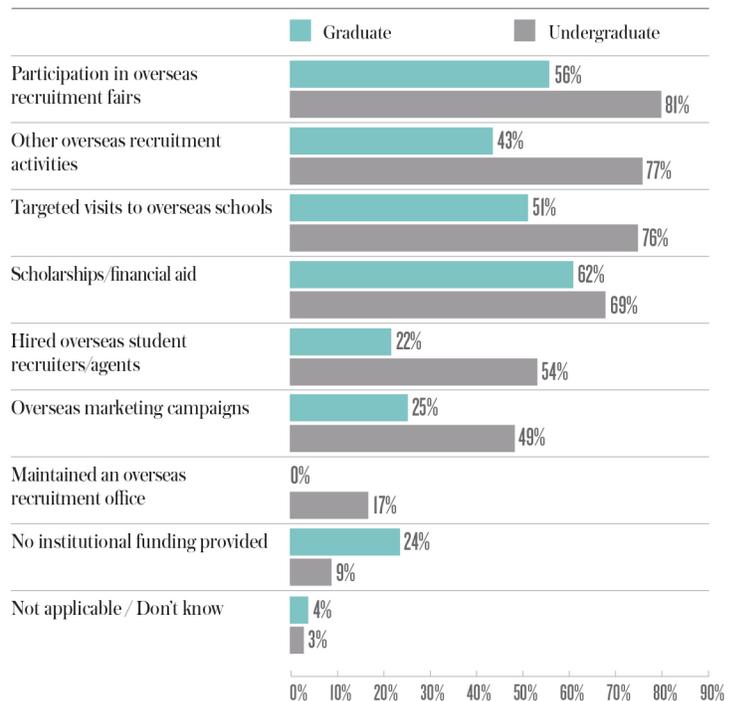
AUCC estimates that in 2014, there were approximately 89,000 full-time visa students enrolled in undergraduate programs on Canadian campuses. This represents a 3.5-fold increase from the 22,300 who were enrolled in 2000. Over the same period, the number of full-time visa students in graduate programs also more than tripled from 13,000 to 44,000. Visa students therefore represent approximately 11% of full-time undergraduate students and almost 28% of students at the graduate level in Canada. An additional 18,000 international students were studying part-time in 2014.

Canadian universities attract visa students from more than 200 countries. China has been, and continues to be, the leading country of origin since 2001. In 2012, China accounted for 30% of full- and part-time visa students in Canadian universities, totalling just over 39,000 students. Other main-source countries include France (with almost 12,500 students), the U.S. (8,100), India (6,550), and Saudi Arabia (5,770). Taken together, these top five countries account for 55% of all international students in Canada.¹⁴

The next eight countries of origin — Iran, South Korea, Nigeria, Pakistan, United Kingdom, Japan, Germany, and Hong Kong — together account for 15% of Canada's international students. These eight countries sent between 1,700 and 4,200 students each to Canada. The remaining countries sent fewer than 1,600 students each and accounted for almost 30% of international students, providing Canadian-born students with a tremendous breadth of culture in the classroom.

Although international students are represented in every major area of study, they are more concentrated in certain areas. Business, management and public administration were the most popular fields in 2012, together attracting 25% of full-time international

FIGURE 10
Funded activities to recruit full-time degree-seeking international students in 2012-13

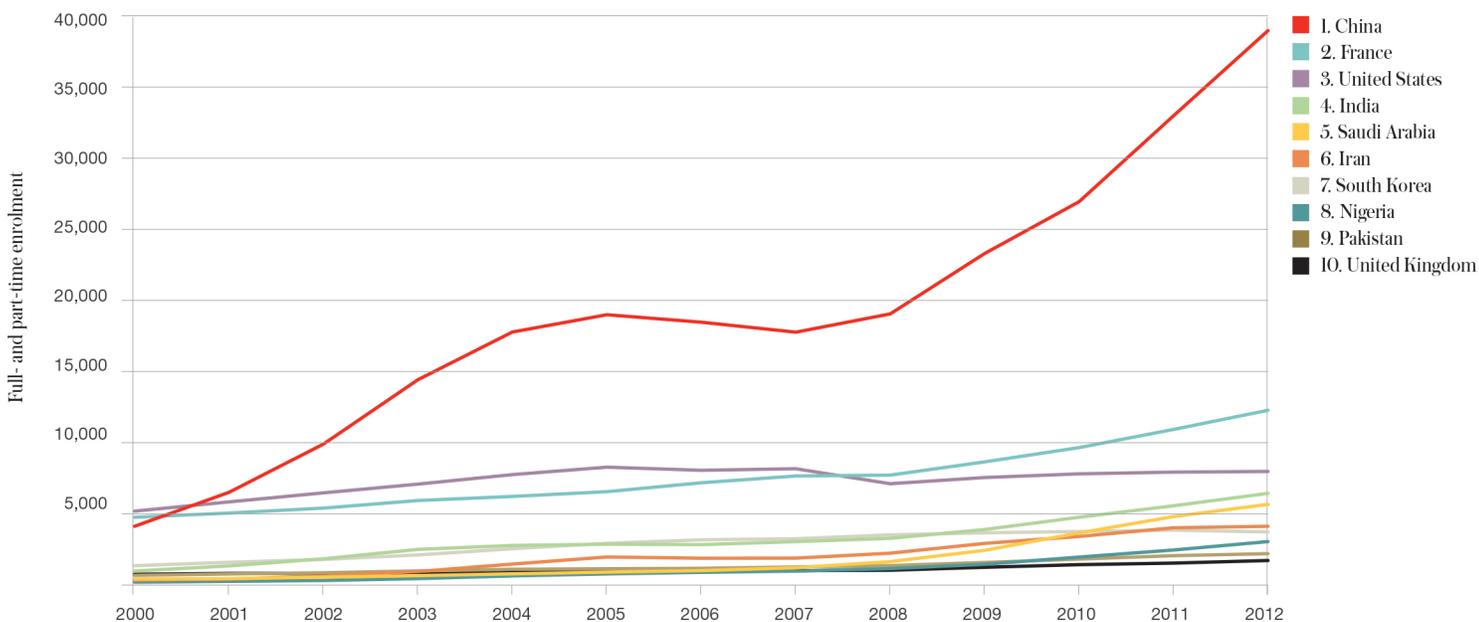


Canadian universities attract visa students from more than 200 countries.

¹⁴ All data in this paragraph through the end of section 3.3 is adapted from Statistics Canada, Postsecondary Student Information System.

Student mobility

FIGURE 11
Top countries of origin of international students at Canadian universities



Student mobility

students. This was followed by architecture, engineering and related fields at 18%, then by social and behavioral sciences at 13%. The largest change has been in the area of business, management and public administration, which accounted for 17% of international students in 2000 and 25% in 2012.

3.4 Supporting international students on campus

International students' success on Canadian campuses depends on both academic and non-academic support services. The services' availability and effectiveness affects international student retention, satisfaction and academic performance, and also affects an institution's reputation among prospective international students. However, such services are complex and costly to provide.

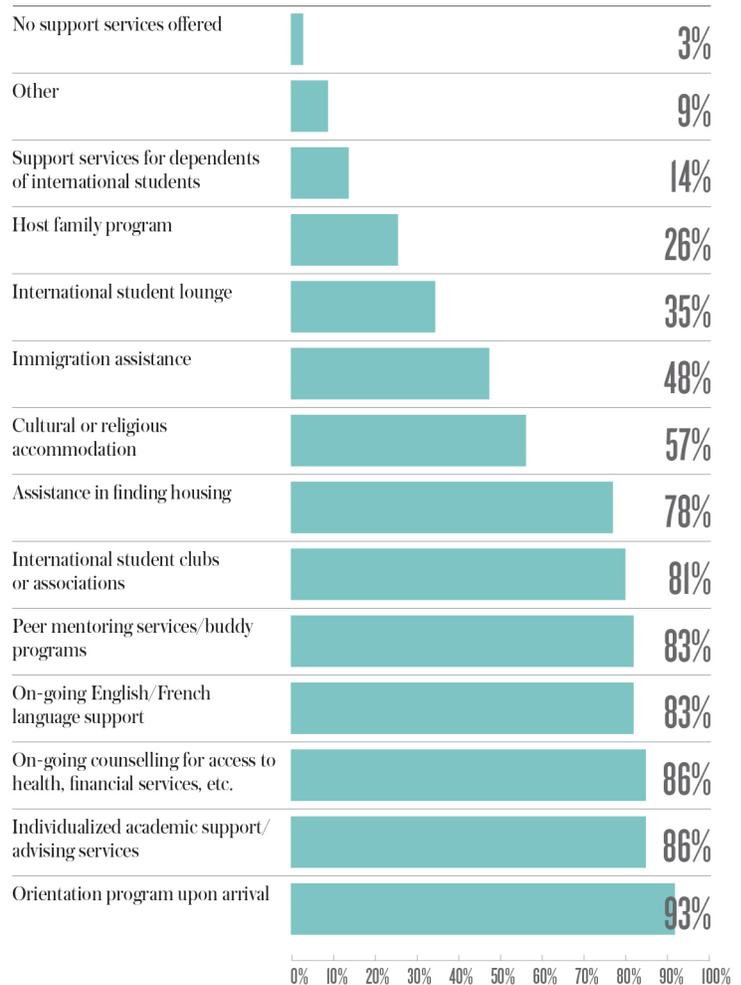
Some international student support services are widespread on Canadian campuses: 93% of institutions provide an orientation program on arrival, 86% provide individualized academic support and advising services, and 86% provide on-going counselling for areas such as access to healthcare and financial services. English- or French-language support and peer mentoring/buddy programs are each provided by 83% of schools. On the lower end of the scale, though, only 48% offer immigration assistance and just 14% offer support services for dependents of international students.

The success of support services for international students is assessed by 62% of institutions (similar to the proportion that reported doing so in 2006). The most commonly used measurement methods are international student satisfaction surveys (77%), monitoring of international student retention rates (70%), and active monitoring of international student academic performance (63%).

Given the importance placed on international student recruitment, and, by the government, on the conversion of international students into future citizens, further research on some key questions may be needed. How well are campus support services keeping up with the recent growth in international student enrolments? How well are universities retaining international students throughout their degree programs? And what factors influence students' decisions to remain in Canada for work or to pursue permanent residency?

FIGURE 12

Support services provided to international students on Canadian campuses





Teaching, learning and faculty engagement





Teaching, learning and faculty engagement

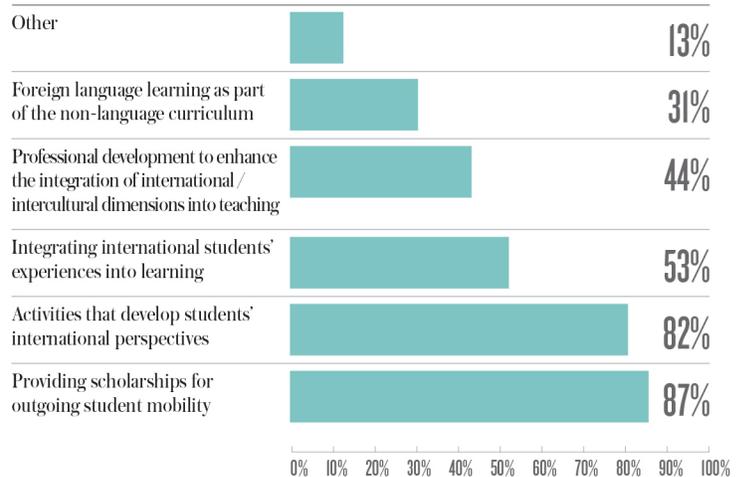
Bringing an international dimension to the home campus curriculum, and to teaching and learning, are central goals of many universities' internationalization efforts. This 'internationalization at home,' as it is termed in current global discussions, brings the benefits of internationalization to the whole student body, including the vast majority who will not travel abroad as part of their university experience. It is endorsed as a priority by 69% of Canadian universities, and 72% say they are engaged in initiatives to internationalize the curriculum. This represents an increase from 2006, when 53% of institutions said such initiatives were a strategic priority and another 41% said they were under development.

Of those universities that are undertaking 'internationalization at home' initiatives as part of the formal curriculum, 87% provide scholarships for outgoing student mobility; 82% coordinate activities that develop students' international perspectives; 53% integrate international students' perspectives into classroom learning; 44% provide professional development for faculty to help them integrate international/intercultural dimensions into their teaching; and 31% require foreign-language learning in some programs as part of the curriculum of non-language courses. (To compare these results with North America as a whole, the IAU's 4th global survey on internationalization found that the top priority activity for North American institutions is programs/courses with an international theme, followed by scholarships for outgoing student mobility.)¹⁵

In line with competency-based learning models, some universities are defining relevant learning outcomes related to international competencies that all their undergraduates should achieve. Such goals have already been defined by 10% of Canadian universities, with another 32% now working to define learning outcomes related to international/global competencies; 50% have no such plans. (By contrast, a 2011 survey of U.S. colleges and institutions found that 55% had developed specific international or global learning outcomes.)

These international learning goals are likely evaluated either through course assessments of individual learning or program assessments of curriculum and pedagogy. Just how this assessment is being done within universities and what outcomes are

FIGURE 13
Internationalization activities undertaken as part of the formal curriculum



Teaching, learning and faculty engagement

being attained is an important question for further study, if internationalization efforts are to be measured in part by their impact on students. These questions also relate to student mobility; while study and other experiences abroad are widely held to promote important global competencies, we need to develop a clearer understanding of what impacts, outcomes and benefits actually arise from overseas experience for Canadian students.

Virtually all universities embrace technology as a tool for bringing an international dimension to the curriculum. The use seen as most important in this respect is technologically enabled instruction that promotes internationalization at the home campus, followed by technology used for student learning abroad and in offering joint/double/dual degree programs with overseas partners. (Using technology to enable faculty participation in MOOCs is rated a very low priority, by contrast.)

Some 80% of Canadian universities that responded to the survey are actively supporting faculty efforts to incorporate an international dimension to their work and teaching. In the past five years, 42% of universities have offered workshops on internationalizing the curriculum, 27% offered opportunities for faculty to improve their foreign language skills, 26% offered workshops on using technology to enhance international dimensions in teaching and 21% offered specific recognition awards for international activities or partnerships. Workshops on global learning assessments have been offered at 8% of universities.

Faculty willingness to undertake efforts to internationalize teaching and research is partly related to the institutional incentives for doing so. With respect to how faculty are rewarded for international work or experience in promotion and tenure decisions, an overwhelming 87% of institutions report having no formal guidelines in this matter. In 7% of universities, some faculties or departments do consider international work and experience in such decisions, while only 6% of universities have institution-wide policies. These numbers are lower than for universities in the U.S., where 25% of doctoral institutions, 12% of master's and 11% of baccalaureate institutions have guidelines specifying the relevance of international work or experience to faculty promotion and tenure.

Food for thought

Trends in campus internationalization

A recent article on trends in campus internationalization by international education scholars Laura Rumbley and Philip Altbach outlines three developments to watch:

- A focus on outward mobility programming taking a comprehensive approach to student learning and development, ensuring that students are well prepared before going abroad, well supported while abroad, and able to make the most of their learning once back on campus;
- An increasing interest among institutions in extracting maximum intellectual and cultural benefits from the presence of international students and scholars on campus;
- A trend toward seeing on-campus internationalization as a means of delivering benefits to non-travelling students, given "the growing understanding that international mobility will likely never be something in which all students participate."¹⁶

Some **80%** of Canadian universities that responded to the survey are actively supporting faculty efforts to incorporate an international dimension to their work and teaching.

¹⁶ Laura E. Rumbley and Philip G. Altbach, "Higher Education's Crucial Nexus of Local and Global," *University World News*, September 12, 2014 <http://www.universityworldnews.com/article.php?story=20140911074332282> (accessed October 9, 2014).



International research collaboration



International research collaboration

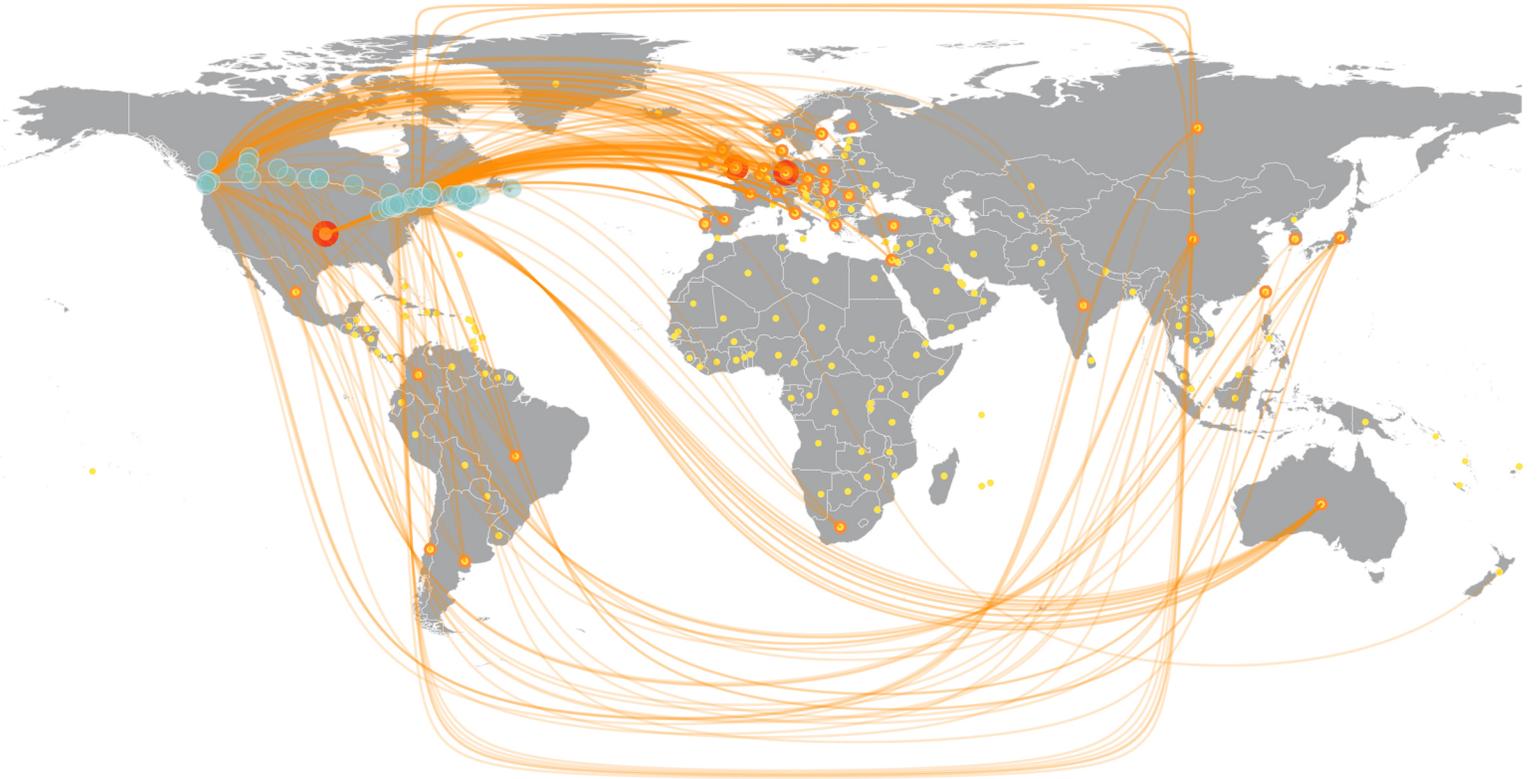
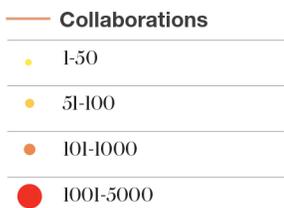


FIGURE 14
Canada a global gateway: international research collaboration patterns



Each line represents 100 or more collaborations between AUCC member institutions and a single country. The data are from Thomson Reuters Web of Science (2014); the analysis and visualisation were provided courtesy of the University of Toronto.

International research collaboration

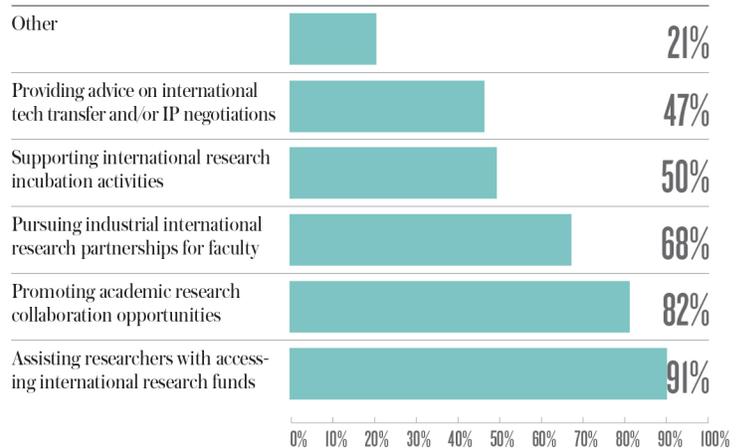
International research collaborations have grown greatly in recent years in response to several factors: growing recognition of the value of diverse global perspectives on common challenges, the desire to work with the best minds around the world on pressing research questions, the relative scarcity of highly specialized and expensive scientific equipment, the rise of ‘big data’ projects requiring massive inputs from many sources, and communications technologies that facilitate long-distance teamwork. A fifth of the world’s scientific papers are now co-authored internationally, and researchers around the world are increasingly collaborating in the production of knowledge and innovation. In Canada, 43% of scientific papers published from 2005–10 were authored with an international collaborator, the seventh-highest level in the world. The top three countries — Switzerland, Sweden, and the Netherlands — all had collaboration rates of around 50%.¹⁷ Figure 14 shows international collaboration patterns for AUCC members that resulted in publications in 2013. These collaborations involved thousands of institutions in more than 180 countries or territories around the world, illustrating the breath of research ties established by Canada’s universities.

This year’s survey explores a new area in how Canadian universities are using diverse administrative arrangements to manage efforts at promoting research collaboration with international partners. At 37% of institutions there is an office responsible for international research, while another 17% have an individual in charge of this function; the other 46% of universities don’t centralize their efforts in either of these ways.

Of universities that do have either a designated office or individual in charge of promoting international research collaboration, almost all help researchers to access international research funds, and more than 80% help promote academic research collaboration opportunities. Two-thirds of offices or persons in charge of international research help pursue industrial international research partnerships for faculty members; slightly less than half support international research incubation activities and give advice on international technology transfer and/or intellectual property negotiations. From a regional perspective, universities in the East and Ontario are more likely to support incubation

FIGURE 15

Services provided by universities to support international research



In Canada, 43% of scientific papers published from 2005–10 were authored with an international collaborator, the seventh-highest level in the world.

¹⁷ Council of Canadian Academies, *The State of Science and Technology in Canada, 2012* (Ottawa: Council of Canadian Academies, 2012).

International research collaboration

activities, while those in the West are least likely to provide advice on technology transfer and intellectual property.

Many institutions identify country or regional partners that are of strategic importance for research collaboration. Of those, 80% target China, 62% the U.S., 62% India, 56% Brazil, 53% Germany and 51% France. However, universities are not targeting research funding in proportion to those priorities: only about a third of the institutions that identified countries of strategic importance offer targeted financial assistance to support or encourage research collaboration with these countries.

Despite the priority that many universities put on their own faculty engaging in international research collaboration, some barriers remain. The lack of research funding opportunities is most often identified as a barrier (cited by 83% of universities), followed by the lack of institutional support (42%) and the temporal alignment difficulties created by the funding cycles of different countries (37%). Additional issues for institutions that merit further reflection include the different risk profiles and overhead costs associated with international research collaboration, and geographically coordinating an institution's international recruitment and co-op placement activities with priority regions for research collaboration.

Our survey was unable to gather useful data about the financing of international research efforts: although we asked about the dollar amounts of current research collaboration, we received few answers. It may be that institutions were unable to respond because administrative structures haven't been set up to collect total figures in this category; or it may be that institutions were unwilling to answer due to competition for lucrative international research collaborations. Nonetheless, it would be desirable to track this financial data for an overall picture of this dimension of internationalization in Canadian universities.

While the survey lacks a comprehensive aggregate portrayal of international research funding at Canadian universities, many specific examples of innovative partnerships exist, as highlighted on page 35.

Food for thought

Administrative cooperation to support international research

One of the reasons faculty at Canadian universities and elsewhere may find it difficult to engage in international research collaboration is that institutional support is fractured among different university units. Ensuring that various offices and units on campus work together to advance internationalization goals is an important factor in seeing those goals realized. A recent *Chronicle of Higher Education* article highlights the importance of universities "embracing strategies to foster greater cooperation between international and research offices to strengthen global research" – for instance, by jointly funding a researcher's trip abroad to collaborate in a scientific project.¹⁸



¹⁸ Karin Fischer, "Universities Strive to Make Sure Researchers Are Included in Global Efforts," *Chronicle of Higher Education*, July 14, 2014 <http://chronicle.com/article/Universities-Strive-to-Make/147665/> (accessed October 9, 2014).

International research collaboration

Food for thought

Examples of international research collaboration

University of Victoria

Borders in Globalization

Since 2013, the Centre for Global Studies has housed the Borders in Globalization (BIG) project, a seven-year international research collaboration exploring the understanding of borders—real, remote and virtual—in the 21st century. BIG creates a partnership involving 23 universities and 34 non-academic partners from Canada, the U.S., Europe, Asia and the Middle East. It is funded through a \$2.3 million Partnership Grant from the Social Sciences and Humanities Research Council as well as \$1.4 million from project partners. The partnership promotes excellence in border studies, creates new policy and fosters knowledge transfer in order to address globalizing forces of security, trade and migration flows, and to understand the challenges of technologies, self-determination and regionalization around the world that are affecting borders and borderlands.



McGill University

The Brain@McGill

Launched in 2009, the Brain@McGill is an umbrella program aimed at increasing the value and visibility of neuroscience research across all McGill faculties, fostering partnerships and exchanges with selected outstanding international institutions and exchanges of talented graduate students and trainees. In 2013, the Brain@McGill initiated a tripartite partnership in neuroscience with the University of Oxford and Neuroscience Centre Zurich. It is a collaborative network of world-renowned scientists, teaching hospitals, research labs and clinics and institutes, all of which share an advanced interest in molecular, cellular systems, behavioural and cognitive neuroscience. McGill University enjoys a world-leading capability in basic and clinical neuroscience research. The Brain@McGill provides the focal point for a network of internationally recognized institutes that contribute to this standing. The Brain@McGill has established successful international graduate exchange programs including with Oxford University, University of Zurich, ETH Zurich, Imperial College London and Tel Aviv University.



Dalhousie University

Ocean Studies Centre

In 2014, Dalhousie launched a partnership to create world-class ocean research with the seven Israel universities that participate in the Interuniversity Institute (IUI) in Eilat, Israel. The partnership, funded by Canadian philanthropist Seymour Schulich, encompasses scientific and academic programs from both countries. Partnership activities include pure and applied joint research projects, co-supervision of doctoral students, industry research internships in both countries, joint field courses (in the winter in Eilat and in the summer in Halifax), co-taught courses, and scientific conferences and workshops. Combined expertise from Dalhousie and the Israeli universities involved in the IUI will advance collaborative research in areas such as physical oceanography, aquaculture biodiversity, marine security and transportation.





PHOTO LEFT: UNIVERSITY OF ALBERTA / PHOTOS RIGHT: ALICOM UNIVERSITY, DRG



Where in the
world are Canada's
universities?

Where in the world are Canada's universities?

In order to synthesize the geographic focus of Canadian universities' international activities, a review of some findings presented across previous sections of this report may be helpful. The bulleted list below provides a recap of geographic information. Following the bullets are some remarks on larger patterns and issues they raise.

- 86% of Canadian universities identify geographic priorities for their international activities. Of those that do, China, Brazil, India, the U.S., France, Mexico and Germany (in descending order) are most often given overall priority. China is a focus of 88% of Canadian universities (compared with 65% prioritizing Brazil, India and the U.S. at 57% each).
- With respect to forging institutional partnerships, the top geographical priorities are (in descending order) China, France, Brazil and the U.S., with Germany and Mexico tied in fifth place. Countries most often engaged as new partners within the past three years are Brazil and China, while future partnerships are most often being considered with India, Vietnam and Turkey. France, Germany, China and the U.S. lead the list of longstanding countries for partnerships.
- Double or dual degree programs offered by Canadian universities with international partners are heavily concentrated in China (with 19 undergraduate, 12 master's and four doctoral degree programs) and France (with four undergraduate, 11 master's and six doctoral degree programs). Joint degree programs with international partners are concentrated in those two countries as well.
- Students' geographic priorities for international experience diverge markedly from the university focus on emerging global powers. Student interest in China and Brazil, for example, is perceived to be relatively low. The countries most often rated by administrators as being of high interest to students are (in descending order) the U.K., Australia, France, Germany and the U.S. — all either English-speaking or major Western European nations. If countries eliciting high or medium levels of student interest are considered, then the top 15 include Japan, South Korea, Hong Kong, China and Singapore — with the last two at 14th and 15th place respectively.

Food for thought

Challenging outbound student mobility patterns

At many North American and European universities, administrators of internationalization programs try to encourage students to consider Asia and other less traditional destinations for study abroad and other international experiences. However, such efforts are reported to be having limited success.¹⁹ In a 2013 interview, former University of British Columbia president Stephen Toope addressed the issue in these terms:

"We have to try and push students to be a little more risk taking on where they choose to go outside of Canada. Most students, when they have an outside of Canada experience, are still choosing to go to the U.S., the U.K., Australia, New Zealand, and Europe. Very few are choosing to go to China, India, or Korea. Some are, but not enough. We have to find ways of creating incentives and reassurances that, if a student goes off and is taking a harder challenge upon themselves, that they will not be punished for it. That they will actually be rewarded or at least kept whole."²⁰

China is a focus of almost all, being prioritized by **88%** of Canadian universities (compared with **65%** prioritizing Brazil, India and the U.S. at **57%** each).

¹⁹ Rumbley and Altbach, "Higher Education's Crucial Nexus of Local and Global."

²⁰ As quoted in Asia Pacific Foundation, "How Can Students Prepare for the Rise of Asia?". 2013 Webpage,

<http://www.asiapacific.ca/thenationalconversationonasia/events-and-activities/three-questions/How-Can-Students-Prepare-for-the-Rise-of-Asia> (accessed October 9, 2014).

Where in the world are Canada's universities?

- A large majority (77%) of institutions identify geographical priorities for recruiting degree-seeking international students. The most commonly named country for international undergraduate student recruitment is China, the top priority of 46% of Canadian universities. India, the U.S., Saudi Arabia, Brazil and Nigeria were the next most targeted recruitment sources. Graduate student recruitment follows a similar pattern, with China well ahead in first place and India and the U.S. a distant second and third, followed by Brazil, France and Saudi Arabia.
- Of institutions that identify country or regional partners of strategic importance for research collaboration, 80% target China, 62% the U.S., 62% India, 56% Brazil, 53% Germany and 51% France.



The most striking observation is the focus on China across most of Canadian universities' internationalization planning and activities. On one hand, such a concentrated focus is amply justified given China's enormous population, economic power and ambitions in the global sphere. The concentration lacks just one critical element to round out the focus — namely, Canadian students' interest in gaining international experience in China. Finding ways of closing this gap and getting more students to China (and other Asian countries) is a significant challenge.



On the other hand, concentration brings exposure to risk if world events were to radically disrupt the flows of students, faculty and partnerships between Canada and China. The flow of international students from China is likely to decrease in coming years due to growing Chinese investments in the size and excellence of their own higher education system.

A final observation is the lack of alignment between the countries identified as priorities in the 2014 federal International Education Strategy and the choice of destination of Canadian students. Canada's universities are leading the way in pursuing research and academic collaboration with the designated federal priority countries of Brazil, China, India, Mexico, North Africa and the Middle East (including Turkey), and Vietnam. However, to fully realize the potential of developing durable relations with these emerging powers, efforts are needed to encourage more Canadian students to also pursue opportunities in these regions.

Conclusion

As the results of AUCC's 2014 survey show, internationalization has become a core element of Canadian universities' activities. Partnerships and programs abroad are growing, more international students are studying in Canada, and Canadian researchers' collaboration with colleagues abroad is flourishing. Fostering, coordinating and assessing these activities are high on the agenda of most of Canada's university administrators. At the same time, many points for further investigation and follow-up emerge from these findings.

One issue that suggests the need for better coordination among all stakeholders is the limited extent to which outward student mobility has been increasing, despite the shared ambitions of Canada's universities, business and governments, including through the federal International Education Strategy. Moreover, students do not seem to favour the parts of the world where universities, business and government are eager to encourage greater ties (i.e. China and other emerging powers in Asia and Latin America). To better understand why this geographic misalignment exists, further reflection is needed on Canadian students' perceptions of barriers to their outward mobility, their reasons for continuing to prefer traditional foreign destinations, as well as what institutional or policy supports might help expand students' choices. Both increased financial support and curricular adjustments may be part of the solution.

The shared interest among universities and governments in recruiting more international students offers great promise for expanded enrolment numbers. The chance of success for these students is far greater if a full range of support services are in place for them. Appropriate and adequate support services offered by universities will ensure that Canada maintains its strong reputation as a quality international education destination.

In turn, issues of equity and access also raise questions about whether all Canadian students are benefitting equally from opportunities for international experience. More research is needed to understand which students currently benefit from such opportunities and what can be done to broaden the profile of students who go abroad.

On a related note, given that the vast majority of students will continue to have their university education inside Canada, there is also opportunity for continued reflection on 'internationalization at home', so that some of the benefits of internationalization extend fully to all university graduates.

As the internationalization efforts of Canadian universities grow and mature, institutional leaders are ready to engage on issues of values, benefits and risks that are becoming more prevalent in global discussions of higher education. While strengthening international linkages will continue to serve a range of interests among various stakeholders, all parties will want to ensure that core academic values, quality and equity remain paramount considerations.

As the national association that represents Canada's universities, AUCC will continue to monitor and support our member institutions' internationalization efforts. As the global higher education landscape and discussion evolves, we will continue to advance the dialogue on internationalization and to engage with a broad range of stakeholders both in Canada and internationally, on issues affecting our member institutions' internationalization activities.

While strengthening international linkages will continue to serve a range of interests among various stakeholders, all parties will want to ensure that core academic values, quality and equity remain paramount considerations.

Appendix A**Members of the Internationalization
Survey Advisory Committee**

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Professor and Department Chair,
Department of Geography,
University of Wisconsin-Madison

Daniel Woolf

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Queen's University

Appendix B**Responding AUCC member institutions**

Brandon University
Brescia University College
Brock University
Campion College
Canadian Mennonite University
Cape Breton University
Carleton University
Concordia University
Concordia University of Alberta
Dalhousie University
Dominican University College
École de technologie supérieure
École Polytechnique de Montréal
HEC Montréal
Huron University College
Institut national de la recherche
scientifique
Kwantlen Polytechnic University
Lakehead University
MacEwan University
McGill University
McMaster University
Memorial University of Newfoundland
Mount Allison University
Mount Royal University
Mount Saint Vincent University
Nipissing University
NSCAD University
OCAD University
Queen's University
Royal Military College of Canada
Royal Roads University
Ryerson University
Saint Mary's University
Simon Fraser University
St. Francis Xavier University
St. Jerome's University
St. Paul's College
St. Thomas More College
St. Thomas University
TÉLUQ
Thompson Rivers University
Trent University
Trinity Western University
Université de Moncton
Université de Montréal
Université de Saint-Boniface
Université de Sherbrooke
Université du Québec à Chicoutimi
Université du Québec à Montréal
Université du Québec à Rimouski
Université du Québec à Trois-Rivières
Université du Québec en Outaouais
Université Sainte-Anne
University of Alberta
The University of British Columbia
University of Calgary
University of Guelph
University of King's College
University of Lethbridge
University of Manitoba
University of New Brunswick
University of Ontario Institute of
Technology
University of Ottawa
University of Prince Edward Island
University of Regina
University of Saskatchewan
University of Sudbury
University of the Fraser Valley
University of Toronto
University of Victoria
University of Waterloo
Vancouver Island University
Victoria University
Western University
Wilfrid Laurier University

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