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ABSTRACT
        This report examines the internationalization of
post-secondary education institutions in British Columbia and
presents the results of a survey of international education
representatives at 22 post-secondary institutions in the province.
Internationalization is defined as the process that prepares the
community for successful participation in an increasingly
interdependent world. The first part provides an overview of
internationalization, including a review of the literature on
internationalization, models and case studies of internationalization
at the post-secondary institutions, key features of effective
internationalization, and internationalization mechanisms. The second
part presents the results of a campus internationalization survey,
which addressed differing conceptualizations of internationalization,
campus diversity, financial resources, leadership patterns,
international students, and institutional change. In Part III general
and specific recommendations to help improve internationalization are
included. Six appendixes provide information on task force
membership, terms of reference, survey questionnaires, limitations of
the survey, contact list, and a bibliography. (Contains 72
references.) (MDM)

FACING THE FUTURE:

THE INTERNATIONALIZATION OF POST-SECONDARY INSTITUTIONS IN BRITISH COLUMBIA

BCCIE

PREPARED FOR THE BRITISH COLUMBIA CENTRE FOR INTERNATIONAL EDUCATION

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K FORCE REPORT

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TASK FORCE REPORT

FACING THE FUTURE:

THE INTERNATIONALIZATION OF POST-SECONDARY INSTITUTIONS IN BRITISH COLUMBIA

Prepared for the:

British Columbia Centre for International Education

Researcher/Author:

Anne Francis

In Consultation with:

BCCIE's Task Force on
Internationalization,
Chaired by Douglas Jardine,
President, Capilano College

March 1993

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Internationalization is ...

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

SUMMARY

Mandated by the British Columbia Centre for International Education, the Task Force on Internationalization undertakes in this report to:

- provide background information and orientation on the subject of internationalization,

- present and discuss models of internationalization,

- identify and describe internationalization indicators and mechanisms, and

- assess and report on the current state of internationalization of British Columbia's public post-secondary campuses.

Guided by the definition of internationalization offered on the preceding page, the Task Force endeavors to present members of the post-secondary community with information that will evoke reflection on the subject of campus internationalization. It is not the intention of this report to judge the current state of internationalization or to prescribe how the internationalization process should evolve. To support and enable the progress of internationalization on post-secondary campuses, however, are inherent underlying principles.

Campus internationalization is a complex process, fraught with challenges, misconceptions and chameleon-like qualities. Critical internationalization issues identified during this project include those relating to:

- definition,
- diversity,
- resources,
- the infusion process,
- leadership, and
- student roles.

Positive internationalization efforts to date and the commitment, enthusiasm and vision of those who champion such efforts attest to a willingness to take up the internationali-ation challenge. Increasing global interdependence and the need for effective skills for living and working in a diverse society demand more than compliance, however. Productive and meaningful global citizenship demands deliberate consideration of the internationalization process. Ultimately, it is necessity, more than willingness, that will dictate the terms of the internationalization process.

INTRODUCTION

A. ORIENTATION

i. Rationalization

Where once the vastness of the globe and the relative or desired autonomy of its nations set us apart, now the increasing economic, ecological and cultural interdependence insists on our citizenship in a world community. Given the emergence of a global political economy, the revolution in transportation and communications, and the concern for global dilemmas from which no one is granted immunity, the case for internationalization is compelling (Krueger, 1992).

The imperative for internationalization in British Columbia is additionally fulled by our Pacific Rim location. With predictions that the Asia Pacific region will consume 50% of the world's goods and services, be home to almost two-thirds of the world's population and account for 40% of the world's production by the year 2000, the need for a sustained commitment to internationalization is upon us (Kirchner, 1991). Recent changes in the former Soviet Union and Eastern Europe, coupled with the implications of the North American Free Trade Agreement, all direct our energies towards the forging of international relationships and partnerships. As cooperation between nations begins to erode and replace confrontation, so too does the strength of global competence challenge the authority of military might (Krueger, 1992).

Global boundaries are becoming increasingly porous. The future of British Columbia, therefore, depends on how competitive we are in the world economy and on the strength of our global literacy in international discourse. Virtually all areas of activity require effective communication with other cultures and global awareness skills. Hence, the education system plays a critical role in the preparation of British Columbians for productive living and working in an increasingly diverse world.

The Government of Canada's 1992 Prosperity Initiative
(Inventing our Future) discovered through consultations with
Canadians that we spend more per capita on education than
other leading industrial nations, with results that are not
what they should be, and that too many young people are
leaving school ill-equipped for work. Many Canadians, the
Action Plan for Canada's Prosperity concludes, lack the
opportunities to achieve prosperity.

Among the inventory of recommendations advanced by the
Action Plan to ensure the prosperity of Canadians is a chapter
devoted to building a learning culture in Canada. An
international focus on education and training, the Action
Plan argues, is needed to prepare Canadians to meet the
challenge of globalization. The Plan calls for an increase in
international focus in curricula, research and scholarship.
Specific recommendations include the expansion of interest in
and access to:

- training in foreign languages;

- programs leading to internationally recognized
  credits or diplomas, such as the international
  baccalaureate;

- international exchanges of students, teachers and
  scholars; and

- cooperative research across international
  boundaries.

Further, the Action Plan urges the development of
stronger international linkages in the field of education and
the provision of credits, based on a competence-based
approach, for individuals who have acquired skills and
knowledge outside of Canada. The Canadian educational system
is challenged to double the number of international students
within two years. Charged with implementing the Action Plan
recommendations are the provincial, territorial and federal
governments, and schools and post-secondary institutions.

Success in the future is inextricably wed to a concerted
and progressive effort to internationalize. Failure to meet
the challenges of internationalization could limit us, in
future global interaction, to the role of an ineffectual
vestige of the 20th century. If sufficient action is initiated
now and sustained over time, however, internationalization
will propel us towards the year 2000 and beyond.

ii. Background

In July 1992, the British Columbia Centre for International Education (BCCIE) established a Task Force to examine the current state of campus internationalization of the colleges, universities and institutes within the province's public post-secondary system. The appointment of Task Force members, in September 1992, marked the germination of an idea which evolved over a number of years.

Proposed in 1989 and established in 1990, the BCCIE became an activating agent in the internationalization initiative. A voluntary organization committed to the development of international education programs in B.C.'s public post-secondary institutions, the BCCIE acts as a coordinating agency working to increase international education activity. In this capacity, the BCCIE has undertaken to play a role in the sharing of information and expertise towards the challenging process of campus internationalization.

Since 1988, and prior to the inception of the BCCIE, the Ministry of Advanced Education, Training and Technology issued two reports encouraging post-secondary institutions to develop plans to facilitate the internationalization of campuses (Post-Secondary International Education in British Columbia, 1988; Post-Secondary Education in the 90's, 1990), The shift from a resource based to a knowledge and information based economy and the accompanying imperative to prepare graduates for effective global citizenship has confirmed internationalization as a necessary priority, not a desirable option.

At the BCCIE annual retreat in May 1992, international education professionals urged the Centre to develop a concerted strategy to assist in the task of internationalizing B.C.'s post-secondary campuses. Amongst the recommendations that surfaced are:

- to recognize and promote good models of internationalization within the B.C. system,

- to elicit support from Presidents for campus change,

- to form a new standing committee/task force on internationalization,

- to investigate existing models of internationalization, and

- to develop a resource collection on internationalization, and to try to achieve a common understanding of the term.

The approval by BCCIE's Board of Directors of the Task Force on Internationalization was the result of recommendations advanced at the May retreat.

Task Force membership and terms of reference are detailed in Appendices A and B.

B. DEFINITION OF INTERNATIONALIZATION

For the purposes of this report, the Task Force has defined internationalization as follows:

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

The preceding working definition of internationalization resulted from the following activities:

- Compilation of a review of pertinent literature and resources from which a list of sample definitions

- critical review by all Task Force members of a draft working definition, and

- endorsement of a final version of the definition.

Although the defining of internationalization presented as a straightforward task, the exercise was complex and thought provoking. The potential breadth of the term readily became apparent. Being a nouveau term, "internationalization" is subject to the whims of trend and jargon. However, it's also sufficiently ensconced in academic vocabulary to have assumed a myriad of interpretations.

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An expansive, inclusive word, "internationalization" is frequently used as a catchall applying to anything and everything international. To complicate the issue, a variety of possible synonyms liberally sprinkle the literature, potentially confusing "internationalization" with a host of close relatives. A certain degree of cross pollination has occurred between terms, linking "internationalization" with "globalization", "interculturalization" and "multiculturalization". The list extends, of course, to include all the "ism's": internationalism, globalism, interculturalism and multiculturalism. In employment equity circles, internationalization is linked with managing diversity.

To develop a working definition of "internationalization" that could provide a common reference point for dialogue at British Columbia's post-secondary institutions was a challenge. Reactions to the definition adopted by the Task Force, both favourable and critical, are addressed in Part II, Section B. ii, and in Appendix D, of this report.

Regardless of what interpretation is attached to the definition of "internationalization", it is the actual process of internationalization, and its bearing on the future, that continues to command the centre stage of enquiry.

C. METHODOLOGY

The Task Force on Internationalization met with the Project Coordinator, or participated in conference telephone calls, approximately six times during a four month period to discuss the progress of activities and to plan subsequent actions to be taken in the course of the project.

The following chronology highlights the steps of the process:

1. **Literature review and resource contacts.**

   Appendix F lists the bibliography of references resulting from the literature review.

   More than fifty five individuals, representing a variety of institutional, governmental, non-governmental and private-sector interests were contacted. Information was documented in writing and obtained from telephone and in-person conversations.

   Appendix E lists the resource contacts.

2. **Documentation and development of relevant resource material.**

    Based on the preceding research, the following activities evolved:

    - development of a working definition of "internationalization"

    - identification and documentation of models of internationalization

    - identification and analysis of the mechanisms of internationalization

    - development of a menu of indicators of internationalization.

3. **Survey/Interview process.**

    Drawing from the menu of indicators of internationalization, a questionnaire was designed and distributed to International Education representatives at all B.C. post-secondary institutions. A follow-up telephone interview was conducted with each representative. Details pertaining to methodology of the survey and interview process are outlined in Part II, Section A of this report. Limitations of the survey process are detailed in Appendix D.

4. **Survey/Interview analysis.**

    Within the framework of the preceding research findings, and based on information gleaned from resource contacts, the survey and interviews results were analyzed to ascertain the current state of internationalization of post-secondary campuses.

5. **Final Report preparation.**

    The final report was drafted and reviewed in March, 1993.

D. ORGANIZATION

Part I, Overview of Internationalization, offers highlights of the literature review and describes the significant features of internationalization. Various models of internationalization are articulated, and the mechanisms by which internationalization takes place are discussed. Part I provides the foundation for subsequent sections of the report.

Part II, Campus Internationalization Survey, begins by
outlining the design, methodology and limitations of the
survey process. An analysis of the survey results is then
offered, including a review of pivotal issues and an extensive
description of specific survey findings. Both constructive
and critical aspects of the findings are addressed.

In *Part III, Future Directions,* the report concludes with
recommendations for the internationalization process in B.C.'s
post-secondary institutions.

A section of *Appendices* completes the report.

PART I: OVERVIEW OF INTERNATIONALIZATION

A. LITERATURE REVIEW

i. Characteristics of the Literature

This report has drawn on American and Canadian texts, reports, journal articles, bibliographies, academic theses, organizational literature, and scholarly presentations. Much of the material could be accessed only through the Educational Information Research Centre (ERIC), an American clearinghouse for the collection and dissemination of all forms of educational literature.

For the purposes of this report, the literature review covers the period 1985 - 1993, with a decided focus on publications within the past two years. The decision to emphasize recent literature is more necessary than arbitrary. Internationalization is not a subject to which extensive research has been directed, and only recently has mention of internationalization begun to appear, to any significant degree, in the academic literature. The relative youth of the subject is a probable explanation for the fact that very few texts addressing internationalization were located. The weight of the literature is comprised of reports, professional journal articles and scholarly papers.

With respect to the publication of studies to which the survey/interview process specific to this report could be compared, only one was located. This resource, a globalization survey developed by AUCC (Association of Universities and Colleges of Canada, 1991), provided useful orientation information . The relative lack of such information, however, can likely be attributed to the youth of the subject. What literature is available typically focuses on case studies of successful internationalization efforts. Samples of comparable survey instruments or methodological research, however, are not available.

It is not likely a coincidence that many of the difficulties obtaining relevant literature described by Brenda Pengelly in "The Development of International Education Activities in British Columbia Colleges" (1989) were similarly experienced when research was conducted for this report. International education is a broad and far reaching research subject that spans a variety of issues and topics. When internationalization is the subject of inquiry, as it is in this report, research includes and necessarily looks beyond international education. The volume of material directly and indirectly related to internationalization is potentially overwhelming.

For example, the multitude of interpretations and definitions associated with internationalization presents an immediate dilemma. Certainly, inconsistent and various definitions of "internationalization" adopted by survey respondents is a repeated theme throughout the Task Force survey outlined in this report. Just as a variety of terms are used, seemingly interchangeably, to describe internationalization in the literature, so too are different terms used in subject indexes and computerized literature search programs. While an article might be catalogued under "global education" in one system, the same article may well be identified under "interculturalism, educational issues" in another. Locating pertinent references is, in itself, a laborious task.

Secondly, much of the literature addressing internationalization is American and describes the American experience using American data. With respect to colleges, as Pengally observes, this isn't surprising since colleges were established in the United States earlier than in Canada, and, moreover, American colleges entered the sphere of intercultural education sooner than did Canadian colleges. Although the seminal literature on internationalization is predominantly American, recent publications are being generated by colleges and universities in Canada. This latter activity reflects a growing awareness, by Canadian scholars and educational administrators, of the need to create a climate of global learning. Increasing awareness of the importance of internationalization reported by international education practitioners in the Task Force survey attests to this phenomenon.

A most important characteristic of the literature, perhaps, is its range and focus. To a great extent, the literature concentrates on what Pengally defines as "micro level" issues. In the literature, the focus is on international student recruitment, ESL and EFL issues, international student adjustment and educational exchange programs, to name but several of the dominant themes. While these topics have important status in the internationalization process, they are but parts of a larger whole. Findings from the Task Force survey are consistent with the centrality of micro issues in the literature. During the interviews, for example, respondents demonstrated a marked tendency to focus on international students or activities associated with the International Education department, rather than on the internationalization process as a whole.

What is largely absent in the literature are macro level descriptions of internationalization that recognize both component parts and the process in its entirety. This report has neither the mandate nor the scope to research beyond what can reasonably be said to belong to the internationalization process. For this reason, only sources considered central, rather than ancillary, are included in the review.

A final characteristic of the literature review can be described as a translucent line of demarcation between literature pertaining to colleges and that pertaining to universities. Findings from the Task Force survey in many ways mirror this distinction. Central issues that emerge from the study concern the diversity of institutions and, in particular, the differences between colleges and universities. These issues are explored in Part II, Section B. ii, of this report.

In much of the literature, particularly studies that highlight a single institution, the line is virtually opaque: rarely does a publication simultaneously examine internationalization in colleges and universities. One or the other is featured, with the balance of the literature focusing on college internationalization. However, in some of the more general literature, there is nothing discernable to suggest that the information is more relevant to one institution than to another: hence, the translucent line. What is consistent across such lines, however, is the documentation of successful internationalization efforts. Discussions of problematic efforts, detailing pitfalls and errors in the attempt to internationalize, are lacking in the literature.

ii. Major Sources

Of the more than sixty references cited in Appendix F, several sources are of particular value.

A comprehensive initiation to the subject of internationalization is provided by Maurice Harari's extensive bibliography, entitled "Internationalization of Higher Education: Effecting Institutional Change in the Curriculum and Campus Ethos" (1989). Harari, Dean of California State University's Centre for International Education, has compiled an impressive bibliography that charts the evolution of educational internationalization in the United States. Cited publications range from 1959 to 1988, with the balance representing the period 1977 to 1988. This bibliography provides an excellent historical perspective and evidences a gathering momentum, over three decades, of academic insight into the subject of internationalization.

The summer 1990 edition of New Directions for Community Colleges is devoted exclusively to post-secondary internationalization issues. A series of paperback books published quarterly in San Francisco, New Directions for Community Colleges, provides expert assistance to help community colleges meet the challenges of their distinctive and expanding educational mission. The summer 1990 edition is a compilation of more than ten articles on various aspects of college internationalization, including an annotated bibliography authored by the Associate Director and Services

Coordinator of the ERIC Clearinghouse for Junior Colleges (Cape, Colby, 1990). The essential value of this publication cannot be overstated. It fills a gap in the literature which otherwise lacks topical collections of internationalization material from a macro perspective that encompass all major components of the internationalization process. The location of this publication is a significant discovery in a literature search otherwise characterized by obscure academic papers and occasional articles in professional journals.

With respect to accounts of the internationalization process at individual institutions, the literature is relatively fruitful. In this category, four sources command particular attention. First of all, two articles by Dr. Robert Scott (1990, 1992) describe a model for institutional change at Ramapo College in New Jersey during the period 1986 - 1989. Conceived of and initiated by Scott, Ramapo's internationalization process, which will be further described in Part I, B. ii. of this report, is likely the most comprehensive example of internationalization located in this literature review. Ramapo College evidently profited from the experience of earlier internationalization efforts in the United States. Ramapo's internationalization initiative was launched at the apex of American publication and discussion on the subject. As indicated by the Task Force survey, some aspects of the internationalization process at Ramapo College are in evidence on campuses in British Columbia.

A second distinctive source is a collection of works by Seymour Fersh and Maxwell King (1983, 1989, 1990, 1992), largely based on college internationalization experiences in Florida. Fersh and King are noteworthy for the importance they attribute to organized consortia in the process of college internationalization. References to the expertise of Fersh and King appear regularly throughout the literature. Desire to pursue consortia participation as a vehicle for internationalization was reported, in the Task Force survey, by respondents from several of British Columbia's colleges.

In Canada, an exemplary internationalization effort is in progress at the University of Calgary. In an article entitled "Globalization: Challenges and Opportunities for the University of Calgary" (1992), Peter Krueger, Professor Emeritus of Chemistry and Academic-in-Residence at the International Centre, outlines an expansive and inspirational internationalization strategy at the university level. Reference to internationalization in the University of Calgary's mission statement is also impressive.

Finally, Rick Bendera's paper "Student Life Models for a Multicultural Society" (1992) warrants special mention (see also, Part I, Section B. ii). Describing efforts to "interculturalize" Humber College in Toronto, Bendera focuses on the college's Intercultural Centre. With a mandate to implement educational activities that promote intercultural

communication and multicultural awareness as well as to
provide a host of programs and to act as a counselling and
orientation vehicle for students, staff and faculty, Humber's
Intercultural Centre exemplifies a critical component of the
internationalization process. Although an
internationalization objective is not overtly identified, it
is occurring covertly through the efforts to interculturalize
the campus. In some measure, what Humber College is doing is
to internationalize. They have elected a different process,
however, and a different vocabulary to describe their
experience. The Humber College example is particularly
relevant to this report because it mirrors the strategy of one
college in British Columbia. Findings from the
survey/interview process revealed one institution that has no
internationalization mandate but that is focusing on
multiculturalizing the campus.

Although the scope of this report does not permit every
literature source reviewed to be described in detail, suffice
to say that, in combination, the literature provides a broad
and informative base from which to launch an inquiry into the
current state of internationalization of B.C.'s post-secondary
institutions. It is hoped that the bibliography (Appendix F)
will be useful to the readers of this report.

B. MODELS OF INTERNATIONALIZATION

In the course of research, a variety of
internationalization models were found in the literature.
Although a report of this magnitude cannot definitively
account for the myriad of concepts and ideas associated with
every model of internationalization, an abbreviated version of
the models is offered. To facilitate the summary of
information, internationalization models are discussed under
broad categories. In Part I, Section C, following this
summary, the factors common to effective internationalization
strategies, gleaned from the various models, are identified
and described.

i.   Theoretical Considerations of Internationalization

Three models of internationalization from a theoretical
perspective are described.

1.   Systems Analysis Model of Internationalization
        Hughes-Weiner, Gail (1987)

Hughes-Weiner employs a systems analysis model for campus
internationalization. This model rests on four key concepts:
1. global education, 2. contemporary cultures education,
3. intercultural relations education, and 4. development
studies.

From a systems perspective, the concepts can be understood as follows:

1. Global Education = study of the whole system
   Goal: development of global perspective

2. Cultures Education = in-depth study of specific cultures
   Goal: acquisition of cultural understanding

3. Intercultural Relations Education = study of the interaction between system components
   Goal: acquisition of intercultural sensitivity

4. Development Education = study of system change
   Goal: understanding of planned and unplanned change and development of strategies for coping with change.

Membership in a system implies that every element is related. The concepts are not discrete or mutually exclusive. Though they are interrelated, each concept has a different focus.

To internationalize a campus, all four key concepts are applied to each component of the educational system, with an "internationalization goal" attached to each. These components are: i. curricula, ii. instructional methods, iii. extracurricular activities, and iv. applied intercultural areas for educators. Hughes Weiner's systems model of internationalization, wherein all aspects of the system are involved, is linked to the notion of "internationalization infusion": the whole campus, not just parts of it, are involved in the internationalization process. Findings from the Task Force survey suggest that, in British Columbia, internationalization efforts are largely compartmentalized. With one potential exception, campus-wide infusive internationalization is not in evidence in British Columbia, and, it follows, neither is a comprehensive example of Hughes-Weiner's systems model.

Hughes-Weiner outlines a Needs Assessment Survey, intended to measure the extent to which the four key concepts have been realized in each component of the educational system. Results of the assessment serve as a basis for program planning. The planning process should include setting goals, reviewing resources and making recommendations for achieving goals.

2. Three Theoretical Approaches to Internationalization
Warner, Gary (1992)

Warner offers for consideration three models of internationalization, each of which has implications regarding the nature of activities that are promoted or supported in the process of internationalization. The models also have implications concerning the role of the institution and its interaction with various sectors of society, both locally and internationally.

The models can be summarized as follows:

1. The Market Model

Central Concept: global competition
Goal: enhancement of the power, status and influence of the state or institution initiating the activities
Priorities: a) international contacts and activities which strengthen the position of the institution mainly in the area of sponsored research, b) full fee-paying visa students

2. The Liberal Model

Central Concept: global cooperation
Goal: global consciousness which transcends the whole institution and shapes its ethos
Priorities: a) development of global competence necessary for communication with other cultures b) activities including broadening the curriculum, international exchanges and collaboration, programs and events to enhance global consciousness on campus and in the community

3. The Social Transformation Model

Central Concept: critical social analysis
Goal: reduction of global inequalities
Priorities: activities serving to narrow the gap between the have and the have-nots; activities involving analysis of factors involved in improving living conditions such as environmental quality, income distribution, gender, racial and ethnic equity, health, etc.

Warner concludes that more explicit debate regarding these models is needed.

With respect to Warner's models, the Task Force survey on campus internationalization reveals that various combinations of the Market and Liberal models are practiced in this province. Examples of the Social Transformation model are less prevalent in British Columbia.

3. **Internationalization Based on Service, Coordination, Cooperation and Small Scale Change**
Aigner, Jean S., Patricia Nelson and Joseph Stimpfl
(1992)

Aigner, Nelson and Stimpfl identify three different orientations to the process of internationalization, any one of which might be the priority for a given institution. These orientations are:

1. emphasis on questions of international security
2. fear of the loss of economic competitiveness
3. desire to foster human understanding across national boundaries.

The authors point out that although these orientations are not absolute or mutually exclusive, a major orientation is invariably selected by every institution pursuing internationalization. There should be room for aspects of all orientations in any successful system-wide movement toward internationalization.

Problems are most likely to arise when it comes to operationalizing "internationalization": to planning exactly what is to be done. The authors identify six areas in which internationalization may be operationalized (based on suggestions by the Association of International Education Administrators). The authors examine each area and describe the difficulties that are inherent in each. The six areas are:

1. Administration
2. Faculty and Curriculum
3. Foreign Study and International Exchanges
4. Foreign Students and Scholars
5. Technical Cooperation and International Development
6. Public Service.

Although it is necessary to internationalize each of the the above areas, the process is a difficult one. The greatest problem in adopting any internationalization plan is the normal structure of the educational institution itself, which lends itself neither to sweeping reform nor to centralized coordination. The exclusive top down model is not conducive to infrastructural change. Despite this, internationalization must be defined in the broadest context, marshalling all disparate interests and points of view. No one agenda can be espoused or the result is limited impact, based on exclusion and a hierarchy of interests. Any planning to effect the institution must be integrated. These observations are consistent with issues concerning the scope and leadership of internationalization in British Columbia, revealed by the Task Force survey.

Internationalization needs to be organized and directive. It needs to be proactive, not reactive. It needs to identify and mobilize constituencies while avoiding membership in any one exclusive category. Success in internationalizing efforts will depend on four factors:

1. service
2. coordination
3. cooperation
4. small-scale change.

The authors discuss these four requirements and describe how, given a cumulative effort over time, the process of internationalization can gain momentum and evidence signs of success.

ii. Case Studies of Campus Internationalization

Three case studies of campus internationalization are detailed. See also: Cassell, William and Jeanne Cassell (1987); and Wasilewski, Ana (1992).

1. Internationalization at Ramapo College
Scott, Dr. Robert A. (1990, 1992)

The following internationalization model was implemented at Ramapo College in New Jersey. Dr. Scott, President of the College, conceived and initiated the model. The process commenced in 1986 and was implemented over a three-year period. Various aspects of the model are dynamic and continue to evolve.

Scott presents a model for institutional change which is guided by a set of principles and which identifies and uses various "points of leverage" to achieve goals and objectives. Particular points, also referred to as "points of leverage for action", may vary between different colleges and universities, although the basic leverage points are common.

Global education is based on goals, principles and priorities. The guiding principles, which underlie all strategic planning processes, will be particular to the goals and objectives established at any given campus. By way of example, Scott identifies the principles for decision making adopted by Ramapo College.

1. The strategy should include both international and multicultural themes. Thus, we gain awareness of "them" and of "us."

2. The theme of international and multicultural education should be pervasive throughout the curriculum and the campus (integrative versus particular); efforts should touch all areas of campus life.

3. The efforts should be faculty driven, not imposed from above.

4. The strategic mission should embrace research and training as well as undergraduate teaching; faculty development and renewal is essential.

5. Initiatives should be developed through campus expertise as well as through partnerships with others; what we can accomplish together will be greater than the sum of the individual parts.

The Task Force survey revealed that several of the preceding principles are thematic issues in the process of campus internationalization in British Columbia. In particular, lack of agreement about the relationship between internationalization and multiculturalism is a prevalent topic. At Ramapo College, on the contrary, strategies including both international and multicultural themes are critical to the internationalization process. Similarly, the importance of an integrative versus particular approach to internationalization, characteristic of the principle advocated at Ramapo College, is not practised in British Columbia. However, examples of effective internationalization in British Columbia, consistent with practices at Ramapo College, are also in evidence. These include curriculum development initiatives and cooperative institutional partnerships, as well as experiential learning through student and faculty exchange programs.

Scott describes the steps taken to internationalize Ramapo College as follows.

Step One: Develop a strategic plan

Step Two: Identify goals and objectives

    Example: At Ramapo, the objectives were:
    1. Faculty Development
    2. Curriculum Development
    3. Communications Technologies
    4. Experiential Learning
    5. Educational Partnerships
    6. Recruitment and Retention

Step Three: Build into the strategic plan an ongoing assessment mechanism

Once a strategic plan has been developed, points of leverage need to be identified and used in order to bring about change. Points of leverage are opportunities for influencing goals and actions. Scott suggests that the starting point be the mission statement. The overall goals of the institution are driven by the mission statement. Such goals are points of leverage for action. Put another way,

principles that express and support campus priorities are also points of leverage for institutional change.

The internationalization process at Ramapo College was praised as a national model program by the 1989 National Governor's Association Task Force Report on International Education.

2. **Multiculturalism at Humber College**
   Bendera, Rick. (1992)

Although the process at Humber College is that of multiculturalization of the campus, the strategies employed and many of the desired outcomes are parallel to an internationalization process. The same is true for one college in British Columbia where the focus is on multicultural rather than internationalization challenges.

In 1988, Humber College in Toronto established a 20 member Multicultural Task Force to examine staffing practices, curriculum, student service components, recruitment, and marketing potential to target groups of students, as well as ways to promote attitudinal change and cultural acclimatization within the college context. From this initiative a model was conceived and a number of principles emerged.

The primary goal of the Task Force was to make recommendations which would enhance the College's multicultural environment, particularly in the areas of attitudes, institutional processes, services, staffing and curriculum. The evolution of the model adopted to achieve these goals was as follows.

1. Establishment of 5 sub-committees

a. Research (survey design)
b. Education
c. Student Services
d. Staffing Practices
e. Curriculum

2. Formulation of objectives

- Define multiculturalism
- Assess the state of multiculturalism at Humber College
- Establish a multicultural database
- Identify areas of excellence within the college which reflect our multicultural diversity.
- Identify areas within the college which would benefit from multicultural consideration
- Identify educational needs of the college community which would help improve multicultural awareness
- Know the policies, practices, and resources related to multiculturalism that are external to the college

3. Development of recommendations, based on empirical observations, interviews, literature reviews and broad consultation with the College community (17 recommendations were forwarded by the Task Force)

4. Development of a multicultural centre, guided by an advisory committee, and identification of goals and objectives. These included:

- To promote intercultural communication and awareness
- To organize and implement educational activities
- To provide services to the international student community
- To work with the staff from the other campuses
- To develop a working relationship with student government and to assist racial/ethnic student organizations in particular according to their needs
- To develop a work/study abroad area within the Intercultural Centre
- To assist in the betterment of student life
- To actively participate in the Humber College community
- To become involved in special projects

Bendera offers the following additional comments regarding key points in the multiculturalization process:

- The program must be a part of the mission statement of the institution
- The College must provide competent staff that reflects the make up of the constituents
- The program plan must be aligned with and part of the mainstream existing educational services
- How ever comprehensive, the program must reflect the needs of that constituents campus
- Involvement is the key ingredient for students, as well as other stakeholders, i.e. student groups, faculty, senior administration, associations, related services, community groups
- Evaluating and monitoring is a must

3. **Internationalization at Brevard Community College**
    King, Maxwell. (1989); Fersh, Seymour and Maxwell King. (1992)

How each community college implements its international dimension, the authors point out, will depend on its own purposes, procedures, and personnel. The college system is so diversified that it is not possible (or desirable) to prescribe uniform methods and curricula for achieving educaticnal objectives. Issues of diversity raised by King and Fersh are mirrored in British Columbia where institutional differences emerged as a pivotal issue in the Task Force survey.

King also suggests that all programs that implement an international dimension could be placed on a pedagogical continuum: from those that are content and course centered to those that favour an infusion approach with specific attention to curriculum-wide teaching modules for cognitive and affective learning. This having been said, the "model" of internationalization specific to Brevard Community College in Brevard County, Florida is presented.

In the mid 1970's, Brevard began to integrate an international/intercultural dimension. In 1984 the Board of Trustees unanimously adopted a Proclamation which included the following "resolutions", among others: "That international and intercultural awareness is a necessary component of an effective educational process, and that this objective is best achieved by a comprehensive, integrated approach to internationalize the institution" and that "Brevard Community College has a responsibility to prepare students to live in a world of increasing cultural and economic interaction, in which the activities in other countries will continue to affect the daily lives of our citizens".

Brevard's perspective is to consider international /intercultural education as represented by a continuum on which specialized study also exists. Particular focus is given to specific aspects of the dimension: foreign languages, general education, international studies, and internationalizing the business curriculum. Overall, however, there is a cohesive and continuing intent to "curricularize the international" across the college and the community.

The Brevard experience suggests that there are three critical components to successful internationalization.

1. Presidential Leadership/Administrative Support: the college president establishes the official commitment to the philosophy and implementation of particular institutional objectives.

2. Associate Vice President for International Education: this position works on the student/faculty/community level to enhance those programs that come into being and to help initiate others. This position encourages participation in decision making from all levels (i.e. provosts and divisional chairs).

3. Professional Development for Faculty: the lifeblood of the internationalization process is the faculty - they are the central means of advancing the international dimension. Faculty development is strongly encouraged.

The authors also mention the importance of general education in the process of implementing an internationalized dimension. Transcultural educational experiences should be an integral part of the general education curriculum that affects all students, regardless of their academic and occupational goals.

iii. Specific Strategies Towards Campus Internationalization

The volume of generic information pertaining to campus internationalization is too extensive to be detailed in this report. However, resources of particular relevance to five specific aspects of internationalization will be identified and briefly described.

1. Institution Specific Internationalization: Small Rural Colleges and Large Urban Universities

A number of references focus on the internationalization process at a particular type of institution. The influence of institutional size and location on the evolution of the internationalization process is illustrated by such references. With respect to the Task Force survey, internationalization at institutions in British Columbia was indeed found to be effected by institutional size and location, as well as by other diversity issues.

Descriptions of internationalization at small rural colleges include the case study by William and Jeanne Cassell (1987) of internationalization at Heidelberg College. Located in an economically depressed farming community in northern Ohio, Heidelberg College ran a massive deficit and suffered from declining enrollment when a new President came to office in 1980. The Cassells' describe how a 1,000-student liberal arts college in the rural midwest opened a window on the world and, by 1987, attracted 200 students to its international program.

In "How a Small/Rural College May Start and Sustain an International Program", Norm Nielsen (1988) argues that any approach to international education programs should be the same as the approach to other programs: with consideration for the impact an international education program will have on the total college campus. Nielsen discusses three fundamental questions that should be asked at the onset of the internationalization process.

A perspective on internationalization at the university level is offered by Hinrich Seidel (1991) in "Internationalisation: a new challenge for universities". Seidel explores four factors that have led to the evolution of the modern mass university in Europe, namely demographic and democratic developments, the university's role in economic development, the pattern of scientific advances, and political developments in Europe. Success of internationalization efforts are discussed in terms of the capacity within universities to support expanded international flows of students and scholars.

2. Leadership

The importance of effective presidential leadership to the internationalization process is described by Stephen Arum (1987) in "Promoting International Education: the President Sets the Pace". Focusing on the University of Iowa, Arum provides a case study of how a president's commitment to promoting international education changed the institution. When James Freeman became President of the University of Ohio in 1982, his commitment to promoting international education extended to five areas: visibility, resources, fund raising, outreach and hiring decisions. Arum details Freeman's efforts in the areas of promoting visibility and outreach, securing funds, involving faculty, creating campus-wide collaboration and assessing the impact of internationalization activities.

The Task Force survey indicates that many of the examples of leadership cited by Arum are practiced on campuses in British Columbia. In this province, however, such leadership is more likely to be taken by senior international education administrators, or by individuals who champion the internationalization process, than by institutional presidents.

3. International Students: Costs/Benefits Analysis

A number of references discuss the costs and benefits of having international students on campus. Among these, are Wilson (1991), Tillett and Lesser (1992), and Bourget (1992).

In "The Impact of Export Development on the Domestic Education Market", Brian Wilson discusses issues related to the provision of education in Australia to overseas students. A summary of Wilson's analysis of the benefits from full fee paying overseas students includes discussion of: additional revenues and resources for Australian institutions; a greater internationalization of the campus; a broadening of educational experience for Australian students and heightened understanding of neighbouring cultures. Wilson identifies the potential downsides from overseas students as: issues relating to the management of large numbers of overseas students within institutions and within broader residential communities; overcrowding for all students, both Australian and foreign.

A. Tillett and Barry Lesser, in "International Students and Higher Education: Canadian Choices", identify and examine issues relating to international students in the Canadian post-secondary system. The authors endeavor to make explicit the issues surrounding international students in Canada and the policy alternatives available to address such issues. International students are discussed in terms of: distribution across Canada; recruitment; programming and curriculum; support services; institutional costs and benefits and social costs and benefits.

Jose Bourget conducted a research project on the economic impact of international students at Andrews University in Michigan. Making the administration and community aware of this economic impact, Bourget reasoned, can increase appreciation of international students and study abroad programs, and possibly help garner extra funds needed for services. Bourget found that during the 1990-91 year, Andrews University's international students contributed $16 million of non-tuition money to the economy of the area. Published in a booklet, Bourget's findings were distributed to all administrators, faculty, and department heads.

Issues pertaining to the costs and benefits of having international students on campus is a recurrent theme in findings from the Task Force survey. The generation of funds by international student programs reflected in the preceding references is a pivotal concern in many of British Columbia's post-secondary institutions.

4.   Internationalization of the Curriculum

Internationalization of the curriculum is the subject of publications by Wallace (1987), Edwards and Tonkin (1990) Chernotsky (1987) and others. A critical mechanism of the internationalization process, infusion of an international dimension across the curriculum is a current challenge for post-secondary institutions in British Columbia.

In "Adding International Themes to a Community College Curriculum", Steve Wallace reviews the Southwest Consortium of International Studies and Foreign Languages (SCISFL) project. The consortium was divided into three specific regions with one lead institution for each region: Region I - Arizona/New Mexico, Pima Community College; Region II - Central Texas, Houston Community College; Region III - Southern California, Los Angeles City College. Funded in 1985 by a grant from the U.S. Education Department, the goal of the consortium project was to provide resources, training and other incentives to faculty interested in developing new courses with an international or intercultural focus or in adding international studies modules to existing courses. Wallace offers the review as a learning tool for others considering similar projects.

Various approaches to internationalization of the curriculum are discussed by Jane Edwards and Humphrey Tonkin in "Internationalizing the Community College: Strategies for the Classroom". Edwards and Tonkin begin by focusing on the internationalization of the individual course. Next, the authors review strategies for internationalizing what they refer to as the "easy" fields, those that are "...by definition international in orientation or are widely considered incomplete without an international component." Examples include anthropology, geography, foreign languages,

art and music. Edwards and Tonkin then focus on internationalization of the "less easy" fields, under which they include the natural sciences, nursing, business administration and others. The importance of faculty development in the process of internationalizing the curriculum is featured. Edwards and Tonkin conclude by emphasizing the need for "authentic institutionalization", that is, an internationalization process that becomes part of the fabric and tradition of the institution. To be successful, the authors argue, internationalization requires the involvement of large numbers of people, including administrators, faculty members, and admissions, student services and fund raising staff, over a protracted period of time.

A third reference pertaining to the internationalization of the curriculum is Harry Chernotsky's "Charlotte and the World: The Community as a Global Studies Resource". Chernotsky describes a project at the University of North Carolina designed to promote international awareness among university students. Focusing on the infusion of a "Charlotte and the World" instructional module into an introductory international politics course, the module incorporates a community-based approach into an existing international studies curriculum. Exposure to the module, Chernotsky reports, increases student awareness of how external forces penetrate the community and affect aspects of daily life. Students also become more cognizant, Chernotsky suggests, of the broader, systemic trends giving rise to global linkages at the state and local levels.

In British Columbia, focused efforts to internationalize the curriculum, not unlike those described by Wallace and Chernotsky, are being undertaken. The infusion of international content across the curriculum, in keeping with Edwards and Tonkins concept of "authentic institutionalization" is, however, largely unrealized in British Columbia to date.

5. Internationalization and Community Linkages

A potential growth area for campus internationalization in British Columbia is the pursuit of community linkages. Found by the Task Force survey to be in a germinal stage in this province, the forging of community partnerships to further the internationalization process contributes directly and indirectly to the promotion of a global campus.

In "Developing the Campus-Community Link in International Education", Gail Hochhauser discusses ways to internationalize international education through on-campus and off-campus programs. Adopting a practical approach, Hochhauser offers suggestions for campus-community outreach activities, including using international students, scholars, and visitors as resources in the community, and ways to locate resource

people in the community for campus-based international programs. That internationalization is a two-way exchange process, benefiting international students and the campus of which they are a part, as well as local citizens in the community, is central to Hochhauser's discussion. Through participation in the campus internationalization process, Hochhauser argues, the community develops and maintains an awareness appropriate to the interdependent world of which it is part.

C.   KEY FEATURES OF EFFECTIVE INTERNATIONALIZATION

Regardless of the internationalization model favoured, there are key features shared by successful internationalization efforts. These common denominators can be likened to the cornerstones of the internationalization structure. Without a process to ensure that all key features are addressed in the internationalization strategy, in varying degrees, the structure will lack stability.

The extent to which a campus is internationalized can be represented by points along a continuum. Campuses that can be situated at the most progressive point of the continuum are those where internationalization is supported by the key features of the process. The following key features of internationalization are consistent with components of effective internationalization identified and described in the literature.

Leadership

- a demonstrated and clearly communicated commitment to internationalization by senior administrators (Board, President, Vice Presidents, Deans)

- in particular, recognized Presidential leadership and support for internationalization

Internationalization "Infusion"

- an internationalization strategy that infuses every aspect of the campus; that is, internationalization that is integrative rather than particular, all inclusive rather than selective

- an internationalization effort to which all constituent members of the campus community claim ownership

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Faculty Involvement and Support

- faculty who participate in planning and implementing the internationalization process
- faculty who champion the internationalization effort
- faculty who are acknowledged and supported in their efforts to internationalize the campus

Curriculum

- infusive internationalization of the curriculum, affecting all disciplines and levels of study

Strategic Planning and Evaluation

- an internationalization effort that is guided by strategic planning and monitored by well defined and consistent evaluation procedures

Resources

- an internationalization process supported by resources and funding from various institutional budgets

- recognition in a long range strategic plan of resources necessary to support internationalization.

The Task Force survey revealed that the key features of effective internationalization are in various stages of development, with differing rates of progress, at many post-secondary campuses in British Columbia. Positive initiatives notwithstanding, internationalization is proving to be a complex and challenging process for all institutions surveyed by the Task Force. While inroads are being made through effective leadership, encouragement of faculty involvement, strategic planning and internationalization of the curriculum, resources for internationalization are problematic, and campus-wide infusion of the process remains largely unrealized in British Columbia.

Detailed results of the survey findings, including discussion of the current state of key features of internationalization at institutions in British Columbia, are provided in Part II, Sections ii and iii.

D.   INTERNATIONALIZATION MECHANISMS

i.   What are Internationalization Mechanisms?

By what means does campus internationalization happen?
What are the mechanisms of internationalization?   Seven
primary mechanisms that facilitate campus internationalization
are:

- internationalization of the curriculum,

- faculty/staff development,

- international student program,

- study/work abroad and exchange programs,

- international projects,

- institutional linkages, and

- community linkages.

No single combination or arrangement of activities
provides an internationalization strategy appropriate for
every institution.   There is neither a uniform "recipe" for
internationalization   nor   an   optimal   opertionalization
schedule.   Indeed, the Task Force survey confirms that the
unique profile of each post-secondary institution in British
Columbia   results   in   various   approaches   to
internationalization. This having been said, however, there
remain a host of activities that promote internationalization
irrespective of institutional character.   The pace and extent
of   campus   internationalization   --   the position on the
internationalization continuum -- will be largely determined
by   the   degree   to   which   the   key   features   of
internationalization, described in the preceding section, are
functional.   Or,   at the very least, the prognosis for
internationalization rests on the potential for the key
features to be activated.

The models of internationalization described in Part I,
Section B provide examples of mechanisms that have contributed
to campus internationalization.   Not all mechanisms are
discernable in all models; since internationalization is an
evolving process, mechanisms may be activated selectively or
gradually. However, the key features of internationalization
are best represented by models with several well functioning
mechanisms.

The internationalization process at Ramapo College (Scott, 1990, 1992), for example, is illustrative of multiple internationalization mechanisms at work. Steps taken to internationalize Ramapo College included faculty development, curriculum development, communications technology development, experiential learning, educational partnerships and recruitment and retention. Four of these steps are direct mechanisms of internationalization. The other two are indirect mechanisms corresponding to parent mechanisms.

The theoretical model of internationalization described by Aigner, Nelson and Stimpfl (1992) similarly identifies key mechanisms of internationalization. Methods of "operationalizing" internationalization described by these authors include administration, faculty and curriculum, foreign study and international exchanges, foreign students and scholars, technical cooperation and international development and public service.

No internationalization mechanism is mutually exclusive, and no single mechanism can alone constitute a fully realized state of internationalization. Again, notwithstanding a recognition of internationalization's key ingredients, it is not achieved by a uniform formula.

ii. Categories of Internationalization Mechanisms

The seven primary mechanisms that facilitate the internationalization process and the secondary mechanisms subsumed under these categories are detailed below:

1. Internationalization of the Curriculum

Curriculum represents the heart of the educational institution. To internationalize the curriculum means to infuse the curriculum with an international dimension. This process necessarily involves all aspects of curriculum development, not just those subjects which lend themselves in an "obvious" way to international content (i.e. area studies, language studies, international or comparative studies).

Internationalization of the curriculum requires that a definition of international content be articulated. What constitutes international content? Once this has been achieved, other factors to take into account that enhance the curriculum as a mechanism of internationalization include:

- high visibility of international and global issues in course content
- material that includes examples from as many countries and cultures as possible
- various cultural approaches to the subject being taught
- material that encourages an awareness of global diversity

- material that taps the experience of international students and local students of different cultural heritage
- procedures to ensure that all students have maximum exposure to internationalized curriculum; because it takes time to infuse all aspects of the curriculum with an international dimension, this could include a requirement that a specified number of credits be earned from courses with identified international focus
- efforts to internationalize the curriculum at all levels (career and technical, degree programs, graduate and post graduate programs) and in all disciplines, including general education
- procedures to assess and review course material vis a vis international content.

2. Faculty/Staff Development

Faculty play a decisive role in the viability of an internationalization effort; they might be described as the lifeblood of the process. Faculty investment in the internationalization process is essential. Every investment expects a return. In considering faculty as mechanisms of internationalization, calculation of the investment/return ratio derives from the following points:

- need to allocate resources (time and funds) for curriculum revision
- offering of cultural awareness orientation programs for new and existing faculty and staff
- rewards and incentives for faculty internationalization initiatives
- recognition of international expertise/experience in recruiting practices
- opportunities for faculty and staff exchanges.

3. International Student Program

International students represent an invaluable mechanism for campus internationalization. The contributions of these students and their potential impact on campus and in the community are far reaching. Examples of how international students facilitate internationalization include:

- provide opportunities to develop worldwide contact network
- provide resources for the internationalization of curriculum
- present potential to develop business and cross-cultural connections
- provide linkages to reciprocal arrangements with international institutions
- generate revenues that contribute to a variety of internationalization activities that benefit all members of the institution

- have an economic and cultural impact in the community at large (forging of linkages with the community)
- provide long term international relations implications.

4. Study/Work Abroad and Exchange Programs

An internationalization mechanism of incalculable value is the provision of study, work or travel abroad programs for students. Learning that takes place in an international venue provides perhaps the most convincing argument for the need to develop an international perspective. Nothing teaches better than experience. International study as a mechanism of campus internationalization is enhanced by:

- inter-institutional two-way exchange agreements
- formal accreditation of international courses and/or development of a "letter of permission" mechanism
- establishment of targets to ensure that a specified percentage of graduates participate in international education experiences
- development of exchange consortium to promote student mobility.

5. International Projects

International projects can have enormous range. Included in this internationalization mechanism are all manner of involvement in development projects and international contract work. These projects contribute to institutional internationalization by:

- providing opportunities for inter-departmental involvement and collaboration
- offering opportunities for individuals from all areas of the campus community to become involved
- requiring overseas missions enabling administrators, faculty, staff and students to travel abroad
- forging international institutional linkages
- generating revenues
- promoting cooperative international citizenship through institutional support and the sharing of knowledge and resources
- providing learning and research opportunities.

6. Institutional Linkages

Institutional linkages potentially facilitate internationalization in a wide variety of ways, including:

- student exchanges
- faculty and staff exchanges
- visiting scholar arrangements
- joint seminars and courses
- collaborative research
- joint publications

- joint degree programs
- institutional twinning arrangements
- joint development projects and/or overseas contract projects.

7. Community Linkages

The community can be a rich resource for campus internationalization. Examples of how community linkages act as mechanisms of the internationalization process include:

- host family programs
- business liaisons leading to international business connections
- liaison with community service groups, multicultural agencies and non governmental organizations
- participation in international speakers' bureaus
- communication and promotion of internationalization strategies via media relationships
- fostering relationships between the campus and the community.

PART II: CAMPUS INTERNATIONALIZATION SURVEY

A. BACKGROUND

i. Purpose

The Task Force survey of campus internationalization was conducted to determine the current state of internationalization on the campuses of British Columbia post-secondary institutions, as outlined in the Task Force Terms of Reference (see Appendix B).

In addition to providing a means of information collection, the survey process was intended to provoke reflection and to encourage the exchange of ideas and the initiation of actions to effect progress in the area of campus internationalization.

ii. Design and Methodology

a. Design

Based on insights gleaned from the literature review, a survey was designed to determine the state of internationalization on B.C.'s post secondary campuses. The relative absence of internationalization survey instruments in the literature necessitated an original approach to survey design.

Notwithstanding the lack of comparable surveys developed for like purposes, a number of sources were particularly valuable to the design process. With respect to general guidelines, Linda Suskie's <u>Questionnaire Survey Research</u> (1992) provided excellent foundation information. More specifically, Allan Ostar's "Guidelines: Incorporating an International Dimension in Colleges and Universities" (1985) was especially useful in moving the design process beyond the general and towards the particular.

First steps in the survey design included clarification of the survey's purpose and determination of what approach would best represent that purpose. As part of this articulation process, a list was established of "indicators" of internationalization (Ostar, 1985). An indicator was defined as "evidence" of internationalization in action. Presence of an indicator would signify activity of one or more mechanisms of internationalization.

Indicators were organized into seven broad categories:

1. Administration/Leadership

2. Inventory of Activities/Programs/Projects

3. Curriculum

4. Faculty Development

5. Support Services/Student Awareness

6. Resources

7. Planning/Evaluation/Assessment Procedures

It was further understood that, because internationalization is ideally an infusion process involving all facets of campus activity, none of the categories of indicators are mutually exclusive. Indeed, the interdependence between various indicators and the dynamic of their interaction is what fuels the internationalization process. Presence of a single indicator, or groups of indicators working in isolation, would not constitute comprehensive campus internationalization.

Indicators of internationalization were then expressed as questions, the answers to which would indicate the presence or absence of evidence of internationalization in the aforementioned categories.

Given the range and variety of questions developed from the indicators of internationalization, a survey consisting of two parts was designed to elicit the optimal breadth of information. For a comprehensive list of questions, see the Campus Internationalization Survey (Appendix C).

Part 1: Campus Internationalization Survey

A total of 55 questions were included in a nine page questionnaire. Six of the seven broad categories of internationalization indicators were represented. The seventh category, Planning/Evaluation/Assessment Procedures, was represented in Part 2 of the survey only. Questions in Part 1 were of three varieties:

1. **Yes/No Questions**

Options for answering these questions consisted of a choice of boxes marked Yes, No, or Don't Know.

2. **Multiple Choice Questions**

Fixed options were provided with the opportunity for respondents to provide additional options.

3. **Open-Ended Questions**

Blank spaces were provided in which the respondent could record an answer. Some questions required only a numerical response (i.e. 5%); others required a short sentence answer or a list of examples.

Part 2:   Interview

A 27 question interview document, representing all seven indicators of internationalization, was developed.

b. Methodology

Part 1.   Campus Internationalization Survey

Campus Internationalization Surveys were distributed to 24 public post-secondary institutions in British Columbia, and one in the Yukon Territory, together with a covering letter explaining the process and requesting the participation of each institution. Surveys were directed to the attention of the Director/Manager or person otherwise responsible for International Education at each institution. To establish context, the working definition of internationalization, developed by the Task Force, was cited in both the cover letter and the survey document. Samples of these documents and a list of the institutions contacted may be found in Appendix C.

Respondents were advised that the Task Force would publish a final report at the end of March, 1993 and further, that the report would present and analyze overall findings. Association of specific responses to specific respondents would not be made. Respondents were informed that they would be provided with a copy of the final report and that their survey results would be returned to them directly.

Surveys were distributed by fax on February 16th and 17th, 1993. The original plan to mail the surveys, together with a pre-paid return envelop, was aborted due to time constraints. Respondents were requested to return completed surveys not later than February 26th to the attention of the Project Coordinator.

Between February 18th and 22nd, the Project Coordinator
contacted respondents by telephone to confirm their receipt of
the survey document, to answer any questions they might have,
and to schedule the interview constituting Part 2 of the
survey process.

Completed surveys were returned to BCCIE, by fax and
mail, during the period February 18th and March 17th.
Response rate will be addressed in Part II, Section B. i, of
this report.

Responses collected from Part 1 of the survey process
were subjected to frequency counts. In the case of Yes/No
questions, counts were made of all Yes, No and Don't Know
answers, and also of Non-Responses when a question was not
answered. Frequency counts were applied to all options
provided in Multiple Choice questions. Frequency counts were
converted into percentages, as well as being expressed as a
ratio of the response rate. Non-Responses were also factored
into the Multiple Choice and Open-Ended question responses.

All responses to Open-Ended questions were recorded, as
were all unsolicited comments appearing randomly in the
margins of the survey document.

Part 2. Interview

Interviews were conducted by the Project Coordinator.
Interview questions are detailed in Appendix C. Logistics
dictated that interviews be conducted over the telephone.
There were two exceptions to this format: on one occasion, a
respondent visited BCCIE's office for the interview; on
another, the Project Coordinator conducted the interview at
the office of the respondent.

Interviews were conducted during the period February 22nd
to March 23rd. The majority of interviews were completed by
March 10th, with several scheduled or re-scheduled on later
dates due to illness or overseas travel commitments.

Interview length ranged from twenty minutes to ninety
minutes, with the average interview lasting approximately one
hour. During the interview, the Project Coordinator asked
questions in a prescribed order and recorded written
responses. Promptly following the conclusion of the
interview, written responses were transcribed into word
processed format. Every effort was made to accurately reflect
the respondents' answers in the transcribed interviews.

Information collected in the interview was reviewed for
content relating to the indicators of internationalization.
General trends and pivotal issues were identified for
discussion in the Survey Findings section of this report.

iii. Limitations of the Survey Process

Several limitations of the survey process should be acknowledged:

1. Time Constraints

Project activities were hampered by time constraints. Additional time for survey design would have improved the survey process.

2. Imperfect Survey Document

Relative absence of comparable survey instruments, together with time constraints, resulted in an imperfect survey document.

3. Respondent Selection

The survey process was limited by the size of the respondent group and by selective targeting of respondents.

4. Analysis of Findings

Application of interpretive measures other than frequency counts would have broadened analysis of the results. Subjectivity was inherent in the interpretation of interview dialogue.

5. Definition of Internationalization

Various interpretations by respondents of "internationalization" and their different levels of acceptance and usage of the term complicated analysis of the survey results.

A detailed description of limitations of the survey process is offered in Appendix D.

B.   **SURVEY FINDINGS**

i.   **Response Rate**

a.   **Summary**

Survey Document

Overall Response Rate: 22/25   (88 %)

Actual Response Rate: 22/23   (95.6%)

Telephone Interview

Overall Response Rate: 22/25   (88 %)

Actual Response Rate: 23/23   (100 %)

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b.   **Discussion**

Of the 25 survey documents distributed, 22 (88%) were completed and returned. Pacific Marine Training Institute and Vancouver Community College's King Edward Campus declined at the onset to participate in the survey process.

In the instance of Pacific Marine Training Institute, the respondent contacted both the Chairperson of the Task Force and the Project Coordinator, expressing a belief that it would be inappropriate for P.M.T.I. to participate because of unique programming regulated by international standards.   In addition, there are no international students at P.M.T.I. The respondent expressed concern that data contributed by P.M.T.I. would confuse rather than enlighten the overall survey findings.   P.M.T.I. did not wish to compromise the survey process in this way.

Regarding Vancouver Community College's King Edward Campus, following consultation between respondents from K.E.C. and another V.C.C. office, an agreement was reached by them that V.C.C. should be represented in the survey process by one respondent who would answer on behalf of V.C.C. as a whole.

Taking into account these two withdrawals from the survey process, 22/23 of the survey documents were completed and returned, constituting an actual response rate of 95.6%. One institution, the British Columbia Institute of Technology, did not return a survey document.

Participation in the telephone interview was 100% (23/23).

B.C.C.I.E. and the Task Force on Internationalization extend sincere thanks to all respondents who participated in the Campus Internationalization Survey. The overall support demonstrated by these individuals for the process, and the hours they cumulatively invested in the survey and telephone interviews are gratefully acknowledged and appreciated.

ii. Key Issues

a. Highlights

Results of the survey and telephone interview process brought forward a number of key issues. A summary of pivotal issues includes the following points.

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1. Issues of Definition

* internationalization means different things to different people

2. Issues of Diversity

* the internationalization process can be represented by points on a lengthy continuum; internationalization on B.C. campuses is widely variable and progress occurs at different rates, for different reasons and with different expectations and consequences

* not all post-secondary campuses are the same; the diversity of campuses manifests itself in many ways and flavours the reaction and response to the survey process

3. Resource Issues

* internationalization has a price; a variety of priorities are competing for the same dollars

* the internationalization process is facilitated by base budget funding and diversified funding; what happens when internationalization is dependent on one funding source?

4. Leadership Patterns

* leadership sets the internationalization agenda; who is at the helm of the internationalization process and who is missing?

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5.   The International / Local Student Paradigm

- international students do not an internationalized campus make; perceptions of the role of international students limit the internationalization process

- exploring the role of local students; what does internationalization mean to Canadian students?

6.   The Challenge of Infusion

- the need for campus-wide internationalization "infusion" calls for organization, communication and systemic change; isolated and independent internationalization efforts are challenged to "pull together"

7.   Common Concerns

- every institution is different; there is a need to respect institutional uniqueness and autonomy

- the internationalization process is challenged by competing pressures and priorities

8.   Facing the Future

- despite the uphill climb that internationalization represents, the climb is most often approached with pride in current accomplishments and optimism for the future

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b.   Discussion

1.   Issues of Definition

The difficulty of defining internationalization has been documented at length in this report. That internationalization is variously interpreted is reflected in the Task Force survey results.

Simply put, internationalization means different things to different people. Although the Task Force definition of internationalization was included in the survey documents, it did not consistently provide the desired context or centrepiece for discussion. A number of respondents seemed at odds with the term, unclear about what was and was not encompassed by the word. Typical concerns included confusion about the relationship between multiculturalism and internationalization and lack of clarity regarding the role of

local students and the local campus in the internationalization process. Difficulty in perceiving the concept as an infusion process rather than a discrete activity was also evident.

The definition of internationalization advanced by the Task Force, which includes reference to multiculturalism, is well founded by articulations of internationalization in the literature. Separation of multiculturalism and internationalization, on the contrary, is inconsistent with the literature (see Scott, 1990, 1992; Bendera, 1992; King 1989, 1992; Fersh, 1992; Franco, 1992; and others). Indeed, the relationship and dynamic between multiculturalism and internationalization is an integral part of the internationalization process. That internationalization is an infusion process which involves all aspects of the campus community, rather than selective parts of it, is also consistent with the literature (see Hughes-Wiener, 1987; Aigner, Nelson and Stimpfl, 1992; Scott 1990, 1992).

Not only did the meaning attributed to the term vary between individuals, but so too did the comfort level with using the word. During the telephone interviews, many respondents referred interchangeably to international students, international education and internationalization. There was frequently no distinction or separation between these terms. Other respondents avoided the word "internationalization" altogether and responded to questions in the context of international students and/or the international education department exclusively. These tendencies were perhaps the result of various degrees of acceptance and understanding of the word as well as preference for use of familiar terms. Respondents often framed the discussion of internationalization in the present by referring more to established programs and activities than to changes that might lead to further campus internationalization.

Only one respondent consistently referred to internationalization during the interview, formulating answers in keeping with the concept. Seven other respondents voluntarily referred to internationalization at intervals during the interview, while the remaining fourteen either didn't mention internationalization at all or did so only when prompted by the interviewer.

Respondents received the survey, and for the most part completed it, prior to the telephone interview. Given minimal usage of the term during the interviews, questions arise concerning the survey document. Were the surveys completed in the context of internationalization? If they were, how did the respondents' interpretations of the concept influence the responses? If they were not, in what context were the responses made?: international education? - international students? Although there are no ready answers, these questions must nonetheless be posed.

What might be concluded from these findings is that there is progress to be made with respect to understanding and accepting the concept of internationalization. The literature clearly supports the Task Force definition of internationalization; nevertheless, understanding is not uniform. The varying interpretations of internationalization offered a first glimpse into what was to become a pivotal issue: namely, the issue of diversity.

2. Issues of Diversity

Factors contributing to diversity amongst B.C.'s post-secondary campuses include:

- demographics,
- institutional size,
- levels and sources of funding,
- geographical considerations,
- community economics, politics and attitudes,
- institutional philosophies, mandates and priorities,
- institutional history, and
- institutional will.

Many of these factors are interrelated.

To appreciate how such issues of diversity affect the institutional internationalization process, individually and collectively, consider the following analogy.

The internationalization process can be likened to a mountain climbing expedition. Imagine for the moment that the climbers represent post-secondary institutions in British Columbia. The purpose of the expedition is for each climber to chart a route up the mountain. Let the expedition begin.

When sufficient time has passed in which to mount an ascent, spectators gathered in the foothills of the mountain range bear witness to "mountaineering diversity".

The astute observer will first notice that the group is not complete; one climber has not joined the expedition. The climber will later be sighted in a neighbouring mountain range. Of those climbers that are in view, several are still in the parking lot. Some have discovered they have no climbing equipment and aren't sure where to get any; others have decided to be cautious observers - they will learn from the experience of those who climb before them. A group of climbers has gathered at the base of a peak. Though they're

eager to climb, they're not confident that their equipment is equal to the challenge. They hesitate to begin the climb, unsure of how conditions will be at higher altitudes and how steep the slope will be. Scaling the rock face above them, another group of climbers inches upward. Several climbers assume the lead, determined to conquer the summit. Others climb hard to catch the frontrunners. The remaining climbers pause to enjoy the view, content just to be on the mountain.

Across the valley on an adjacent peak, several climbers have reached various altitudes. Confident of making the summit, each climber proceeds independently up the mountainside.

Every participant in the climbing expedition shares a common goal: to chart a route up the mountain. Approaches to realizing this goal, however, are as diverse as are the individual participants. There are many routes up the mountain.

The purpose of this climbing analogy, contrary to trivializing the discussion, is to illustrate the tremendous diversity that characterizes the campus internationalization process across British Columbia. In what ways was this diversity manifest in the survey findings?

First of all, there emerged from the survey process categories or "types" of institutional, or campus, internationalization. These are:

Internationalization at

1. colleges without established international education programs/activities

2. colleges and university colleges with established international education programs/activities

3. the newly established university

4. established universities

5. other institutions.

Each institution involved in the survey process can be generally associated with one category. What is common to the types of internationalization is that they are all occurring in public post-secondary institutions at a time when internationalization is becoming or has become a pressing issue. Diversity in the rate and direction of internationalization results, however, from the factors previously outlined: institutional size, history, resources mandate, and so forth.

In terms of the mountain climbing analogy, colleges without established international education programs can be likened to climbers in the parking lot or at the base of the peak. Though the will to internationalize is likely present, the process hasn't begun in any organized way, or is just being introduced. Infrastructures to support the internationalization process don't exist, haven't been tapped or are difficult to access. Many of these colleges are looking to larger, more established institutions to set an internationalization example and to provide guidance. Collective internationalization efforts are more attractive than are solo ventures. Location, demographics, community attitudes and economics, resource issues and absence of international education history all contribute to the current state of internationalization, or lack thereof, on these campuses.

Colleges and university colleges with established international education programs are represented in the mountain climbing analogy by climbers at varying points of ascension on the peak. The adjacent peak, being scaled by other climbers, is a potential future challenge. The internationalization process has commenced at these institutions and is progressing at different rates. Many successful precedents have been established, encouraging and facilitating the progress of internationalization. Though the process is still in infancy, the importance of campus internationalization has been recognized in varying degrees at these institutions . Action hasn't necessarily followed recognition, however. Factors influencing other institutions, such as resources and priorities, also affect these campuses.

The established universities are scaling the adjacent mountain peak. Though not immune to the factors impacting internationalization, they view such factors differently in the university context. Inclusion of research and graduate education in the university mandate differentiates universities from colleges. Institutional and scholarly autonomy at the universities are fundamental values not to be hampered by outside forces and circumstances. Nevertheless, the university experience of internationalization does not escape the dynamics of resource scarcity and competing priorities.

A climber representing the newly established university is challenging the same peak as climbers from established universities. A different route to the summit, however, is being attempted. New enough to set a fresh course and unfettered by historical baggage, the institution is in a unique position to identify the internationalization process as a germinal priority. Unlike established institutions, the new university focuses on ensuring a strong beginning, rather than changing what already exists. An acknowledged challenge for the new institution will be to maintain its momentum of the internationalization process.

Other institutions -- those that fit neither the traditional college/university college profile or the university profile -- are ascending the peak with their college counterparts. As is true of their fellow climbers, tackling the adjacent peak will be their next goal. Though they may not have all of the same infrastructures or component parts as other colleges, and though their focus or mandate might be unique, they are nevertheless endeavoring to internationalize. They are subject to the same internationalization challenges, to greater or lesser degrees, as their counterparts are.

One climber chose to ascend a mountain in a neighbouring range. Although internationalization is decidedly not a priority at this institution, the process is nevertheless happening. It might be said that internationalization is happening by osmosis. Focus at this institution is on internal multiculturalization. Descriptions of efforts to multiculturalize the campus strike a familiar chord. They could almost be internationalization strategies. The vocabulary might be different, but many of the challenges and goals are similar. Internationalization is viewed at this institution as something that will likely evolve out of multiculturalization over a period of time.

That B.C. post-secondary institutions are at different points on the internationalization continuum has been amply pointed out. A final comment associated with this diversity should be offered, however, regarding perception of the survey process by various respondents. Some university respondents, for example, expressed particular difficulty with the survey document, suggesting that many questions were problematic. Specifically, questions were felt either to be unrelated to the university experience, or to be too simplistic. One university respondent, who elected not to answer a number of questions in the survey document, instead provided written comments explaining that "it's (the question) more complex than this". Similar concerns were not expressed by college respondents, with the exception of comments regarding budget questions which presented uniform problems for all respondents.

Further to the subject of differing viewpoints regarding the internationalization survey process, participation by some university respondents was qualified. These respondents questioned the appropriateness of including both universities and colleges in the same process. Two university respondents stated a belief that universities are inherently international. Said one respondent, "Universities are by definition universal. It is in the nature of universities to be international". Other university respondents did not share this point of view.

While issues of diversity must be acknowledged, and the uniqueness of particular institutions respected, commonalities that place all institutions on the same internationalization continuum, albeit at different points, should likewise not be overlooked. The diversity characteristic of campus internationalization is not represented by polarity between two foreign entities, but by many like entities situated at intervals along the same wide spectrum. Collaboration and cooperation in the interests of internationalization are both the challenge and the reward of diversity.

3. Resource Issues

Virtually all respondents mentioned that competing priorities and scarcity of resources impinge on the internationalization process at their institution. Lack of resources for internationalization was the most often voiced concern. Competing priorities often eliminated any expectation respondents may have had that funds would be earmarked specifically for internationalization.

Institutional history played a decisive role in setting the agenda for discussion about resources. Only three respondents confirmed that internationalization is part of their institution's base budget. Several respondents stated a complete absence of resources allocated for internationalization. In the great majority of institutions, respondents identified International Education Departments as being solely or largely responsible for generating internationalization resources.

In nearly all institutions, the dependence of the internationalization process on funds provided by International Education programs is very apparent. Further to this, and in sharp contrast to the ideal of internationalization as an infusion process, internationalization is perceived to be in the exclusive domain of International Education. In addition to funding internationalization, the International Education Department is most often held accountable for initiating and organizing whatever internationalization efforts are to be undertaken by the institution. Contributing to the pressure on International Education Departments is the perception that these departments are peripheral to the institution and are therefore extremely vulnerable to funding instability.

A need to be self supporting and to contribute to the overall institutional budget ensures that resources in the International Education Departments are a continuous concern. Nevertheless, some respondents stated that funds are adequate for immediate purposes. Additional funds would, of course, be desirable.

Resources for internationalization are of less concern, though they remain an issue, at institutions where funding sources for international activities are diversified rather than associated exclusively with one particular department.

4. Leadership Patterns

Leadership is identified as one of the key features of effective internationalization. Clearly communicated leadership in the internationalization process by senior administrators, and particularly by the President, is a recognized cornerstone of internationalization. In British Columbia's post-secondary institutions, distinctive patterns of leadership regarding internationalization efforts emerged in the survey results.

The majority of respondents cited strong support for internationalization by the senior administrators at their institutions. Three acknowledged strong leadership from the President's office. Only a few mentioned outright lack of leadership and several referred to token or "lip service" leadership from senior administrators. Of those respondents who acknowledged support from senior administrators, almost all proceeded to say that initiatives and ideas are rarely generated at the top. Invariably, internationalization ideas first take root in the International Education departments and then gain approval from senior administrators. Top down leadership is the exception, not the rule.

In some instances, particularly where the internationalization process has not commenced, it is typical for one or two individuals to champion a vision of internationalization at their institution. Perceiving little or no support from senior administrators or from others, these individuals indicated they felt isolated and frustrated but still committed to the potential to internationalize their campuses nonetheless.

A final point related to the issue of patterns of leadership was an inconsistency between information reported in interviews and surveys with respect to leadership questions. Had the survey documents alone been considered, the findings regarding leadership by senior administrators in the area of internationalization would have been stronger. Responses to questions about leadership during the interviews, however, were often inconsistent with survey results and weakened the role of senior administrators in the overall process. Typically, leadership comes from individuals

directly involved with internationalization projects. Approval and endorsement for such projects come from senior administrators who are unlikely to initiate or encourage such projects.

5. The International / Local Student Paradigm

Closely related to both definition and resource issues, a recurrent theme emerging from the survey results was the role of international and local students in the internationalization process. Based on earlier discussion of respondents' tendency to equate internationalization with international students and the International Education department, it follows that international students are often perceived to be the foundation of internationalization rather than one member group of a team of equally invested players.

Moreover, when responsibility for funding internationalization was perceived to rest solely with the International Education office, international students were seen to be the major source of revenue for internationalization initiatives. When discussing the potential for internationalizing their campuses, many respondents stated that the future depended on maintaining or increasing international student enrolment. This comment was typical of college respondents, but not of university respondents.

The role of local students in the internationalization process was variously perceived and often uncertain. A small number of respondents seemed not to connect local students to the process whatsoever. The majority of respondents cited academic exchange opportunities and access to local courses with internationalized curriculum as the principal channels for local student involvement in and exposure to the internationalization process.

With few exceptions, respondents cited scanty involvement of local students in international education activities. Of respondents who estimated the percentage of local students at their institution who participate in on or off campus international activities, eight estimated 0 - 2% and two estimated 5%. While three respondents estimated that 25% of local students participated in international activities, one qualified the response as a "total ball park guess", while another indicated that 25% participation was a goal by 1997.

The challenge of involving international students in the local campus and local communities was widely voiced. This situation was viewed by many respondents as a problem to be solved and by some respondents as an expected and acceptable reality.

6.   The Challenge of Infusion

Internationalization as an infusion process, involving and affecting all aspects of the campus, was a concept repeatedly challenged during the survey process. Many factors may account for the marginal discussion of internationalization as an infusion process.

Firstly, as has been addressed, respondents often drew marked parallels between internationalization and the International Education department. From this perspective, it may be difficult to generalize the impact of activities in one department to the rest of the campus. It may be equally difficult to appreciate how other aspects of the campus organization are or can be connected to and involved in the internationalization process. According to many respondents, this situation is exacerbated when members of the campus community are unaware of or apathetic towards internationalization or are reluctant, unable or unwilling to identify with the process.

Internationalization infusion presents an enormous challenge to all institutions. Where an internationalization process has yet to begin, the concept of infusion is difficult to conceive. Where internationalization efforts are in progress, infusion means widespread change and challenge to existing practices. Respondents referred to the need for large scale strategic planning, involving resources, support, cooperation, organization and unity of purpose, to fully internationalize the campuses.

Internationalization activities are happening on post-secondary campuses, but most activities operate independently and discretely rather than in association with a campus-wide infusion effort.   Lack of communication, coordination and connection between activities, both on individual campuses and between institutions, is an often voiced problem that causes internationalization infusion to remain a daunting challenge.

In his address to the ACCC Regional Consultation in February of this year, Vancouver Community College President John Cruickshank aptly described the process of internationalization infusion as "pulling it all together". The degree of "pulled togetherness" of internationalization mechanisms, Cruickshank argued, reflects the degree of campus internationalization. To infuse a campus with international objectives is to pull together what activities are already there, and to put new activities in place where they are needed. Survey findings suggest that the infusion challenge is very much a reality for post-secondary campuses in this province.

7.   Common Concerns

While a variety of concerns were raised by respondents during the survey process, several were repeatedly mentioned. Among the common concerns were:

- pace of internationalization
- institutional autonomy
- exclusion issues
- specific and general societal attitudes.

A number of respondents expressed hope that the pace of internationalization at each institution would be respected. Respondents commented on the diversity amongst institutions which inevitably results in different capacities for campus internationalization.

In keeping with the need to recognize institutional differences and the consequences of these differences, several respondents also expressed a strong desire to maintain institutional autonomy. Implicit in these comments were fear of interference and aversion to external imposition and enforcement of internationalization policies. One respondent articulated these sentiments as not wanting to be put into a situation of "being told what to do".

Among campuses in small or remote communities, a common concern is a sense of being excluded from the internationalization process. Distance from hub activities, lack of institutional support and lack of resources were said to contribute to this concern. Respondents who hope for campus internationalization worry that these circumstances will prevent the process from being undertaken.

Respondents expressed various concerns about societal attitudes towards the prospect of internationalized campuses. Most often, respondents mentioned attitudes and expectations of local students and pressures to accommodate local needs. Lack of public understanding for International Education programs in general and the role of international students in particular were widespread concerns.

A predominant concern, addressed at length in the discussion of resource issues, was scarcity of resources for internationalization and competing priorities.

8.   Facing the Future

Despite the pressures and concerns associated with campus internationalization, the attitude of respondents was characterized by pride, optimism and determination. Although some respondents offered dire predictions for future internationalization efforts, by far the majority were cautiously or unreservedly hopeful.

That obstacles had been overcome to initiate internationalization at many campuses evoked pride and confidence in survey respondents. The interviews provided respondents with an opportunity, welcomed by many, to elaborate on successful internationalization efforts to date. Considerable measures of enthusiasm and energy in relation to internationalization projects were discernible in nearly every respondent.

iii. Descriptive Overview of the Findings

Questions in both the survey document and the telephone interview were categorically organized, as detailed in Part II, Section A. ii (see also Appendix C). Based on this format, the following detailed overview of findings from the survey process is offered. Pivotal issues addressed in the preceding section are included where they are relevant, without further elaboration.

1.   Administrative Leadership

- Institutions were split roughly in half with respect to inclusion of an international role in the institutions' mandate and an internationalization component in the strategic plan.

- Fully 18 of the 22 respondents confirmed the existence of a central coordinating office for international education at their institution.

- Between 14 and 19 respondents answered yes to seven questions in the survey document regarding involvement of senior administration in internationalization (i.e. on campus, in the community, with other institutions and abroad.) Interview responses to questions regarding administrative leadership for internationalization, however, did not fully support questionnaire reports. Interview responses suggested that senior administrators generally support but do not take the lead in internationalization.

- Examples of how senior administrators do support internationalization included: dedication of an office of International Education and/or International Liaison, involvement in committees, providing assistance to faculty in the area of internationalization of the curriculum, hosting overseas visitors, publishing in the area of international issues, accepting speaking engagements relating to international issues, not interfering with the International Education office, informal participation in international activities, conferences and workshops, drafting enabling policies for International Education, endorsing policy papers on international activities, establishing Task Force / Ad Hoc committees relating to internationalization, providing two-way communication, participating in international missions and being accessible to faculty and staff.

- Reports of difficulties associated with senior administration included: lack of awareness of internationalizing the entire curriculum, philosophical support only, poor or haphazard communication of support for internationalization, being not prepared to officially support internationalization in the strategic plan or mission statement, not blocking internationalization but not helping either, offering informal or indirect support only, and lack of vision and interest regarding internationalization.

- Twelve respondents reported international student enrolment targets, ranging from 5% to 12%, at their institutions. Of these, the majority (eight) were 5%, 6% or 7%. Ten institutions do not have international student enrolment targets.

- Response to the question of how well the process of internationalization is understood and the extent to which it is discussed at each institution varied, although respondents typically answered that understanding of internationalization exists in pockets but is not widespread. A number of respondents perceived that awareness of internationalization issues was increasing. Proximity of individuals to the International Education office was cited by one respondent as a channel for the creation of internationalization awareness. Other respondents mentioned that understanding of internationalization depends on different contexts, definitions and frames of reference. In particular, one respondent mentioned that internationalization is widely discussed in the context of multiculturalism. Four respondents concluded that internationalization is not understood or discussed at all on their campuses. As one of these respondents explained, "People at the college don't see themselves as part of the internationalization process. They don't see how they fit into the big picture".

2.   **Inventory of Activities/Programs/Projects**

●   Programs and activities most widely represented at the
    institutions surveyed were ESL programs (19), formal
    institutional linkages (19), and faculty/student
    exchanges (18).   Sixteen respondents reported having
    study abroad programs for Canadian students and study
    tours for overseas students at their institutions.
    Thirteen of the 22 institutions reported involvement in
    international development projects.   The least
    represented programs and activities were visiting scholar
    programs (11), international film series (11), visiting
    lecture series (nine) and work abroad programs for
    Canadian students (eight).

●   Other programs and activities described by respondents
    included: Development Day, International Awareness Day,
    international/intercultural awareness programs, overseas
    computer networking, and International Week.

●   Over 50% of respondents consistently answered yes to
    seven questions concerning involvement off-campus in
    international initiatives (i.e. community group and NGO
    linkages, sharing of international expertise with the
    community and cross cultural orientation programs).
    Reports of informal activities were higher than formal
    activities.

●   Of the 22 respondents, eight indicated that a list of
    international visitors to campus was maintained by their
    institution. One respondent did not know whether such a
    list was maintained and 13 reported that it was not.

3.   **Curriculum**

●   Responses to some of the survey questions regarding
    curriculum were somewhat inconsistent.   For instance,
    although 14 respondents reported that steps had been
    taken to encourage the infusion of an international
    dimension across the curriculum, only one respondent
    confirmed that his or her institution had a systematic
    procedure to assess the international content of
    curriculum; 20 respondents said there was no systematic
    procedure and one did not know. Discrepancies in these
    responses could be attributed to varying interpretations
    of the term "infusion".   One non-respondent indicated
    that the complexity of the issue was not represented in
    the question.

●   During the interviews, several respondents mentioned
    informal, collegial procedures for assessing the
    international content of curriculum.   Others described
    departmental committees that oversee curriculum reviews.

- Several respondents noted during the interviews that internationalization of the curriculum, to date, has been very much inspired by individual initiatives, not by institutional policies.

- Six respondents indicated that funding for internationalization of the curriculum was provided by their institution, while 14 said that external funding was pursued. One non-respondent answered that funding for internationalization of the curriculum is a more complex issue than the questions allow for.

- Three respondents did not answer the question asking for identification of course offerings from a list of examples. Of the 19 who did respond, all indicated that languages are offered at their institution, 12 confirmed the offering of area studies, and 11 identified international business studies. Comparative/ international studies was identified by 10 respondents, international development studies by seven.

- Two respondents indicated, in answer to a request to list courses to which an international dimension had been added, that there were too many to list. Four respondents did not answer the question. Fourteen respondents, however, provided course lists ranging from mention of one or two courses to one list citing over fifty courses. Subject areas representative of courses mentioned included: business, nursing, early childhood education, sociology, anthropology, social services, international studies, Pacific Rim studies, history, languages, political science and law.

- One respondent indicated that international perspectives is one of five themes that will be infused across all subject areas in a curriculum being newly developed.

- Fourteen of the 22 respondents reported that proficiency in a second language is not a graduation requirement at their institution; seven said it was a requirement in some programs, including Pacific Rim Studies, Asia Pacific Management Co-op Program, International Studies majors and Language B.A. programs. One respondent reported that proficiency in a second language was required from all programs for graduation. This respondent interpreted "second language" to include English and listed the English proficiency levels required for graduation from academic and career programs.

- A number of respondents referred, during the interview, to awards received from the Centre for Curriculum and Professional Development for curriculum internationalization projects.

- One question requested respondents to comment on any opportunities for international students (or local students with international experience) to contribute to the curriculum. To most respondents, this was a novel idea. What contributions had been made were largely informal rather than systematic. Contributions that were described included country specific presentations by international students, specific contributions to Tourism, Office Administration and Fine Arts Programs, international and local student pairing in language classes, student buddy projects and peer tutoring.

- The tremendous diversity amongst institutions with respect to the rate and extent of internationalization was illustrated by the responses to an open ended question about what new internationalization activities or programs were happening on campus. The range of responses to this question was telling. Some respondents found it impossible to answer the question - the extent of activities was simply too broad to be summarized. At other campuses, especially where the internationalization process had not been recognized, there was nothing to report. A whole spectrum of activities, from modest to sophisticated, were described by the remaining respondents. This question, perhaps more than any other, illustrated the great length of the internationalization continuum and the various placement of institutions on it.

4. Faculty Development

- The Task Force survey does not identify the area of faculty development as strength in the internationalization process.

- One respondent confirmed that international activity was identified by his or her institution as a criterion for promotion, tenure or salary increase. Nineteen respondents answered no to this question; one did not know and one did not respond (note: this question was relevant for universities but not for colleges). Six respondents indicated that international expertise and experience were criteria in faculty recruitment; 14 answered no, one did not know and one did not answer. One non-respondent suggested that these issues were more complex than could be be addressed by yes or no answers.

- A list of activities and opportunities was provided in the survey document. Respondents were asked to indicate which of these were available to faculty at their institution. Five respondents did not answer the question. Of the 17 who did, 15 identified workshops and professional development opportunities, 13 identified international study leaves and released time for participation in international activities, and 12

identified travel grants. One respondent provided written comment that faculty were made aware of opportunities and activities on an ad hoc basis.

- Seven respondents said that faculty had been polled regarding international education interests; 15 answered that they hadn't. Eight institutions have a roster or database listing international areas of faculty expertise; 13 do not.

- Twelve institutions offer cross cultural awareness or orientation workshops to faculty; nine do so for new faculty. With respect to orientation programs for faculty going abroad, 10 institutions have them and 11 don't. One respondent did not answer these questions.

- The interviews revealed that faculty shared their international knowledge and experience with the community, for the most part, on an informal basis only. Some respondents reported that sharing with the community did not happen at all. Respondents reported that development of formal and organized programs would facilitate this process. Examples of interaction reported to be occurring between faculty and the community included: speaker and lecture series (in one case, this is advertised in a local newspaper), involvement in specific ethnic communities, community presentations organized through the Continuing Education department, liaison with community service groups (i.e. Rotary), interaction with host families and provision of expert commentary to the media on a variety of international topics.

- The majority of respondents stated that networking amongst faculty on international interests occurs almost entirely on an ad hoc basis; few formal networking channels have been established. Several respondents noted that networking tends to develop between faculty from various departments who have travelled to the same countries or who are involved in the same overseas project. Other examples of active networking included: liaisons with the Counselling and International Education departments, cooperation with other institutions on a project basis, liaison with the Asia Pacific Foundation, networking inspired by proximity (common on small campuses where everyone knows everyone else), international twinning arrangements, focus groups, departmental newsletters and campus research groups.

- Most respondents reported that faculty networking would be facilitated by formalized channels. Two groups of respondents, representing both ends of the institutional size continuum, however, expressed different concerns about faculty networking. In the larger institutions, campus size as well as issues of intellectual freedom and

independence tended to thwart networking. Respondents from smaller campuses expressed frustration about faculty apathy and disinterest towards networking on international issues. One respondent, commenting on how difficult it was to interest faculty in international issues, reported that no faculty had been willing to consider a recent opportunity to visit Japan.

- Responses were mixed regarding the provision of training and support for faculty who teach international students. Most respondents commented that more could and should be done in this regard. Examples of efforts being made to assist faculty in teaching international students included: professional development events (workshops dealing with cross cultural communication and racism), and individual faculty liaison with the Counselling, ESL and International Education departments. Attendance at professional development workshops on cultural awareness topics was not an issue for some respondents; others commented that attendance at such workshops tended to be low and participation unenthusiastic. Several respondents reported that international and local students are treated equally at their institutions. There are no differential expectations. These respondents did not agree that faculty needed support or training to teach international students.

5. Support Services/Student Awareness

- More than half of the respondents (13) reported that scholarships, bursaries and/or fee waivers were provided by their institution to facilitate Canadian student participation in study abroad programs. Almost the same number (12) said that tuition reduction or other scholarships were offered to international students.

- Respondents were requested to select, from a list of examples, services at their institution that had an international dimension or special capacity to serve international students. Four respondents did not answer this question. Of the 18 respondents who did select services from the list, the most frequently selected was orientation programs for international students (16). Fourteen institutions have international student advisors, 13 have homestay coordinators, and 12 have international student clubs. Less than half of the respondents indicated that their campus services offered an international dimension in the following areas: student government (six), counselling and career development (eight), community outreach activities (five) and financial aid (seven). Four institutions have student residences with an international dimension. Additional examples of services with an international focus contributed by respondents included: International Student Representatives, student exchange coordinator, and student cultural assistants.

- Asked to estimate the percentage of local students who
  participate in on or off campus international activities,
  respondent answers ranged from 0 - 25%. Eight were in
  the 0 - 2% range and two estimated 5%. One of the
  respondents who estimated 25% noted that it was a ball
  park guess and another said it was a goal by 1997. The
  non-response rate to this question was high. Seven of
  the 22 respondents did not answer the question.

- Eleven respondents indicated that there is an
  international student/local student buddy program at
  their institution; six institutions offer faculty/staff
  mentoring programs for international students. Thirteen
  of the 22 institutions surveyed offer cross cultural
  education or orientation programs for students preparing
  to study abroad. Two respondents did not answer these
  questions.

- Half of those surveyed did not think their institutional
  student newspaper reflected international content; eight
  thought their newspapers did. Two respondents could not
  answer since there are no student newspapers at their
  institutions.

- Fifteen institutions do not have an International
  Education Newsletter; six do. One respondent said there
  are two such newsletters at their institution; another
  reported having a Homestay Family Newsletter.

- The question receiving the most "no" responses in this
  category was one asking whether the institution offered
  an intercultural orientation program for local students.
  Eighteen respondents answered no, two answered yes and
  two did not respond.

- Four of the 22 institutions surveyed maintain a database
  of all alumni involved in international activities, and
  six have speakers' bureaus of international and local
  students.

- Fourteen institutions grant academic credit for study
  abroad programs and five do not. Three respondents did
  not answer this question. Examples of programs for which
  credit is granted include formal language exchange
  programs and study tours to Kenya, Mexico, Ecuador,
  Thailand and Europe. A number of respondents indicated
  that granting of credits is negotiated on an individual
  basis.

- The majority of respondents reported that there are
  channels on campus for local and international students
  to become involved in international education activities.
  Examples discussed during the interviews included:
  International Club (involving international and local
  students on some campuses), Language Partner Program,

student newspapers, Buddy Programs, student council, social and recreational programs and organization of special events (i.e. Development Week, International Day).

●   A common concern expressed by respondents was difficulty encouraging local student participation in international activities. One respondent suggested that participation is inconsistent due to academic pressures as the term progresses; another mentioned that it's difficult to encourage local student involvement at colleges because the experience is so brief - most students pass through the system in two years. One respondent from a small community explained that it is difficult to interest local students in international issues because many of them have an intact social circle throughout their education process. They enter college with the same students they went to kindergarten with. According to this respondent, " ... local students really don't see what internationalization has to do with them. They have neither a desire nor a need to learn about broader horizons. The subject of internationalization doesn't seem relevant to their lifestyle." Such students, the respondent went on to explain, probably have never thought about leaving the community.

●   Most respondents also commented on the difficulty of involving international students both in campus and community activities. Not all respondents, however, considered this to be a problem.

●   Asked to describe the extent of cultural diversity on their campus, respondent answers ranged from "basically homogeneous" and "predominantly white" to "extremely diverse". All respondents who considered their campuses to be culturally diverse reported that the student population was consistently more diverse than the faculty population. Several respondents mentioned having institutional Employment Equity Programs to address faculty diversity issues. One respondent expressed discomfort with the question and elected not to answer.

6.   Resources

●   Clearly, the design of budget questions was problematic. Responses to these questions were inconsistent. Respondents appeared to have varying interpretations of budget questions. One question asking respondents to estimate the annual $ range relating to international education allocated to various categories was not answered by eight respondents. Figures provided by those respondents who did answer the question cannot be commented on in a meaningful way.

- Only three of the 23 respondents interviewed indicated that internationalization is part of their institution's base budget. In the majority of other institutions, the International Education Department was said to be largely or solely responsible for funding internationalization efforts.

- The internationalization process is perceived to be a greater challenge at institutions where funding is derived strictly from the International Education Department than at institutions where internationalization is part of the base budget or where funding sources are diversified.

- Several respondents who reported that they felt confident and optimistic about the ability of the International Education to provide adequate funds for internationalization qualified their answers by indicating that future internationalization efforts depend on the maintenance or increase of international student enrollment. Responses suggested that internationalization was reliant on resources generated by international students.

- Some respondents from institutions where internationalization funding is the responsibility of the International Education Department perceived the internationalization process to be vulnerable. Because the Department is felt to be peripheral to the institution, these respondents reported that funding for internationalization is unstable.

- The annual dollar range of institutional involvement in international development projects varied from no involvement at eight institutions, to over $1,000,000 at six institutions. Reported annual involvements among the remaining eight institutions were: three at less than $5,000, two in the range $5,000 - $100,000, two from $100,00 to $500,000 and one in the range $500,000 - $1,000,000. One respondent pointed out that the answer would depend on how international development projects were defined. Would they include only projects in the developing world or all overseas contracts?

- With respect to library resources, 18 of the 22 respondents identified, from a list of examples, resources currently available at their institution's library. Twelve reported having foreign language newspapers, and 10 having Internet Electronic Network. Foreign language periodicals and international video tapes are available at nine of the libraries. Four libraries have Outlook Data Base, and two have international video discs.

- Almost 75% of respundents (16) confirmed that there is a method to allow for faculty and student input into library acquisitions. Three respondents said there is no method, one did not know and two did not answer the question.

- Asked during the interview to comment on the adequacy of the library to support internationalization of the curriculum, half of the respondents (11) were of the opinion that their campus library could support internationalization of the curriculum. Many qualified their answers, however, by suggesting that the library was poorly funded and that progress would be dictated by available resources. Three respondents stated that they didn't think their libraries could support internationalization of the curriculum. Seven individuals said they either had no idea or were not in a position to comment.

- Respondents were asked to explain how faculty and students at their institution accessed information about international opportunities, exchange programs and international education organizations. One respondent said there is as yet no access to such information. Thirteen respondents reported that information is available in the International Education department and sometimes in additional areas (i.e. Counselling, Student Services, Registrar's Office, Human Resources, bulletin boards). Eight respondents said that information can be accessed from one individual on campus. Of the 11 respondents who said that faculty and students were aware of where to access international information, most mentioned the location and profile of the International Education office. Comments included: "you can't miss us", "everyone knows we're here", and "we have a very central and visible location". Nine respondents suggested that awareness of where to access international information could and should be improved. Some respondents said that few people knew who the campus contact person was.

- Interviews revealed that community resources is an area in need of attention. Respondents were asked whether their institution had assessed community resources that could enrich the international commitment on their campus. Eight respondents reported that such assessment hadn't occurred whatsoever; seven said that assessment had begun to some extent. Examples given of community relationships being pursued included those with local businesses, service groups (i.e. Rotary), high schools, multicultural agencies and organizations and host families. One institution has a Development Officer who will be assessing community resources.

7. Planning/Evaluation/Assessment Procedures

- Formal external evaluation is a condition of externally funded projects (i.e. CIDA projects). Institutions involved in such projects expect this type of evaluation.

- Assessment and evaluation of internal programs was typically reported to be conducted as self-evaluation. Descriptions of this activity ranged from informal discussion sessions to rigorous self-evaluations. Many International Education Departments were said to engage in formal goal setting and goal review exercises and in institutional strategic planning.

- During the interview, each respondent was asked to look to the future and imagine that his or her campus was internationalized. Each was asked to identify key ingredients and barriers to the progress of the internationalization at their institution. Responses included:

Key ingredients for future internationalization:

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

Key barriers to the progress of internationalization:

- scarcity of resources
- competing priorities
- misconceptions and myths about international students

- misconceptions about international education funding formulas
- apathy towards internationalization
- physical space shortages
- lack of leadership
- racist and parochial attitudes and xenophobia
- insufficient human resources
- geographic isolation
- inability to compete with other institutions

8. Comments

At the close of the interviews, respondents were invited to contribute additional comments. Those offered included:

- appreciation for the thoroughness of the survey process
- appreciation for the support of BCCIE and hope that coordination and support would continue to be available from BCCIE
- caution regarding centrally mandated definitions or approaches to the internationalization process
- need to respect institutional autonomy
- provoking of new ideas through participation in the survey process
- need for consortiums
- feelings of isolation and exclusion
- perceived bias in the survey (i.e. the survey suggests that faculty are the key to internationalization; the real key is institutional will)
- questions about how the survey information will be used
- concerns that it was inappropriate to include both universities and colleges in the same survey process
- need to address the differences between colleges and universities
- need for distinction between multiculturalism and internationalization
- anticipation that the report will be a useful catalyst for change
- pride in accomplishments to date.

PART III: FUTURE DIRECTIONS

A.   RECOMMENDATIONS

Challenges associated with the internationalization process have been identified and a profile of the present situation outlined.   A picture has been developed, as from a negative to a print, of the current state of campus internationalization at B.C.'s post-secondary institutions.

Having arrived at this point, the obvious next question is: where do we go from here?   Literature and resources supporting the development of this report, and findings from the assessment of internationalization at B.C.'s post secondary campuses, lead to the following general and specific recommendations:

i.   General Recommendations:

1.   Clarification of Intent

Responses to the Task Force survey indicate that the value and necessity of the internationalization process and the rationale for internationalization presented in this document are not fully appreciated.   There is a need to promote better understanding of what internationalization means and how internationalization of the post-secondary campus can and does make a difference.

2.   Clarification of Definition

There is a need for clarification of the definition of internationalization, both in the context of the post-secondary system as a whole, and at the individual institutional level.   In particular, how do the component parts of the concept fit together? What is the relationship between multiculturalism and internationalization?

3.   Clarification of Scope

Internationalization needs to be understood as a process, driven by many component parts. No part alone constitutes the whole process.   International education and international students should be recognized as parts of the larger internationalization process.

Clarification of scope includes broadening awareness regarding the need for internationalization to be an infusion process. All players and their roles in the process need to be identified and articulated.

4. Acknowledging Diversity

The differences between institutions sometimes obscure the commonalities. Acknowledging diversity is a critical step towards cooperative and collaborative relations. Disregard for differences is antithetical to the internationalization process.

5. Determining a Current Position

Based on details of the survey process, institutions need to consider where they are situated on the internationalization continuum. What areas can potentially be strengthened? How can successes be shared with others? Who needs to be brought into the process?

6. Identification of Effective Internationalization Mechanisms

Effective internationalization mechanisms should be identified and, where appropriate, imported by other institutions. Mechanisms that are working to internationalize a campus should be showcased to a wide audience both to enhance awareness and to encourage other internationalization efforts.

ii. Specific Recommendations

1. Funding

All institutions of post-secondary education in British Columbia need to consider providing permanent funding for international education efforts on their campuses. The Task Force survey results clearly indicate that those campuses which have made the most progress towards internationalization have targeted base budget monies for these purposes.

2. Curriculum Resources and Collaboration

Funding for internationalization of the curriculum should be found for both colleges and universities. In particular, funding should be secured for internationalizing non-traditional areas.

Examples of funding for curriculum internationalization are the grants awarded in 1992 by the Centre for Curriculum and Professional Development.

Efforts to internationalize the curriculum should be shared and a curriculum network developed. A possible model for such a project is the Northwest International Education Association Catalog. Produced with funding from a federal grant for consortia in the Pacific Northwest, the catalog lists courses and units with an international focus offered by member institutions of the consortia.

Consideration needs to be given to the utility of forming consortium involving neighbouring colleges and universities. An example of this is the Northern Consortium for International Learning being formed by the University of Northern British Columbia, the Open Learning Agency, Northern Lights College, Northwest College and the College of New Caledonia.

3. BCCIE Initiatives

In the interest of promoting internationalization at post-secondary institutions and drawing from information provided in this report, BCCIE should undertake the following initiatives:

- develop a program to encourage participation of British Columbia students in on-campus and off-campus international activities,

- establish a process through its Standing Committees to overcome barriers to the progress of internationalization identified in this report,

- facilitate a discussion on the relationship between multiculturalism and internationalization,

- encourage the development of the key features of effective internationalization with emphasis on those that the survey shows are deficient, and

- coordinate a provincial conference on internationalization for international education practitioners, faculty, administrators and others; through panel discussions and presentation of papers, address key issues raised in this report.

B.   CONCLUSION

There is every indication that campus internationalization will be a necessary rite of passage into the twenty first century.   Internationalization is not a trend.   For British Columbians to be competitive in the world and productive at home, they must have international perspective.

Liken internationalization, again, to a mountain climbing expedition.   As altitude is gained, the view is enlarged. Internationalization provides the world view on which the students of today will depend tomorrow.   Champions of internationalization will continue to climb the mountain and others will follow.   They will climb the mountain not because it is there, but because the future begins at the summit.

APPENDICES

A. TASK FORCE MEMBERSHIP
    AND ACKNOWLEDGMENTS

B. TERMS OF REFERENCE

C. SURVEY DOCUMENTS

    Institutions Surveyed
    Sample Cover Letter
    Survey
    Interview Questions

D. LIMITATIONS OF THE TASK FORCE SURVEY

E. CONTACT LIST

F. BIBLIOGRAPHY

APPENDIX A

TASK FORCE MEMBERSHIP

AND ACKNOWLEDGMENTS

TASK FORCE MEMBERSHIP:

Task Force membership, representing knowledge, experience and leadership in public post-secondary institutions across the province, is completed by:

Douglas Jardine   Chairperson
President, Capilano College

Craig Andrews
Executive Director, International Education
Selkirk College

Gordon Gilgan
Dean, Academic Programs
Douglas College

Peter Maidstone
Program Head, Pacific Rim Studies
Camosun College

Douglas Nord
Director, International Programs
University of Northern British Columbia

Wendy Waite-Kumagai
Director, Employment Equity
British Columbia Institute of Technology

Anne Francis was contracted as a Project Coordinator to support the mandate of the Task Force.

BCCIE takes this opportunity to thank the Chairperson and the members of the Task Force on Internationalization for their participation.

ACKNOWLEDGMENTS:

APPENDIX B

TERMS OF REFERENCE

Task Force work commenced on December 01, 1992, with a mandate to conclude major activities by March 31, 1993. Identified activities would include, but not be limited to:

- determine a suitable definition of the term "internationalization" which may be subsequently used within the system,

- determine the current state of internationalization on the campuses of British Columbia post-secondary institutions,

- undertake appropriate research of the literature, resources and experience of other educational jurisdictions related to the internationalization of institutional campuses,

- develop possible models for internationalization of institutional campuses in B.C.,

- plan and organize a one-day professional development event to share results, in consultation with the BCCIE Standing Committee on Professional Development, and

- cooperate and liaise with the Steering Committee appointed to work with the Centre for Curriculum Development on its Internationalization of the Curriculum Project.

In November 1992, Task Force members met with BCCIE's Manager, Valerie Cottingham, to articulate goals and objectives. A work plan was subsequently developed and undertaken by the Project Coordinator.

APPENDIX C

SURVEY DOCUMENTS

- Institutions Surveyed

- Sample Cover Letter

- Survey

- Interview Questions

INSTITUTIONS SURVEYED

British Columbia Institute of Technology

Camosun College

Capilano College

College of New Caledonia

Douglas College

East Kootenay Community College

Emily Carr College of Art and Design

Kwantlen College

Malaspina College

North Island College

Northen Lights College

Northwest Community College

Okanagan University College

Pacific Marine Training Institute

Open Learning Agency

Selkirk College

Simon Fraser University

University College of the Cariboo

University College of the Fraser Valley

University of British Columbia

University of Northern British Columbia

University of Victoria

Vancouver Community College

Yukon College

BCCIE

February 15, 1993

Dear

The BCCIE believes that in the coming decade, and indeed beyond, it will be imperative for B.C.'s post-secondary institutions to prepare their graduates for effective participation in an interdependent world. To this end, an internationalized campus should be a model of the role

British Columbia Canadians will play in global relationships.

Centre for In keeping with this belief, recommendations were made at the Annual Retreat in May 1992 that the BCCIE establish a Task

International Force to study the issue of internationalization. The Task Force has been established and the following people are

Education serving on it: Douglas Jardine -- Capilano College (Chair), Craig Andrews -- Selkirk College, Gordon Gilgan -- Douglas College, Peter Maidstone -- Camosun College, Douglas Nord --

215-409 Granville St University of Northern B.C., and Wendy Waite-Kumagai -- B.C. Institute of Technology.

Vancouver BC

The mandate of the Task Force is to determine the state of

Canada V6C 1T2 internationalization on the campuses of British Columbia's post-secondary institutions. As part of the means for fulfilling this mandate, the Task Force has developed a two

Tel: 604 687 2440 part questionnaire designed to collect information, ideas and insights on the processes of internationalization.

Fax: 604 687 4763

You have been recommended as the person at your institution best equipped to respond to the survey. We think your response will contribute significantly to the overall value of the report and I thank you in advance for your willingness to participate in the survey.

Please spend the next few minutes completing the enclosed Part I of the survey which is comprised primarily of yes/no questions and check-lists. When you have completed the enclosed Part I of the survey, please FAX it to Anne Francis, our Project Coordinator, at 687-4763. We look forward to receiving it by Friday, February 26.

Part II of the survey will be conducted through a telephone interview. During the interview you will be given the opportunity to expand on or clarify the responses you made in Part I. You will be contacted later this week by Anne Francis to schedule the interview at a time convenient to you. We are hoping that Anne will be able to conduct her interview with

you during the first week of March.

As a starting point for the work of the Task Force, we have developed the following working definition of internationalization. You may find it helpful to refer to this definition as you answer the enclosed survey and as you respond to the questions asked in the telephone interview.

> *Internationalization is a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multicultural reality is the stage for internationalization. The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world.*
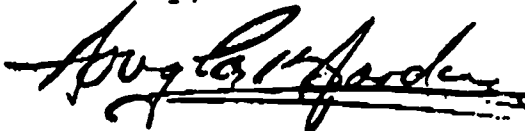
The Task Force will publish a final report at the end of March. The report will not present the specific responses obtained from each institution; rather, the findings will be presented and analyzed on an overall province-wide basis. So that all may benefit, the report will also make reference to programs or activities that make an exemplary contribution to the internationalization process.

You will be provided with a copy of the final report and the results of your survey will be returned directly to you. The Task Force hopes that you and like-minded internationalists at your institution will use this information to identify your institution's strengths and weaknesses and identify areas where change is desirable. We think that with this approach the survey results can themselves be a catalyst for change.

If you have any questions, please contact Anne Francis (687-2440) at your earliest convenience.

Again, my thanks for your participation in this project. Your responses will be appreciated and valued.

Sincerely,

Douglas K. Jardine, Chair
Task Force on Internationalization

BCCIE'S TASK FORCE ON INTERNATIONALIZATION

CAMPUS INTERNATIONALIZATION SURVEY

NAME OF INSTITUTION: _____

Task Force Working Definition of Internationalization:

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

INSTRUCTIONS:

In each of the following selections please indicate your responses by either marking the appropriate box, ticking the appropriate space(s), or filling in the blanks where specific information is requested.

A.   ADMINISTRATIVE/LEADERSHIP

1. Has international education or an international role been addressed in your institution's official mission statement/ mandate/goal statement/philosophy/policy statement?

Yes `11`   No `9`   Don't Know `0`   * N/R 2

2. Is internationalization a component of your institution's strategic plan?

Yes `10`   No `11`   Don't Know `0`   N/R 1

3. Does your institution have a central coordinating office for international education?

Yes `18`   No `4`   Don't Know `0`   N/R 0

4. Does your institution's senior administration:

a. pursue cooperative internationalization activities with other institutions?

Yes `19`   No `2`   Don't Know `1`   N/R 0

b. liaise with government and business for purposes of promoting the internationalization

* All non-responses are recorded as N/R.

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of your campus?

Yes 16   No 5   Don't Know 1   N/R 0

c. participate in national associations pertaining to international education or development?

Yes 19   No 3   Don't Know 0   N/R 0

d. participate in workshops/courses that enhance

i. personnal global awareness?

Yes 14   No 3   Don't Know 2   N/R 3

ii. multicultural awareness

Yes 14   No 2   Don't Know 3   N/R 3

iii. intercultural/communication skills

Yes 14   No 3   Don't Know 2   N/R 3

e. travel abroad to represent the institution?

Yes 18   No 3   Don't Know 0   N/R 1

5. Does your institution have an international student enrolment target (as a % of total enrolment)?

Yes 12   No 10   Don't Know 0   N/R 0

If yes, what is the target? _____

B. INVENTORY OF ACTIVITIES/ PROGRAMS/ PROJECTS

1. Identify which of the following your institution is currently involved in:

study abroad programs for Canadian students	16
work abroad programs for Canadian students	8
international development projects	13
visiting scholar programs	11
formal institutional linkages	19
faculty/student exchanges	18
study tours for overseas students	16
ESL program	19
visiting lecture series	9

N/R 0

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international film series   11
other (please specify)_____

_____

_____

2. Please indicate the current annual dollar range of your institution's involvement in international development projects.

        a. n/a   8
        b. < $5,000   3
        c. $5,000 - $100,000   2   N/R 0
        d. $100,000 - $500,000   2
        e. $500,000 - $1,000,000   1
        f. > $1,000,000   6

3. As a result of the international initiative at your institution, which of the following are happening off-campus in the community?

    a. development of international linkages on a joint basis with community groups (i.e. local government, business, ethnic organizations)

Yes [13]   No [8]   Don't Know [1]   N/R 0

    b. liaison with community groups and/or NGO's involved in international issues (i.e. Red Cross, Rotary, United Nations, CBIE, ACCC, AUCC, WUSC)

Yes [18]   No [4]   Don't Know [0]   N/R 0

    c. formal sharing of internationals (students, faculty, visitors) with the community (schools, community groups, business)

Yes [14]   No [7]   Don't Know [1]   N/R 0

    d. informal involvement of internationals (students, faculty, visitors) with the community

Yes [19]   No [2]   Don't Know [0]   N/R 1

    e. cross cultural orientation programs for short and/or long term host families

Yes [13]   No [8]   Don't Know [1]   N/A 0

f. cross cultural orientation programs/courses/
workshops for members of the community at large

Yes [9]   No [12]   Don't Know [1]   N/A 0

g. efforts to decentralize international
education activities throughout a college region
(i.e. satellite campus activities)

Yes [11]   No [9]   Don't Know [1]   N/A 1

4. Is a list of international visitors to campus
maintained by your institution?

Yes [8]   No [13]   Don't Know [1]   N/A 0

C. CURRICULUM

1. Have steps been taken by your institution to
encourage the infusion of an international dimension
across the curriculum?

Yes [14]   No [7]   Don't Know [1]   N/R 0

2. Please identify the courses to which an
international component has been added.

_____   _____

_____   _____

_____   _____

_____   _____

Provide an additional page if necessary.

3. Does your institution have a systematic procedure
to assess the international content of the curriculum?

Yes [1]   No [20]   Don't Know [1]   N/A 0

4. Does your institution provide funding for
internationalization of the curriculum?

Yes [6]   No [14]   Don't Know [2]   N/A 0

5. Does your institution pursue funding externally for internationalization of the curriculum?

Yes [14]   No [7]   Don't Know [1]   N/A 0

6. Identify which of the following are currently offered by your institution:

area studies   12
comparative/international studies   10
international development studies   7   N/A 3
international business studies   11
languages   19
other (please specify)_____

_____

_____

7. Is your institution involved in international co-op education programs with work and/or study components?

Yes [9]   No [12]   Don't Know [1]   N/A 0

8. Does your institution require second language proficiency for graduation?

a. no   14
b. from all programs   1
c. from some programs   7 ; please specify

_____

_____

D.   FACULTY DEVELOPMENT

1. Are experience abroad and/or expertise in the international field criteria in faculty recruitment at your institution?

Yes [6]   No [14]   Don't Know [1]   N/A 1

2. At your institution, is international activity identified as a criterion for promotion and/or tenure and/or salary increase?

Yes [1]   No [19]   Don't Know [1]   N/A 1

3. Which of the following are available, at your institution, to faculty members wishing to enhance their international awareness, knowledge and expertise:

travel grants	12
international study leaves	13
workshops/professional development opportunities	15
released time for participation in international activities	13
other (please specify)_____	

N/R 5

_____

_____

4. Have faculty at your institution been polled regarding their interests in international education?

Yes [7]   No [15]   Don't Know [0]   N/R 0

5. Do all new faculty have an opportunity to participate in cross cultural sensitivity workshops and/or cultural awareness orientations?

Yes [9]   No [11]   Don't Know [1]   N/R 1

    a. do other faculty have opportunities to participate in such activities?

Yes [12]   No [8]   Don't Know [1]   N/R 1

6. Does a roster (or database) listing international areas of faculty expertise exist at your institution?

Yes [8]   No [13]   Don't Know [0]   N/R 1

7. Does your institution offer an orientation program for faculty and their family members embarking on an international work/study experience?

Yes [10]   No [11]   Don't Know [0]   N/R 1

E. SUPPORT SERVICES/STUDENT AWARENESS

1. Is academic credit granted for any study abroad programs?

Yes ☐ 14   No ☐ 5   Don't Know ☐ 0   N/R 3

    a. If yes, please specify _____

_____

_____

2. Are scholarships, bursaries and/or fee waivers provided by your institution to facilitate student participation in study abroad programs?

Yes ☐ 13   No ☐ 9   Don't Know ☐ 0   N/R 0

3. Are tuition reduction or other scholarships offered for international students?

Yes ☐ 12   No ☐ 8   Don't Know ☐ 1   N/R 1

4. Which of the following offer an ir.ternational dimension or special service for international students at your institution?

student residences	4
student government	6
counselling and career development	8
community outreach activities	5
student clubs and organizations	12
home stay coordinator	13
financial aid	7
international student advisor	14
orientation program for international students	16
other (please specify)	

N/R 4

_____

_____

5. Please estimate the percentage of local students at your institution who participate in an on-campus and/or off-campus international activity.

_____%

6. Does your institution offer a faculty/staff mentoring program for international students?

Yes ☐ 6   No ☐ 14   Don't Know ☐ 0   N/R 2

7. Is there an international student/local student buddy program at your institution?

Yes ☐ 11   No ☐ 9   Don't Know ☐ 0   N/R 2

8. Does your institution offer cross cultural education or an orientation program for students preparing to study abroad?

Yes ☐ 13   No ☐ 8   Don't Know ☐ 0   N/R 1

9. Does your student newspaper reflect international content?

Yes ☐ 8   No ☐ 11   Don't Know ☐ 2   N/R 1

10. Does your institution have an International Education Newsletter?

Yes ☐ 6   No ☐ 15   Don't Know ☐ 0   N/R 1

11. Is an intercultural orientation program for local students offered by your institution?

Yes ☐ 2   No ☐ 18   Don't Know ☐ 0   N/R 2

12. Does your institution maintain a database of all alumni involved in international activities?

Yes ☐ 4   No ☐ 15   Don't Know ☐ 1   N/R 2

13. Does your institution have a speakers bureau of international students and/or local students with international experience?

Yes ☐ 6   No ☐ 13   Don't Know ☐ 0   N/R 3

F. RESOURCES

1. Is there a documented assessment of current resources that support campus internationalization at your institution?

Yes ☐ 3   No ☐ 15   Don't Know ☐ 3   N/R 1

2. Please estimate the $ range, relating to international education, that is allocated annually to the following categories:

faculty/staff salaries	$_____ -	$_____
curriculum development	$_____ -	$_____
library acquisitions	$_____ -	$_____
professional development	$_____ -	$_____
support for international students	$_____ -	$_____
exchange programs	$_____ -	$_____
conferences	$_____ -	$_____
other (please specify)	_____	

_____

3. Please indicate which of the following are currently available at your institution's library:

foreign language newspapers	12
foreign language periodicals	9
international video tapes	9
international video discs	2
Internet Electronic Network	10
Outlook Data Base	4
other (please specify)	_____

N/R 4

_____

4. Is there a method to allow for faculty and student input into library acquisitions of international material?

Yes [16]   No [3]   Don't Know [1]   N/R 2

_____
NAME OF INDIVIDUAL COMPLETING SURVEY

_____   _____
TITLE   TELEPHONE NUMBER

Please return the completed survey not later than February 26, 1993 to the attention of Anne Francis, Project Coordinator, BCCIE, 215-409 Granville Street, Vancouver, B.C. V6C 1T2, FAX # 687-4763

THANK YOU!

PART II: INTERVIEW <u>QUESTIONS</u>

A. ADMINISTRATIVE LEADERSHIP

1. How does the senior administration at your institution provide leadership and support for internationalization of the campus?

2. How, in your opinion, do the senior administrative staff communicate their commitment to internationalization to faculty and students?

3. Is there adequate allocation of resources for the internationalization? Can you explain? In which areas are the allocations inadequate and why? Is funding for internationalization part of the base budget?

4. In your opinion, is the process of internationalization understood and discussed in your institution and to what extent?

5. Do you wish to add other comments about administrative leadership in the context of the internationalization process?

B. CURRICULUM

1. Please comment on the steps that have been taken at your institution to infuse the curriculum with an international dimension. What worked and what didn't?

2. If there is a process for assessing the international content of curriculum at your institution, please describe it.

3. Have there been opportunities to incorporate the knowledge and expertise of international students and/or local students with international experience into the curriculum? How has this come about? Comment on the results of such efforts.

4. Are there any new internationalization initiatives/programs/projects being planned that you would like to mention? How will these impact your

institution?

5. Are there other comments regarding curriculum that you care to include?

C.   FACULTY DEVELOPMENT

1. Please comment on the practice of faculty members with international expertise sharing knowledge with the community at large? What do you perceive would encourage or hinder this type of activity?

2. Can you comment on the ways that international networking among faculty on campus and between campus communities is promoted at your institution? To what extent have networking channels been developed?

3. Do faculty get adequate training and support to assist them in teaching international students? What improvements would you suggest?

4. Is there anything else you'd like to add concerning faculty development?

D.   SUPPORT SERVICES/STUDENT AWARENESS

1. Do you perceive there are adequate channels for international and local students to become involved in international education activities on and off campus? What would be needed to enhance involvement?

2. Please comment on the meaning and reality of cultural diversity at your campus (for example: multicultural awareness and presence).

3. Any other comments on this topic?

E.   RESOURCES

1. Does your institution commit resources to the promotion of student and/or faculty interest and involvement in international matters? Please describe such resources. Are they adequate?

2. Through what channels do faculty and students at your institution access information about international projects, exchange programs, study or work abroad programs and international education organizations? In your opinion, is there adequate access to information? Discuss.

3. Please comment on the adequacy of the library to support internationalization of the curriculum?

4. Has your institution assessed the community resources that could enrich the international commitment? What are these resources?

5. Do you have additional comments about resources at your institution pertaining to internationalization.

F. PLANNING/EVALUATION/ASSESSMENT PROCEDURES

1. Discuss the methods used by your institution to assess the outcome of international projects, programs and activities? Are these methods sufficient? Do you have ideas for other evaluative approaches?

2. Let's look to the future. Does your institution have a systematic plan for future internationalization efforts? What, in your opinion, would be the crucial components of such a plan (whether or not your institution has one). What are some of the things your institution needs to "move" into the future?

3. Please mention any other ideas relating to evaluation and/or future planning.

G. COMMENTS

1. Are there any topics or areas that have not been addressed in the questionnaire and/or this interview? Please comment.

2. Do you wish to contribute any additional comments?

APPENDIX D

LIMITATIONS OF THE TASK FORCE SURVEY

1. Time Constraints

Within an eight week period (February 01 - March 31), the survey document was designed and distributed, results were returned and analyzed, interviews were conducted and transcribed and a report reflecting the process went through a number of drafts. Without a doubt, a more generous time line would have been desirable.

More time than anticipated was necessarily devoted at the front end of the project to the literature review and research efforts and to the drafting of a definition of internationalization. The laying of this foundation was a necessary precursor to the Task Force survey, providing the essential background information that enabled the project to move forward. Needing to respect the time period originally allocated for the project, the Task Force endeavored to complete activities by the end of March. Time constraints resulted, however, from being unable to start the survey process until midway through the project. Lack of time was manifested in a number of the survey limitations, as detailed below.

2. Imperfect Survey Document

Design of the survey document suffered from the absence of similar survey instruments after which effective components could be modeled and problem areas avoided. With little to guide the process, clarification of the purpose and objectives of the survey was essential. In its evolution, the survey document was beleaguered by debates about purpose, content and style. Ultimately, the Task Force looked to their original mandate: to assess the current state of internationalization of post-secondary campuses in British Columbia. What information was required for this assessment? How could the information be collected and analyzed? Finding workable answers to these questions, though very necessary to the process, added pressure to existing time constraints.

Although the survey designed and utilized for this project was largely an effective and comprehensive document, additional time for research and discussion on the development of the survey would have been useful.

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One area where difficulty with the survey design was particularly notable involved questions requesting budget information (see question F.2 on page 9 of the survey in Appendix C). Difficulty was expressed by way of various interpretations of the questions. Different understandings of the questions were evidenced both by the high non-response rate to such questions and by the range of responses given. Several respondents recorded comments on the survey document, or voiced confusion during the interview, about the budget questions. In retrospect, the questions should have more specifically articulated the kind of information being sought. The addition of open-ended questions, inviting respondents to elaborate on their budget answers, might also have proven useful.

While the telephone interviews proceeded smoothly, it is arguable that in-person interviews would have been preferable. Face-to-face dialogue would have liberated both the interviewer and the respondent from the constraints of a telephone exchange, allowing eye contact and body language to contribute to the communication process. In practical terms, a tape recorder could have been used in face-to-face interviews, guaranteeing verbatim accuracy of interview transcripts. Furthermore, the process would have been expedited had respondents been provided with the list of intended questions in advance of the interview. The relative merits and pitfalls of providing questions in advance was reviewed during the design process, and a decision was taken not to. Nonetheless, the interviews would likely have been more task oriented and inclusive had this decision been otherwise.

Overall, the Task Force survey would have benefitted from additional time for refinement and troubleshooting. Ideally, a pilot test should have been conducted. This option was not exercised due to the small respondent size as well as to time constraints.

3. **Respondent Selection**

The Task Force survey was limited by both the size of the respondent group and by the targeting of specific respondents.

After considerable debate regarding the optimal scope of the survey, the Task Force proceeded with a relatively small scale project, targeting only one respondent in each of British Columbia's post-secondary institutions. Given what could reasonably be achieved within a short time frame, a limited survey became the only viable option.

The adoption of this approach notwithstanding, members of the Task Force acknowledged that an inherent limitation of a small respondent size was that responses would represent the knowledge, ideas and opinions of only one individual.

Although individuals answered on behalf of their institutions, responses could not necessarily be generalized to the institution at large. Further, the Task Force discussed the usefulness of a more comprehensive future survey process, involving extensive representation from the entire campus community.

Although the Task Force survey was never intended to be a "blind model", wherein the identity of the respondents was not known, the targeting of specific respondents did introduce limitations. The assumption was inherent that respondents would themselves have accurate information or could access accurate information concerning all questions in the survey. However, where there was no response made, it cannot be concluded that a respondent couldn't answer the question. Non-responses likely occurred for a variety of reasons that were not measured by the survey. Moreover, even though respondents could select a "Don't Know" response, many elected not to.

Moreover, because individual responses would be held in confidence, and because a report of general findings would benefit everyone, it was presupposed that respondents would participate in the survey willingly and without reservations. That no one declined outright to participate (though some critiqued the process and their role in it) validates but doesn't prove this supposition.

4. Analysis of Findings

Analysis of the Task Force survey results was limited to frequency counts. Had additional and more sophisticated interpretive measures been employed, the scope of findings might have been greater.

The telephone interviews allowed respondents to express and embellish ideas in ways denied by a questionnaire. However, interpretation and analysis of interview responses must be approached cautiously. The challenge of objectively examining subjective responses is a necessary limitation of the interview approach.

5. Definition of Internationalization

Complexities associated with the term "internationalization" have been described in Part I, section B of this report, concerning the Task Force definition of internationalization. Such complexities were also reflected in the Task Force survey results. This issue will be further elaborated in the survey findings in Part II, sections B. ii and iii.

Insofar as the definition of "internationalization" limited the Task Force surveys, suffice to say that various

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interpretations of the term, notwithstanding the provision of
a definition in the survey document, complicated analysis of
the results. Although every effort was made to ensure that a
single definition of internationalization guided the survey
process, there can be no doubt that acceptance of the offered
definition was variable and arbitrary.

Several respondents critiqued the definition of
internationalization. While one individual stated that the
definition was incomprehensible, specific concerns focused on
the definition's scope. In particular, one respondent
expressed concern that the definition had too inward a focus.
Internationalization, in this person's view, should
concentrate on outward activity in the world, not on activity
at the local campus. In a similar vein, another respondent
cautioned that reference to Canada's multicultural society in
the definition could easily confuse the meaning of
internationalization. Again, the concern was expressed that
multicultural issues would prompt people to look inward, at
the local community, whilst internationalization required an
outward vision.

While it was impossible to reach consensus on the merits
of the definition provided, a more consistent endorsement of
the definition would have facilitated a more uniform survey
process.

CONTACT LIST

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APPENDIX F

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