

# Internationalization and Global Engagement at Dalhousie

## A Thought Paper Submitted to the President and Provost

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\* Most common words used by Dalhousie Community (n= 644) to describe an “International University”  
Word Cloud created by Maja Packer, Student, School of Performing Arts, FASS

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Internationalization and global engagement have become increasingly important aspects of higher education. As the COVID-19 pandemic engulfed the world during the last stages of preparation of this self-study report, the team was faced with an additional question. How will the pandemic affect our Dalhousie future? Our resounding conclusion is that while the pandemic has rocked higher education, it is also an opportunity to shape Dalhousie's strategic planning process, in particular as it relates to internationalization and global engagement. Now is the time to recognize that the United Nations' Sustainable Development Goals (SDGs)<sup>1</sup> are for all of us and that coordinated international efforts can find solutions. Now is the time to question why all Dalhousie faculty, staff and students must be on campus, or even in Canada. Now is the time to foster both local and international partnerships. Now is the time to welcome others to Dalhousie in new ways.

Internationalization must be inclusive by incorporating "internationalization at home" as a foundation to bridge the local and the global in research, education and service. Similarly, Internationalization activities at Dalhousie must be aligned with the University's strategic goals of equity, diversity and inclusion. For example, Dalhousie recognises, values and uses classroom diversity as a means of bringing alternative perspectives to its programmes of study; not least from international students, those returning from mobility experiences and students from diverse local communities.

As the future of work evolves and students increasingly find themselves working in global virtual teams, we have an opportunity to leverage our partners and technology to help deliver on global citizenship. Many institutions around the world, including Dalhousie<sup>2</sup>, are positioning their contribution to society around the UN SDGs. Connecting students through technology-enabled learning spaces represents an immense opportunity to gain benefits of living in an interconnected and networked world.

The Self Study team did a thorough environmental scan of best practices of the U15 and exemplar international universities, completed interviews with key internal stakeholders, reviewed extensive internal documentation and interviewed Saint Mary's University President and CBIE Board Chair. From the evidence collected and analyzed, five themes emerged for Dalhousie's future leadership in Internationalization and global engagement. The themes capture a holistic, integrated and inclusive approach to strengthen our work with students, faculty, staff, alumni, partners and donors. Recommendations related to each theme are detailed at the end of this report (pages 15-19).

- A. Dalhousie will be an international community**
- B. Dalhousie will graduate global citizens and leaders**
- C. Dalhousie will have ethical and principled global engagement**
- D. Dalhousie's research will matter regionally, nationally and globally**
- E. Dalhousie will have coordinated, nimble and intentional leadership and governance**

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<sup>1</sup> <https://sustainabledevelopment.un.org/?menu=1300>

<sup>2</sup> Dalhousie's signature research clusters are grounded in the SDGs. <https://www.dal.ca/research/SolvingComplexGlobalIssues.html>

## Introduction and Background

Over the last decade, research universities across Canada have expanded their international activities. From research partnerships, to student experiences and student recruiting, the 21st century university is globally engaged to prepare students for the world into which they are graduating, to enable faculty to lead and participate in global research teams, and to address global policy challenges. At Dalhousie, as at many other institutions, this expansion of focus has happened quickly and has been superimposed on existing administrative structures.

The global landscape for higher education internationalization is changing. The unlimited growth of internationalization – including massive global student mobility, the expansion of branch campuses, franchised and joint degrees, the use of English as a language for teaching and research worldwide – appears to be coming to an end, especially in Europe and North America (Knight & de Wit, 2018<sup>3</sup>). Jones and de Wit (2017)<sup>4</sup> advocate for an alternative approach with an emphasis on global engagement that is inclusive through partnerships and a shift from quantity to quality.

These realities, research and emerging trends guided the Internationalization & Global Engagement Self Study Team who were tasked to explore Dalhousie's role in the global community and how we can best operate as an increasingly international entity. The Self Study team considered a number of questions that overlap with current and future priorities within the institution including social responsibility, infrastructure, principles and implications for research, learning and teaching. The questions that guided our work were:

Some of these guiding questions included:

- How do our international activities contribute to Canada or the world?
- What are our goals for international students (in and outbound) and for research?
- How do we embed equity, diversity and inclusiveness into our internationalization activities?
- What is our social responsibility?
- What does global engagement mean for us?
- How does Dalhousie have an engaged international presence?
- What infrastructure is needed to connect different units at Dalhousie that are engaged in international and global activities?
- What principles should guide our internationalization and global engagement activities, decisions and partnerships?
- What are the implications of internationalization and global engagement for research, learning and teaching?
- How will the current pandemic affect our Dalhousie future?

Although the questions guided our work, we did not seek to answer each individually. Instead, they guided our approach and our interpretation. The self-study team read broadly, uncovered data available in public reports, solicited input from stakeholders, conducted two environmental scans, conducted a survey and undertook key informant interviews. This report is the end product of that work.

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<sup>3</sup> Knight, J., & de Wit, H. (2018). Internationalization of Higher Education: Past and Future. *International Higher Education*, (95), 2-4.

<sup>4</sup> <https://www.universityworldnews.com/post.php?story=20171206071138138>

Initially, internationalization in the higher education sector was primarily associated with international student recruitment and mobility (Fielden, 2011<sup>5</sup>), typically with all international activities managed through one office (Curtis, 2013<sup>6</sup>). However, the last decade has seen rapid growth and expansion of internationalization, resulting in an expanded definition that now includes international partnerships and collaborations; international and domestic student, faculty and staff experience, including mobility; and international learning and research.

Internationalization has developed from a number of separate initiatives to become a strategic objective during a period in which higher education has become a global commodity. In many international universities and in 90% of Canada's U15 institutions<sup>7</sup>, internationalization frames the university's mission, strategy, culture and structure (Middlehurst, 2013<sup>8</sup>). Internationalization aims to integrate international activities across universities and has become an important aspect of universities' institutional strategies (Fielden, 2011; Curtis, 2013). The growth of internationalization has also created a recognition that this work must reflect our relationships at home, our global partnerships, and intercultural engagement. Through this dialogue, there are three terms that frame the work of internationalization across higher education institutions as well as provided a foundation for the Self Study team. These terms and their commonly agreed definitions include:

#### ***Internationalization***

The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (De Wit, 2015). Internationalization is also about relating to the diversity of cultures that exist within countries, communities, and institutions, and so the term intercultural is used to address this dimension (Knight, 2015).

#### ***Global Engagement***

"A committed, meaningful interaction with the world as a whole" (CBIE, 2017), includes those activities that bind Dalhousie to the global academic, research and alumni communities. Central to this is engagement with our partners.

#### ***Internationalization at Home***

An Internationalization at Home (IaH) approach considers student and faculty recruitment and mobility, learning, teaching, and research, campus activities and community engagement. CBIE (2016) states that IaH is "critical to ensure that all students benefit from an internationalized education" (p.23)<sup>9</sup>.

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<sup>5</sup> Fielden, J. (2011). Leadership and management of international partnerships. Leadership Foundation for Higher Education.

<sup>6</sup> Curtis, R. (2013). Finding a new way: Leveraging teacher leadership to meet unprecedented demands. Aspen Institute.

<sup>7</sup> Universities Canada link <https://www.univcan.ca/wp-content/uploads/2014/12/quick-facts-internationalization-survey-2014.pdf>

<sup>8</sup> Middlehurst, R. (2013). Shifting Patterns of International Higher Education: Ebb and Flow or Sea Change?. Change: The Magazine of Higher Learning, 45(5), 28-35.

<sup>9</sup> Canadian Bureau for International Education. A World of Learning 2016: Canada's performance and potential in international education. <https://cbie.ca/wp-content/uploads/2017/07/A-World-of-Learning-HI-RES-2016.pdf>

### ***Geopolitical Trends in Higher Education***

In 2018, the International Association of Universities (IAU) conducted its Global Survey on Internationalization of Higher Education<sup>10</sup>. The main institutional risk identified by respondents was that “international opportunities are accessible only to students with financial means.” This finding reflects the concern that many people are left out of internationalization and that institutions are not sufficiently inclusive in their internationalization strategy.

However, for the first time in the history of the IAU Global Surveys, “enhanced international cooperation and capacity building” were identified as the most important benefits of Internationalization at the global level. The stronger emphasis on international collaboration might be a reaction against current national political trends and the focus on competition (international student recruitment, rankings, publications) as a primary driver of Internationalization initiatives. Capacity building relates to lack of faculty and staff expertise and commitment to internationalization which is referenced as a key obstacle to successful internationalization in surveys like the 2018 EAIE Barometer on Internationalization in Europe<sup>11</sup>.

When examining Canadian higher education data, there were 356,035 Canadian study permits issued to international students at post-secondary institutions in 2018 with 54.1 percent for students from two countries: India and China (MacLean’s Magazine, November 2019). To safeguard against geopolitical uncertainties, and to counter stiff global competition for international students, Canadian universities are diversifying their recruitment efforts beyond China and India, adding scholarships, hiring education agents, opening overseas offices, establishing overseas partnerships and recruiting alumni as word-of-mouth ambassadors. Fuelling the Canadian effort is a five-year, \$148-million federal government plan, announced in August 2019, to expand study abroad by Canadian undergraduates, diversify where overseas students come from and where they study in Canada, and to support Canadian institutions in forming partnerships with their counterparts in other countries.

### ***Economic Impacts***

Universities fuel local communities, international students are now economic drivers and university researchers are national ambassadors. At the same time, funding for education is declining. For many institutions the response is to increase international student numbers, and/or open satellite campuses around the world. According to Statistics Canada<sup>12</sup>, the international student population at Canadian universities grew 135% between 2004-2005 (76,293) and 2016/2017 (179,787). Over this period, Canadian universities have also worked to diversify their international student populations beyond dominant source countries (i.e. China and India).

At the same time, many countries are promoting the internationalization of higher education as a national policy. Demographic projections suggest Canada, and Nova Scotia in particular, will not be able to rely on population growth to fuel our economy in the coming decade. By 2030, the population over

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<sup>10</sup> <https://www.iau-aiu.net/Global-survey-on-Internationalization>

<sup>11</sup> <https://www.eaie.org/our-resources/barometer.html>

<sup>12</sup> Statistics Canada. Table 37-10-0086-01 Postsecondary enrolments, by status of student in Canada, country of citizenship and sex. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710008701>

the age of 65 will double, while the working age population (25-64 years of age) will grow by only eight percent. There will be insufficient population growth to drive the increase in the overall size of the labour force needed to support an increasingly dependent and aging population. To respond to the anticipated economic, social and labour market demands resulting from this demographic shift, universities will need to both expand access to higher education for untapped segments of the population and international students plus increase the quality of education students receive

International student recruitment targets are being set, intensifying the worldwide competition for highly skilled human resources (British Council, 2017), but also leading to the problem of 'brain drain'. Accordingly, universities have increasingly marketed their programmes to international students. Despite this emphasis on attracting a diverse international student body, to fuel local economies, the study permit application process remains lengthy and convoluted with high rejection rates from some countries of interest (India and Nigeria). Similarly, there are barriers to international graduates becoming permanent residents of Canada.

Against international realities of economic development, population growth and insufficient domestic higher education provision, international student mobility has changed and intensified. Originally based on study abroad with government support for the sake of national development, it has changed to study abroad for personal self-realization, or with the intention of immigration.

## Dalhousie's Footprint and Impact

### Value Driven Internationalization and Global Engagement

Dalhousie is a member of the Canadian Bureau of International Education (CBIE), thereby agreeing to the Internationalization Principles for Canadian Educational Institutions, set forth by the Internationalization Leaders Network (ILN). A summary of those principles<sup>13</sup> is as follows:

1. Internationalization is a vital means of achieving global-level civic engagement.
2. Internationalization aims for the highest quality of learning experiences.
3. International students should be valued .
4. Internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach).
5. Internationalization is key to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources.
6. When Internationalization comprises capacity building across borders and cultures, it must benefit all parties involved.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities and aims for equitable access to activities.

These principles reflect the core values of quality, equity, inclusion and partnership that have been espoused by CBIE and expressed in its Code of Ethical Practice. This overarching expression of a Canadian approach to internationalization, combined with the Code of Ethical Practice, is designed to

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<sup>13</sup> <https://cbie.ca/our-network/become-a-member/internationalization-statement-of-principles-for-canadian-educational-institutions/>

help educational institutions engage in expanded internationalization in a manner that is consistent with the highest values of Canadian education.

While these principles are closely aligned with the overall values espoused in Dalhousie’s equity, diversity and inclusion strategy, a review of Dalhousie’s international policies and documents revealed no mention of the CBIE principles. In addition, interviews with senior leaders and stakeholders at Dalhousie consistently highlighted what they perceived as decision making without structure and expressed a strong desire for a well-articulated decision-making framework based on a set of values and principles. Within this desire was a consistent message that Dalhousie should leverage its unique characteristics and context. Dalhousie was variously described as a research-intensive university:

- in a safe, mostly rural environment, on the ocean,
- in a region with an aging population, economic challenges and poor health,
- with a regional presence, history and connection to colonization.

The CBIE principles dovetail well with the five overarching themes identified by our self-study team and can contribute to the development and establishment of an internationalization strategy that incorporates Dalhousie’s unique characteristics and context.

### Internationalization at Home

A deep integration of internationalization is achieved through an internationalization at home approach that includes student mobility, faculty recruitment, learning and teaching, research, campus activities and community engagement. Each of these components is individually addressed below. However, it is the integration and coordination of these components that truly creates an international university.

To understand the Dalhousie community (students, staff, faculty and alumni) vision of an international university and to assess the overall impact of these components, the self-study team conducted a brief survey in early March 2020. A total of 644 people responded. The 50 most commonly cited words used to describe an international university appear on the cover of this report, showing that the Dalhousie community strongly endorses a vision of a diverse, inclusive, welcoming and multicultural university. The Dalhousie community clearly links internationalization to the principles of equity, diversity and inclusion.

Respondents to the Dalhousie survey were also asked to answer the questions “On a scale of 1 to 10, how international do you consider Dalhousie to be?”. Mean ratings ranged from 6.0 to 6.6 suggesting that Dalhousie could do more to live up to the vision of our community.

<b>How International is Dalhousie?</b>	
<b>Mean (SD)</b>	
Students (ALL)(n=181)	6.3 (1.7)
Students – (International)	6.1 (1.7)
Students (not International)	6.4 (1.7)
Alumni (n=60)	6.6 (1.9)
Faculty (n=127)	6.0 (1.7)
Staff (n=276)	6.7 (1.7)



Understanding of these findings is complex and nuanced. However, regardless of the source of information provided to the Self Study team, one theme resonated. Dalhousie has experienced a rapid and uncoordinated growth in international activities and student enrolment during the past decade. Governance structures, coordination and allocated resources have not kept pace with the growth. There is a perceived lack of university-level coordination for our overall international activities, and lack of role clarity for accountability areas. The result is inefficiencies, lost opportunities, and gaps where needs aren't being fully met.

Furthermore, the current model and academic cultural context prioritizes independent action at the Faculty level over collective or coordinated university-level approaches. This model results in a deficit in cross-unit communication about international activities. The Dalhousie community is not cohesive with a common voice, commitment or awareness of internationalization and global engagement across all campuses or faculties. It is recognized that there is value in increased global presence and activity, but there is a lack of consensus on where, why, or how. There is tremendous opportunity to build a new way of doing things.

The following sections delve deeper into the components of internationalization at home.

### *Student Mobility*

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As described above, student mobility includes international learning experiences such as study abroad, student exchanges, field courses, research internships and 'co-ops'. The Office of International Relations (Nov 2019) update (reporting data from 2018-2019) regarding International Learning Experiences (ILE) reveals the following:

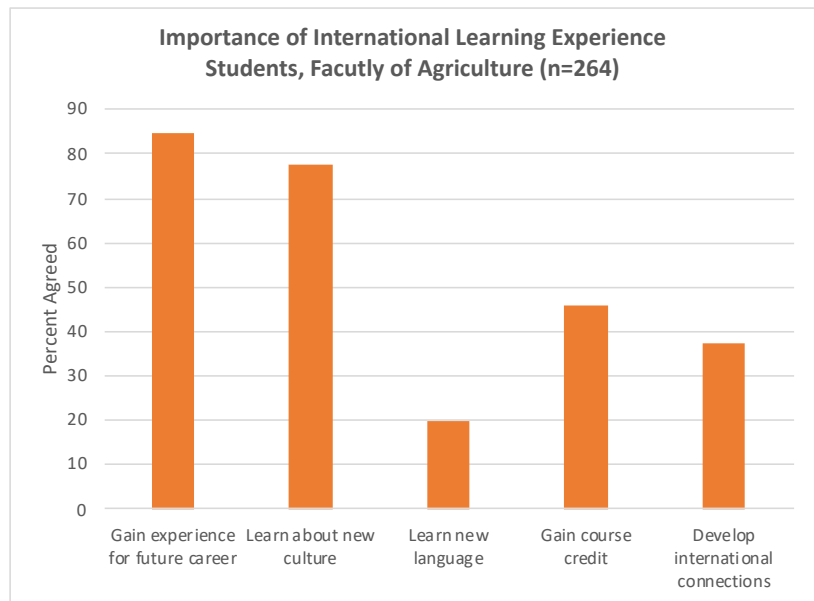
- 619 Dalhousie students participated in outbound activities. This was a reduction from close to 700 outbound students in the 2 previous academic years (FASS, Management and Medicine had lower numbers in 2018-2019). This represents about 3% of Dalhousie students.
- 448 international inbound visiting students (visiting researchers, exchange students and study abroad students) came to Dalhousie. This was an increase from the mid-300s in 2 previous academic years. This is due to an increase of 110 visiting graduate research students and 12 visiting graduate students
- There are approximately 20 Field Courses offered annually (short term trips abroad with a group of students and faculty member) delivered in Science, FASS, Management, Architecture and Agriculture.

While some of these numbers are encouraging, and there is recognition that Dalhousie is working hard to support student mobility (for example through Dalhousie's Go Beyond Borders Funding - \$1500/student to a total of \$240,000 and the \$111,000 per year Study/Work International Fund (SWIF) that provides \$2,000 per student), students are not choosing to travel in large numbers. Of the 160 bursaries available, only 92 bursaries were awarded between February 2018 and February 2019. All SWIF bursaries were allocated.

A survey conducted at the Dalhousie Agricultural Campus in 2019 revealed interesting results. A total of 246 students (28%) from the Agricultural campus responded, of which 72% were Canadian. Interestingly, 42% had previously traveled outside North America, seeming to refute the assumption that lack of travel experience is a barrier to student mobility. While cost was stated as the most common reason for not undertaking international experiences, others were more pragmatic, suggesting that potential changes to the nature and structure of learning experience could enable more students to undertake international activities.



Equally important for future planning were results related to the value of international experiences. Over 80% of students indicated that an international experience would provide experience needed for a future career. This finding is supported by the results of the Dalhousie wide survey conducted by our self-study group in March 2020, in which 58% of student respondents indicated that it was likely or very likely that they would work outside of Canada in the next ten years.



In summary, like many jurisdictions in Canada, Dalhousie student mobility remains low. Students see value in international learning experiences, particularly as they relate to job readiness. Cost remains a barrier yet funds available are not being fully used, suggesting that new/different educational offerings may be needed. Other factors such as concerns about academic credential recognition and length of study are also barriers to participation in mobility programs. Opportunities yielding career experience or linked to courses and programmes appear to hold attraction. Announced as part of the Government of Canada's new International Education Strategy in August of 2019, the new global mobility program (\$1.48M) poses a strategic opportunity for Dalhousie – it too is advocating shorter experiences in which students gain academic credit. At the submission of this report, access to this funding has been delayed due to the COVID-19 pandemic.

In 2019, there were 4,200 international students from 122 countries (21% of students) at Dalhousie University; 70% were undergraduate students. The majority were in Science, Management, Engineering and Computer Science. The top countries of origin were China, India, USA, Saudi Arabia, Kuwait, Nigeria, Bangladesh, Bahamas, and Iran. In September 2019, 1531 new international students enrolled at Dalhousie (China = 518; India = 310; All other nationalities = 703).

International students now make significant contributions to the academic and cultural diversity of the university and the various communities served by Dalhousie. International students who provided input to the self-study team indicated a strong desire to be valued for their contributions.

Students whose home country is outside Canada also require supports that are adaptable and suited to their diverse needs. As such, Dalhousie has been steadily developing the infrastructure and reflective capabilities for assessing existing supports for international students and making recommendations. Supports are provided in faculties with large international student cohorts such as Computer Science, Management, Medicine, and Engineering and through Student Affairs via the International Centre and the Bissett Student Success Centre. The value of these supports is demonstrated by results from the recently released 2019 International Student Barometer (ISB) survey; 89% of 798 international student respondents indicated that they are satisfied overall with supports at Dalhousie.

The growth in our international student population at Dalhousie has been accompanied by a general shift in the plans that international students make for life and work after graduation. Dalhousie has a responsibility to support international students during their studies and has an opportunity to support them as they transition from the university into communities and workplaces across the province and country.

The Dalhousie International Student Association (DISA), with support from Dal Analytics and the International Centre, conducted a survey of international students in 2019. The survey received 527 responses from undergraduate students (50% of respondents), Masters students (26% of respondents), and PhD students (10% of respondents).

When asked what Dalhousie can do to help them succeed, students responded that tuition, bursaries, work opportunities and mental health services are most important to them. Regarding success after graduation, students responded that assistance with work and job opportunities is most important, followed by networking events and professional connections. These responses indicate that work and career opportunities in Canada are important to international students, which aligns with the more than 50% of respondents who indicated they plan to stay in Nova Scotia after graduation.

The 2019 ISB student survey results demonstrate that Dalhousie must communicate more effectively about its supports and services. For example, the overall satisfaction with the Writing Centre was high but approximately half of respondents had not used it in the past year or were unaware of it. Career Services received positive feedback but, again, 40-50% did not use it or were unaware of it.

Faculty members also voice the need for academic supports for international students. The Dalhousie International Student Support Rapid Task Force (ISSRTF) conducted a survey of faculty members who taught a course with at least one international student enrolled in 2018 and 2019. When asked to

identify the top barriers about international student success, faculty and instructors responded that English proficiency, writing and communication, academic integrity, cultural differences, funding and lack of opportunities to interact in and out of the classroom are key barriers for international students at Dalhousie. These responses were consistent across faculty category and campus. Similarly, in the March 2020 survey conducted for this self-study, in response to the question “How would you rate the academic supports for international students at Dalhousie” faculty members (n=127) gave a mean rating of  $5.6 \pm 2.0$ , meaning that 68% of faculty who responded rated supports between 3.6 and 7.6, again underscoring the potential for improvements.

### *Faculty and International Activities*

The benefits of attracting international faculty is informed by evidence that their presence is associated with exceptional research and development and enhanced knowledge production (Mahroum, 2000). Growing evidence suggests that research productivity compares favourably to faculty who do not engage in international research collaborations (Kim et al., 2011). Research involving international collaboration tends to perform better in terms of citations and impact (National Science Board, 2016).

The International Student Support Rapid Task Force (ISSRTF) conducted a survey of faculty members who taught a course with at least one international student enrolled in 2018 and 2019. Out of the 384 responses that provided complete or partial answers, 150 were successfully matched to Banner data about course enrollment and faculty category. 42% of those 150 respondents were Non-Tenured/Tenure Stream, 58% were Tenure/Tenure Stream. The top issues across faculty categories and campuses were language assessment, English-language training, mentoring, and social engagement.

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The March 2020 Dalhousie survey investigated faculty members perceived support for international education and international research and development.

<b>Ratings by Faculty Members from Dalhousie Survey</b>	
	Mean (SD)
Support for Faculty Members Engaged in International Education	4.8 (2.0)
Support for International Research and Development	5.4 (2.1)

On a scale of 1 – 10 with ten being excellent, faculty members rated support for faculty members engaged in international research as  $5.4 \pm 2.1$  and support for faculty members engaged in international education even lower at  $4.8 \pm 2$ .

The Centre for Teaching and Learning, the College of Continuing Education and Human Rights and Equity Services are pivotal offices in supporting the advancement of Internationalization at Home for Dalhousie. It is important that structures are in place to assist faculty, staff and students to be effective in culturally diverse settings and experiences by strengthening, developing and making available curricular resources, tools and content. Internationalization at home motivates students to seek ‘the intercultural’ as well as ‘the international’, and to acknowledge effects of globalisation, migration, and cultural diversity on their doorstep. Formal learning scenarios, such as community research projects, might go hand in hand with service learning, excursions, or class visits by community members.

### **Global Engagement**

Global engagement, defined as “a committed, meaningful interaction with the world as a whole” (CBIE, 2017), includes those activities that bind Dalhousie to the global academic, research and alumni communities. Central to this engagement are our partnerships.

### *Dalhousie Academic Partnerships*

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The Office of International Relationships identifies Australia, Brazil, Chile, China, France, Germany, Mexico and the UK as priority countries for academic partnerships. In addition, the key areas for partnership were identified as Agriculture/Aquaculture; Computer Science; Engineering; Health Sciences; Management; and Science (Economics, Ocean Sciences/Environmental Sciences).

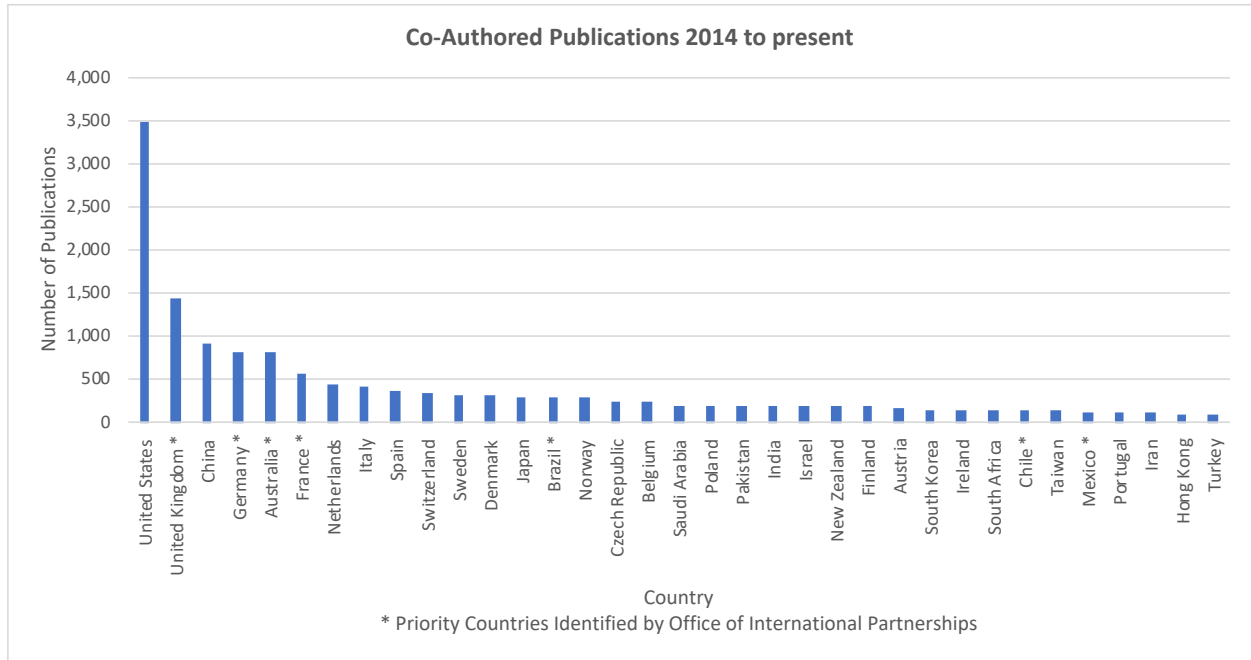
The Office of International Relations oversees academic partnership agreements, with a process of review and approval. As of April 2019, Dalhousie had 244 academic partnership agreements in 57 countries (OIR April 2019) including MOUs, student exchange and study abroad agreements, joint program agreements and joint PhD programs.

- Over 100 Memoranda of Understanding with a focus on future cooperation
- Over 100 student exchange and study abroad agreements with 2 students per academic year
- Over a dozen joint program agreements, mostly in China with students receiving two degrees.
- Mechanism for joint PhD program exist with potential to increase attention to this area

These partnerships typically involve some sort of exchange, often involving students and do not include research partnerships that exist between individual researchers or academics.

While processes for approval of agreements is in place, support for the development of academic or research partnerships appears to be either opaque or unavailable. As noted above, in the March 2020 survey faculty members gave mediocre ratings for support for faculty members engaged in international research or international education.

From 2014 to the present, researchers at Dalhousie University co-authored 7,355 publications with colleagues at institutions outside of Canada – representing 46.2% of all publication activity by Dalhousie researchers during this time period. Regionally, the vast majority of Dalhousie’s collaborations are with the United States, Europe, and the Asia-Pacific region. We are interested in growing collaborations with the United Kingdom, United States, Germany, France, Norway, Australia, India, China and Brazil.



For the fiscal year ending 31 March 2019, Dalhousie University researchers were awarded over \$13.8M in grant, contract and clinical trial funding<sup>14</sup> from sponsors outside of Canada, including foreign business and industry, health care facilities, universities, research institutes, centres and networks. This does not include funds held at partner institutions.

Results from a 2019 Survey of Faculty Research at the Faculty of Agriculture showed that there are existing research links with 24 countries (most common are China, Ethiopia, Australia, USA) with \$1.2 M in research income in that Faculty over the last five years from international funding agencies and government. Almost all research student funding (84 of 133 graduates (63%) in last 5 years have been international students mostly from China, Pakistan and India) comes from research grants. Faculty identified core areas for support including developing research partnerships, finding funding, gender training for faculty and students, support for visitors on campus and support for outbound students.

<sup>14</sup> <https://dalu.sharepoint.com/sites/rfs/201819/Forms/AllItems.aspx?id=%2Fsites%2Frfs%2F201819%2F2018%20%2D%202019%20%28research%20and%20int%20dev%29%2Epdf&parent=%2Fsites%2Frfs%2F201819>

More than 145,000 Dalhousie alumni live around the globe in more than 150 countries. Some are Canadians who have pursued international opportunities while others came to Canada from abroad to study at Dalhousie and returned after graduation. In their respective regions international alumni are Dalhousie's best ambassadors and student recruiters and, as they mature and succeed in their careers, may have the capacity to support the university as advocates and funders. This powerful network of change-makers and innovators offers exclusive opportunities for meaningful social and professional connections.

### Recommendations for Dalhousie's Future

As noted above, the Self Study team did a thorough environmental scan of best practices of the U15 and exemplar international universities, reviewed extensive internal documentation, completed interviews with key internal stakeholders, and interviewed CBIE Board Chair, Robert Summerby-Murray. From the evidence collected and analyzed, five themes emerged as outcomes for Dalhousie's future leadership in internationalization and global engagement. The themes capture a holistic, integrated and inclusive approach to strengthen our work with students, faculty, staff, alumni, partners and donors.

- A. Dalhousie will be an international community
- B. Dalhousie will graduate global citizens and leaders
- C. Dalhousie will have ethical and principled global engagement
- D. Dalhousie's research will matter regionally, nationally and globally
- E. Dalhousie will have coordinated, nimble and intentional leadership and governance

The Self Study team continued to explore each theme by reviewing key findings and evidence and formulating recommendations. The team and co-leads recognize that this work summarizes and provides a high-level review of extensive discussions and scholarly work in this area. Additional information can be provided upon request.

### Dalhousie will be an international community

#### **Recommendations**

1. Shift the narrative: Make Dalhousie "An international community on Canada's East Coast"
  - Recognize that ALL Dalhousie students are international students while appreciating the unique needs of students who identify countries other than Canada as their homes. Many will find work internationally and all will require intercultural training.
  - Respond to the unique needs and provide support to students who identify countries other than Canada as their homes.
  - Embed the principles of internationalization and global engagement in all activities.
  - Value and leverage the capacity and skills of our international students, faculty, staff and alumni.

- Continue to showcase internationalized curriculum and activities in events such as International Education Week, International Development Week and Teaching awards
2. Intentionally recruit international students from a variety of countries into all faculties and programs
  3. Expand the mandate of the International Centre to become the international hub for all students, staff and faculty
    - Initiate and coordinate year-long activities to promote intercultural and international understanding.
    - Develop programs for community engagement focused on issues of global relevance.
  4. Mandate EDI training and intercultural communication training, for students, faculty and staff
    - Hire and train international and domestic students to deliver the programs.
    - Provide time release and reward faculty and staff champions to lead and participate.
    - Ensure HRES, CLT and Human Resources support the development and delivery of this training.
    - Engage the expertise of Dalhousie Canada Research Chairs and researchers with expertise in this area.
    - Build upon curriculum and resources that currently exist and develop intercultural curricular resources which can be freely accessed by any faculty or staff member.
  5. Create Borderless Education
    - Become a leader in new and innovative pathways to higher education – for example short online courses to demonstrate knowledge/competency that could be accepted as pre-requisites.
    - Create clear and seamless educational pathways from other education providers such as the colleges.
    - Create volunteer options for faculty, staff and students to tutor and support students from their own countries or historical groups.
    - Create opportunities for immigrant and refugee Canadians to re-qualify and become licensed in Canada.
    - Select and partner with educational institutions in the Caribbean and African countries to create pathways to education that recognize our responsibility for reconciliation.

**Dalhousie will graduate global citizens and leaders**

***Recommendations***

6. Expand student mobility so that 25% of all students will have an international learning experience.
  - Strategically access funds from the five-year, \$148-million federal government plan, to expand study abroad by Canadian undergraduates, diversify where overseas students come from and where they study in Canada, and to support Canadian institutions in forming partnerships with their counterparts in other countries



- Expand and promote existing options<sup>15</sup> for globally orientated learning experiences across all faculties and programs while connecting the opportunities to academic programs and credit-bearing courses. Involve faculty members.
  - Conduct a Dalhousie-specific study to determine why, despite funding programs, students do not participate in International Learning Experiences.
7. Create credit-based certificates and co-curricular opportunities based on the Sustainable Development Goals:
- Annually, provide teaching release for 50 faculty members to attend intensive professional development in order for them to internationalize their curricula. NOTE: College of Continuing Education is currently contracted by other universities to educate their faculty. Dalhousie does not currently offer this program.
  - Strengthen, develop and make available curricular resources, tools and content.
  - Conduct an annual global issues multimedia competition with diverse teams
  - Use the Dalhousie sandboxes to foster international collaboration and intercultural competence.
  - Offer a certificate in international and global engagement with a focus on the SDGs
8. Develop multi-disciplinary, multi-institutional and continent experiential learning programs for undergrad and grad (e.g. collaborative PhD program) focused on global challenges that engage technology and include global virtual classrooms.
- Connecting students through technology-enabled learning spaces represents an immense opportunity to gain benefits of living in a post COVID\_19 interconnected and networked world.
9. Leverage our partners and technology to help deliver on global citizenship and SDGs.
- Explore new ways to use technology to connect faculty, students and researchers.
  - Consider whether, in this new reality all Dalhousie faculty need to be located in Nova Scotia or even Canada.
10. Explore models of learning with clear “local meets global” or “glocal” ambitions that will seek to address regional and global issues.

**Dalhousie will have ethical and principled global engagement**

**Recommendations**

11. Create a system to assess and rationalize current partnerships based on effectiveness, values and principles
- Adopt the Curtin University “pyramid” to recognize partnerships at all levels; individual faculty, program, School, Faculty and University.
  - Adopt and articulate a set of principles to guide decision-making. Principles should be grounded in who we are - a research-intensive university in a rural, economically challenged province on the ocean with an aging population

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<sup>15</sup> ([https://www.dal.ca/campus\\_life/ile/international-opportunities.html](https://www.dal.ca/campus_life/ile/international-opportunities.html))

- Ensure EDI and intercultural principles are embedded throughout our decision-making.
  - Strive for authentic, intentional, varied and targeted partnerships.
  - Continue to deepen and strengthen effective partnerships with institutions developed over the years
  - Limit and select new partnerships based on convergence of values that relate to the University's purpose to work collaboratively on addressing issues of global relevance and global capacity development (i.e. Sustainable Development Goals)
12. Select a limited number of partner institutions with whom to develop deep, institutional wide academic and research partnerships.
- Selection should be based on similarities of programs, ability to build capacity of both organizations rather than institutional rankings.

### Dalhousie's research will matter regionally, nationally and globally

#### **Recommendations**

13. Continue to lead by aligning our research strengths deliberately with important global challenges (i.e. SDGs)<sup>16</sup>
14. Create tomorrow's research leaders by attracting and retaining outstanding, diverse research faculty, graduate students and post-doctoral scholars from around the world
15. Explore opportunities to create interdisciplinary research teams that use disciplinary strengths to address problems of societal importance.
16. Enhance opportunities for integrating international educational opportunities and learning experiences with research, scholarly and artistic engagement.
  - Increase opportunities for international research placements for graduate students and advanced undergraduate students.
  - Increase opportunities for graduate and honours undergraduates to present their research at international conferences.
  - Ensure that international dimensions of research, scholarship and creative expression are infused into the curriculum.
  - Align grants and awards to recognize international research, internationally engaged learning and international partnerships at home and abroad.
  - Increase resources to support faculty research (i.e. VPR Innovation and International Seed Funding)

### Dalhousie will have coordinated, nimble and intentional leadership and governance

Dalhousie has pockets of excellence but lacks an integrated approach: Through interviews with key stakeholders across Dalhousie University, international activities are described as uncoordinated. There is a perception of overlapping responsibilities with different units potentially working at cross purposes. While Dalhousie has a current strategy (Dalhousie University International Strategy, 2017-20) it is not widely known or understood by students, faculty and staff.

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<sup>16</sup> <https://www.dal.ca/research/SolvingComplexGlobalIssues.html>

## **Recommendations**

17. Centralize and coordinate international and global activities
  - Appoint a senior leader (VP or AVP) to lead and coordinate all international activities.
  - Establish an Advisory Committee with clear Terms of Reference with student, faculty and staff membership, to support strategic international priorities (similar to ADAC and DRAC)
    - i. Establish and support an Associate/Assistant Dean International in each Faculty (similar to ADA and ADR)
  - Enhance the role of the International Centre to enable “Internationalization at Home”
  - Engage Dalhousie’s government relations to assist in coordinating our internationalization efforts with provincial and federal governments and address immigration challenges for international students.
  - Integrate administration and academic travel with alumni engagement opportunities
  - Create an International Rapid Response Team to assist faculty members capitalize on opportunities for academic or research partnership. The Rapid Response Team should be prepared to conduct a cost/benefit analyses and development of a business case, project planning and management, intercultural advising and administrative and legal advice.
18. Develop the next international strategy as a framework and call to action for Dalhousie’s international and global engagement.
  - Establish an International Strategy Working Group (comprised of students, staff and faculty).
  - Engage through a wide consultation to develop this international strategic plan.
  - Ensure that there is a clear implementation plan once the framework is finalized which includes specific actions, timelines, metrics and resources.
  - Establish metrics and data collection plan with the Office of Planning and Analytics
19. Develop a communications strategy to highlight and celebrate the significant internationalization and global engagement activity being carried out by faculty, students and staff
  - Create a global engagement map to identify areas of expertise and collaboration

## Limitations in the Self Study

As part of the self-study, there are two significant issues that must be taken into consideration as the university moves forward with Internationalization and Global Engagement.

First, the self-study team did not consult with past, current or potential international partners. This gap in our data collection should be taken into consideration as an external perspective may provide invaluable insight into Dalhousie's relationships as well as our potential and place in the global community.

Second, the impact of the pandemic is expected to have enormous economic consequences and an impact on global education. The COVID-19 virus has taught the higher education community hard lessons about depending on the international student supply market for income. The wisdom and necessity of increased online and MOOC learning options can no longer be denied. Academic institutions will be forced to reconsider what part of their educational delivery will be offered in person and what part will be offered online. Recruitment and admission practices will change. Flexible application deadlines and a review of qualifying credentials will require re-evaluation of current recruitment and admission practices. Teleconferencing opportunities will partially replace long distance travel as both faculty and administrators re-evaluate recruitment travel, attendance at academic conferences, and research activities in light of the not just the potential to spread of disease but also the environmental impact of travel.

It is difficult to predict the future post-COVID-19 but it is certain that we will not function the same way. Our new reality needs to be taken into consideration as we embark on renewal of our Internationalization and global engagement commitments and priority setting.

## **Dalhousie's current internationalization landscape**

The current landscape at Dalhousie reveals broad practical support for internationalization and global engagement activities. Specifically, there are a number of administrative units dedicated entirely to Dalhousie's internationalization goals including: the Office of International Relations, the International Centre, the International Office (Agriculture campus), International Research & Development, and the Global Health Office. An overview of the work and mandate of these offices is provided below:

### **Office of International Relations**

The Office of International Relations is mandated to develop and oversee the implementation of Dalhousie's international strategy. In collaboration with Dalhousie's academic and administrative units, this small office also coordinates the development of academic partnership agreements, identifies and communicates opportunities for international collaboration, and facilitates visiting delegations and visits abroad.

### **International Centre**

Dalhousie's International Centre works to support an internationally vibrant learning environment for international and domestic students. Its broad suite of services assists students in being globally active by supporting the international student community (including their families), and offering and supporting international learning opportunities, on-campus and abroad.

They provide Dalhousie's international students with services and programs designed to ease their transition to life in Canada and at Dalhousie, to help our students succeed academically, and prepare for graduation and beyond. They also assist with employment and immigration matters related to international status. Additionally, the International Centre offers programs to connect international with domestic students through a number of activities.

### **International Office / Student Success (Faculty of Agriculture)**

While the International Office provides international learning experience services similar to those delivered by the International Centre in Halifax, their portfolio also includes supporting the delivery of a number of joint academic programs and managing various international projects. These international projects aim to enhance the capacities of universities, colleges, governmental and non-governmental organizations in the countries where Faculty of Agriculture faculty and staff work.

The Student Success department provides a number of support services tailored to serve the unique needs of international students at the Agricultural Campus. These services include assistance and advice related to immigration matters and programming designed to support students ease their transition to life in Canada and at Dalhousie, to help them succeed academically, and prepare for graduation and beyond.

## **International Research and Development, Research Services**

IR&D promotes, facilitates and monitors Dalhousie's international research and international development initiatives. This office provides assistance to faculty and/or units interested in becoming involved in international research or international development projects. They work with major funding agencies and help with the development and implementation of international projects in the following ways:

- promoting and facilitating opportunities for international collaboration
- identification of project opportunities and funding sources
- project design and proposal development (both narrative and budgetary sections)
- advisory support for the administration and implementation of successful projects
- oversight for project administration to ensure accountability (particularly financial)
- liaison with funding agency personnel regarding application and implementation processes
- project management issues

## **Global Health Office**

The major priorities of Dalhousie's Global Health Office include global health education, research and clinical outreach. The GHO's work supports the faculties of Medicine, Health and Dentistry with an inclusive structure that incorporates the broader Dalhousie community. The interprofessional and interdisciplinary approach the GHO takes is pivotal to its mission to build leadership within the Dalhousie community to advance global health.

## **Examples of Dalhousie Leadership in International Development**

Dalhousie has a long history of involvement in international development projects, with partners in both developed and developing countries. A selection of current international research and international development projects can be found at this link: <https://www.dal.ca/dept/research-services/about/international-research-and-development/current-international-projects.html>.

Some examples of how Dalhousie is a leader in this area are highlighted below:

### **Romeo Dallaire Child Soldiers Initiative**

Dalhousie is unique among Canadian universities in housing the Dallaire Initiative since 2010. The Dallaire Initiative operates as an extensive international development program and uses a security sector approach to realize its goal of preventing the recruitment and use of children as soldiers worldwide. They have an office at the Halifax campus with international satellite offices to support their ongoing projects in Rwanda and South Sudan. Their curriculum is developed for and delivered to government and security sector actors throughout the world, including the DRC, Jordan, Sierra Leone, Ethiopia, Somalia, etc.

### **International Development Studies**

Dalhousie's IDS program brings together distinct areas of expertise, including politics, culture, health, environment, gender, sexuality, race and sport. This program aims to provide students with an

understanding of the value of intercultural relations and what it means to be a global citizen. IDS also offers geographical diversity as their professors work in [Canada](#), [Africa](#), [Asia](#), and [Latin America](#). It has a special niche when it comes to specific regions/countries like [Cuba](#), [Bolivia](#), [South Asia](#), [Sub-Saharan Africa](#) and even research netherworlds like [North Korea](#).

This diversity also comes through in their teaching as IDS offers a unique blend of theory and practice. It focuses on [experiential learning](#) as much it does on philosophical/theoretical discussions. It has pioneered courses like '[Development and Activism](#)' which has been [nationally acclaimed](#), as well our course "[Halifax and the World](#)" explores the linkages between the local and the global.

### **A Collaboration between Dalhousie University and Tamil Nadu Agricultural University**

In November 2019, Faculty of Agriculture, Dalhousie University and partner university in India Tamil Nadu Agricultural University planned and delivered competency-based technical training to 45 Ugandan and Ethiopian agricultural college instructors. This training brought together over 20 Dalhousie resource persons with their TNAU counterparts and took place in the learning facilities of the TNAU campus in Coimbatore. This first instance of TNAU-DAL training collaboration holds great potential for future cooperation, both in the joint design and delivery of existing international development projects, as well as combining human and institutional resources to solicit large projects that would typically be beyond the reach of each individual institution. Additionally, it adds a crucial dimension of South-South cooperation in Dalhousie's international development work, providing beneficiaries with an expanded view of agricultural production in the global context. In addition, this unique collaboration further strengthens academic and research partnership between Dalhousie and TNAU.