INTERNATIONALIZATION STRATEGY

uOttawa

EXECUTIVE SUMMARY

Located in the heart of the nation's capital, on the unceded territory of the Algonquin people, alongside Kiji Sìbì, the sacred place where the Ottawa, Gatineau and Rideau rivers meet, we seek to continue this region's ancient tradition of bringing people from different places and communities together in shared projects. As the largest bilingual (English and French) university in the world, our university unites Canada's two official languages and simultaneously supports majority and minority language communities. Our location in the national capital links us to government and communities throughout Canada and around the world.

Like other pre-eminent universities, the University of Ottawa must globally engage as a result of an increased international competition due to globalization if we want to find our rightful place in world-class universities. Academic institutions across the globe are redefining their respective roles and contributions to the knowledge society, beginning with a supportive environment and educational experience that prepares our students to be citizens of a multicultural community both at home and in a globalized world, as well as the development of strong, collaborative knowledge mobilization and partnerships that enhance our capacity in both teaching and research.

As a U15 research-intensive institution, the University of Ottawa has a long tradition of academic excellence and achievement. Throughout its 170-year history of renewal and adaptation to a changing society, the University of Ottawa has successfully responded to changes in the landscape of international education and research and has taken on a leadership role in creating a global university. There is a strong tradition and record of international education, unquestionably due to the particular efforts made by its community – students, professors and staff – a continued recognition of the importance of internationalization and interest in engaging in international activities.

On December 2016, the President charged a university-wide Committee with an institution-wide analysis on internationalization at uOttawa. The Committee was formed with the mandate of a) conducting a comprehensive diagnostic of international activities, services and institutional perceptions and b) putting forward recommendations on an internationalization strategy for the University of Ottawa. Through a series of semi-structured interviews, focus groups, as well as extensive literature and document review, a critical analysis was conducted in order to illuminate how the phenomenon of internationalization plays out in practice and as a function of institutional priorities, management cultures and resistance points. In a similar vein, the exercise provided a framework to assess and monitor internationalization as a function of change against a fluid, non-static environment. The resulting report outlines opportunities the Committee considers pertinent to the overall internationalization structure and activities of the University in a number of areas.

Despite the University of Ottawa's research intensity and positioning among the U15, and the strong initiatives to promote international collaborations in many parts of the University, the Committee has found both encouraging signs as well as significant barriers to internationalization. Many of these are internal and correspond to the nature of services available, institutional arrangements, governance model as much as goals pursued and the educational ethos. The committee's overall assessment of the current state of affairs is that Internationalization efforts at the University of Ottawa remain fragmented in terms of levels of engagement, perceptions and outcomes. For the most part, internationalization remains introductory, conceptually simple and static. The data suggest that the combination of poor governance structures, policy asymmetries, lack of commitment and funding challenges have impeded progress and placed barriers to innovation. In a similar vein, the absence of international leadership, vision, expertise and innovative approaches to the complex challenges of a globalized higher education landscape has resulted in institutional inertia.

RECOMMENDATIONS

Organizational Structure and Governance

Recommendations:

1. Restructure and develop the International Portfolio with the objective of optimizing resources and output, while ensuring that Faculties meet their agenda and hence achieve true and comprehensive internationalization.

2. Relocate power and authority by decentralizing when and where required and increase local ownership so that power is better distributed among key stakeholders and shift some responsibilities from administrators to Faculties who have legitimate and direct interest in the nature of internationalization activities;

3. Through careful planning that takes into account the institution's culture as well as the challenges faced both locally and globally, integrate internationalization across institutional structures, processes and operations.

4. Support an institutional shift of international efforts from the periphery to the core of the academic enterprise with the appropriate financial and human resources.

5. Because international activities and partnerships maintained by the University represent a significant investment in time and resources, there is a need to move towards a regional/country strategy and cross-reference initiatives within identified geographic areas against academic and research priorities.

6. In order to professionalize service, academic units and the entire organization, it is necessary to develop job descriptions that are current and consistent in each structure across the University.

7. Deans should be accountable in their job descriptions for the planning, co-ordination and execution of new and existing international initiatives and should work to improve communication and exchange of information on the internationalization file, and enhance their respective faculties capacity to co-ordinate all our various international activities in the most effective and efficient manner possible. All job descriptions of other positions of academic leadership, heads of services, etc., should be reviewed as to whether they too should include responsibility for internationalization of programs and services.

8. Adapting to the current changes in International education environment, create a Senior Advisor position that leads the international portfolio. Reporting to the President, this person will oversee and lead the implementation of the university's new International Strategic Plan and advance the institution's efforts in international research, academic programming, staff and student mobility, programmatic partnerships, service and development.

9. Create an internationalization strategic and assessment plan that addresses all aspects of university internationalization on an on-going basis and establish an international activities inventory tracking across the University.

International Student Recruitment

Recommendations:

1. Allocate sufficient operational budget to support the activities of international recruitment and admissions.

2. Increase the geographical reach of the University's recruitment efforts to include a broader range of continents/countries. Current recruitment efforts are limited to China, India and Francophone countries (mainly Europe, some Latin American countries and Africa). There are important source countries (Vietnam, Mexico, UAE, etc.) the University is not covering and which could increase the cultural diversity of its students, while reducing its exposure to a handful of countries that currently dominate its enrolment numbers. This can easily be done through the development of recruitment partnerships, including partnerships, firms or agents such as IDP and partnerships with sponsoring agencies.

3. Enhance the University's recruitment presence in Africa (Senegal, Ivory Coast, Burkina Faso, South Africa, etc.), which is currently very fragile and dependent on fairs. This would contribute to greater cultural diversity within its incoming francophone international student cohort. Further, students from Western Africa are also interested in a broader range of programs, which would contribute to academic diversity.

4. Existing graduate recruitment efforts at the central level primarily include participation at recruitment fairs although the University has employed recruitment people for China and India. This is neither sufficient, nor optimal. International graduate student recruitment, including for both types of masters' streams (professional and research based) and the PhD, should fully leverage, in a coordinated and strategic fashion, our faculty (i.e., their research networks, collaborations, double diplomas, cotutelles, etc.). There is a need to fully leverage in a coordinated and strategic fashion all of our other activities in addition to recruitment fairs.

5. Fully leveraging the University's language preparation and training institute (i.e., OLBI) to better prepare incoming international students (language training, integration, etc.), possibly with the adoption of a first-year preparatory year to help acclimatize international students who may require language and cultural adaptation assistance. This is critical if we wish to expand recruitment efforts to countries with non-native speakers (Latin America, Asia, etc.). This could also mean, in the longer term, working in collaboration with local Anglophone and Francophone school boards.

6. Develop a regionally differentiated recruitment strategy for professional programs and graduate students and better articulate, market and communicate the University's value proposition to enhance its attractiveness and strengthen international graduate student enrolment.

Student services, diversity and inclusion

Recommendations:

1. Better analyze data on student performance, GPA, academic progression as well as graduation, and channel this information toward managing student recruitment and targeted support for the students.

2. Broaden the scope of services offered by the in-house immigration consultant to increase the breadth of services for the international faculty and research staff.

3. Increase social media presence to allow international students to better integrate into campus life and develop online communication channels for students to ask questions on matters pertinent to

their satisfaction with the university.

4. Increase the breadth of the services provided by Student Academic Success Service (SASS) to troubleshoot any/all aspects of student's engagement with the university.

5. Impart training to staff and faculty on the cross-cultural norms and practices and culture specific communication particularly for those nations or regions from which the University draws its students the largest.

6. Develop a network of country-specific academic counselors, i.e., people who speak the relevant languages and who understand the educational systems and needs of students from specific countries.

Study Abroad and Outbound Mobility

Recommendations:

1. Communicate student mobility opportunities to all stakeholders on campus and develop study abroad programs without loss of time to degree (i.e. that are integrated in the programs of study).

2. Maintain and track a database of all global experiences offered at the University toward future programming needs.

3. Review the current scholarship practices that support students and faculty and support staff going abroad.

4. Work with Faculties and departments to offer double or joint degrees in a majority of our Master's programs. Evaluate the opportunity of creating double degrees at the undergraduate level.

5. Enhance participation in research programs of returning study abroad students through channeled communication.

6. Consider assigning one study advisor as contact person per faculty for all students to facilitate tracking of graduate international research.

7. Allow students to gain pragmatic experience and develop international service learning via the Michaëlle Jean Centre for Global and Community Engagement by identifying donors to allow better funding for students.

8. Encourage faculty members to organize international field based opportunities for students in all Faculties.

Research, Knowledge Mobilization and Partnerships

Recommendations:

1. Calibrate international partnerships for strategic purposes, requiring currencies of reciprocity, mutually interesting problems, intellectual symmetry and close alignment between learning and research outcomes.

2. Streamline the operational procedures related to agreement approvals and align with the priorities of the academic programs and units across the university and assess the international agreements and liability factors through an exhaustive framework.

3. Develop a repertoire of templates with the MOU aligned with the University guidelines, facilitating conversations between faculties and potential partners. The templates could be archived on the University website.

4. Enhance the development of globally focused research and engagement, with particular emphasis on those projects that involve international collaborations and utilize the Office of International Research to hone the faculty skills through interdisciplinary research projects and tap into international grant opportunities.

5. Ensure that the Communications division is linked to the international portfolio in order to increase the visibility of globally focused research and engagement activities. Use the Research Perspectives magazine and other outlets to highlight international research and engagement.

6. Develop a new generation spectrum of international corporations, foundations alumni and donors by working with the University of Ottawa development office.

7. Increase the number and the geographical representation of institutional partnerships, with a focus on those that involve graduate student exchanges and research opportunities, and link research partnerships to educational programs (and vice versa) to further the integration of research and teaching.

Internationalization of the Curriculum

Recommendations:

1. Support and sustain faculty members' efforts to internationalize the curriculum.

2. Develop and foster exposure to global topics and perspectives throughout the curriculum, across all Faculties and programs.

3. Establish an undergraduate certificate – or similar recognition - on Global Engagement and recognize those students who pursue a globally-focused course of study either through their major or elective courses.

4. Include internationalization of curriculum, support for international students and opportunities for significant international experiences as a key question on the Institutional Quality Assurance Program for both the creation of new programs and the cyclical evaluation of existing ones.

5. Ensure that all students benefit from internationalization, whether or not they have the opportunity to study abroad and develop more joint study programs and more "internationalization at home" features for curricular and extra-curricular activities.

To differentiate the University in the field of internationalization from other research-intensive universities, we propose that the University investigate the establishment of a federated international university. Such a university would create a partnership with two to three partner universities. The federated universities would maintain their existing corporate and academic governance structures, but would establish a common international senate mandated to enable 100% of students and academic staff have opportunities for global engagement included, but not limited to, international mobility between the institutions, or as close to 100% as possible.

Such a university would lead to richer programs, very specific opportunities for research collaborations and would drive the internationalization of programs and services. It would provide faculty members with insight into different contexts so as to enable them to distinguish what is transactional from what is contextual. By partnering with two or three other Universities that are similarly positioned to us in the international rankings, we would create an entity that in among the top global institutions. Such an initiative would build on our university's existing strengths as a bilingual and bicultural institution, including established partnerships with other universities such as Shanghai Jiao tong, as well as exploit our experience in managing inter-university programs such that joint graduate programs with Carleton University in Engineering, Science and Economics. Once established, the federated university could also partner with universities in the developing world to further advance internationalization.

The proposed new Senior Advisor would work with a (senior) Transition Team on implementing the internationalization strategy.

- The Transition Team would be mandated to oversee the International Office and Office of International Research and its respective operations; including agreements, UHIP, bursaries, risk and safety and finances. The Team would be mandated to decentralize internationalization efforts to the faculty level over a transitional period of time. It would also be tasked with operationalizing an institution-wide mandate and formalize working relations with academic and administrative units, as well as higher education stakeholder agencies.

- Its role would be to develop "receptors" or individuals who would liaise with the Team while being embedded at the faculty administration, much like present-day Research Facilitators who share a similar relationship with the Research Office.

- These individuals would be the "resident experts" for international activities and work closely with the Dean and Vice Deans of their respective faculties. A scalable pilot project could start with those faculties expressing the most need and interest. Likewise, the Team would work closely with Admissions, the Office of VP Research, the Michaëlle Jean Centre, CALDO and SASS/Aboriginal Resource Centre, etc.

- The Transition Team could also be tasked with reviewing existing agreements and programs, as well as integrating internationalization in the curriculum. As a start, it could revive the Marco Polo Program (international credit equivalencies), implemented in 2008.

- The Transition Team would oversee international outreach, including: academic consortia (Ontario Universities International), partner universities, philanthropic foundations, MTCU, embassies, and higher education stakeholder agencies.

COMMITTEE ON INTERNATIONALIZATION STRATEGY

The Committee was composed of 18 members representing undergraduate and graduate students, faculty, and staff from the University. Chaired by Professor Sanni Yaya, the Committee met from January to May 2017.

<u>Chair</u>

Sanni Yaya, Full Professor, Director and Associate Dean, School of International Development and Global Studies, Faculty of Social Sciences

<u>Faculty Members</u>

Yves Le Bouthillier, Full Professor and Vice-Dean Programs, Common Law Section
Faculty of Law

Jacques Bradwejn, Full Professor and Dean
Faculty of Medicine

Gilles Breton, Full Professor and Director, Graduate School of Public and International Affairs
Faculty of Social Sciences

François Larocque, Associate Professor and Acting Dean Common Law Section
Faculty of Law

Peter Olivier, Full Professor and Vice-Dean Research, Common Law Section
Faculty of Law

Ghislain Otis, Full Professor and Canada Research Chair on Legal Diversity and Aboriginal Peoples
Faculty of Law

Michael Parent, Full Professor and Vice-Dean, Career Development
Telfer School of Management

Ousmane Seidou, Associate Professor
Faculty of Engineering

Alain St-Amant, Full Professor and Vice-Dean, Undergraduate Studies
Faculty of Science

Timothy Stanley, Full Professor
Faculty of Education

Andrew Taylor, Full Professor
Faculty of Arts

Rachel Thibeault, Full Professor
Faculty of Health Sciences

Rebecca Tiessen, Associate Professor

Faculty of Social Sciences

External Member

Ferry de Kerckhove
Senior Fellow, Graduate School of Public and International Affairs
Former Ambassador of Canada to Indonesia and the Arab Republic of Egypt
High Commissioner of Canada in Pakistan

Student Members

Amina Haggar, Undergraduate Student
Faculty of Health Sciences

Calla Jeanne Barnett, Doctoral Student
Faculty of Social Sciences

Staff Members

François Carrier, Director, International Research
Office of the Vice-President Research

Regine Legault-Bouchard, Manager and Senior Advisor
Office of the Vice-President Research

Alain Malette, Senior Director, Recruitment, Admissions and Market Development
Strategic Enrolment Management

Caroline Renaud, Director, International Office
Office of the Vice-President Academic

Caroline Tremblay, Senior Manager
Office of the President

Research Staff

Kate Grantham, Postdoctoral Research Associate
University of Ottawa

Peter Szyszlo, Doctoral Candidate
University of Ottawa

INTRODUCTION

The unique character of the University of Ottawa as a bilingual institution makes this university a place of convergence for students, faculty and staff from across Canada and the globe. With a culturally diverse campus and significant research partnerships in countries around the world that facilitate international research and learning opportunities, the University of Ottawa is well-placed to offer globally-engaged higher education.

To facilitate a careful review of past practice and prepare for future internationalization priorities, the President of uOttawa charged a university-wide Committee with an institution-wide analysis on internationalization at uOttawa in December 2016. The mandate of the Committee was to conduct a comprehensive diagnostic of international activities, services and institutional perceptions. This report captures the findings of the Committee and offers several recommendations for moving forward.

APPROACH AND METHODOLOGY OF THE STUDY

This section provides an overview of the methodological approach, which frames the inquiry. It is intended to reflexively engage with the research data and provide a framework from which to build critical analysis. The first part of the section presents the research design and data collection methods. The second part will focus on the data analysis methods used for the study.

Study Design

The aim of this inquiry is to critically assess the phenomenon of internationalization as it plays out through actor-centred perspectives, epistemic communities and academic units within the University of Ottawa. For the purposes of this inquiry, a *single-case embedded case study design* was selected as described by Yin (2012, 8). The objective here is to address multiple perspectives on internationalization and provide a framework to illuminate institutional responses. Yin asserts that case studies are especially useful for allowing investigators to craft "holistic and meaningful characteristics of real-life events" which is plausible to the study of the internationalization of higher education.

These observations resonate well with the current inquiry on a number of levels, considering that the research focus is on the phenomenon of internationalization and the units of analysis are actors situated within the same organizational context, but are informed by different academic cultures and epistemic communities.

Data were collected from 10 semi-structured interviews conducted in English and French from January to March 2017 with respondents from across the University of Ottawa; including: senior administrators and mid-level leaders responsible for internationalization. In order to facilitate additional perspectives from 'demand-side drivers', four (4) focus groups were held with domestic and international graduate and undergraduate students in both official languages. Scholarly articles, official reports, monographs, grey materials, university websites and observational data provided theoretic and empirical data to inform the inquiry.

Data Analysis

For the purposes of this study, a synthesis of the literature and data sets was conducted to capture key themes and debates surrounding global engagement efforts, as well as innovative approaches and best practices employed at Canadian universities. Comparisons were made with the U15 Group of Canadian Research Universities, as this league table is among the most globally engaged. In addition, reports from higher education stakeholder agencies; including: CBIE, EduCanada and Universities Canada were consulted to round out the analysis and provide depth and dimension.

Recurrent and under-represented themes were included in the analysis to further nuance the study. Additional distinctions were made amongst faculties, and specifically in the so-called 'professional' disciplines such as engineering, law and medicine which are increasingly subject to international, regional and national regulations. Similarly, disciplines that lend themselves to more commoditized forms of knowledge such as management were examined in tandem with those which may hold stronger perceived national roles. Finally, the study gives voice to various university actors who play a front-line role in formulating institutional responses and have been noticeably absent in the internationalization policy process at the University of Ottawa in the recent past.

Overview of the Report

The report is divided into five sections including an overview of the global context and the national context (Sections 1 and 2 respectively). In Section 3 we offer an institutional analysis of the strengths, gap and barriers to internationalization and in Section 4 we cover the prerequisites for success followed by areas of focus in Section 5. The final section – Section 6 – provides an overview of recommendations and action points to be considered for adoption as uOttawa renews, expands and intensifies its global engagement strategies at home and abroad.

SECTION 1: THE GLOBAL CONTEXT – A NEW GEOGRAPHY OF ACTION

Institutional responses and positioning strategies have become a growing imperative to an increasingly competitive and interconnected higher education landscape, thereby requiring universities to calibrate international partnerships for strategic purposes. The purpose of this section is to map a framework to improve understanding of key concepts, which will guide the architecture of ideas that underpin the tenets of this study. The method of inquiry involved an extensive search of the comparative and international higher education literature

Universities train a workforce with necessary skills, foster innovation for competitive advantage and economic growth, as well as act as knowledge producers and repositories for the complex challenges facing contemporary society. Beyond economic contributions, universities shape the societies in which they are embedded. From this perspective, the significance of knowledge in our society and economy is unprecedented, not only as a consequence of sustaining economic growth, but also because of social, technological and geo-spatial transformations. The global challenges we face require greater expertise, along with more nimble institutional responses. Consequentially, universities have become pivotal organizations in addressing 21st century challenges. However, building comparative advantage in the global knowledge society requires, above all, vision and leadership. The timing is particularly challenging, given that graduates are entering into a highly competitive and increasingly globalized labour market. Furthermore, questions remain as to the strategies and tactics required in order to keep up with increased global competition from countries and regions, which leverage knowledge for strategic benefit (Jones & Oleksiyenko 2011).

In this regard, international engagement efforts represent a means of transforming knowledge boundaries, creating new knowledge, unlocking creativity and forging new governance structures. This shift accompanies a change of structures, norms, new organizational practices and identities, resulting over time in a redefinition of higher education policies. Similarly, internationalization has been increasingly advanced as means for universities to gain competitive advantage, enhance quality and visibility or facilitate a response to globalization. From this perspective, globally-engaged universities are better positioned by way of attracting and sustaining research excellence and advancing an innovation agenda.

1.1 Knowledge Society and the Internationalization of Higher Education

The knowledge society represents an emergent discourse requiring major shifts in the patterns of production, distribution and application of knowledge, which in turn, influence higher education, research and innovation policies. For this reason, knowledge has become commodified and has undergone a change in status whereby societies organize themselves around knowledge production, and universities (re)define their space(s) of action and strategic alliances accordingly (Breton 2003, 27-28).

Universities play a complex set of roles within the framework of regional and national education systems and are major contributors to human capital development, research and innovation. As strategic actors, universities are playing an increasingly proactive role in determining their positionality within a global higher education area (Szyszlo 2016). This requires investment in human capital and bridging geographically distant actors through strategic alliances, new technologies and 'connected brains'. The role of the university is therefore enhanced, considering the global, national and local spaces it simultaneously occupies (Marginson & Rhoades 2002). Consequentially, universities have become pivotal organizations in the knowledge society.

Within the global knowledge society paradigm, higher education has acquired a pivotal role whereby universities became central institutions. Research universities play a complex set of roles within the academic system (Altbach 2009, 17; World Bank 2002) and are major contributors to human capital

development, post-graduate training, leading-edge research, knowledge production and provide support to national innovation systems. These universities appear in global rankings and are the most visible at the national level (Hazelkorn 2015, 120). Research universities tend to be the most implicated in globalization (OECD 2009, 20), and they are also central institutions to the global knowledge society (Salmi 2009).

By virtue of their position, research universities are at the top of national higher education systems and that global academic network connections are central to successful competition in the modern knowledge economy and access to the global knowledge society. These observations give salience to the idea that the early twenty-first century is both a period of strengthening research universities as critical centres, and a time of accelerated globalization of science and scholarship.

1.2 Defining Internationalization

The forces of globalization have exerted enormous pressures on higher education institutions and internationalization has emerged as the primary response (Altbach, Reisberg & Rumbley 2009, 35). The international dimension of higher education is arguably one of the most significant phenomena facing higher education (Rumbley 2015, 16); however, it frequently suffers from conceptual unclarity. According to an extensive literature review of studies linked to a range of issues on higher education internationalization spanning the course of a decade, Kehm and Teichler (2007, 264) identify seven broad themes which characterize the thematic map of this field of study:

- Mobility of students and academic staff;
- Mutual influences of higher education systems on each other;
- Internationalization of the substance of teaching, learning, and research;
- Institutional strategies of internationalization;
- Knowledge transfer;
- Cooperation and competition;
- National and supra-national policies as regarding the international dimension of higher education.

Globalization and internationalization are very different but related processes. Internationalization has been defined as "the variety of policies and programs that universities and governments implement to respond to globalization" (Altbach, Reisberg & Rumbley 2010, 7).

Another commonly cited definition is provided by Knight (2004, 9) who defines 'internationalization' as a "process that integrates the international, intercultural and global dimensions into the key functions of a university, as well as into its mode of operation" (Knight 2008, 21). This operational definition describes how universities become more international in their outlook, which in turn, encompasses a broad range of activities; including: curricular reform, international courses, joint degrees, academic mobility programs, collaborative initiatives such as branch campuses, research networks, international research projects, international development and capacity-building initiatives (Egron-Polak 2012, 58).

Ennew and Greenway (2012, 5) argue that these modalities alone do not constitute internationalization and that it does not represent an end in and of itself, insofar as internationalization can be interpreted as "a means to an end and the mechanism by which universities are better able to achieve their core objectives in terms of generating, curating and disseminating knowledge, both for its intrinsic value and as a means of improving economic and social well-being." Altbach and Knight (2007, 291) continue along these lines to provide additional nuance on the influence of internationalization in shaping higher education, arguing that "globalization may be unalterable, but internationalization involves many choices."

Söderqvist (2002, 29) presents an additional perspective, which suggests a holistic view of management at the institutional level, "[I]nternationalization of a higher education institution is defined as a change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies." Similarly, Sutton and Deardorff (2012, 17) draw a continuum along these lines asserting that internationalization is "aimed not only at transforming individual institutions, but also at building global networks of learning and reflection." From this perspective, they advance the idea that "internationalization is as much a process of *outward connection* as *inward change*".

Internationalization appears to be one of the major change processes influencing the development of higher education in most countries. Higher education internationalization is not a *new* concept per se. The practice behind the movement of scholars, students and ideas gained prominence in Europe over a century prior to the Renaissance (Wildavsky 2010, 17-18). However, it is only in the later half of the twentieth century that the concept began to define the scale and scope of its impact on higher education.

Hudzik (2011, 7) asserts that over the last few decades, "powerful new factors have reinvigorated the international dimensions of higher education and the cross-border flow of students, scholars, and ideas as well as global growth in higher education." Internationalization is arguably one of the most significant phenomena facing higher education (Rumbley 2015, 16); however, it often suffers from conceptual unclarity. This observation is echoed by Knight (1999, 13) who holds that, "it is clear that internationalization means different things to different people and as a result there is a great diversity of interpretation attributed to the concept."

Internationalization efforts are aimed at bringing about greater convergence to international standards, and act as a response to an increasingly globalized environment (van der Wende 1997, 19-20). In recent years, internationalization approaches have developed structured relationships with mainstream higher education, moving from short-term, add-on activities to a central strategic imperative at the institutional level (van der Wende 2001, 250). The widening of drivers of higher education has made internationalization more of an institutional imperative (International Association of Universities 2012, 2).

This view is echoed by van der Wende (1997, 20) who defines internationalization as "any systematic, sustained effort aimed at making higher education [more] responsive to the requirements and challenges related to globalization of societies, economy and labour markets." This idea is further advanced by Knight (2004, 15), who ascertains that the transformational tenets of internationalization and globalization impact one another and as such, "[I]internationalization of higher education is both a response to globalization as well as an agent of globalization… Internationalization is changing the world of higher education, and globalization is changing the world of internationalization."

Internationalization represents an academic innovation and a process of institutional change. Equally critical is the adoption of corresponding policies and frameworks, which facilitate a supportive environment. For the purpose of this study, internationalization is defined as an institutional *project*, which enables universities to advance their core missions of teaching and research. Combined, this organizational 'package' becomes the driver of innovation and institutional change (Szyszlo 2016).

1.3 Approaches to internationalization

Internationalization represents a means of transforming knowledge boundaries, expanding academic horizons, generating linkages for academic and economic benefit, as well as advancing strategic partnerships to build human capital and (re)positioning universities. Internationalization involves many choices, which in turn, influence the development of higher education policies.

While some universities have adopted the language of global engagement, the term internationalization remains valid and useful. Within this frame, the phenomenon of internationalization encompasses a number of discourses related to the achievement of academic excellence; facilitating a framework for new governance and steering, strengthening institutional positioning, as well as providing space for policy convergence and institutional change. Also important to consider are the broader perspectives of rationale, strategies, and outcomes for internationalization, which address the questions of *why* universities internationalize, *how* and in *what ways* they do this, and to *what ends* (Rumbley, 2010).
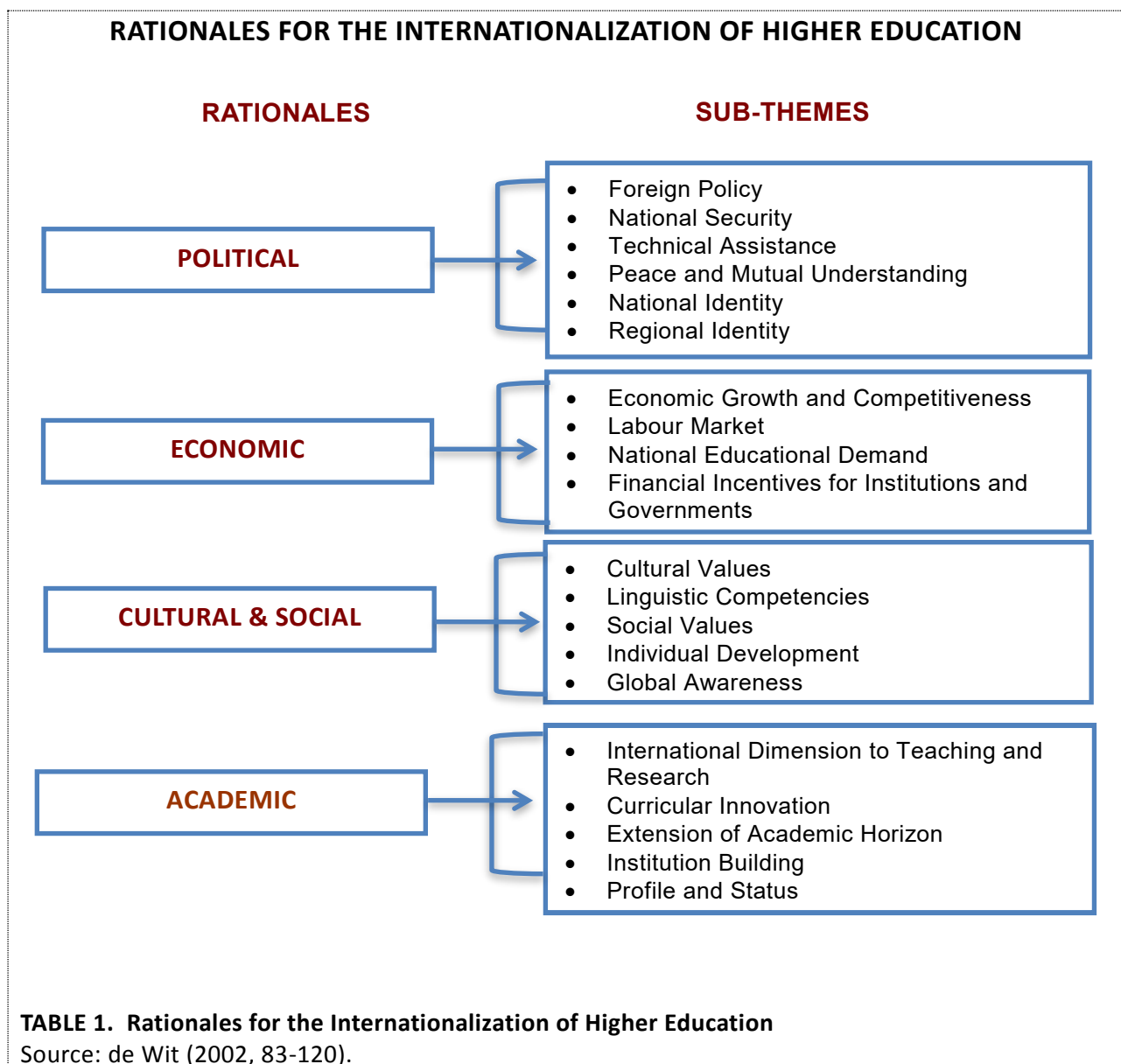
The comparative and international higher education literature identifies a series of internationalization rationales, broadly defined as motivations for integrating a global dimension into higher education. Different rationales imply different means and ends. The rationales driving higher education internationalization policy can be segmented into four overarching categories: *political*, *economic*, *cultural/social*, and *academic* (de Wit 2002, 84). The interplay between them suggests significant overlap and conceptual blurring, depending on the objectives of a given academic unit or higher education institution (Table 1).

1.4 Justifying Internationalization: Value, Impact and Risks

Internationalization is aimed not only at transforming individual institutions and leveraging knowledge for scholarly and economic benefit, but also at building global networks of learning and reflection. This sub-section explores the value, impact and risks of implementing internationalization within the academic enterprise.

Internationalization efforts have shifted from *transactional and episodic* activities to *transformational* features of the higher education landscape. Internationalization has been increasingly advanced as means of gaining competitive advantage, enhancing quality and visibility, as well as defining an institutional 'brand'. In this regard, the last two decades have witnessed an unprecedented expansion in both scope and scale of international activity in higher education worldwide. Internationalization approaches have become mainstreamed within the university, moving from peripheral, add-on activities to a central strategic imperative at the institutional level. This shift accompanies a change of structures, norms, practices and identities, resulting over time in a redefinition of higher education policies.

While global perspectives on teaching and research are integral elements to innovation, barriers continue to exist in the form of outmoded institutional policies and practices, lack of awareness, ineffective management, insufficient funding and an underdeveloped institutional culture to sustain meaningful global engagement. The timing is particularly challenging, given that graduates are entering into a highly competitive and increasingly globalized labour market. Yet, translating the rhetoric of internationalization into reality is a complex enterprise. Without adequate leadership, resources and faculty-level buy-in, the international dimension can languish, reverse gains and/or revert to simplistic and introductory approaches. Implementation entails negotiation, persuasion and compromise.

RATIONALES FOR THE INTERNATIONALIZATION OF HIGHER EDUCATION

RATIONALES	SUB-THEMES
POLITICAL	• Foreign Policy • National Security • Technical Assistance • Peace and Mutual Understanding • National Identity • Regional Identity
ECONOMIC	• Economic Growth and Competitiveness • Labour Market • National Educational Demand • Financial Incentives for Institutions and Governments
CULTURAL & SOCIAL	• Cultural Values • Linguistic Competencies • Social Values • Individual Development • Global Awareness
ACADEMIC	• International Dimension to Teaching and Research • Curricular Innovation • Extension of Academic Horizon • Institution Building • Profile and Status

TABLE 1. Rationales for the Internationalization of Higher Education
Source: de Wit (2002, 83-120).

1.5 Internationalization Strategies in Higher Education

Universities are gaining increased interest in developing strategic responses to internationalization. In this sub-section, strategies are explored from the comparative and international higher education literature to gain a broader perspective on this subject.

Globalization motivates universities to develop proactive institutional responses to support an agenda of productivity, cooperation and competition (*coopetition*) (Breton 2014, 20). Reimaging university partnerships requires thinking differently about institutional arrangements, program designs and knowledge boundaries. It also entails a fundamental shift from *mobility* to knowledge *mobilization* (Szyszlo 2016a).

Calibrating international partnerships for strategic purposes requires currencies of reciprocity, mutually interesting problems, intellectual symmetry and close alignment with learning and research outcomes.

From this perspective, the international dimension is increasingly perceived as a fundamental element in knowledge production and a means of advancing teaching, research and innovation. This requires improved knowledge management on both the academic and administrative sides of the house. By aligning institutional visions with modalities, internationalization efforts can become a means of attaining stated goals. Furthermore, qualitative instruments and analytical tools are required to improve knowledge on internationalization efforts, measure impact as well as determine gaps between 'strategic aspiration' versus 'strategic reality' (Maringe and Foskett 2010, 45).

From an operations perspective, this requires a different approach to managing international activities – moving away from top-heavy and redundant management structures – to fostering knowledge brokers who can be integrated into academic units in order to establish and maintain links, develop specialized forms of knowledge, and serve as interlocutors among a growing number of actors, agencies and stakeholders. By moving towards an informed and engaged model of internationalization, the university can capitalize on opportunities that might otherwise have been missed. As the literature forewarns – a university without a proper international strategy runs the risk of becoming irrelevant (Teichler 2001, 11).

1.6 Incorporating a Global Engagement Approach to Internationalization Strategies

The University of Ottawa plays an important role in knowledge mobilization by shaping the educational environment, research initiatives and policy impacts locally, nationally and globally. While many of the internationalization strategies explicitly focus on activities outside Canadian borders, uOttawa faculty, students and staff are also engaged in work of a global scale within Canada. Our definition of globalization encompasses the breadth of activities carried out by the University of Ottawa in confronting global challenges in multiple locales.

As a U15 research university, uOttawa has no shortage of potential entry points to scale up and expand current international efforts. As a point of departure, we can see common elements throughout the aforementioned concepts; including: multi-disciplinarity, problem-based learning, and systems thinking. Combined, these elements not only help to develop an understanding of concepts across different disciplines, but bridge different global learning communities. From this perspective, these approaches can play a pivotal role in self-transformation through critical engagement with institutional actors, peers and stakeholders.

1.7 Summary Findings

Based on the findings above, the data presented serve as a conceptual framework from which to convey the complexity and diversity of internationalization. The dynamics of strategic priorities along with evolving policy responses are the fluid features that define internationalization. As such, it has become necessary to assess the normative and institutional patterns shaping internationalization discourses, as well as the factors informing knowledge policies. It is intended as a first step to engage with the research data and provide a framework for critical analysis.

SECTION 2: THE NATIONAL CONTEXT – INTERNATIONALIZATION AT CANADIAN UNIVERSITIES

Internationalization has become a core element of Canadian universities' activities. It is now generally agreed that "creating globally aware graduates with skills suited to the jobs of today and tomorrow, and fostering globally connected research and scholarship" are important goals (Univcan 2014, 3), obligations even, for post-secondary institutions. This section deals with current internationalization practices employed by Canadian universities. Its contents are based on an online scan of university strategic plans and international plans, and a review of scholarly and institutional literature on the internationalization of higher education in Canada. Comparisons were made with the U15 Group of Canadian Research Universities, as this league is among the most globally engaged. In addition, reports from higher education stakeholder agencies; including: CBIE, EduCanada and Universities Canada were consulted to round out the analysis and provide depth and dimension.

2.1 Current Internationalization Practices

Current internationalization practices at Canadian universities are diverse in terms of their purpose, content and delivery. However, a number of key priority areas and trends can still be observed. This section highlights the top five priority areas for internationalization in Canada, with specific attention paid to associated opportunities and challenges that Canadian universities face.

2.1.1 Key Priority Areas: Opportunities and Challenges

Priority 1: International student recruitment

Recruitment of international students has long been the top priority for university administrators working on internationalization due to the financial benefits that it brings to the university. Rates for international student enrollment in Canada have seen steady growth in the past ten years. In 2015 there were 353,570 international students in Canada at all levels of study; this represents an 8% increase over the previous year, and a 92% increase since 2008 (CBIE 2016, 6). In terms of geographic representation, international students in Canada come from 187 countries, with nearly half of all international students coming from East Asia and the vast majority of those hailing from China (6). Nearly three quarters of Canadian universities identify geographical priorities for recruiting international students (Univcan 2014, 39). The most commonly targeted country for international undergraduate student recruitment is China, followed by India, the United States, Saudi Arabia, Brazil and Nigeria (39). Graduate student recruitment follows a similar pattern.

The United States is the top destination of choice for international students, as it has been for decades, followed by the United Kingdom, Australia, Germany and France (OECD 2013). The growing number of internationally mobile students has brought diversification of the popular study destinations. Canada, the sixth most popular destination, has experienced a strong increase in the number of international students for the last decade (OECD 2013). Within Canada, 43.6% of international students are enrolled in Ontario, followed by British Columbia (27.3%) and Quebec (14.2%) (CBIE 2016, 16).

Fees, language and immigration policies can each attract international students - or put them off. Recent world events like Brexit and a growing anti-immigration sentiment in the United States suggest that Canada may become an even more popular study destination for international students seeking a welcoming and inclusive environment. Canadian foreign policy and public institutions have remained very welcoming to immigrants and refugees. Take, for example, Canadian university responses to United States President

Donald Trump's 2017 immigration ban. Shortly after the ban was announced, University of Calgary offered to waive admission application fees for citizens of the seven countries affected (CBC News 2017), while University of Ottawa offered to eliminate international tuition fees altogether for students affected by the ban (Laucius 2017).

Beyond the goal of simply increasing international student enrollment, universities must work to provide quality academic and personal support services to international students throughout their degree. This will help to ensure similar retention, graduation and satisfaction rates to domestic students. Another important consideration and challenge for international student recruitment is diversification of program enrollment. At present, 82% of all international students at University of Ottawa are concentrated in just four of the nine faculties, including Engineering (36.4%), Social Sciences (18.4%), Management (18%) and Science (11%).

Priority 2: Education and learning abroad

Canadian participation rates for education and learning abroad programs currently sit between 2.5-3% of all university students (CBIE 2016). Calls to increase this number are widespread, put forward by universities themselves, as well as governments, the private sector and civil society. For example, the Canadian federal government has called for a doubling of students going abroad (from the level of 2011) by 2022 (Government of Canada 2014), while the Centre for International Policy Studies in Ottawa has suggested that *every* post-secondary student in Canada should have an international experience by the time they graduate (CIPS 2015). These calls are supported by research and news media reports linking international programs to Canada's own economic wellbeing, the production of globally minded leaders, and improved intercultural competency and job-preparedness for students.

The decentralized structure of education in Canada means that there is no overarching system to track and measure student participation in international programs. Adding to this challenge, Canadian universities have varying definitions of education and learning abroad, and count student participation in programs differently. While virtually all universities in Canada keep basic education and learning abroad statistics, relatively few collect detailed information, such as demographic data on students travelling abroad, the quality of student experiences, or the impacts of programs for host partners and communities (Univcan 2016). As a result, very little is currently known in Canada beyond the number and destinations of students going abroad.

At the institutional level there are additional barriers to data collection and program evaluation. University administrators face numerous challenges, including: collection of data by multiple offices on campus, lack of available software to record information efficiently, difficulty classifying an ever-growing number of diverse program options, lack of clarity and different perspectives on what to evaluate, lack of proven effective tools to evaluate programs, and insufficient knowledge of graduate student activities (Univcan 2016). Without consistent data collection, evidence-based planning and policy making on education and learning abroad is precluded, as is the ability to accurately compare data between institutions.

Numerous barriers can prevent students from participating in education and learning abroad programs, cost being chief among them, followed by curriculum demands, personal circumstances preventing extended travel, and an institutional culture that does not adequately support international opportunities. Issues of accessibility are also connected to the participation rates of diversity groups. It is known that students experience barriers to participation unevenly, with male students, students of color, student with disabilities, LGBT students, single parents, mature students, first generation students and Indigenous students disproportionality less likely to participate in international opportunities (IES Abroad 2009; Univcan 2016b). The causes for limited participation rates of diversity groups - be it financial, cultural, attitudinal, privilege or discrimination based - is a relatively under-researched area. Universities must pay

close attention to barriers in their own institutional context in order to understand and close the gaps in student participation rates.

Priority 3: International research collaboration

International research collaborations have grown immensely in recent years in response to several factors, including the development of communications technologies facilitating international teamwork, and growing recognition of the need for diverse perspectives on common global challenges. Research partnerships also increasingly span the public sector, private sector and civil society.

Some universities in Canada have chosen to narrow the scope of their international efforts and target a small number of country partners that are of strategic importance for research collaboration. Among institutions adopting this strategy, 80% target China, 62% target the United States, 62% target India, 56% target Brazil, 53% target Germany, and 51% target France (Univcan 2014, 33). Interestingly, only about a third of institutions with identified countries of strategic importance offer targeted financial assistance to support or encourage research collaboration with these countries (33). This degree of targeted financial assistance for research collaborations would require a highly centralized and coordinated administrative effort. Currently, slightly more than half of universities in Canada have a designated office (37%) or individual (17%) responsible for international research and partnerships; the other 46% of universities in Canada do not centralize their efforts in either of these ways (33).

Priority 4: Internationalization at home

Internationally mobile students continue to make up a relatively small proportion of the university student population. Recognizing this, Canadian universities have begun purposefully integrating international dimensions into their academic curriculum and co-curriculum, in order to ensure that all students can benefit from a global education. This trend has been called "internationalization at home," and as of 2014, 72% of Canadian universities say they are engaged in activities to internationalize their campus and curriculum (Univcan 2014). This can include efforts to:

- Mainstream integration of international topics, perspectives and content within the curriculum, across university faculties, programs and departments.
- Develop a cross-cultural competency certificate, global citizenship designation, or the like, for students to compliment their degree programs.
- Enhance opportunities for internationalization of the campus through intercultural events and activities.
- Increase and encourage opportunities for students, staff and faculty to develop language skills.
- Enhance opportunities for students to participate in international educational experiences for course credit.

As this list indicates, much of the effort required for internationalizing the university campus falls to individuals working at the program or faculty level.

Recognizing and rewarding the role played by faculty is integral to successful internationalization at home. Faculty willingness to undertake efforts to internationalize teaching and research is partly related to the institutional incentives for doing so. This might come in the form of course allowances or release from other (administrative) obligations, increased weight for international work and experience in promotion or tenure decisions, and the flexibility to build-in opportunities for independent research while abroad (Univcan 2016c). With respect to how faculty are rewarded for international work or experience in promotion and tenure decisions, an overwhelming 87% of institutions in Canada report having no formal guidelines on this matter (Univcan 2014, 30).

Priority 5: Comprehensive internationalization

The Centre for Internationalization and Global Engagement (CIGE) defines comprehensive internationalization as: "a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected" (CIGE 2012, 3). This process requires institution-wide support and uptake, with leadership from the highest levels of university administration, "and results in deep and ongoing incorporation of international perspectives and activities throughout the institution" (3). Strategic planning is key to this process. It is necessary that administrators take the time to develop clear commitments, strategies, indicators and targets for each priority area related to internationalization. This will lay a strong foundation for doing internationalization well, and can help guide the actions of university faculty and staff members, and bring them in line with broader institutional mandates.

The purpose of comprehensive internationalization is to provide the foundation for transformational education, "through which students are led towards developing a more globally aware and justice-oriented worldview" (Sharpe 2015, 227). For this reason, comprehensive internationalization defies predominant economic and instrumental rationales, in which branding a university as "international" serves mainly to indicate cutting edge education, and attract greater student enrollment and revenue. By contrast, transformational education is an institutional and pedagogical approach characterized by ethical global engagement, international cooperation, and sustainable and reciprocal agreements with international partners. Universities seeking to adopt a comprehensive approach must resist the urge to prioritize the economic benefits and rationales of internationalization above the goals transformational education.

Reflecting the highly coordinated and transformational approach characterizing comprehensive internationalization, some universities are choosing to move away from the traditional language of "international education" or even "internationalization" in their strategic and international plans. Instead, they are opting to use more encompassing terms like "international engagement" (University of Manitoba 2015), "global citizenship and awareness" (Western University 2014), or "globally engaged learning" (University of Alberta 2016; University of Calgary 2013; McMaster University 2016).

Challenges preventing universities from practicing comprehensive internationalization include: conflicting views of the primary rationales motivating internationalization, insufficient planning and leadership from higher administration, cumbersome bureaucracy, the siloing of university efforts and processes, and, of course, resource availability.

2.2 One World, Multiple Pathways to Global Engagement: The Case of the U15 Group

In this section, specific attention is paid Canada's top research universities (the "U15 group"), of which University of Ottawa is a part, in order to provide the basis for comparatively assessing our university's internationalization efforts. An online scan of U15 university strategic plans and international plans demonstrates multiple pathways to global engagement, as well as some shared priority areas. A list of common institutional priorities and goals is provided, followed by a description of three distinctly comprehensive and progressive approaches.

Largely reflective of national trends, U15 universities in Canada identify the following seven key priority areas and associated goals for internationalizing their institution:

Priority 1: International Research and Knowledge Mobilization
    Goals:

- Mainstream support for the priorities of our international office across the university in order to enhance our reputation on the world stage.
- Keeping in mind the priorities set out in the Academic and Research plans, move towards a targeted regional or country strategy with cross–referenced projects, travel, student recruitment and research partnerships within identified geographic concentrations.
- Increase the number and strength of international collaborations.

Priority 2: International Student Recruitment and Experience
Goals:
- Increase and diversify the international undergraduate and graduate student bodies to meet institutional targets.
- Provide continuity of support services (both academic and personal) to international students throughout their degree in order to ensuring international students have similar retention, graduation and satisfaction rates as domestic students.

Priority 3: Opportunities for International Educational Experiences
Goals:
- Meet institutional targets for the percent of students to have a meaningful international educational experience before they graduate.
- Align international educational experiences with the university's strategically defined international regions
- Improve pre-departure training and support for students participating in international educational experiences.

Priority 4: Creating a Culture for Internationalization on Campus
Goals:
- Internationalize the academic curriculum and co-curriculum.
- Better recognize and celebrate different cultures on campus.

Priority 5: Faculty Participation in International Activities
Goals:
- Provide a framework through which faculty participation and leadership in international activities can be acknowledged, supported and evaluated.

Priority 6: International Development and Cooperation
Goals:
- Provide a framework through which international development activities can be acknowledged, supported and evaluated.

Priority 7: International Faculty, Staff and Alumni
Goals:
- Enhance recruitment, integration and support of international faculty and staff.
- Better recognize the diversity of faculty and staff on campus and celebrate and engage diversity groups accordingly.
- Increase international alumni engagement.

Three distinctly comprehensive and progressive approaches to university internationalization stand out among Canada's U15 group. These approaches are highlighted here in order to offer a set of promising practices for University of Ottawa's consideration.

Targeted Regional/Country Framework Approach

Given the current fiscal climate, building international collaborations and visibility requires choices and selective investments. This recognition has driven some universities to put in place a country/regional framework for international research and partnerships, focusing on specific projects and activities in specific countries where the university has something of unique value to contribute. Having a regional or country strategy with cross–referenced projects, collaborations, mobility and recruitment within identified geographic concentrations can help to guide the work of university stakeholders in meeting broader institutional mandates.

As an example of this approach, in 2012 University of Calgary undertook a comprehensive institutional analysis of its international efforts with the aim of developing a more targeted and coordinated international strategy. This analysis yielded six countries of emphasis and 13 additional countries of interest, toward which the university has invested funds to develop research, institutional collaborations, faculty and student mobility, and recruitment efforts. Two university councils were also formed to ensure high-level oversight and implementation of the university's new targeted international strategy.

Transformational Education Approach

A small but growing number of universities now recognize the value of internationalization and global engagement beyond purely economic or instrumental rationales. Their primary aim is to foster among students the development of a more globally aware and justice-oriented worldview. Reflective of this shift, some universities have eliminated the traditional language of "international education" and "internationalization" from their strategic and international plans, and instead opt to use more encompassing terms like "global engagement" or "globally engaged learning" that are more reflective of the transformational educational experience their university seeks to provide.

The McMaster University "Model for Global Engagement" (2016) offers insight into some of the possibilities for improved institutional commitment to transformational education, because of its guiding recognition that global engagement and internationalization are not synonymous. For McMaster, the emphasis on global engagement is intended to foster "the transformation of the university on its own ground, whereby our academic orientation and breadth of knowledge embraces the globe, our approach to any problem is informed by a global awareness" (McMaster 2016, 2). This model also recognizes that global engagement involves not just a passive awareness, but also an "active orientation to the challenges of the world" (2). To this end, McMaster aims to incorporate the following important drivers of international activities: cooperation for peaceful coexistence and mutual benefit; international demand for the University's expertise in research, education, and learning; the civic mission of the University, embodying and enabling global citizenship; and critical social awareness, which implies the prioritization of equity, justice, and environmental stewardship (3).

Integrated Strategic Planning Approach

Establishing the necessary foundations to achieve and evaluate international commitments is an onerous and often expensive task for universities to undertake. Yet, some universities in Canada recognize this process as essential to laying a strong foundation and a road map for doing internationalization well. Higher administration at these universities are more often willing to take the time to develop clear commitments, strategies, indicators and targets for each internationalization priority area. Universities adopting this approach are guided by a strategic planning process that seeks to align and integrate international policies, programs, and initiatives across the university. They recognize that strategic plans and international plans serve a didactic function for universities; they provide the basis on which program-level curriculum, research priorities, budgets and funding request are made.

As an example of this integrated strategic planning approach, in 2014 Western University set out to develop its first International Action Plan to support the mission and vision of the university. Western engaged stakeholders from across the university, ultimately identifying six core components of a comprehensive international action plan. What is particularly noteworthy about Western's strategic planning process is the leadership undertaken by higher administration to delineate a clear set of international priorities that are not only comprehensive in nature, but also contain associated goals, strategies and indicators according toward which university faculty and staff members can focus their efforts.

2.3 Leveraging International Partnerships for Innovation and Knowledge Production

This section highlights the changing quality of Canadian university international partnerships to promote innovation and knowledge production. Recognizing that international partnerships should not be based on contingencies, but rather, on a carefully developed strategy for academic collaboration and international visibility, more Canadian universities are moving away from having a large number of loosely defined bi- or trilateral collaborations, and towards enduring strategic alliances with a few carefully selected global partners (Krull 2013, 199). Apart from adopting a more targeted approach, international partnerships are also increasingly interdisciplinary by design, involving faculty from diverse academic programs and a cross-section of partners from the public sector, private sector and civil society. Finally, in the current fiscal climate, international partnerships increasingly rely on innovative funding mechanisms to support high quality research collaborations. This can include federal or provincial research fund-matching programs, or internally awarded seed funds for faculty to explore and develop new international partnerships.

At University of Ottawa, several demonstrably successful international partnerships and high-end research collaborations are already underway. An exemplar of this success is the Ottawa-Shanghai Joint School of Medicine (OSJSM). Launched in October 2014, the OSJSM is the branch campus of the University of Ottawa Faculty of Medicine and the outcome of its long-standing partnership with the Shanghai Jiao Tong University School of Medicine (SJTUSM). As the world's first Sino-Canadian Joint Medical School, the OSJSM introduces North American undergraduate medical education to China and aims to become a bi-national model partnership for the internationalization of medical education. Students who successfully complete the program are awarded a Bachelors degree of Clinical Medicine. In the future, the two partner universities are considering offering a dual-degree program (Bachelors degree of Clinical Medicine from SJTUSM and MD degree from uOttawa), which would be obtained by students from each Faculty of Medicine upon completing specific additional requirements.

2.4 International Higher Education Stakeholder Relations

Working together, governments, institutions, associations and industry all have a role to play in leading internationalization in Canada. This section highlights the external stakeholders in Canada that University of Ottawa can work with in order to respond to institutional, local, national and international priorities. This includes: provincial and federal governments, national associations and national research networks.

2.4.1 Provincial and Federal Governments

Canadian governments have an important role to play in setting the national policy agenda for internationalization of higher education. In 2014, the federal government released Canada's International Education Strategy, the chief objective of which is to double the number of international students in Canada to 450,000 by 2022, and to enhance the participation of universities in international partnerships, including for the purpose of student exchanges (Government of Canada 2014). Several of Canada's provincial governments have also adopted international education strategies that are complementary of

federal initiatives. For example, in 2016 Ontario released a discussion paper on post-secondary international education, following its landmark Strategy for K-12 international education, focused on three themes: enhancing domestic and international student experience, creating skilled and talented workers, and driving economic growth. Since 2013, 62% of universities in Canada have received external funds for internationalization from their provincial government (CBIE 2016, 14).

2.4.2 National Associations

In Canada, a number of national associations work together for the effective coordination of international education. The Canadian Consortium for International Education (CCIE) is comprised of five such national associations: the Canadian Bureau for International Education (CBIE), Canadian Association of Public Schools – International (CAPS-I), Colleges and Institutes Canada (CICan), Languages Canada, and Universities Canada (Univcan). Canada's decentralized education structure makes national associations vital for the effective coordination of internationalization efforts. University of Ottawa can work with CCIE to access national research and statistics; learn about innovative strategies for data collection, program evaluation and policy development; and access support for identifying new partnerships and funding opportunities.

2.4.3 National Research and Development Networks

The internationalization of higher education has in many ways emerged as a response to globalization. The world's most pressing social and economic issues today are unprecedentedly far-reaching and interconnected, not confined by national borders or easily addressed by discrete projects and institutions. Research and development cooperation in this globalized context necessitates the establishment of innovative partnerships that combine the expertise of stakeholders operating across the academic, private and public sectors. A growing number of research and development networks exist in Canada to support linkages between these sectors, and to create the foundations for technological, scientific and social innovation. Universities are key players in this process.

2.5 Key Findings and Conclusions

This section has dealt with current internationalization practices employed by Canadian universities. Its content is based on an online scan of Canadian university strategic and international plans, and a review of scholarly and institutional literature on the internationalization of higher education in Canada.

It has been demonstrated that internationalization practices employed by Canadian universities are diverse in terms of their purpose, content and delivery. However, five key trends and priority areas can be observed: (1) international student recruitment, (2) education and learning abroad, (3) international research collaboration, (4) internationalization at home, and (5) comprehensive internationalization. Canada's top research universities (the "U15 group") possess similar priorities, with an added emphasis on international development cooperation, and faculty participation and leadership in international activities. Across the country, examples of comprehensive and innovative approaches to internationalization can be found, including in the form of demonstrably successful international partnerships and high-end research collaborations.

SECTION 3: INTERNATIONALIZATION AT THE UNIVERSITY OF OTTAWA – AN INSTITUTIONAL DIAGNOSIS

This section provides a synthesis from a series of semi-structured interviews and focus groups conducted with faculty members, senior administrators, mid-level leaders and students on international policies, practices and perceptions at the University of Ottawa. The objective is to facilitate an analysis of university experiences from various actor-centered perspectives.

3.1 uOttawa's International Footprint: Rationales, Strategies and Outcomes

This sub-section examines the phenomenon of internationalization as it plays out at the institutional level at the University of Ottawa. The goal is to extrapolate insights on the broader perspectives of rationales, strategies and outcomes for internationalization, which address the questions of *why* the university internationalizes, *how* and in *what ways* it does this, and to *what ends* (Rumbley 2010).

The method employed in this sub-section takes its cue from Rumbley (2010), who builds upon the work of Knight's (1994) Internationalization Cycle. An adapted version of the Delta Cycle for Internationalization (Rumbley 2010), identifies three key elements (rationales, strategies and outcomes) to map the internationalization experiences of tertiary institutions and convey a more holistic perspective of internationalization experiences. Rumbley's model is particularly well-suited for this study, since it provides an additional layer of inquiry which goes beyond the scope of Knight's original framework. Consequently, the indicators provide a means of comparison and critique as to the underlying question of *why* universities are motivated to internationalize, the range manoeuver undertaken to act on these interests, as well as gauge institutional action logics and outcomes.

This approach resonate well with the current inquiry on a number of levels, considering that the research focus is on the phenomenon of internationalization and the units of analysis are respondents situated within the same institutional context, but are informed by different academic models and disciplinary cultures. In-depth focus within a bounded system can help provide a holistic understanding of a particular phenomenon. This is particularly useful in the current investigation of *how* the phenomenon of internationalization plays out at a research university. For the purposes of this section, the single phenomenon is internationalization, which is monitored and analyzed in relation to the experiences of case study respondents.

3.1.1 Rationales

The interview and observational data suggest that the University of Ottawa is motivated to pursue an internationalization agenda for two primary rationales, one decidedly economic and the second, cultural. The first underlying principle gathered from administrators is that internationalization is widely understood as a means of income generation and diversifying the tuition pool via student recruitment. The second rationale springs from a general understanding that internationalization is a pathway to prepare graduates to gain cultural competencies, acquire linguistic skills and become 'global citizens'. Yet, the modalities currently employed to achieve these ends are primarily based on first-generation (undergraduate) student mobility programs, which remain, for the most part, disconnected from the academic curriculum, have minimal impact on the diploma and can delay graduation.

It is also important to note that few faculties have internalized a commitment to internationalization that defines the phenomenon as a core component of its operations. While the majority of respondents cite in

some fashion a rising tide of opportunities and imperatives to move the institution forward in this area, few faculties have developed strategic approaches to operationalize these objectives.

On the research side of the house, the data tells a decisively different story, considering that internationalization rationales are primarily academic in nature. A similar logic can be applied to professional disciplines such as Medicine, Management and Engineering. From this perspective, internationalization is widely understood as a means of transforming knowledge boundaries, expanding academic horizons and generating new forms of knowledge, as well as new sources of income. Internationalization is also understood as maintaining the need to stay in step with the imperatives of global science and the knowledge economy. Finally, in contrast to the mobility sector, international research partnerships are developed in direct collaboration with the academic unit, which are problem-based and research-driven.

3.1.2 Strategies

The data gathered from the respondents indicate that the University of Ottawa approaches internationalization with a heavy emphasis on international recruitment and student mobility as key action areas. Faculties are consulted on their annual international recruitment intake and linguistic profiles. On the mobility side, providing uOttawa students with study abroad opportunities, as well as facilitating reception and integration of international students, is a central pillar of the international dimension. Yet, the primary modalities employed centre around first generation mobility programs and academic 'plug-ins' with modest impact on the diploma and knowledge production efforts.

From an institutional perspective, there appears to be no clear expression of how the university measures its progress, or hopes to position itself in the mid- to long-term *vis-à-vis* global engagement efforts. Furthermore, the interview data reveals little sense of urgency on the minds of some administrators to develop an international dimension to teaching and research, while others struggle to understand how globalization is changing the university's role and structure.

In discussions it was noted that the francophonie has left a notable mark on the international dimension. Nonetheless, those relations were called into question by some respondents, noting the need to put relevance in teaching and research before political motivations. Finally, while Destination 2020 provides a baseline for some internationalization indicators, it does not include a comprehensive global engagement strategy.

3.1.3 Outcomes

The University of Ottawa has dedicated a significant amount of time, energy and resources to its internationalization efforts over the years. It has accomplished a number of its objectives; particularly in area of collaborative research, recruitment and to a lesser extent, faculty-led internationalization and internationalization of the curriculum, respectively. Despite the University of Ottawa's research intensity and positioning within the U15 group, its international efforts remain fragmented and diversified in terms of levels of intensity and engagement.

While Destination 2020 envisions a student mobility target of 1,000 students per year, no guidelines are provided in terms of establishing learning outcomes or how mobility could be better integrated into learning pathways. In this regard, student mobility is often interpreted as a *means in and of itself*, rather than a *means to an end*. Furthermore, joint and dual degree programs and the cotutelle remain at the margins of the academic enterprise. While initiatives such as PhD Teach Abroad Program have only managed to attract single digit participation over the years.

While student mobility is an important modality of internationalization, faculty and administrators must understand that it is only <u>one</u> outcome of global engagement efforts. Student mobility numbers are likely to remain stagnant in the foreseeable future unless learning and research activities are integrated into the curriculum and appropriate funding is provided. A heavy reliance upon first-generation mobility programs and academic 'plug-ins' have not achieved optimal results and inhibit curricular innovation.

Accordingly, international student attrition rates of up to 40% within the first two years of study are unacceptable. The high failure rate has remained an outstanding issue for several years without serious institutional checks and balances. Corrective measures are required in order to reverse this trend and curtail further damage to the University of Ottawa's reputation.

3.2 Striking a Balance between the Local and the Global

Universities have acquired a crucial role as organizations that not only produce and disseminate knowledge, but assimilate and adapt global knowledge to national needs. This sub-section examines the inherent tensions the university faces in light of shrinking provincial budgets, international recruitment efforts and declining national enrolment.

Universities must understand the complexities of global competition and cooperation. This requires new ways of thinking about learning and research, greater intellectual risk taking, as well as rethinking university curricula and strategic partnerships along the lines of an emerging global model (Mohrman, Mah & Baker 2008). These initiatives are no longer considered marginal or ad hoc, but instead have become mainstreamed and institutionalized whereby global comparison, benchmarking, rankings and institutional prestige have become a permanent feature of the higher education landscape.

The higher education sector is facing both increased pressure and new opportunities. In part, this shift is related to the influence of a number of external forces such as globalization, the financial crisis and changing student expectations. Internal forces are also becoming stronger: technology and demographics are driving change, costs are increasing, and greater focus is being placed on delivering operational efficiency.

As a result, uOttawa is looking to take advantage of growth opportunities outside of Canada in order to enhance its brand, increase revenues and recalibrate the balance between the anglophone and francophone student numbers. Yet, high attrition rates at the undergraduate level and ongoing challenges to graduate recruitment need to be addressed if uOttawa is to attract and retain high quality students and develop a global reputation as a research-intensive university. While there is no doubt that international expansion can be a very positive experience for uOttawa, it is a complex endeavor and not without risks that must be identified and managed to achieve success.

3.3 Transforming Knowledge Boundaries: From Mobility to Knowledge Mobilization

Internationalization efforts have shifted from transactional and episodic activities to transformative features of the higher education landscape. Internationalization is increasingly advanced as means of gaining competitive advantage, enhancing quality and visibility, as well as defining an institutional 'brand'. This sub-section explores institutional challenges and opportunities related to this approach.

The University of Ottawa has no shortage of potential entry points to scale up and expand its current internationalization efforts. Innovation is the outcome of how institutions mobilize, share and link knowledge; therefore, collaboration is key. As a point of departure, multi-disciplinarity, problem-based

learning, and systems thinking are common elements. Combined, they not only help to develop an understanding of concepts across different disciplines, but bridge different global learning communities. As the international dimension matures, and the significance of mobilizing knowledge becomes more salient, so too are the ways in which academic programs and partnerships are designed and managed.

These approaches can play a pivotal role in self-transformation through critical engagement with institutional actors, peers and stakeholders. From this perspective, further institutional change is on the horizon.

3.4 Institutional Change Management: Towards a Model of Shared Responsibility

Internationalization appears to be one of the major change processes influencing the development of higher education worldwide. The process of internationalization is often accompanied by a shift of structures, norms, practices and identities, resulting over time in a redefinition of higher education policies. The objective here is to unpack potential governance models and pathways for potential implementation at the University of Ottawa.

The analysis and corresponding literature review recognizes that a 'one size fits all' approach to internationalization is unlikely to work in a large, research-intensive university. These findings are supported by the scholarly literature (Bartell 2003; Jones 2009; Jones & Oleksiyenko 2011) and a major case study conducted at the Ontario Institute for Studies in Education (OISE), University of Toronto (Oleksiyenko 2008), which concludes that internationalization efforts work best at the faculty level where the academic unit provides ownership and the steering core.

From this perspective, the research university inevitably heads towards *decentralization* in the process of building an international strategy because of three overarching factors:

   (i)   Systemic (devolution of powers)
   (ii) Structural (size and scale of operations); and
   (iii) Characterological (different levels of research intensity and disparity across the university).

The study finds that strategic international partnerships are based on professional trust and personal relationships among individual researchers, who receive support and resources at the home institution, as well as financial support from national and international stakeholder agencies. In this regard, successful partnerships begin at the grassroots level, considering that central plans and strategies are often ignored as bureaucratic and ineffectual. Accordingly, the highly decentralized nature of research, with its emphasis on the value of academic freedom, remains well within the scope of the individual researcher. In summary, the report makes the following seven recommendations:

   • Acknowledging that funding is crucial for promoting internationalization (via government, public and private stakeholders);

   • Recognizing the difference between high-level institutional and grassroots aspirations;

   • Empowering individual performers for championing strategic initiatives;

   • Continuously monitoring grassroots successes and failures;

- Engaging grassroots successes in exchange of ideas and planning;

- Learning how to lead and follow at the same time;

- Committing to mutual evaluation and periodical adjustments to make decentralization work effectively (Oleksiyenko 2008).

Improved approaches and incentives are required to engage faculty to pursue international initiatives, as well as educate students, faculty and staff on the impacts of global higher education of contemporary learning and research. Furthermore, international initiatives must be closely aligned with knowledge production efforts, learning outcomes and research objectives. As such, faculty-led, research-driven programs are more likely to have a longer shelf life and are lead to other scholarly activities.

3.5 Summary Findings

This section contributes to addressing current gaps in the state of knowledge on internationalization efforts at the University of Ottawa. The analysis cast light upon the key discourses in an effort to develop brokered knowledge on internationalization perceptions, approaches and their translation into institutional constructs. By improving knowledge on internationalization practices and policy outcomes, the section provides much needed intellectual monitoring of internationalization efforts. The documentation and analysis of these initiatives will provide valuable information, which in turn, can be used to establish recommendations for the design and development of next generation programs and future strategic directions.

3.5.1 Key Findings and Conclusions

Based on the aforementioned sub-sections, key findings and conclusions are summarized in the following sectors:

Tactical
- International services must be strategically aligned with institutional needs and goals. It can no longer function with complicity to the overall objectives of the University.

- Internationalization practices require a fundamental shift from reactive to reflexive approaches. It is recommended that courses on global engagement be developed to educate faculty, staff and students on the imperatives of internationalization on learning and research.

- The University of Ottawa should be more proactive in pursuing dual/joint programs, which foster and promote knowledge mobilization. Existing university partners and higher education stakeholder agencies can play a key role in mobilizing technical advice and funding for these initiatives.

- At present, the University of Ottawa has over 600 international agreements and Memoranda of Understanding with few metrics to gauge their efficiency and outcomes. A full review of these agreements is recommended to optimize efficiency.

- If the University of Ottawa is to reverse the current trend of high international student attrition, corrective measures are required to prevent further damage to the University of Ottawa's reputation.

Next Steps

- Additional research and empirical testing are required to determine internationalization entry points and levels of compatibility with existing degree structures at uOttawa. As a point of entry, a Transition Team could explore embedded international programs that combine credit coursework, academic English instruction, and additional learning support. Upon completion, students are prepared to enter the second year of a degree program.

- The University should build on best practices and faculty-driven internationalization initiatives at the Telfer School of Management and the Faculty of Medicine's Office of Internationalization.

- The relationship to the MCGCE is unclear, should be better articulated by the university leadership. Synergies between the MCGCE, academic units and the International Office need to be identified going forward.

SECTION 4: PREREQUISITE FOR SUCCESSFUL INTERNATIONALIZATION AT THE UNIVERSITY OF OTTAWA

Successful internationalization requires a team of people that are creative with a risk taking dynamic leader, heavy academic involvement and strong administrative coordination. This necessitates consistent support in processes and procedures backed by vast intercultural communication knowledge. All the sectors of the academic community, board members, senior management, faculty, students and administrative staff are involved and educated about their roles and responsibilities within these processes. The importance of internationalization as a vehicle to enriching the campus and the community as a whole must be the focus. In order to reach a higher level of engagement in internationalization, strategic choices need to be made that ensure the University of Ottawa makes the best use of its resources to achieve its goals. This section discusses principles that should guide decision making with a goal of enhancing the University's international presence.

4.1 Internationalization: Goals, Guiding Principles and Strategic Choices

Internationalization is a recognized component of the University of Ottawa's identity and must be reflected in its teaching, research and outreach missions. While the University has established innovate international partnerships based on the research and scholarship of its faculty members, and on student exchanges, its approach thus far has been serendipitous and somewhat fragmented. The University of Ottawa lacks a clear vision about the priorities and goals of internationalization and do not have a set of strategies or principles which result in lack of direction, strategy setting and overall accountability in the international file. Over the past years, the University has focused on form rather than substance in the blind pursuit of rigid figures, and this has led to a devaluation of what internationalisation means and implies.

The proposed strategic goals are built broadly around the University of Ottawa's Strategic Plan. These campus goals address 1) quality of student experience at both the graduate and undergraduate levels, 2) research excellence, and 3) bilinguism. We advocate a reorientation towards outcomes and impacts and away from a purely input and output approach because we believe the proposed strategic goals will differentiate the University from its competitor and build upon its unique strengths and assets in ways that its target audiences will value.

The objectives of the proposed Internationalization Strategy are to:

1. Recruit and develop a diverse global community and provide the appropriate and necessary support services for international students to foster their success and integration in the University of Ottawa's community;

2. Provide students with exceptional experience through international and intercultural learning and research opportunities and build and sustain global consciousness to better preparing students to live and work in an increasingly complex international and intercultural environment;

3. Undertake international cutting-edge, interdisciplinary, socially engaged and collaborative international research in areas of the University's strengths. This implies to enhance recognition and support for international research as an institutional priority and identify prioritized strategic international partnerships.

4. Promote the University's capabilities to work in international projects with local governments, international agencies and industry partners on significant issues and challenges around the globe as part of a contemporary mission and a global strategy;

Success of any strategy ultimately depends on the senior administration's commitment and leadership to the strategy, as well as the skill and quality of management responsible for execution. With this in mind, here are five guiding principles that come into play for selecting partnerships and identifying new initiatives:

1. **Integrated:** This implies that internationalisation is no longer an add-on and marginal activity, a separate pillar of university policies and strategies but integrated into all other pillars: research, educational activities and service to community. Internationalisation is central for the University of Ottawa's existence, guided by a comprehensive strategy and permeates all aspects of institutional operations and functions. Through careful planning that takes into account the institution's culture as well as the challenges faced both locally and globally, internationalization should be integrated across institutional structures, processes and operations.

2. **Geographically Focused:** The University of Ottawa should focus its internationalization efforts in specific geographic regions. Because international activities and partnerships maintained by the University represent a significant investment in time and resources, there is a need to move towards a regional/country strategy and cross-reference initiatives within identified geographic areas against academic and research priorities.

3. **Faculty-driven:** The faculty role in internationalization is widely recognized as being both central and critical. As a group, they are in many ways the heart of the whole academic enterprise because they drive teaching, research and service to the community and have the discretion to deliver much of the University's internationalization strategy.

4. **Impact on student learning outcomes:** Internationalization should benefit our students in the long run through enhanced global competency, personal, cross-cultural capabilities and employability skills.

5. **Enhancing the international profile and excellence of research:** Internationalization should promote the University of Ottawa's ambition, enhance it's overall reputation and increase the international visibility of its research by making its voice heard in discussions on future world priorities.

6. **Collaborative:** Internationalization should engage global partners to advance the core missions of teaching, research and service.

4.2 Creating a Transforming Vision

The construction of a "world class university" implies a comprehensive transformation of university governance in a global context. At the heart of the University of Ottawa's international vision is the idea of transformation the model of what a university should be. For achieving internationalization strategic goals, there is a need of a campus wide transformation because internationalization is a process of change. In fact, this institution cannot achieve world-class status without a clear commitment towards (a) attracting and retaining talent faculty and students, (b) dedicating needed resources to supports its internationalization efforts and (c) implement an hybrid governance structure that permits the needed flexibility to promptly seize opportunities.

4.3 Revising Structures for the Growth of Internationalization

Internationalization at the University of Ottawa requires a commitment to promote and reward international endeavors in teaching, research, and service. In fact, a university–level plan for internationalization requires not only visionary and effective senior leadership but also an effective organizational structure at the institutional level to implement that plan. This sub-section discusses how the University could reorganize its current structures and create consistency across services, faculties and academic units to maximize resources and productivity and ensure the that the latter, that is to say the resources and productivity, meet specific mandates to achieve true international presence inside and out of the University.

The issue of whether internationalization should be centralized or decentralized has been much debated among post-secondary institutions around the world. Structures for internationalization vary significantly across universities. Some have centralized their operations led by a Vice-President representing the portfolio. Others have chosen decentralization because they believe various aspects of internationalization will and should continue to originate in the Faculties and academic units. A third model which is a combination of both does also exist where specific activities (recruitment and enrolment) are centralized leaving the study abroad, the internationalization of curriculum to academic units.

Internationalization at the University of Ottawa is a shared responsibility among various administrative and academic units. Among administrative units, some are of a more specialized nature with respect to international activities while others are of a more general service nature. Whatever model is being adopted, a key objective is to balance the substance and politics of centralization and decentralization. There is an urgent need for the University of Ottawa for a better coordination of internationalization initiatives across the campus. We believe the current internal structure is not organized in a comprehensive way in which the goals of internationalization are better served, leading to confusion, duplication of efforts and decreased productivity and efficiencies. In addition to the lack of institutional commitment, there is fragmentation and lack of coordination. In order to ensure the proposed internationalization strategic vision document receives priority, the University of Ottawa should install internationalization as a "core activity" and sufficiently resourced.

In any event, what is crucial at this point is the need for the University to determine the most effective model to ensure strategic targets for internationalization can be met. To this end, we recommend that the University:

1. Examines creating a senior administrator position that leads the international portfolio. Reporting to the President, this person will oversee and lead the implementation of the university's new International Strategic Plan and advance the institution's efforts in international research, academic programming, staff and student mobility, programmatic partnerships, service and development;

2. Reorganizes both the current International Office and the Office of International Research to create synergies, maximize resources and productivity;

3. Creates consistency across Faculties and ensures academic units meets specific mandates and objectives to achieve true internationalization inside and out of the University;

4. Professionalizes the entire institution by developing job descriptions and performance appraisal tools that are consistent with the University's internationalization objectives;

5. Relocates power and authority by decentralization when and where required and increasing local responsibility so that power is better distributed among key stakeholders and shifting some responsibilities from administrators to Faculties who have legitimate and direct interest in the nature of internationalization activities.

4.4 Fostering a Culture of Internationalization

Internationalization is about changing culture because the best internationalization strategy is doomed to fail if it does not include a comprehensive plan for changing the culture of the University. This requires institutional adaptations involving significant transformation in the organization of research, training and administration in higher education.

Globalization represents a new challenge of *external* adaptation and *internal* integration with which the university must cope. The phenomenon of internationalization is increasingly understood to be linked to areas affecting institutional change via knowledge mobilization, strategic planning, management structures and policy steering mechanisms. These processes cannot be examined in isolation from the wider political and economic realities occurring at the global, national and local levels. Equally important are university-level priorities, resource endowments and goals. Competing academic frameworks, organizational cultures, institutional legacies and path dependence are also variables which come into play (Szyszlo 2016).

These concepts build upon the idea that most universities pursue a variety of pathways to internationalization, depending on what the initiative is designed to accomplish. From this perspective, the comparative and international higher education literature warns that "translating the rhetoric of internationalization into reality is a complex enterprise... Implementation entails negotiation, persuasion and compromise. Ultimately, the plan put in place must reflect the university's particular history and culture; failure to respect the institutional context puts the initiative at risk" (Biddle 2002, 10).

Institutional change also highlights tensions between the emergent global higher education environment and the need for universities to adopt new institutional practices. Despite a growing imperative to align institutional culture with global science; fostering institutional change can be a challenging and incremental process. Repositioning strategies are increasingly designed to bring universities inline with global standards and imperatives; however, continued hurdles can persist, due in part to entrenched organizational logics, which seek to preserve the status quo by reproducing protectionist policies and setting barriers to innovation. Residual tensions, resistance and mutations may occur at the various stages as a result of the negotiation process. Furthermore, challenges remain in terms of providing space for the negotiation and trade-offs of educational policies to occur.

Equally important are the ways in which connections between internal stakeholders are fostered. As the flows of ideas and innovation require active transfer and translation, their diffusion by institutional actors is an area of interest, as their activities may help gauge institutional trajectories. The concept of traveling ideas is a particularly useful metaphor to explore how historical contexts, institutional cultures and networks form connections in order to diffuse innovations (Rogers 2003). Similarly, it is useful in the sense that these concepts can illuminate the mental constructs of institutions and players which may constrain downstream choices (North 1990). In this regard, Czarniawska and Joerges (1996) assert: "[A]gents who transport ideas play a significant role through their perceptions of the ideas and contexts. It is therefore important to explore *who* transports and supports certain ideas as well as *how* they are packaged, formulated and timed". If successfully implemented, institutional change has the potential to usher in a new age of creativity and innovation, both critical components of the global knowledge society.

SECTION 5: AREAS OF FOCUS FOR INTERNATIONALIZATION AT THE UNIVERSITY OF OTTAWA

The University of Ottawa`s Internationalization Strategy is divided into nine areas of activities necessary for success in global knowledge mobilization and education. The areas of focus noted in this section build on past successes while considering new opportunities for globally-engaged internationalization activities. While the key areas of focus noted below are divided into separate themes, there is much overlap and interconnections between these activities. The key to success in achieving our goals and vision for University of Ottawa's internationalization strategy is to reach all stakeholders, to strive for opportunities to link internationalization efforts between different stakeholders, and to ensure that the activities are documented, evaluated and communicated across the institution.

5.1 International Student Recruitment, Retention and Integration

International students bring diversity to the campus and offer new opportunities for internationalization priorities. Building on success and growth of attracting international students at the University of Ottawa, the internationalization strategy will elaborate on recent trends, strategies for retention and integration and institutional responses. This sub-section provides an overview of past performance and future avenues for enhancing the international student recruitment process and the international student experience at the University of Ottawa.

University of Ottawa will continue to actively recruit the best students from around the world and to increase the number of international students studying at uOttawa

In order to facilitate improved retention and integration of international students, uOttawa will enhance student services on campus in order to better respond to the challenges international students face when they arrive in Ottawa and in the first few months and years of their studies.

Consultation with international students will ensure the needs and priorities of international students are identified and appropriate strategies are in place (or are developed) to meet them. Given the bilingual character of the uOttawa, recruitment of international students will take place in a large number of French and English- speaking priority countries.

As we are approaching the end of Destination 2020, the foundations of a new strategic plan, which will include an ambitious internationalization strategy, must be imagined. A component of the latter will continue to include international student recruitment. Although great strides have been made in this regard (see previous sections), much work remains to be done. Some of the challenges we currently face in terms of international recruitment are outlined below.

Diversity

An issue that has garnered importance in recent years as the number of international student numbers has considerably increased is diversity in its different forms. Four ways of looking at diversity for international student recruitment are examined below:

Linguistic diversity. This is already well tracked within the scorecard;

Diversity by level of study. This is not measured systematically within the scorecard. The existing indicators, however, can be disaggregated by level of study to identify underlying trends;

Academic diversity. As shown previously, international students are concentrated within several faculties/programs. This needs to be tracked more systematically with increased effort to recruit students in underserviced faculties; and

Cultural diversity. Current international student recruitment, in terms of absolute numbers, is very reliant on several countries. Further diversifying international student recruitment is important for a number of reasons including ensuring broader international representation on campus as well as reducing overreliance on certain countries and the associated risks.

Differing internal realities

Another factor to consider as uOttawa moves forwards with its internationalization efforts are the different realities prevailing at the faculty level (alluded to above). Some faculties have seen considerable growth in terms of both domestic and international students, and are running at capacity or close thereto. These faculties are now being more selective with regards to their enrolment mix in terms of composition, pathways, etc. Other faculties are living different realities. Similarly, international growth at the masters' level has mainly occurred in some faculties/programs (e.g., engineering, economics, etc.), and the bulk of international students are in professional masters.

Additional challenges with regards to international recruitment include the following:

- o **Rankings.** Rankings are an important consideration for students in many countries, including those where we are currently active (China, India, etc). Our slide in the rankings is having an impact on our ability to recruit in different markets[1]. It can also affect our ability to attract sponsored students since some countries restrict their scholarship programs to top foreign universities;

- o **Programs.** Enhancing future international recruitment also requires ensuring that we develop programs that meet the needs of students. There are some programs that we do not currently offer (masters of finance, food science/nutrition in English, applied foreign languages, etc) which are in high demand. More importantly, there is no international mechanism/governing body within our institution that considers international trends in terms of program demand and ensures we are able to respond to them;

- o **Tuition elasticity.** International tuition fees are now fairly high. Currency fluctuations could impact future demand and enrolment. These should be carefully monitored;

- o **Non-traditional pathways.** Foundation program offerings to increase international student integration and success should be further developed/expanded. Such programs, such as that at U of T (http://www.ifp.utoronto.ca/), combine conditional acceptance to deal with intensive language instruction and for-credit courses. We have taken an important first step recently with the development of our French Intensive Program or PIF (refer to http://pif.uottawa.ca/en/program), but need to be more pro-active/aggressive in this sense. Indeed, 2012 OECD data indicates that only about 2% of international higher education students studying in one of the main English speaking destinations (or MESD which includes the US, UK, Australia, Canada, and New Zealand) were from an English

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[1] It is also influencing our recruitment efforts in Canada, for example international students in the Ontario high school system.

speaking source country. This is also the case for many of our francophone/Francophile international students, where French is frequently not the language spoken at home.

Key priority areas

In light of the above analysis, it is recommended that further international recruitment efforts be concentrated on the following priority areas. Note that the areas identified below are of equal/similar importance and require efforts from different partners on campus. They can thus be advanced concurrently, while building on existing efforts.

Priority Area 1: Increasing the geographical reach of our recruitment efforts to include a broader range of continents/countries. Current recruitment efforts are limited to China, India and Francophone countries (mainly Europe and Africa). There are important source countries (Vietnam, Mexico, UAE, etc.) we are not covering and which could increase the cultural diversity of our students, while reducing our exposure to a handful of countries that currently dominate our enrolment numbers. This can easily be done through the development of recruitment partnerships, including partnerships with sponsoring agencies;

Priority Area 2: Enhancing our recruitment presence in Western Africa (Senegal, Ivory Coast, Burkina Faso, etc.), which is currently very fragile and dependent on recruitment fairs. This would contribute to greater cultural diversity within our incoming francophone international student cohort. Further, students from Western Africa are also interested in a broader range of programs, which would contribute to academic diversity;

Priority Area 3: Existing graduate recruitment efforts at the central level primarily include participation at recruitment fairs. This is neither sufficient, nor optimal. International graduate student recruitment, including for both types of masters' streams (professional and research based) and the PhD, should fully leverage, in a coordinated and strategic fashion, our faculty (i.e., their research networks, collaborations, double diplomas, co-tutelles, etc.); and

Priority Area 4: Fully leveraging our language preparation and training institute (i.e., OLBI) to better prepare incoming international students (language training, integration, etc.). This is critical if we wish to retain the international students we attract and to expand recruitment efforts to countries with non-native speakers (Latin America, Asia, etc.). This could also mean, in the longer term, working in collaboration with local secondary school boards.

Advancing such an agenda will require a coordinated approach with different partners on campus (Faculties, the International Office, the Office of the Vice-Provost, Graduate and Postdoctoral Studies, etc.). This will be important to keep in mind, moving forwards, as we determine an appropriate governance model for internationalization.

5.2 Professors, Academic Units and Staff: building synergies to facilitate student learning opportunities

Professors and university staff play an integral role in the internationalization of the campus. Collaborations with international partners offer opportunities for innovations in knowledge production. These collaborations also facilitate opportunities for student engagement and knowledge creation among graduate and undergraduate students. Internationalization requires the commitment of a critical mass of faculty who are willing to infuse an international and comparative perspective into their interactions with students. Academic units and staff also play an important role in the coordination and facilitation of the opportunities that arise from initiatives across the campus. This sub-section will identify effective practices in internationalization as a starting point for scaling up successes.

Faculty research and partnerships around the world provide immense opportunities for innovations in internationalization and student learning opportunities. The University of Ottawa must remain committed to supporting faculty research initiatives that foster improved partnerships and collaborations around the world, and which facilitate improved understanding of – and responses to – global challenges and opportunities. Strategies that enable students to learn from and with these faculty-led collaborations include internationalization of the curriculum with explicit examples and case studies drawn from international work; student-led research opportunities to support the broader goals of faculty-led global research projects; collaboration with locally-engaged students and scholars in countries around the world to enhance learning and knowledge mobilization of Canadians and partners; and faculty-led international learning opportunities such as field schools.

University of Ottawa faculty, staff and students are encouraged to work with Federal government departments in the development of international research and program priorities. Working closely with Federal agencies will foster opportunities for cross-sector collaborations between scholars and practitioners and facilitate impact-oriented research and the next generation training of students.

University of Ottawa will also support initiatives to collaborate with post-secondary institutions at the provincial level to support globalizing the education, development of collaborative course offerings with other Ontario-based universities and colleges through the ecampus Ontario initiative.

Support for graduate students and post-doctoral fellows is essential to fostering innovative research with the next generation of scholars and practitioners. Investing in graduate research through internationalization strategies is central to preparing our students for cutting-edge scholarship. The University of Ottawa will support graduate students and post-docs in international data collection and collaborations through a range of funding, support and networking opportunities including support for faculty members in preparing research grants that ensure international research opportunities for students.

5.3 Internationalizing the Curriculum and Creating Joint and Double Degree Programs

Globally-engaged learning for students often begins with the exposure they receive in their classes. This exposure can include course curriculum, readings and activities that ensure international education. Expanding opportunities for internationalizing the curriculum is central to laying the foundation for preparing the next generation of leaders in a globalized world. Faculty members can be encouraged for the internationalization of their curriculum, and opportunities for sharing experiences and strategies are important starting points. Several strategies are examined in this section to demonstrate the possibilities for new curriculum development strategies including the development of double degree and/or joint programs with partner institutions around the world.

The University of Ottawa will provide support for curriculum development to ensure internationalization of the curriculum is facilitated where appropriate and as widely as possible. In addition, resources, strategies and training opportunities will be offered to ensure that existing knowledge of internationalization of the curriculum is shared more widely on campus.

The University of Ottawa will encourage faculty members and staff to highlight and document their efforts to increase internationalization and global engagement strategies, including work to enhance improved understanding of indigenous communities and immigrant-related realities in the Canadian context as central to improved global understanding and community engagement. At the faculty level, faculty members will include information in their annual reports about their strategies and experiences with internationalization and global engagement efforts. While this information will not be the basis for tenure

and promotion, the information collected is important for sharing across faculties and with central administration what strengths and existing practices are currently in place. The collection of this information will enable the University of Ottawa to develop future, more targeted initiatives building on our strengths and for filling gaps. Furthermore, highlighting internationalization approaches (in research, teaching and service) in annual reports raises the profile of this priority and serves as a reminder of how integral internationalization is to most of what we do at uOttawa.

5.4 Global Engagement and Education at Home and Abroad

Building on the foundations provided through an internationalized curriculum, students often benefit from opportunities to develop global competency through international experiential learning opportunities. International experiential learning and globally-engaged community service learning are two strategies for enhancing the student learning experience through practical work placements, service activities, and applied learning options. There are many ways to enhance student applied learning through co-operative education (co-op), community service learning, study abroad, research opportunities, and international internships or volunteering. This section will explore ways to enhance locally-based and/or globally-engaged experiential learning through programs such as community service learning (CSL) or co-op, as well as international mobility programs such study abroad, international co-op, field schools and international research or practicum placements for students. International mobility of students is also linked to the promotion of the University of Ottawa abroad. Students can also play a vital role in promoting the university and research priorities of the institution through their interactions abroad. This form of public diplomacy is linked to recruiting international students and to facilitating new research and pedagogical collaborations around the world. This section will further outline the additional ways to enhance student interactions abroad as a way to facilitate partnerships and improved communication with international partner institutions abroad.

The Michaëlle Jean Centre for Global and Community Engagement (MJCGCE) offers community service learning (CSL) opportunities for students. This important service provides students with practical skills development and community participation experiences that link their studies to practical community-level work. Increasing the visibility of this program across campus is an important start. In addition, the MJCGCE could foster increased opportunities in line with the University of Ottawa's internationalization priorities by building on existing linkages and networks of professors around the world to offer global experiences for community service learning. To address the financial burden associated with international travel costs, the University of Ottawa will actively pursue additional scholarship funding options for students who wish to engage more globally. The CSL program offers many opportunities for globally-engaged learning at home including opportunities for students to volunteer with new immigrants, working on global campaigns, and other globally-focused projects. Expanding opportunities for this global engagement "from home" is also important for preparing students for working in a globalized world. International and indigenous students at the University of Ottawa would benefit form targeted CSL programs that facilitate the cross-cultural learning experience in greater depth and with closer attention to intercultural learning and skills development. The University of Ottawa could consider developing training materials and resources for students that facilitate cross-cultural understanding (similar to pre-departure training and return orientation for students going abroad) to optimize the learning experiences and global understanding afforded through CSL.

Outward mobility of students, staff and faculty members is an important means to the internationalization of the University of Ottawa. Additional strategies for increasing student mobility abroad are required to ensure a larger number of students take part in such opportunities. Expanding field course options facilitated by faculty members is one important means of increasing student mobility while also fostering faculty member collaborations and networks in the host country. Additional strategies are linked to

government programs that facilitate student-learning experiences abroad (volunteering, internships, research, etc.) such as the University Affairs program Students for Development or WUSC's Students without Borders programs. International experiential learning is best achieved through guided support and reflection mechanisms. The University of Ottawa will enhance pre-departure training, in-country reflection and return orientation through the development of improved online resources and materials and innovative tools that reflect student realities.

In order to build on the CSL and international mobility successes, University of Ottawa should develop a global competency – or internationalization - certificate for students. The certificate would offer concrete recognition of the diverse strategies employed by students to prepare them for working in a globalized world. The certificate will reflect the diverse and connected strategies of internationalization underway on campus including the internationalization of curriculum, expansion of globally-engaged experiential learning and practicum opportunities, and local investments in student-led activities that foster an internationalized campus.

The Co-operative education (co-op) program must also be involved in improved internationalization efforts by ensuring co-op students who go abroad are adequately prepared and debriefed upon return, linking their pre- and return orientations to the services provided for students going abroad through the International Office, etc. The co-op office must also strive to find subsidized international placements for students to facilitate the large demand for international work experience.

5.5 Forging Strategic Partnerships and Facilitating International Research Collaborations

Strategic partnerships are important to the advancement of societal knowledge as well as to the success and outputs of scholars and students. Facilitating international research collaborations benefits from strong inter-institutional agreements and long-standing partnerships. Diverse and decentralized strategies to collaborate internationally are also significant to the internationalization success of the University of Ottawa. Harnessing the strengths of existing and emerging research collaborations can foster a revitalized culture of internationalization on campus. This section will offer innovative and creative ways for scaling up strategic partnerships and research collaborations with attention to funding mechanisms available to support such initiatives and low-cost opportunities for micro-strategies to forge enhanced partnership opportunities.

The University of Ottawa has a wealth of knowledge and experience with international partnerships and collaborations. Building on this immense success uOttawa will continue to support internationalization efforts of faculty, staff and students to ensure a cutting-edge research agenda that fosters innovation within and across faculties. Maintaining and enhancing the uOttawa international priorities through improved funding mechanisms and support for innovative research and program commitments will remain a core strategy moving forward, in particular a commitment to broadening the uOttawa international research activities.

To facilitate greater international scope in faculty and student research, the University of Ottawa is committed to sharing information about international funding opportunities and to providing support to ensure greater success in winning these grants.

The University of Ottawa should consider improved information collection on the kinds of international research taking place and how it has improved internationalization at University of Ottawa by collecting information through faculty annual reports. An award to recognize international research and its role in fostering globally engaged learning on campus could be instituted at the institutional and/or faculty levels to create greater visibility of international research projects and their impacts on societies.

Greater investments in specific international research projects through partners will be a key priority moving forward. The University of Ottawa should actively pursue opportunities to co-host international conferences on campus and within Ottawa to ensure active participation of faculty and staff. Additional international conference participation can be highlighted through specific reporting mechanisms such as annual reports that provide details of international conferences, collaborations, networking and research portfolio building. The University of Ottawa should develop and expand participation in major international research initiatives.

Specific activities to consider include developing regional areas of expertise within the University to deepen networks and collaborations with scholars, researchers and practitioners in Canada and in those regions.

5.6 Leveraging the University of Ottawa's Image and Presence Abroad

The University of Ottawa's image and presence abroad is enhanced by the role that students and faculty members play in their informal roles as ambassadors abroad on behalf of the institution. Participation in international conferences by students and faculty members is one important measure of uOttawa's reach outside the country. This section will outline new opportunities and successful strategies for promoting uOttawa's image and presence abroad building on some of the other strategies documented in this section of the report.

The many activities identified in this section will ensure the University of Ottawa's image and presence abroad is enhanced. Using opportunities such as hosting or attending international conferences, participating in international consortia and networks, among other international activities has a positive impact on University of Ottawa's reputation and is linked to improved recruitment of international students and faculty members. Students and faculty members giving presentations at conferences should be encouraged to use multimedia (such as PowerPoint slides) that include the University of Ottawa logo. Information and templates need to be circulated across the university to ensure these templates are easily accessible.

The University of Ottawa should facilitate closer collaborations with internationally-renowned researchers from around the world who might have an interest in spending research leaves and sabbaticals as visiting professors to the University of Ottawa or who may see University of Ottawa as an attractive home for their work. In addition to recruiting and attracting international researchers on a temporary or long-term basis, the University of Ottawa must ensure there is sufficient support and resources available to them as visitors to the campus. This may involve creating space, assisting with accommodation arrangements, administrative support and coordination. Enhancing support offered through the post-doctoral office is essential to ensuring top-notch emerging international researchers and scholars are supported at the University of Ottawa.

5.7 Alumni as Agents of Internationalization

Many of our alumni return to their home countries after graduation and/or find employment abroad. The University of Ottawa can capitalize on this large and growing network of alumni and their presence in countries around the world to facilitate partnership building and network creations. Strategies to work collaboratively with alumni abroad can also enrich programs for student practicum placements abroad or within their 'home communities' and can also be central to the internationalization efforts of the

university. This section will examine some of the new mechanisms for reaching alumni abroad for building and enhancing collaborations.

The University of Ottawa could work more closely with the alumni office to encourage means of communication and correspondence with international alumni and Canadian alumni living abroad as a means to enhance and foster new partnerships and collaborations internationally. Support for newsletters and listservs that connect current faculty and students with internationally-based alumni can be a valuable starting point for building relationships and maintaining connections across borders. The alumni networks can also serve as valuable contacts for students who wish to spend time abroad. The creation of alumni hubs in countries around the world, using social media as a means to connect people, can be one strategy for linking past and present students as well as faculty members who are conducting research around the world.

SECTION 6: MOVING FORWARD

Introduction: A thorough survey and analysis of the global and national context of internationalization in higher education offers insights into a comprehensive strategy for University of Ottawa. Sections 1-5 of this document elaborate on successes of internationalization activities adopted by uOttawa over time. Several important gaps are also identified and examples from other countries and other universities provide options for consideration as uOttawa forges its own path. The recommendations that emerge from the review of the literature and analysis of institutional internationalization strategies as well as interviews collected as part of the methodology for this study are specific to the uOttawa experience and are designed to reflect the strengths and opportunities at this institution. The recommendations cover a wide variety of strategies from international student recruitment, to improving the internationalization of the curriculum, recognizing internationalization efforts, diversifying the campus, enhancing opportunities for cross-cultural engagement including

6.1 Recommendations and next steps

Based on the findings outlined in this report, the recommendations below are provided with the aim of compelling University of Ottawa to adopt a more deliberate, targeted, measured, and comprehensive approach to internationalization.

1. **Deploy a targeted regional strategy for international research and partnerships, with cross–referenced projects, collaborations, faculty and student mobility, and recruitment within identified geographic concentrations**

   Action points:

   - Undertake a comprehensive institutional assessment of existing international priorities and activities with the aim of developing a targeted and coordinated international strategy, focusing on specific projects and activities in specific countries where the University has something of unique value to contribute.

   - Designate countries/regions of emphasis and work to deepen ties with local institutions, governments and civil society organizations. This can include be accomplished by identifying new partnerships and leveraging existing ones.

   - Form a committee to conduct the preliminary institutional assessment and ensure high-level oversight of the new international strategy. The committee can provide support for integration at the faculty and program level, and develop and oversee the implementation of regional- and country-specific activities.

2. **Adopt a more comprehensive approach to internationalization at the administrative, curricular and co-curricular levels**

   Action points:

   - Move away from the traditional language of "international education" and "internationalization" in the strategic and international plans, and instead opt to use more encompassing terms like "global engagement" or "globally engaged learning" that are more reflective of the transformational educational experience the university seeks to provide.

- Provide the foundation for transformational educational experiences that foster among students the development of a more globally aware and justice-oriented worldview.

- Resist the urge to prioritize the economic benefits and rationales of internationalization above the goals transformational education when designing educational curriculum and international opportunities for students.

3. **Establish the necessary foundations to achieve and evaluate international commitments**

   Action points

- Undertake a strategic planning process to align and integrate international policies, programs, and initiatives across the university.

- Develop clear commitments, strategies, indicators and targets for each internationalization priority area. This will lay a strong foundation and a road map for doing internationalization well.

4. **Recognize and reward faculty for their role in internationalization**

   Action points:

- Review faculty tenure and promotion guidelines to ensure that the value of developing effective international partnerships and the time involved in carrying out international research are recognized.

- Creating a structure within the international portfolio to identify, support, evaluate and reward faculty participation and leadership in international activities.

- Launch a curriculum development fund to support faculty in their efforts to facilitate international activities (field courses, collaborative online courses, exchanges, experiential learning, etc.).

- Enhancing support for support for faculty to apply for external funding to develop international educational experiences and activities; and providing cultural competency training for faculty who supervise international graduate students.

5. **Address diversity in international recruitment efforts and improve the retention of international students**

   Action points:

- Increase geographical reach in a larger number of countries regions including Vietnam, Mexico, Western Africa (Senegal, Ivory Coast, Burkina Faso, etc.), among other important source countries.

- Invest in the language preparation and training institute (i.e., OLBI) to ensure better preparation of incoming international students (language training, integration, etc.).

- Ensure services are known – and available to – international students throughout their studies.

6. **Enhance and support opportunities for increased faculty-led global research projects and training opportunities**

Action points:

- Work closely with Federal government departments in the development of international research and program priorities to ensure impact-oriented research.

- Foster collaborations across post-secondary institutions to provide innovate and globally-engaged learning opportunities such as the ecampus initiative.

- Offer more support in the development of research grant applications and provide recommendations for the best utilization of student participation in those grants.

7. **Encourage increased internationalization of the curriculum**

   Action points:

- Enhance opportunities for double degrees, international opportunities, etc. as part of course options.

- Encourage reporting of internationalization and global engagement efforts in annual reports by creating specific line items to reflect these strategies.

- Invest in a careful analysis of the current strengths and gap areas based on research of current internationalization efforts (by reviewing annual report data, etc.)

8. **Enhance opportunities for – and capitalize on – the potential for global engagement at home through globally-engaged community service learning options**

   Action points:

- Work closely with the The Michaëlle Jean Centre for Global and Community Engagement (MJCGCE) to showcase and promote community service learning options that promote global engagement.

- Link community service learning placements more strategically with international experiences to create a better continuity of local and global educational opportunities.

9. **Increase the number of uOttawa students going abroad**

   Action points:

- Actively pursue additional scholarship funding options for students who wish to engage more globally.

- Foster new opportunities for faculty-led, research-based or practicum experiences in field studies courses around the world.

- Ensure full-cycle reflection and analysis in preparing and debriefing students who engage in cross-cultural opportunities through improved support before, during and after the placement.

- Consider diverse ways of recognizing the contributions of international activities to education through co-curricular and certificate options.

- Improve options for international co-op placements.

10. Forge Strategic Partnerships for improved international research collaborations

Action points:

- Maintain and enhance uOttawa's international priorities through improved funding mechanisms and support for innovative research and program commitments.

- Document and share information about the current innovations in international research and collaborations to provide case studies and improve visibility of such initiatives.

- Recognize and consider awards for international research when it is linked to globally engaged learning on campus.

- Actively pursue opportunities to co-host international conferences on campus and within Ottawa to ensure collaboration, networking and knowledge-sharing with international scholars and researchers

11. Promote the University of Ottawa's Image and Presence Abroad

Action points:

- Encourage students and faculty members giving presentations at conferences to use uOttawa logos in their multimedia presentations (such as PowerPoint slides) and circulate templates widely.

- Foster opportunities for international scholars to spend research leaves and sabbaticals as visiting professors to the University of Ottawa.

- Capitalize on the large and growing network of alumni and their presence in countries around the world to facilitate partnership building and network creations.

- Develop social media and communication strategies to link with alumni who are globally-engaged and/or scattered around the world with current uOttawa students and faculty.

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APPENDIX A

TERMS OF REFERENCE

Terms of Reference – University of Ottawa President's Committee on International Policy

Preamble

In keeping with its heritage and its mission, the University of Ottawa made a commitment to increase student and faculty mobility and to broaden the scope of our activities in the areas of teaching, research and service to communities within the context of knowledge dissemination and internationalization.

In order to meet our internationalization objectives outlined in *Destination 2020* (goal 4) and in preparation for *Destination 2030*, the University will strike an ad hoc committee comprised of individuals from the various groups of the University community. This committee will put forward recommendations on an internationalization policy for the University of Ottawa.

This approach reflects the University's commitment to support and promote its activities in a structured and proactive way that will strengthen the reputation of our programs, encourage international collaboration in research and knowledge creation and allow us to use our expertise to help meet current and future societal needs.

Mandate

The Committee will be asked to create the framework and foundations for an effective and modern internationalization policy that will allow the University to address the challenges and issues of an ever changing, interconnected and competitive global society.

The Committee will look at, for example:

- How the University can take full advantage of the elements that make it unique, including:
    - Its location in the heart of Canada's capital
    - Its bilingual nature

- Principles promoting internationalization of current educational programs

- Whether to increase our level of cooperation with foreign universities and, if so, the priorities that should underlie the strategy for doing so at both the undergraduate and graduate levels

- Ways to update our orientation and integration programs for international students to help increase the size of this cohort

- The role of outgoing mobility and ways to provide more versatile training that offers students greater flexibility

- The geographic areas we should target (if necessary, based on disciplines or undergraduate/graduate programs

- The efforts required to harmonize the internationalization policy and scientific production involving international collaborations and how the University can better support its researchers and students in this area

- The ways the University itself can and should ensure the coordination and cross disciplinarity of activities related to internationalization, with particular attention to the interdisciplinary nature of these activities

Methodology

The Committee is strongly encouraged to develop a working methodology that:

- Offers all members of the University of Ottawa community an opportunity to share their points of view

- Sets out a proactive and forward-looking approach to an institutional policy on internationalization

Timeline

Ideally, the Committee will have its report completed no later than April 30, 2017. The Committee's report will be submitted to the Senate and Board of Governors prior to the summer of 2017.