FROM A NATIONAL UNIVERSITY TO AN INTERNATIONAL UNIVERSITY: BUILDING ON INTERNATIONAL OPPORTUNITIES THAT INSPIRE

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EXECUTIVE SUMMARY

The reality of the global and more competitive environment in which universities are operating has led to the need for Dalhousie to identify the specific international character of the institution in alignment with its strategic focus. Embedding the international agenda within the university organization and operations necessitates making decisions and choices that will define the international character of the university and its success in achieving its objectives. The strategy is focused on the broad institutional issues rather than operational planning level.

In order to reach a higher and more effective level of internationalization, the International Strategy defines the following principles for selecting partnerships and identifying new initiatives:

1. **Positioning the university**: Partnerships should enhance the reputation of Dalhousie University and raise its profile, both on the national and international scenes.
2. **Effectiveness of engagement**: International agreements should create opportunities for and support to mobility of students and faculty, and be beneficial to the university.
3. **Impact on academic programs and students**: Partnerships and initiatives should enhance the internationalization of the curriculum, promote intercultural awareness campus-wide, and support the success of international students.
4. **Impact on resources**: International agreements should account for the impact on university resources including central administration services, student services, and academic units, as agreed with the academic units concerned.
5. **Funding opportunities**: Preference should be given to international agreements that allow access to governmental and other stakeholders’ funding opportunities.
6. **The academic balance of benefits in international relationships**: Both partners should derive benefit from the relationship. The objectives of partnership should enhance global educational opportunities for our partner institutions.
7. **Alignment with institutional priorities and research excellence**: Partnerships should support international collaboration in strategic research areas as defined by the university.
8. **Geographic Focus**: Preference should be given to international agreements that reinforce existing strong international ties with institutions and that are in specific, identified geographic areas.

The International Strategy has been developed to provide priorities in international partnerships and initiatives from a broad university perspective in six focal areas: international recruitment, international mobility, internationalization of academic programs, support for international student retention and success, international research and international development, and international alumni engagement. Priorities are identified in the plan for each of the functional areas. The highest priority in selecting partners and programs of interest will be those with a convergence of value across functional objectives, particularly where there is synergy between recruitment and research where successful partnerships already exist. Initially, the priority research areas and areas of emerging research strength are those currently highlighted by the University in its strategic research plan: Ocean Studies; Advanced Materials and Clean Technology; Health and Wellness; Governance, Society and Culture; Information Science and Communication; Agriculture and Food Technologies; Energy and the Environment (additional areas may be added, in future). The initial geographical areas for priority are those locations where synergies exist among the
functional areas: South America (in particular Brazil, Chile and Mexico), China, and the European Union - EU (in particular France, Germany). These geographical priorities are revisited each year. The designation of these areas does not exclude the ongoing exploration of new opportunities or continuation of existing partnerships in other regions/countries of the world (e.g. Africa and the Caribbean).

A simple organizational model for coordination of resources is in place, headed by the DISC Steering Committee and the Executive Director of the Office of International Relations who coordinates activities with the other units on campus that have international responsibilities. The University’s strategy for internationalization is set by the Dalhousie International Strategy Committee (DISC).
SECTION 1: THE GLOBAL CONTEXT

1.1 Context for Internationalization: Key Trends and Challenges

“Today higher education is a global endeavor. Universities work in an increasingly borderless environment.” (EAIE Forum, Summer 2016, p. 45)

“What it takes to be a truly global university: Clear brand with international recognition; comprehensive excellence in teaching, research, staff, facilities, leadership and governance; innovative research with global partners that address global problems; global distribution of teaching and learning; significant percentage of international staff and students; close interactions with global businesses” (Times Higher Education: The World’s Most International Universities 2017, February 1, 2017)

The reality of the global and more competitive environment in which universities are operating has led many universities to specifically demand growth in the international character of their institutions. Embedding internationalization within the university organization necessitates making decisions and choices by Dalhousie in the context of the following challenges:

- **Increased recruitment competition.** There are multiple forces at work that contribute to the increasing level of competition for globally mobile students: global market share (Canada’s share remains small at 6%); growth of supply (currently approximately 17,000 universities worldwide, with universities in Asia on the rise, and more countries making efforts to attract graduate students through better branding, financial support and other incentives); international education as industry (private sector education providers growing); decreased public spending in education (Canada and abroad); education as immigration pathway (education viewed as ideal entry point in nations that need to address declining domestic populations and skilled labor shortages). The higher education environment has become increasingly competitive and more emphasis has been placed on the international ranking of the university’s reputation for international recruitment and partnerships.

- **Increased international mobility of students.** The top ranked expected benefit in pursuing internationalization is noted as increasing the international awareness of students (International Association of Universities, 4th Global Survey, 2014). There are more than five million students traveling abroad for education, when you factor in the huge numbers pursuing language studies, an increase of 100% from 2000 (ICEF Monitor, November 5, 2015).

- **Internationalization of the campus.** Increasingly, academic programs in many universities are re-designed to integrate international/intercultural components along with increased pressure to strengthen “internationalization at home” activities involving students, faculty and staff. Internationalization at home is described as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (EAIE Forum, Winter 2015, p. 8).

- **Increased support for international students.** Student support services on campus are challenged to provide the cultural, academic and financial support needed by the increasing number of international students to ensure their chances for success.
- **Internationalization of research.** New (thematic) opportunities are available for strategic international research (e.g. Canada First Research Excellence Fund; German Universities Excellence Initiative; France Competitiveness Clusters/Pôles de Compétitivité; Japan Strategic International Collaboration Research Program) and for joint teaching/training activities (e.g. cotutelles; joint/double degrees).

- **International funding opportunities.** Foreign governments in Asia (e.g. China, India, Malaysia, Singapore), South America (e.g. Brazil, Chile, Colombia and Mexico), and in the Middle East (e.g. Kingdom of Saudi Arabia, Qatar, United Arab Emirates) have declared their intention to become regional education centres and are providing opportunities for student mobility, student funding, and research collaboration at the international level.

- **Internationalization of alumni.** As increasing numbers of graduates come from other countries and become more mobile, these alumni become progressively more important in supporting international activities and universities’ international reputations.

1.2 **Engaging in the Process of Internationalization: Value and Impact of Internationalization**

Strategic internationalization provides Dalhousie with an opportunity to enhance the quality and impact of education and research at the local, national and international levels. Internationalization of higher education built on cooperation and partnerships, rather than simply on recruitment, supports new forms of knowledge and international relationships that are more interdisciplinary, cross-cultural and global in reach, and increasingly oriented towards solving problems that extend across national borders.

**Internationalization Impact**

Internationalization has a significant impact on recruitment, student mobility, academic programs, student services, research, and alumni engagement. Universities around the world have been quite active and successful in attracting international students to their campuses. Dalhousie, for example, has significantly increased the number of international students in the past five years; in 2016, they represented 18.6% of the total student population. The long-term impact of internationalization at Dalhousie will depend on strategic choices related to how we leverage resources to meet the challenges in the following important focal areas:

**International Recruitment.** International recruitment has been seen as both a solution to falling local demographics and a net-positive educational value for all of our students, as well as necessary for research enterprise. Sustainable international recruitment at both undergraduate and graduate student levels requires a balance of depth and cultivation of breadth in key markets as well as the exploration of new sources of support, in particular for graduate and post-doctoral students. Successful international student recruitment supports the inclusion of diverse perspectives and cultural enrichment on campus – academically and socially.

**International Mobility.** Many Canadian universities are concerned that too few Canadian students go abroad as part of their educational and work experience. Increased support for student mobility (such as exchanges, internships, and service learning opportunities) should be explored. As a university, the
challenge will be to develop and leverage these opportunities fully for the benefit of our students.

**Internationalization of Academic Programs.** While Canadian universities recognize the importance of preparing graduates who are internationally knowledgeable, the academic opportunities for enhancing their learning experience on and off campus are not yet well-integrated into academic programs across the campus. Plans to adapt curriculum and pedagogy are needed to address the importance of students becoming more knowledgeable in this regard.

**International Student Support and Retention.** Strong recruitment practices across the world (e.g. Australia, France, US, UK, USA) have significantly increased international admission and enrolment levels. In some institutions particularly, a good portion of international students do not continue their academic plans to the point of degree completion (an existing situation in Canadian universities). Supporting and retaining international students is an important measure of recruitment success and an important goal which calls for comprehensive, proactive retention efforts. These efforts must be collaborative, cross-functional, and responsive to the international students. Increased resources will be needed to counter lower rates of retention in the international student population.

**International Research and International Development.** Many of the most pressing research questions are ones which extend beyond national borders and benefit substantially from collaboration with international partners. Research cooperation with international colleagues raises the level of research impact and provides a broader range of sources from which research funding might be accessed. The result in both cases leads to world-class contributions to global issues and an elevated institutional reputation. At the same time, the university’s involvements in international development initiatives provide both faculty and students with the opportunity to gain enhanced knowledge about the lesser-developed world while making contributions to it. The mutual benefits which arise from these involvements are significant.

**International Alumni Engagement.** Alumni are agents of internationalization and universities should be looking at them as a powerful resource. Plans to invest in international alumni engagement need to be part of the institutional international strategy because these alumni serve as connectors, as ambassadors of the institution, and as sources of information for academic and research initiatives. They also serve as important references for students seeking opportunities and for prospective new students.

**SECTION 2: AN INSTITUTIONAL DIAGNOSIS**

2.1 Current International Engagement

Overall, Dalhousie partakes in many international activities, both formal and informal. In 2012, Dalhousie developed an international agreement registry of partnerships formalized by the university over recent years hosted on a software system called MoveON. While this is a work in progress, it highlights the need for institutional processes and procedures to identify and monitor the wide range of international
agreements. The same need exists to track and register international visits/visitors and student mobility.

As of December 2016, Dalhousie reported:

- 217 active agreements in the following categories: Memorandum of Understanding/Memorandum of Agreement (MOU/ MOA), Student Exchange Agreement (SE), Study Abroad Agreement (SA), Joint Degree Program Agreement (JDP), Clinical Internship Agreement (CI), involving 60 countries.

a) International Recruitment Status

As of December of 2016, Dalhousie University had 3506 international students, from 139 countries, representing 18.6% of the total full-time student population. International students are largely concentrated in four Faculties: Computer Science, Engineering, Management, and Science. Other key features of Dalhousie’s international engagement include:

- Top 10 countries for international students, as of December 2016: China (1581), India (364), Saudi Arabia (240), USA (149), Nigeria (91), Kuwait (81), Bahamas (55), Pakistan (53), Iran (48), Bermuda (44).
- Undergraduate Students
  - International students are 13% of the total full-time undergraduate student population.
  - Countries of focus for undergraduate recruitment: (Strong): China, India, Middle East (Qatar, Jordan, Kuwait, UAE), Bermuda and the Caribbean, USA; (Emerging): Latin America (Brazil, Colombia, Mexico, Peru); Central Asia (Azerbaijan, Kazakhstan); Southeast Asia (Malaysia, Philippines).
  - Focus on international high schools, pathways and agencies.
- Graduate Students
  - International students are 28% of the total full-time graduate student population.
  - Top 5 regions for current graduate recruitment: South Central Asia, Middle East, India, Africa, Europe.
  - Largely attracted by research areas.

Recruitment is supported by the Registrar’s Office, the College of Continuing Education, the Faculty of Graduate Studies, and the Office of International Relations.

b) International Mobility Status

In 2015-2016, 408 Dalhousie students were involved in outbound activities (student exchange/study abroad programs/international filed courses) to 37 countries; this represents 2.7% of the full-time undergraduate/graduate student population. In 2015-2016, 274 international students were involved in inbound activities (student exchange programs/visiting students) from 32 countries.

Across Canadian universities, student mobility (outbound) remains low on average (with some exceptions) with 2-3% of students involved in international learning/research activities.
Other universities have also identified education abroad goals to improve this ratio. For example:

- Simon Fraser University (SFU) has set a target that 25% of the undergraduate graduating class will have an international experience over the next five years.
- The University of British Columbia (UBC) has set a target that 30% of the undergraduate graduating class will have an international experience over the next five years.
- The University of Alberta (U of A) has set a target for undergraduate students that 15% of the graduating class will have participated in study abroad experiences and 5% will have participated in work or research abroad, including internship and co-op placements or community service-learning over the next five years.

The report *Shaping Alberta’s Future*, launched in 2011 by the Premier of Alberta’s Council for Economic Strategy, recommended that it be made mandatory for PSE students to earn credits with a “global” designation, whether through courses taken at home institutions or during semesters studying/working abroad. This is an interesting measure of internationalization of PSE in Canada which highlights an important dimension for growing the international scale of Dalhousie as the major PSE institution in the Province of Nova Scotia. In November 2016, at the occasion of its 50th Anniversary Annual Conference, the Canadian Bureau for International Education (CBIE) launched an initiative called “Learning Beyond Borders”, to facilitate and encourage a dialogue within Canadian higher education institutions about getting more students to undertake learning experiences in other countries, in order to become global citizens. The rationale behind this initiative is that institutions are developing Canada’s leaders of tomorrow, the individuals who will negotiate, analyze, connect and engage in meaningful ways at the international level.

At Dalhousie, international mobility is supported by the International Centre in collaboration with Faculties, some having a designated person/committee for their international student mobility processes. The following general guidelines for current and new undergraduate exchange programs are normally followed:

- Programs must be balanced in numbers of students incoming/outgoing, to avoid incurring net loss of tuition revenue for Dalhousie.
- Target countries are designated as either for undergraduate exchange or for undergraduate international recruitment into full degree programs.
- For current or new undergraduate exchange programs, compatibility with the undergraduate curriculum level and overall quality of the experience is sought, as well as location factors that take into account safety, and student demand for the location.
- When seeking new undergraduate exchange programs, the institution must have sufficient course offerings in English and sufficient services/supports in English.

*Current student exchange and study abroad agreements* are administered by the International Centre.

A Working Group on International Learning (Sub-Group on International Mobility), reporting to the Dalhousie International Strategy Committee (DISC), has been set up to identify key issues regarding the
international mobility of our students, and to make recommendations resulting in a clear action plan on international mobility for Dalhousie University.

c) Internationalization of Academic Programs

Dalhousie University Strategic Direction 2014-2018 explicitly refers to the internationalization of the campus:

- Strategic priority 1.2 (Teaching and Learning) targets focuses on strategic student recruitment based on discipline, level and diversity.
- Strategic priority 1.3 (Teaching and Learning) focuses on strengthening student experience, leadership development and additional support for our locally diverse and international students.
- Strategic priority 4.2 (Partnerships and Reputation) focuses on strengthening the recognition for our academic excellence and reputation at national and international levels.

Over the years, a number of Dalhousie’s Faculties and Departments have established significant initiatives to internationalize academic programs through participation in academic consortia or development of joint academic programs. For example:

- Erasmus Mundus Global Studies Consortium (Austria, Denmark, Germany and Poland), involving Dalhousie’s Department of International Development Studies. The purpose of this academic consortium is to facilitate the exchange of graduate students specializing in Global Studies and to create an M.A. in Global Studies.
- North American Consortium on Legal Education (NACLE – Canada, Mexico, USA) which facilitates the exchange of law students between eight participating universities and the creation of common courses in law.
- Joint International Undergraduate Degree Program in Economics (Department of Economics, Faculty of Science), also called 2+2 Program, which allows cohorts of Chinese students from Shandong University of Finance & Economics, Shandong University and from Renmin University to start their academic program in China and transfer to Dalhousie to complete their Bachelor Degree (2 years).
- Joint International Undergraduate Degree Program in Agriculture (Faculty of Agriculture), with Fujian Agriculture and Forestry University.

A Working Group on International Learning (Sub-Group on Internationalization of the Curriculum) has been set up to identify key issues and make recommendations regarding global perspectives and content in curriculum, intercultural competence and language learning as an aspect of internationalization.

d) Support for International Students

Dalhousie recognizes the importance of skills and preparation that international students require to be successful when they come to Dalhousie, to Halifax, and to Nova Scotia, and that much needs to be done beyond language training, for example, to support international students so they can succeed in
academic, social, cultural and economic contexts. The retention rate for international students is lower than for national students. This is of concern for all students, but particularly for those who are enrolled in undergraduate and graduate programs in Management, Engineering, and Computer Science with higher proportions of international students.

Currently, the support for international students is spread across several units as well as within the individual Faculties: Writing Centre, College of Continuing Education, International Centre, Advising and Accommodation Services. In addition, the Enrolment Management Operations Committee (EMOC), chaired by the Provost and Vice-President Academic was established to address student enrolment, retention and success at Dalhousie. Two ad hoc Committees of the EMOC, one on retention and one on services to international students, were established to identify gaps in support to international students and to conduct an analysis of retention rates at Dalhousie (for both domestic and international students). A Report called “International Student Support Strategy” has been produced in February 2015 with findings and recommendations to be implemented under the leadership of the Vice-Provost Student Affairs and the Senior Assistant Vice-Provost Student Affairs. Of particular attention are efforts/initiatives undertaken with Dalhousie’s Centre for Continuing Education, Registrar’s Office and Faculties for refining skills and pathways programs as opportunities to enhance enrolment and student success.

e) International Research and International Development

Dalhousie researchers are presently engaged in international research and international development collaborations with partners/colleagues from over 100 different countries. While such international collaborations can be found in all of the university’s faculties and in most research areas, a few stand out for their strategic significance and/or breadth of involvement. These include:

- The Ocean Frontier Institute: The OFI research recently supported via the Canada First Research Excellence Fund (CFREF) involves research partners at eight international institutions in five different countries. Responding to one of Dalhousie’s leading research priority areas (Oceans) and two of its strategic geographic areas (Europe and the USA), OFI research benefits from the involvement of partners at the Alfred Wegener Institute, Christian Albrechts University (Kiel) and GEOMAR in Germany; LabexMER in France; Woods Hole Oceanographic Institution and the Lamont-Doherty Earth Observatory (Columbia University) in the USA; the Institute of Marine Research in Norway; and the Marine Institute (Galway) in Ireland. Key researchers at Dalhousie hail from the Faculties of Science, Computer Science, Law, Engineering and Arts and Social Sciences.

- The Child and Youth Refugee Research Coalition (CYRRC): Led by the Dalhousie’s Children & Youth in Challenging Contexts Institute (CYCC) based in the Faculty of Health Professions, the CYRRC is a Pan-Canadian consortium which is collaborating with the German Leibniz Education Research Network (LERN) to research the resettlement and integration of Syrian (and other) refugee children and youth to provide support for evidence-informed policy and practice interventions. Researchers from Dalhousie’s Faculties of Arts and Social Sciences, Science, Medicine are also involved.
The Agricultural Transformation through Stronger Vocational Education (ATTSVE) Project: The ATTVSE is a large international capacity development project involving Ethiopian partners which is being implemented by Dalhousie’s Faculty of Agriculture with support from Global Affairs Canada. The project aims to build capacity within Ethiopia’s Agriculture Technical and Vocational Training Colleges to support a market-focused system that encourages economic development and support the needs of farmers, rural youth, the agro-industry and the broader rural communities.

International research and international development activities are supported by the International Research & International Development Office which reports to the Vice-President Research.

f) International Alumni

Dalhousie has an extensive alumni community, exceeding 132,000 in 2016. These alumni span the numerous faculties, with educational backgrounds ranging from undergraduate, graduate and doctorate degrees. Currently, more than 36% of Dalhousie alumni are under 40, and 56% of Dalhousie alumni are under 50.

- More than 4,300 alumni live in the United States, distributed over 50 States, with a significant number (150+) in the following seven States: California, New York, Massachusetts, Florida, Texas Maine and Washington.
- More than 4,900 alumni live internationally, distributed over 150 countries, with a significant number (120+) in the following eleven countries: United Kingdom, China, Malaysia, Bermuda, Hong Kong, India, Australia, Bahamas, Singapore, Saudi Arabia and Germany.

Alumni represent important networks to build on as part of Dalhousie’s International Strategy. Work on international alumni and activities is spearheaded by Advancement, Alumni Engagement.

2.2 Challenges for Dalhousie’s International Engagement

The consultation process undertaken in the Fall of 2016 with Faculties and other key players in internationalization has identified and confirmed the following challenges at Dalhousie:

1. The development of a concise set of strategies for priority activities and geographic focus for making decisions at all levels in the university.
2. The coordination between and within academic, research, and administrative units in the Identification and development of international initiatives to increase the synergies between international recruitment, academic programs, student success, and research/development activities.
3. The development of consistent protocols/guidelines to manage and evaluate international activities.
SECTION 3: DALHOUSSIE’S INTERNATIONAL ENGAGEMENT STRATEGY (2017-2020)

“I believe the growing international scale of Dalhousie is terribly important for the future...If Dalhousie is the premier institution in a significant region of a G8 country, that institution needs to be world-class. And that institution cannot be world-class without international students. It has to reflect an increasing portion of the world.” (Franklyn Wilson, Member of the Dalhousie Advisory Council – Dalhousie Magazine, Winter 2012)

The impact of Dalhousie University on Nova Scotia’s economy and the Halifax community is quite significant. According to recent studies, Dalhousie generates $1 billion of Nova Scotia’s total GDP and creates over 10,000 jobs which generate almost $600 million in wages for Nova Scotians. By virtue of its size, breadth of activity and impact, Dalhousie “…has stepped up as a key partner in fostering an ecosystem of innovation in Nova Scotia, one that equips our communities, our students and our graduates to build economic strength within our province and beyond” (Dalhousie President’s Message, Dalhousie University Strategic Direction 2014-2018: Year 2 Progress Report, June 2016).

3.1 Guiding Principles for Making Strategic Choices in Internationalization

In order to reach a higher level of engagement in internationalization, strategic choices need to be made that ensure Dalhousie makes the best use of its resources to achieve its goals. The following principles have been delineated to guide decision making with a goal of selecting partnerships and identifying new initiatives to enhance Dalhousie’s international presence:

1. **Positioning the university**: Partnerships should enhance the reputation of Dalhousie University and raise its profile, both on the national and international scenes.

2. **Effectiveness of engagement**: International agreements should create opportunities for and support to mobility of students and faculty, and be beneficial to the university.

3. **Impact on academic programs and students**: Partnerships and initiatives should enhance the internationalization of the curriculum, promote intercultural awareness campus-wide, and support the success of international students.

4. **Impact on resources**: International agreements should account for the impact on university resources including central administration services, student services, and academic units, as agreed with the academic units concerned.

5. **Funding opportunities**: Preference should be given to international agreements that allow access to governmental and other stakeholders’ funding opportunities.

6. **The academic balance of benefits in international relationships**: Both partners should derive benefit from the relationship. The objectives of partnership should enhance global educational opportunities for our partner institutions.

7. **Alignment with institutional priorities and research excellence**: Partnerships should support international collaboration in strategic research areas as defined by the university.

8. **Geographic Focus**: Preference should be given to international agreements that reinforce existing strong international ties with institutions and that are in specific, identified geographic areas.
3.2 Strategic Objectives of International Engagement

The preceding principles will be used to guide the choices we make for Dalhousie’s partnerships and agreements with international partner institutions and in international activities as we move forward. The following focal areas for internationalization have been identified for the period 2017-2020: recruitment, mobility, academic programs, student support and retention, research collaboration and international development, and alumni engagement.

General objectives by focal area:

1. **International Recruitment**: maintain a balanced international enrolment to ensure the institution is not overly dependent on one single market.
2. **International Mobility**: enhance the number of student mobility experiences, in particular outbound.
3. **Internationalization of Academic Programs**: increase the number of Dalhousie graduates who are internationally knowledgeable and culturally aware through student learning experience, both at Dalhousie and abroad, and increase joint international degree programs, e.g. 2+2, 3+1, cotutelles, etc.
4. **International Student Support and Retention**: increase retention and success of international students while at Dalhousie.
5. **International Research and International Development**: increase the scope and level of funding support for international research collaborations, with emphasis on the university’s research priority areas, and for development activities/projects (e.g. knowledge transfer, export of skills, skills training).
6. **International Alumni Engagement**: enhance the impact of international alumni relationships through strategic collaboration between departments and units at the university who have contact, or the potential opportunities, to engage international alumni.

3.3 Mapping of Strategic Opportunities for Internationalization (2017-2020):

The guiding principles for making strategic choices in internationalization have been used to map the following opportunities and priorities; they cover the focal areas for internationalization at Dalhousie for 2017-2020.
### Table 1: International Recruitment

#### Objectives

- Seek optimal enrolment with balanced international student enrolment across all academic programs.
- Seek greater diversity in student population at the program level.
- Support academic partnerships and relationships with sponsors which can provide significant student cohorts, in order to raise Dalhousie’s global profile.
- Support and develop key markets, based on their potential for success for Dalhousie (tuition rates, programs, location, local diaspora, regional economy, job market).

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<tr>
<th>TYPE OF ACTIVITY</th>
<th>REGION/COUNTRY OF FOCUS</th>
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<tr>
<td><strong>Undergraduate:</strong></td>
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<tr>
<td>➢ International Recruitment (Academic Offering/Capacity/Distribution, Joint Programs/Articulation Agreements – 2+2, 1+3), Pathways Programs, Focused recruitment at international schools &amp; IB programs, etc., Supporting recruiting agents and consular tours</td>
<td>Strong:</td>
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<tr>
<td></td>
<td>➢ China, India, Middle East (Qatar, Jordan, Kuwait, UAE), Bermuda and the Caribbean, USA</td>
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<td>Emerging:</td>
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<tr>
<td></td>
<td>➢ Latin America (Brazil, Colombia, Mexico, Peru)</td>
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<td></td>
<td>➢ Central Asia (Azerbaijan, Kazakhstan)</td>
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<tr>
<td></td>
<td>➢ Southeast Asia (Malaysia, Philippines)</td>
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<tr>
<td><strong>Graduate:</strong></td>
<td>Priority to fully funded/sponsored students:</td>
</tr>
<tr>
<td>➢ International Recruitment (Academic Offering/Capacity/Distribution, Joint Programs/Articulation Agreements – 1+1 Masters, Joint Doctoral Programs and Cotutelles)</td>
<td>➢ Brazil (Science without Borders Scholarship Program/CAPES and CNPq – Consortium of Alberta, Calgary, Saskatchewan, Western, Queen’s, Waterloo, Ottawa, Laval and Dalhousie Universities – CALDO)</td>
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<tr>
<td></td>
<td>➢ Chile (CONICYT-CALDO)</td>
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<td></td>
<td>➢ China (China Scholarship Council)</td>
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<tr>
<td></td>
<td>➢ Colombia (COLCIENCIAS-CALDO)</td>
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<td></td>
<td>➢ France, Germany, UK, US</td>
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<td></td>
<td>➢ Mexico (CONACYT-CALDO)</td>
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<td></td>
<td>➢ Saudi Arabia (KA Scholarships)</td>
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<td></td>
<td>➢ Vietnam (VIET &amp; MOET)</td>
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Table 2: International Mobility

Objectives

- Promote, facilitate and increase scholarly exchanges of both students (currently at less than 2% of undergraduate graduating class) and faculty, mainly (but not exclusively) through academic credit activities.
- Increase study abroad programs/courses and faculty-led programs in line with strategic priorities.
- Improve administrative support for international mobility.
- Ensure adequate funding is available to meet international mobility targets.

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<th>TYPE OF ACTIVITY</th>
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<tbody>
<tr>
<td>Undergraduate:</td>
<td>“Preferred destinations” / As determined by strong existing links and specific interests</td>
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<tr>
<td>➢ International Mobility (Student Exchange, Short Programs, Study Abroad Programs, Summer Courses, Field Courses, Internships, Co-op)</td>
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<tr>
<td>Graduate:</td>
<td>Priority to Global Affairs (Bilateral Agreements) and Government of Nova Scotia countries of focus:</td>
</tr>
<tr>
<td>➢ International Mobility (Visiting Research Students in strategic research areas; Joint Workshops/Seminars in strategic research areas; Summer Courses; Field Courses; Internships)</td>
<td>➢ Brazil, Chile, China, European Union (in particular France and Germany), India, Israel, Saudi Arabia, UK and USA</td>
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**Table 3: Internationalization of Academic Programs**

**Objectives**

- Assist Faculties/Departments to review and revise curricula to better integrate global perspectives and content in programs, develop intercultural competence as part of the curriculum and encourage/support language learning as an aspect of internationalization.
- Develop and strengthen teaching skills and training capacity with an international focus, in conjunction with the Centre for Learning and Teaching (CLT).

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<th>TYPE OF ACTIVITY</th>
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</tr>
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<tbody>
<tr>
<td>Undergraduate:</td>
<td></td>
</tr>
<tr>
<td>➢ Best practices in classroom design and delivery</td>
<td>N/A</td>
</tr>
<tr>
<td>➢ Internationalization of Curricula (joint international degree programs, e.g. 2+2, 3+1, co-op internships)</td>
<td></td>
</tr>
<tr>
<td>Graduate:</td>
<td>Priority to Global Affairs (Bilateral Agreements) and Government of Nova Scotia countries of focus:</td>
</tr>
<tr>
<td>➢ International Curricula and experience (Visiting Research Students in strategic research areas; Joint Workshops/Seminars in strategic research areas; Summer Courses; Field Courses; Internships/joint international degree programs, e.g. 1+1, cotutelles)</td>
<td>➢ Brazil, Chile, China, European Union (in particular France and Germany), India, Israel, UK and USA</td>
</tr>
<tr>
<td></td>
<td>➢ CREATE programs</td>
</tr>
</tbody>
</table>
Table 4: International Student Support and Retention

Objectives

- Create more powerful retention and success programs.
- Enhance the support available to international undergraduate and graduate students (language, academic, cultural, financial, writing support, oral and written language, services and social integration) to increase student retention and academic success.
- Build successful pathways to support the preparation of international students into degree programs.
- Examine impact of differential fees for graduate and undergraduate programs.

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>REGION/COUNTRY OF FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Create a committee/group consisting of faculty, staff and students to study the experience of international students and to make recommendations to support and improve student success.</td>
<td>All international students</td>
</tr>
<tr>
<td>➢ Work with local employers to increase their awareness of the advantages of hiring international students.</td>
<td></td>
</tr>
<tr>
<td>➢ Provide diversity and intercultural competency training to students, faculty and staff.</td>
<td></td>
</tr>
<tr>
<td>➢ Develop and deliver programs to encourage cross-cultural social engagement between all students.</td>
<td></td>
</tr>
<tr>
<td>➢ Ensure an inclusive living environment for international students with appropriate supports in the residence community.</td>
<td></td>
</tr>
<tr>
<td>➢ Provide Academic Integrity seminars and information sharing for international students.</td>
<td></td>
</tr>
<tr>
<td>➢ Promote university health and wellness services to international students.</td>
<td></td>
</tr>
<tr>
<td>➢ Explore and test of an International Foundation Program that combines an extended first year of undergraduate study with additional language training.</td>
<td></td>
</tr>
</tbody>
</table>
Table 5: International Research and International Development

Objectives

- Support and facilitate international research and international development collaboration, particularly in Dalhousie’s seven identified priority research areas.
- Maintain and expand information regarding diversified funding sources for international research and international development cooperation.
- Promote international opportunities to faculty and facilitate the development of submissions to funding sources.
- Provide ongoing support to funded international activities.
- Reinforce communications on institutional international initiatives and opportunities.

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>REGION/COUNTRY OF FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Research:</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Collaborative research initiatives targeting Dalhousie’s priority research areas</td>
<td>➢ Europe (multiple countries)</td>
</tr>
<tr>
<td>➢ Collaborative research initiatives targeting geographic areas where a history of Dalhousie collaboration exists</td>
<td>➢ USA</td>
</tr>
<tr>
<td>➢ Collaborative research initiatives targeting federal Science, Technology and Innovation and/or geographic priorities</td>
<td>➢ Brazil</td>
</tr>
<tr>
<td>➢ Collaborative research initiatives targeting European countries</td>
<td>➢ China</td>
</tr>
<tr>
<td><strong>International Development:</strong></td>
<td></td>
</tr>
<tr>
<td>➢ Collaborative capacity-development initiatives targeting areas of Dalhousie experience and strength</td>
<td>➢ Caribbean (multiple countries)</td>
</tr>
<tr>
<td>➢ Collaborative capacity-development initiatives targeting areas of federal government priority (sectorally and geographically)</td>
<td>➢ Africa (multiple countries)</td>
</tr>
</tbody>
</table>
Table 6: International Alumni Engagement

Objectives

- Create and support robust chapters in Dalhousie’s focus areas.
- Connect international alumni to one another, students, companies/organizations and to faculty/staff.
- Communicate Dalhousie’s messages to international alumni in an effective manner given diverse communication tools, cultural practices and popular media.
- Develop work of committee (alumni, staff, faculty and DAA board members) set up to guide Alumni Engagement with shaping its alumni programs.

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>REGION/COUNTRY OF FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Chapters: Expand chapters (currently 8 in Canada, 5 internationally and 2 in the USA)</td>
<td>➢ To be identified on the basis of focus areas for Dalhousie</td>
</tr>
<tr>
<td>➢ Engagement Programs: Develop opportunities for alumni to volunteer, network, mentor and engage socially</td>
<td>➢ Strategic events planned in Switzerland, Hong Kong, and USA (Florida and Illinois)</td>
</tr>
<tr>
<td>➢ Recruitment: Work with Registrar’s Office to connect alumni to Dalhousie’s recruitment efforts (e.g. acting as ambassadors at recruitment events / holding events for students)</td>
<td>➢ To be identified by the Registrar’s Office on the basis of their International Recruitment Strategy</td>
</tr>
<tr>
<td>➢ Communications: Develop print and digital communications (traditional and social)</td>
<td>➢ Globally where alumni live</td>
</tr>
<tr>
<td>➢ Innovation: Develop on-line tools to allow international alumni to easily identify themselves on a “connector map” for alumni, students and friends to reach out to them, also to easily identify themselves as a willing volunteer and to indicate areas that interest them</td>
<td>➢ Globally where alumni live</td>
</tr>
<tr>
<td>➢ International Engagement Committee: Look at cultural and geographic information to ensure Dal has programs and communication tactics in place that resonate with our international alumni in order to grow affinity</td>
<td>➢</td>
</tr>
</tbody>
</table>

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3.4 Mapping of Opportunities for International Strategic Partnerships by Country (2017-2020)

The mapping outlined below, and identified in previous tables in Section 3.3, encompasses a variety of activities (undergraduate and graduate recruitment, faculty and student mobility/exchanges, joint programs, research collaboration, and capacity-building projects):

Table 7: Mapping of Opportunities for International Strategic Partnerships by Country

Objectives

- Establish protocol and policy approval process for international agreements and partnerships.
- Establish protocol for international visits/visitors.
- Review and evaluate current agreements and partnerships.
- Identify current preferred international partners.
- Identify and pursue high-priority target international strategic partnerships.
- Establish diversified funding base for targeting international strategic partnerships.
<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>INSTITUTION*</th>
<th>FUNDING*</th>
<th>PRIORITY AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>FURG, PUC-Rio, PUC-RS, UNESP, UNICAMP, USP</td>
<td>In Brazil: CAPES, CNPq, FAPERGS, FAPERJ, FAPESP</td>
<td>At Dalhousie: Agriculture, Biology, Eng., Health Sciences, ICT, Ocean/Marine Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Canada: Global Affairs, Research Councils, IDRC, Innovation &amp; Science</td>
<td>Global Affairs (Bilateral Agreement): Environment, ICT, Life Sciences, Ocean Tech</td>
</tr>
<tr>
<td>Chile</td>
<td>Pontificia Universidad Católica de Chile, Universidad Adolfo Ibañez, Universidad Tecnica Federico Santa Maria</td>
<td>In Chile: CONICYT/Becas Chile, Innova-CORFO</td>
<td>At Dalhousie: Agriculture, Computer Science, Engineering, Management, Ocean/Marine Sciences</td>
</tr>
<tr>
<td></td>
<td>Association of Accredited Universities of Colombia (CCYK)</td>
<td>In Colombia: COLCIENCIAS, COLFUTURO</td>
<td>Global Affairs (Bilateral Agreement): Aquaculture, Biofuels and Products, Cancer Research (Lung Cancer)</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>In Mexico: CONACYT</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Canada: Global Affairs, Research Councils, IDRC, Innovation &amp; Science</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>Shandong U of Finance &amp; Economics, Shandong University, FAFU, Beijing</td>
<td>In China: CSC</td>
<td>At Dalhousie: Agriculture, Computer Science, Economics, Health Sciences, Management, Law, Ocean/Marine Sciences</td>
</tr>
<tr>
<td></td>
<td>Jiaotong University, Nanjing University, Ocean University of China, Xiamen University, Shanghai Jiaotong University</td>
<td>In Canada: Global Affairs, Research Councils, Innovation &amp; Science</td>
<td>Global Affairs (Bilateral Agreement): Clean Technologies (Transport &amp; Energy), Green Aviation, ICT, Life Sciences (Vaccines)</td>
</tr>
<tr>
<td>European Union (Germany)</td>
<td>Christian Albrecht University (CAU)-Kiel Helmholtz (GEOMAR) Ludwig Maximilian University-Munich (LMU)</td>
<td>In Germany: Government organizations, DAAD, Erasmus Mundus, EU’s 7th Framework Program</td>
<td>At Dalhousie: Ocean/Marine Sciences, Genomics, Nanotechnologies, Environment &amp; Sustainability</td>
</tr>
</tbody>
</table>
| European Union (France) | Université Européenne de Bretagne (*Pôle de compétitivité*)
|                        | Sorbonne Universités (in particular, UPMC-Paris 6) | Université Européenne de Bretagne (*Pôle de compétitivité*)
|                        |                                                    | Sorbonne Universités (in particular, UPMC-Paris 6) |
|                        | In France: Erasmus Mundus, EU’s 7th Framework Program | In Canada: Global Affairs, Research Councils, Innovation & Science |
|                        |                                                    | Global Affairs (Bilateral Agreement): Agriculture, Biotechnologies, Health, ICT, Mobility |
| At Dalhousie: Arts & Social Sciences, Chemistry, Computer Science, Economics/European Integration, Engineering, Mathematics, Ocean/Marine Sciences | In Canada: Global Affairs, Research Councils, Innovation & Science |

*See Appendix II for list of acronyms (institution and funding)*
3.5 Identification of Priority Geographical & Research Areas 2017-2020

While it is critical to continue to explore opportunities, it is also necessary to identify priority geographic areas to focus university resources.

Applying the principles outlined in Section 3.1., the priority geographic areas for strategic activities for 2017-2020 are:

- Latin America (Brazil, Chile, Colombia and Mexico)
- China
- European Union (in particular France, Germany)
- United States of America

The priority research areas, areas of emerging research strength, and areas of development activities outlined in the Strategic Research Plan (2013) are:

- Ocean Studies
- Advanced Materials and Clean Technology
- Health and Wellness
- Governance, Society and Culture
- Information Science and Communication
- Agriculture and Food Technologies
- Energy and the Environment

Further information on these areas can be found at: [https://www.dal.ca/research/about_research_atdal/PriorityResearchAreas.html](https://www.dal.ca/research/about_research_atdal/PriorityResearchAreas.html)

3.6 Administration of Dalhousie’s International Engagement

The international agenda of the university is very complex and requires careful coordination and integration of effort with strong senior administrative support for effective decision making between Faculty services and university services. The DISC Steering Committee and the Office of International Relations (Executive Director, Administrative Assistant and Coordinator of International Strategic Initiatives) are responsible for maintaining coordination of a cohesive, streamlined array of programs (e.g. study abroad, joint academic programs, and international research engagements) by working closely with other administrators and academic leaders. In order to accomplish the objectives, care must be taken to integrate internationalization objectives into the institutional culture (create communication and commitment to internationalization) by identifying common interests among faculty and staff and by encouraging regular communication among senior administrators.

As part of the strategy for internationalization, a more comprehensive and coordinated organizational structure is in place. Appendix II shows a flow chart of the organization for the internationalization of Dalhousie University. We examine the components by function rather than by office in this section.
a) Policy and Strategy Setting

- Dalhousie International Strategy Committee (DISC) Steering Committee

The DISC Steering Committee is comprised of the Provost & Vice-President Academic, the Vice-President Research, the Vice-Provost Student Affairs, the Executive Director of International Relations, and the Director of International Research & Development. Its mandate is to oversee the development and guide the implementation of strategy, policies and targets relating to the internationalization of Dalhousie University.

- Dalhousie International Strategy Committee (DISC) and working groups/ad hoc committees

DISC is the forum for the administrative and academic units responsible for the operationalization of Dalhousie’s international plans. It represents the breadth of units involved and facilitates discussion of directions, priorities, problems/issues, and better coordination of units in meeting the objectives outlined by the Steering Committee. Working groups/ad hoc committees are struck by the DISC as needed to focus on specific areas and report to DISC.

DISC membership is composed of the DISC Steering Committee, representatives of each Faculty, and representatives of the following administrative units: Student Affairs, Government Relations, Communications & Marketing, Advancement (Alumni Engagement), Registrar’s Office (Recruitment), International Centre, and Dalhousie Analytics. DISC members meet three times per year.

b) Direction and Coordination of International Relations across Campus

- Office of International Relations (Executive Director, Administrative Assistant and Coordinator of International Strategic Initiatives)

The position of Executive Director of International Relations is responsible for providing leadership to the university in the development and deployment of the international strategy that encompasses student recruitment, academic programs, student experiences, research, and alumni engagement. The Executive Director identifies and communicates opportunities for international collaboration, facilitates institutional relationships, develops criteria and review processes for international agreements, and develops protocols for institutional level missions and external delegations. The focus of this role is to coordinate efforts and activities relating to the internationalization of the university, in collaboration with Dalhousie’s key players in internationalization. The Executive Director reports to the Provost & Vice-President Academic, and works in close collaboration with the Vice-President Research and the Vice-Provost Student Affairs, as well as with other members of the Senior Management Team.

The Administrative Assistant and the Coordinator of International Strategic Initiatives work with the Executive Director to coordinate the operations of International Relations, and they compose the Office of International Relations.
International Coordination Committee (ICC)

In coordination with the relevant academic and administrative units, this committee has the mandate to operationalize the recommendations made by the working groups of the Dalhousie International Strategy Committee (DISC), as well as the DISC Steering Committee, in particular, the assessment, development and implementation of Dalhousie’s international agreements and partnerships. The ICC is chaired by the Executive Director of International Relations, and composed of the Director of International Research & Development, the Director of Recruitment, the Director of ESL, the Director of the International Centre, and their respective program/project officers as needed. The ICC meets on a monthly basis and produces reports for the DISC.

c) International Agreements and Partnerships

The International Coordination Committee (ICC) considers proposed agreements and monitors the approval process for international agreements, reporting to DISC.
APPENDIX I: ORGANIZATIONAL MODEL FOR COORDINATION OF RESOURCES

- Provost & Vice-President Academic

- Office of International Relations
  - Executive Director
  - Coordinator of International Strategic Initiatives
  - Administrative Assistant

- Direction and Coordination

- Policy and Strategy Setting

- International Coordination Committee

- DISC Steering

- DISC Committee

- DISC Working Groups
APPENDIX II: LIST OF ACRONYMS (institution and funding)

AUC - Accredited Universities of Colombia

CALDO - Consortium of Universities of Alberta, Calgary, Saskatchewan, Western, Queen’s, Waterloo, Ottawa, Laval and Dalhousie

Canada-EU S&T - Canada-European Union Science & Technology

CAPES - Federal Agency for Support and Evaluation of Graduate Education (Brazil)

CAU Kiel - Christian Albrechts Universität Kiel (Germany)

CCE - College of Continuing Education

CIDA - Canadian International Development Agency

CIHR - Canadian Institutes of Health Research

CLT - Centre for Learning and Teaching

CNPq - National Council for Scientific and Technological Development (Brazil)

COLCIENCIAS - Colombian Innovation Agency

CONICYT - Comisión Nacional de Investigación Científica y Tecnológica (National Commission for Scientific and Technological Research) (Chile)

CSC - China Scholarship Council

DAA - Dalhousie Alumni Association

DAAD - Deutscher Akademischer Austausch Dienst (German Academic Exchange Service)

EAIE - European Association for International Education

FAFU - Fujian Agriculture & Forestry University (China)

FAPERGS - Fundação de Amparo À Pesquisa do Estado do Rio Grande do Sul (Foundation for Research Support of Rio Grande do Sul)

FAPERJ - Filho de Amparo À Pesquisa do Estado do Rio de Janeiro (Foundation for Research Support of the State of Rio de Janeiro)

FAPESP - Fundação de Amparo À Pesquisa do Estado de São Paulo (Foundation for Research Support of the State of São Paulo)

FGS - Faculty of Graduate Studies
FURG - Universidade Federal do Rio Grande
IC - International Centre
ICEF - International Consultants for Education and Fairs
ICETEX - Instituto Colombiano de Crédito Educativo y Estudios en el Exterior (Colombia)
ICT - Information and Communications Technologies
IDRC - International Development Research Centre
IFI - International Financial Institutions
ILI - Industry Liaison and Innovation
Innova-CORFO - Corporación de Fomento de la Producción de Chile (Production Development Corporation of Chile)
IR&D - International Research and Development
ITS - Information Technology Services
KAUST - King Abdullah University of Science and Technology
MOET - Ministry of Education and Training (Vietnam)
OIR - Office of International Relations
PUC-Rio - Pontifícia Universidade Católica do Rio de Janeiro
PUC-RS - Pontifícia Universidade Católica do Rio Grande do Sul
RO - Registrar’s Office
S&T - Science and Technology
UNESP - Universidade Estadual Paulista
UNICAMP - University of Campinas
USP - Universidade de São Paulo