



DALHOUSIE UNIVERSITY'S INTERNATIONAL STRATEGY

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), China, and the European Union - EU (in particular France, Germany). These geographical priorities will be revisited each year. The designation of these areas does not exclude the ongoing exploration of new opportunities or continuation of existing partnerships.

A simple organizational model for coordination of resources is proposed, headed by the DISC Steering Committee and the Executive Director of International Relations who will coordinate activities with the other units on campus that have international responsibilities. The University's strategy for internationalization will be set by the Dalhousie International Strategy Committee (DISC).

## **SECTION 1: THE GLOBAL CONTEXT**

### 1.1 Context for Internationalization: Key Trends and Challenges

*"Internationalisation must be internalised, it must be "owned" by institutions."*

*(EAIE Forum, Summer 2011, p. 31)*

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. 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. More countries (e.g. Brazil, Japan, New Zealand, and South Korea) are making efforts to attract graduate students through better branding, financial support, and other incentives.
- Increased international mobility of students. The outbound mobility of students topped the list of institutional priorities in 2009 (*International Association of Universities, 3<sup>rd</sup> Global Survey, 2009*). More than 3 million students in 2009 engaged in some form of international mobility, e.g. joint degree programs and *cotutelles*, as part of their PSE, an increase of 60% from 1999 (*Observatory on Borderless Higher Education, Status Report 2009*).
- Internationalization of the campus. Increasingly, academic programs in many universities are being redesigned to integrate international/intercultural components along with increased pressure to strengthen "internationalization at home" activities involving students, faculty and staff.
- 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. Programs of Excellence in Germany; *Pôles de recherche et d'enseignement supérieur*/PRES in France; and Department of Foreign Affairs and International Trade/DFATD programs in Canada) 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), and in the Middle East (e.g. KSA, UAE) 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 three years; in 2012, they represented 13.5% 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.

International Mobility. Many Canadian universities are concerned that too few Canadian students go abroad as part of their educational 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, pro-active 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 (*Stephen Toope, President of UBC, August 2009*). 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 2010-2011, Dalhousie created an international agreement registry of international links formalized by the university over recent years. 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 January 2012, Dalhousie reported:

- 161 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 47 countries.
- 34 pending agreements (in negotiation or pending signature) involving 23 countries.
- 18 terminated agreements (expired and not renewed).

#### a) International Recruitment Status

In the fall of 2012, Dalhousie University had 2452 international students, from 124 countries, representing 13.5% of the total full-time student population. International students are largely concentrated in four Faculties: Arts and Social Sciences, Engineering, Management, and Science. Other key features of Dalhousie's international engagement include:

- Top 10 countries for international students in September 2012: China (923), India (284), Saudi Arabia (211), USA (145), Iran (58), Nigeria (54), Pakistan (40), Bermuda (39), Kuwait (37), Brazil (35).
- Undergraduate Students
  - International students are 11% of the total full-time undergraduate student population.
  - Countries of focus for undergraduate recruitment: (Strong): China, India, Middle East (Qatar, Kuwait, UAE), Caribbean, USA; (Emerging): Brazil, Chile, Colombia, Ecuador, Malaysia, Turkey, Vietnam, Singapore; (Potential): UK, Philippines.
  - Focus on international high schools and use of recruitment agents.
- Graduate Students
  - International students are 20.5% 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 Faculty of Graduate Studies, and the International Relations Unit.

#### b) International Mobility Status

In 2011-2012, 426 Dalhousie students were involved in outbound activities (exchange programs; study abroad) to 25 countries; this represents about 2.5% of the full-time undergraduate/graduate student

population. In 2011-2012, 341 international students were involved in inbound activities (visiting exchange/study abroad 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.

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.

### c) Internationalization of Academic Programs

Two of the twenty-eight objectives in Dalhousie University's Strategic Focus 2010-2013 Plan explicitly refer to the internationalization of the campus:

- Objective 10 targets the increase of international student enrolment with appropriately supportive student services, including the availability of English-language training to support Dalhousie's desire to attract students who are academically qualified but need to develop their English skills prior to beginning their studies. This objective also refers to the very important dimension of student retention and success.
- Objective 26 targets the development of a coordinated international education and research strategy for Dalhousie, including a consultation process with Faculties and other key players in internationalization at Dalhousie, which this strategy document addresses.

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.
- Canada-EU Cooperation Program in Higher Education and Training in the area of Computer Science (Germany, Greece and Poland), which facilitates the exchange of undergraduate and graduate students in Computer Science.
- 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 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.

### 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 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 Vice-President Academic and Provost, was established to address student enrolment, retention and success at Dalhousie. Two *ad hoc* Committees of the EMOC, one on retention and one on service 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). [Reports](#) on their findings and recommendations were submitted to the Enrolment Management Steering Committee in March 2012.

#### e) International Research and International Development

Dalhousie researchers are presently engaged in international research and international development initiatives with collaboration in over 100 different countries; current initiatives involve all Faculties. The following are examples of initiatives beyond the historic engagement in Europe and the USA:

- Faculty of Science: Global Network to Predict Extreme Marine Events, funded by the Lloyd's Register Educational Trust, involving Australia, Brazil, Canada and the UK; and Applications of microalgae grown on point-sources of CO<sub>2</sub> for production of fuel, funded by the Korean Gas Company, involving Korea.
- Faculty of Arts & Social Sciences, Faculty of Health Professions and Faculty of Medicine: Children & Youth in Challenging Contexts, funded by the Network of Centres of Excellence Program on Knowledge Mobilization and involving Austria, Belgium, Brazil, China, Finland, UK and the USA.
- Faculty of Engineering: Linear Generation Systems, funded by the Department of Foreign Affairs & International Trade (DFATD)-International Science & Technology Partnerships Program (ISTP) and involving China.
- Faculty of Management: PIRACY Project funded by the TK Foundation and involving the Bahamas and Denmark.
- Faculty of Arts & Social Sciences, Faculty of Health Professions, Faculty of Law and Faculty of Science: European Union Centre of Excellence, funded by the European Commission.
- School of Nursing: World Health Organization Collaborating Centre.
- Faculty of Medicine: CIHR Canada China Collaboration on Aging and Longevity.
- Dalhousie Halifax Marine Research Institute: Collaboration with CAU-Kiel Cluster of Excellence "The Future Ocean."

Dalhousie is strongly engaged in International Development. The Caribbean (especially Cuba) and Southeast Asian regions have been most actively targeted for capacity-building projects, as well as Western/South Africa and South America. A significant number of activities have been developed by the Faculty of Management (Marine Affairs Program and School of Public Administration), the most recent being an important project approved by the Canadian International Development Agency (CIDA) that will focus on Local Economic Growth and Food Security in Cuba. Other examples of International Development initiatives developed and managed by Dalhousie include:

- Faculty of Management (Marine Affairs Program): Sustainability of Uruguay's Coastal Zone, funded by CIDA and involving Argentina, Brazil, Chile and Uruguay.
- Faculty of Architecture & Planning: Botswana Architecture Education Program, funded by the Government of Botswana.
- Faculty of Law (Marine and Environmental Law Institute): Local Integrated Coastal Zone Management in Southeast Cuba, funded by CIDA.
- Faculty of Health Professions (Atlantic Centre of Excellence in Women's Health), Faculty of Architecture and Planning, and Faculty of Management (Marine Affairs Program): International Youth Internship Program, funded by CIDA and involving Belize, Colombia, Gambia, Grenada, Jamaica, South Africa, St. Vincent and Uruguay.
- Faculty of Agriculture: Post Harvest to Improve Livelihoods Project in Ethiopia, funded by CIDA.

International research and international development activity is supported by the International Research and Development unit in the office of the Vice President Research.

#### f) International Alumni

Dalhousie has an extensive alumni community, exceeding 100,000 in 2012, with the following international profile as of June 2012:

- More than 3,600 alumni live in the United States, distributed over 43 States, with a significant number (150+) in the following six States: California, New York, Massachusetts, Florida, Texas and Maine
- More than 4,000 alumni live internationally, distributed over 148 countries, with a significant number (150+) in the following six countries: Malaysia, United Kingdom, Hong Kong, Bermuda, China and Australia.

Alumni represent important networks to build on as part of Dalhousie's International Strategy. International alumni and activities are supported through the office of the Vice-President External Relations.

## 2.2 Challenges for Dalhousie's International Engagement

The consultation process with Faculties, other key players in internationalization and the university community, coupled with feedback received from the Dalhousie International Strategy Committee (comprised of the Vice-President Academic and Provost, Vice-President Research, Vice-President Student Services, Assistant Vice-President of Enrolment Management, Executive Director of International Relations, Director of International Research & Development, and representatives from academic and administrative units), identified the following immediate 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: DALHOUSIE'S INTERNATIONAL ENGAGEMENT STRATEGY (2012-2015)

*"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 a recent study, 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 is effectively "...Nova Scotia's provincial university in the same fashion that UBC, the University of Alberta and the University of Toronto serve their provinces." (*Dalhousie President's Speech to the Chamber of Commerce, April 28, 2011*)

#### 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 2012-2015: recruitment, mobility, academic programs, student support and retention, research collaboration and international development, and alumni engagement.

General objectives by focal area:

1. International Recruitment: enhance and diversify the recruitment of international students.
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 alignment with the strategic research plan with priority on funded opportunities, as well as on development activities/projects (e.g. knowledge transfer, export of skills, skills training).
6. International Alumni Engagement: enhance the impact of international alumni relationships.

### 3.3 Mapping of Strategic Opportunities for Internationalization (2012-2015):

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 2012-2015.

#### **Table 1: International Recruitment**

##### **Objectives**

- Steadily increase the percentage (currently 13.5%) of international students as part of the total full-time student population, with specific approaches and targets for undergraduate and graduate international students.

- Increase the diversification of international undergraduate and graduate students across all programs and faculties.
- Identify geographic areas of high interest for recruitment.

TYPE OF ACTIVITY	COUNTRY OF FOCUS
<p>Undergraduate:</p> <ul style="list-style-type: none"> <li>➤ International Recruitment (Academic Offering/Capacity/Distribution, Joint Programs/Articulation Agreements – 2+2, 1+3), Focused recruitment at international schools &amp; IB programs, etc., Supporting recruiting agents and consular tours</li> </ul>	<p>Strong:</p> <ul style="list-style-type: none"> <li>➤ China, India, Middle East (Qatar, Kuwait, UAE), Caribbean, USA</li> </ul> <p>Emerging:</p> <ul style="list-style-type: none"> <li>➤ Brazil, Chile, Colombia, Ecuador, Malaysia, Turkey, Vietnam, Singapore</li> </ul> <p>Potential:</p> <ul style="list-style-type: none"> <li>➤ UK, Philippines</li> </ul>
<p>Graduate:</p> <ul style="list-style-type: none"> <li>➤ International Recruitment (Academic Offering/Capacity/Distribution, Joint Programs/Articulation Agreements – 1+1 Masters, Joint Doctoral Programs and Cotutelles)</li> </ul>	<p>Priority to fully funded/sponsored students:</p> <ul style="list-style-type: none"> <li>➤ Brazil (Science without Borders Scholarship Program – Consortium of Alberta, Laval, Dalhousie and Ottawa Universities – CALDO)</li> <li>➤ Chile (CONICYT)</li> <li>➤ China (China Scholarship Council)</li> <li>➤ France, Germany, UK, USA</li> <li>➤ Saudi Arabia (KA Scholarships)</li> <li>➤ Vietnam (VIET &amp; MOET)</li> <li>➤ Colombia (Challenge Your Knowledge – Network of Accredited Universities of Colombia)</li> </ul>

**Table 2: International Mobility**

**Objectives**

- Promote, facilitate and increase scholarly exchanges of both students (currently at 3% of undergraduate graduating class) and faculty, mainly (but not exclusively) through academic credit activities.
- Increase study abroad programs/courses and faculty-led programs.

TYPE OF ACTIVITY	COUNTRY OF FOCUS
Undergraduate: <ul style="list-style-type: none"> <li>➤ International Mobility (Student Exchange, Short Programs, Study Abroad Programs, Summer Courses, Field Courses, Internships, Co-op)</li> </ul>	“Preferred destinations” / As determined by strong existing links and specific interests <ul style="list-style-type: none"> <li>➤ See Appendix II: Student Mobility</li> </ul>
Graduate: <ul style="list-style-type: none"> <li>➤ International Mobility (Visiting Research Students in strategic research areas; Joint Workshops/Seminars in strategic research areas; Summer Courses; Field Courses; Internships)</li> </ul>	Priority to DFATD (Bilateral Agreements) and Government of Nova Scotia countries of focus: <ul style="list-style-type: none"> <li>➤ Brazil, Chile, China, European Union (in particular France and Germany), India, Israel, Saudi Arabia, UK and USA</li> </ul>

**Table 3: Internationalization of Academic Programs**

**Objectives**

- Assist Faculties/Departments to review and revise curricula to better meet their discipline and academic internationalization goals.
- Develop and strengthen teaching skills and training capacity with an international focus, in conjunction with the Centre for Learning and Teaching (CLT).

TYPE OF ACTIVITY	COUNTRY OF FOCUS
Undergraduate: <ul style="list-style-type: none"> <li>➤ Best practices in classroom design and delivery</li> <li>➤ Internationalization of Curricula (joint international degree programs, e.g. 2+2, 3+1,co-op internships)</li> </ul>	N/A

<p>Graduate:</p> <ul style="list-style-type: none"> <li>➤ 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, <i>cotutelles</i>)</li> </ul>	<p>Priority to DFATD (Bilateral Agreements) and Government of Nova Scotia countries of focus:</p> <ul style="list-style-type: none"> <li>➤ Brazil, Chile, China, European Union (in particular France and Germany), India, Israel, Saudi Arabia, UK and USA</li> <li>➤ CREATE programs</li> </ul>
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**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 and transition of international students into degree programs.
- Examine impact of differential fee for graduate and undergraduate programs.

TYPE OF ACTIVITY	COUNTRY OF FOCUS
<p>Undergraduate</p> <ul style="list-style-type: none"> <li>➤ Student Retention and Success (ESL Training, Social and Academic Integration: Best practices in service delivery)</li> </ul>	<p>All international students</p>
<p>Graduate:</p> <ul style="list-style-type: none"> <li>➤ Student Retention and Success (ESL Training, Social and Academic Integration: Best practices in service delivery, Training on transferable skills for employability)</li> </ul>	<p>All international students</p>

**Table 5: International Research and International Development**

**Objectives**

- Promote international research collaboration focused on Dalhousie’s key research areas/clusters.
- Identify a diversified funding base for internationally-oriented group research projects (e.g. international Science and Technology (S&T) cooperation initiatives and partnerships).
- Facilitate access of faculty and graduate students to participate in international research collaboration.
- Facilitate interest of faculty who want to participate in international development projects (e.g. CIDA, IFIs, etc.) requiring technical assistance and/or training, by assisting in project funding identification, proposal development and project management.
- Reinforce communication mechanisms for disseminating information on international initiatives and opportunities.

TYPE OF ACTIVITY	COUNTRY OF FOCUS
<p>International Research:</p> <ul style="list-style-type: none"> <li>➤ Collaboration/Research Proposals in Dalhousie’s key strategic research areas</li> <li>➤ Collaboration/Research Proposals linked to DFATD funded countries and priority areas</li> <li>➤ Collaboration/Research Proposals linked to Federal and Provincial Governments priority regions</li> </ul>	<p>Priority to DFATD (Bilateral Agreements) and Government of Nova Scotia countries of focus:</p> <ul style="list-style-type: none"> <li>➤ Brazil, Chile, China, European Union (in particular France, Germany and UK), India, South Korea, Israel, Saudi Arabia, South Africa, and USA</li> <li>➤ Countries with governmental funding for international research</li> </ul>
<p>International Development:</p> <ul style="list-style-type: none"> <li>➤ Capacity building/human resources training projects supported by development agencies (e.g. CIDA, IDRC, Development Banks, Foundations) in areas of strong/transferable expertise (e.g. Public Administration, Planning, Marine Affairs, Medicine, Health Professions, Marine and Environmental Law)</li> </ul>	<p>Targeted regions:</p> <ul style="list-style-type: none"> <li>➤ Caribbean (including Cuba)</li> <li>➤ Southeast Asia (e.g. Vietnam)</li> <li>➤ Southern and East Africa (e.g. South Africa, Botswana, Tanzania, Uganda)</li> <li>➤ South America (e.g. Brazil, Chile)</li> </ul>

**Table 6: International Alumni Engagement**

**Objectives**

- Increase alumni linkages internationally.
- Seek out opportunities for international fundraising.
- Seek out opportunities to raise the profile of Dalhousie internationally.

TYPE OF ACTIVITY	COUNTRY OF FOCUS
International Alumni Linkages: <ul style="list-style-type: none"> <li>➤ Chapter Program (Communication, Community involvement, Volunteerism)</li> <li>➤ Social Media Approach</li> <li>➤ International Chapters</li> <li>➤ International fundraising activities</li> <li>➤ International co-ops and internships in alumni’s companies and institutions</li> </ul>	Strong presence of Dalhousie’s international alumni: <ul style="list-style-type: none"> <li>➤ Australia, Bahamas, Bermuda, China, Germany, Hong Kong, India, Malaysia, Singapore, UK, USA</li> </ul>

**3.4 Mapping of Opportunities for International Strategic Partnerships by Country (2012-2015)**

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.

COUNTRY	INSTITUTION*	FUNDING*	PRIORITY AREA
Brazil	FURG, PUC-Rio, PUC-RS, UNESP, UNICAMP, USP	<b>In Brazil:</b> CAPES, CNPq, FAPERGS, FAPERJ, FAPESP  <b>In Canada:</b> DFATD, Research Councils, IDRC, S&TP	<b>At Dalhousie:</b> Agriculture, Biology, Eng., Health Sciences, ICT, Ocean/Marine Sciences  <b>DFATD (Bilateral Agreement):</b> Environment, ICT, Life Sciences, Ocean Tech
Chile	Católica Chile, USantiago Chile, UValparaiso, UConcepcion	<b>In Chile:</b> CONICYT/Becas Chile, Innova-CORFO  <b>In Canada:</b> DFATD, Research Councils, IDRC, S&TP	<b>At Dalhousie:</b> Health Sciences, Ocean/Marine Sciences  <b>DFATD (Bilateral Agreement):</b> Aquaculture, Biofuels and Products, Cancer Research (Lung Cancer)
China	Shandong U of Finance & Economics, FAFU, ZJUT, Renmin, Beijing Normal, Northeastern, Nanjing, Ocean University of China, Xiamen, Shanghai Jiaotong,	<b>In China:</b> CSC  <b>In Canada:</b> DFATD, Research Councils	<b>At Dalhousie:</b> Computer Science, Economics, Health Sciences, Law, Ocean/Marine Sciences  <b>DFATD (Bilateral Agreement):</b> Clean Technologies (Transport & Energy), Green Aviation, ICT, Life Sciences (Vaccines)
European Union (Germany)	Christian Albrecht University (CAU)-Kiel Helmholtz (GEOMAR)	<b>In Germany:</b> Government organizations, DAAD, Erasmus Mundus, EU's 7 <sup>th</sup> Framework Program	<b>At Dalhousie:</b> Ocean/Marine Sciences, Genomics, Nanotechnologies, Environment & Sustainability

		<b>In Canada:</b> DFATD, Research Councils	<b>DFATD (Bilateral Agreement):</b> Arctic, Clean Energy, Engineering, Materials Science
European Union (France)	Université Européenne de Bretagne ( <i>Pôle de recherche et d'enseignement supérieur</i> – PRES), Université Sorbonne Nouvelle-Paris 3	<b>In France :</b> Erasmus Mundus, EU's 7th Framework Program  <b>In Canada :</b> DFATD, Research Councils	<b>At Dalhousie:</b> Arts & Social Sciences, Chemistry, Computer Science, Economics/European Integration, Engineering, Mathematics, Ocean/Marine Sciences  <b>DFATD (Bilateral Agreement):</b> Agriculture, Biotechnologies, Health, ICT, Mobility

**\*See Appendix II for list of acronyms (institution and funding)**

### 3.5 Identification of Priority Geographical & Research Areas 2012-2015

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 2012-2015 are:

- South America (Brazil, Chile)
- China
- EU (in particular France, Germany)

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 in Dalhousie's [Strategic Research Plan](#).

### 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 International Relations Unit (Executive Director of International Relations and Administrative Assistant) 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 needed. 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 Vice-President Academic & Provost, Vice-President Research, Vice-President Student Services, Assistant Vice-President Enrolment Management and Registrar, 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 Academic Success Services, Government Relations, Communications & Marketing, External Relations (Alumni Engagement), Recruitment, International Centre, and the Office of Institutional Analysis and Research (OJAR). DISC members meet four times per year, twice per term.

**b) Direction and Coordination of International Relations across Campus**

➤ International Relations Unit (Executive Director and Administrative Assistant)

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 Vice-President Academic & Provost, works in close collaboration with the Vice-President Research and the Vice-President Student Services, as well as with other members of the Senior Management Team.

The Administrative Assistant works with the Executive Director to coordinate the operations of International Relations, and they compose what can be called the International Relations Unit.

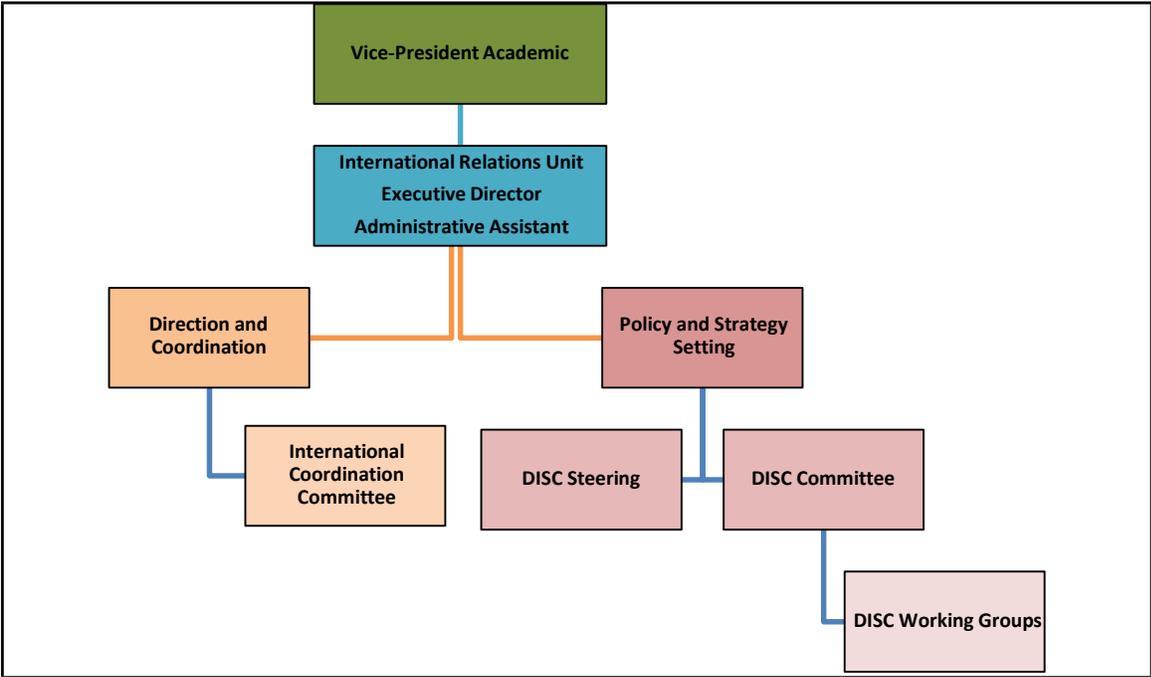
➤ International Coordination Committee (ICC)

In coordination with the relevant academic and administrative units, this committee will have 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 will be composed of the Executive Director of International Relations, the Director of International Research & Development, the Director of Recruitment, the Director of ESL, the Manager of the International Centre, and their respective program/project officers. The ICC will meet on a monthly basis and produce an annual report for the DISC.

**c) International Agreements and Partnerships**

- The International Coordination Committee (ICC) will consider proposed agreements and monitor the approval process for international agreements, reporting to DISC.

**APPENDIX I: ORGANIZATIONAL MODEL FOR COORDINATION OF RESOURCES**



# **DRAFT**

## **APPENDIX II: LIST OF ACRONYMS (institution and funding)**

AUC - Accredited Universities of Colombia

CALDO - Consortium of Universities of Alberta, Laval, Dalhousie, Ottawa

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

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

DFATD - Department of Foreign Affairs, Trade and Development

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

# **DRAFT**

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

IRU - International Relations Unit

ITS - Information Technology Services

KAUST - King Abdullah University of Science and Technology

MOET - Ministry of Education and Training (Vietnam)

OIAR - Office of Institutional Analysis and Research

PIRACY - Policy Development and Interdisciplinary Research for Actions on Coastal Communities, Youth and Seafarers Project

PRES - Pôles de recherche et d'enseignement supérieur

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

ZJUT - Zhejiang University of Technology (ZJUT)