

**Queen's University Council,
May 7, 2011**

**Small-Group Discussion:
Queen's in the International Context: Where We Are and Where We Could Be**

Queen's is currently developing an academic plan. This will be followed by a process leading to an internationalization plan. The 2011 University Council is an opportunity for discussion of some activities and initiatives that the University could adopt or enhance as priorities within the internationalization plan.

We will begin this University Council small-group discussion session with a brief overview to set internationalization at Queen's in the Canadian university context. We will then focus on three interrelated topic areas. For each topic we will start with a brief introduction and devote the majority of the time to discussion of a number of questions to be distributed at the session.

The following paragraphs provide brief synopses of the three topic areas:

International Education: Historically, success of student mobility (e.g., exchange) programs has been measured by simple counts of partner countries and institutions, and of participating students. However, student mobility should be more meaningful than numbers of participants; it should have articulated goals and measurable learning outcomes. How should we integrate international education in our academic and research activities both at home and abroad? Can we reinforce our position as the Canadian leader in study-abroad/student mobility, building on our unique combination of the BISC, our celebrated exchange program, and the planned Queen's-Blyth International Study Program? How can we strengthen and focus our student-mobility program by articulating clear goals and learning outcomes, by ensuring that student mobility is integrated with our academic programs, and by providing participants with appropriate guidance and support.

Internationalization at Home: "Internationalization at home (I@H)¹" takes international education beyond the formal curriculum and integrates international resources available on and off campus. For example, how do we effectively engage the increasing number of international students at Queen's in sharing their diverse cultures within the academic and community environments? Through a holistic approach I@H aims to help learners to bridge academic content and extra- and co-curricular experiences. Queen's is recognized as a leader among Canadian universities in terms of participation in study abroad, yet only a minority of our students participate. Recognizing that the world begins at our doorstep, we need to embrace the principles of "internationalization at home" as we revise curricula and establish new support systems and programs, so that all of our students have the opportunity to become internationally literate and socio-culturally competent. How can we best accomplish this goal?

Overarching Questions: Why Internationalization? What Does Internationalization at Queen's Encompass? We need to articulate a rationale for internationalization: what are the motivations underlying, and the benefits to be derived from, internationalization efforts? We need to have a clear understanding of the scope of internationalization and how it intersects with our academic programs and our research and development activities at home and abroad, and how it enhances the global perspective and intercultural understanding of all members of our community. As we move toward establishing an internationalization plan, what are the main questions and concerns that we will need to consider?

¹ Nilsson, Bengt, and Matthias Otten, eds. "Internationalisation at Home." Association for Studies in International Education. In *Journal of Studies in International Education*, 7(1) (2003): 5-119.

Background Readings

In preparation for the University Council discussion, participants are invited to read as many of the following items as possible. These are listed in three sections. The documents in Section One provide brief overviews on the respective topics. Those in Section Two delve into more detail, while those in Section Three are yet more specific. It is hoped that all participants will read the documents in Section One, and as many of the others as you feel inclined (and have the time) to delve into.

Section One

Title: Canadian Universities and International Student Mobility
Author: Association of Universities and Colleges of Canada (AUCC) Assessment Team
Source: Association of Universities and Colleges of Canada (AUCC)
Date: August 2007
Online URL: http://www.aucc.ca/_pdf/english/publications/student_mobility_2007_e.pdf
Pages: 1-8

Title: Internationalization of the Curriculum
Author: Association of Universities and Colleges of Canada (AUCC) Assessment Team
Source: Association of Universities and Colleges of Canada (AUCC)
Date: August 2007
Online URL: http://www.aucc.ca/_pdf/english/publications/curriculum_2007_e.pdf
Pages: 1-4

Title: Canadian University Engagement in International Development Cooperation
Author: Association of Universities and Colleges of Canada (AUCC) Assessment Team
Source: Association of Universities and Colleges of Canada (AUCC)
Date: May 2007
Online URL: http://www.aucc.ca/_pdf/english/publications/international_development_2007_e.pdf
Pages: 1-8

Title: Knowledge Export by Canadian Universities
Author: Association of Universities and Colleges of Canada (AUCC) Assessment Team
Source: Association of Universities and Colleges of Canada (AUCC)
Date: August 2007
Online URL: http://www.aucc.ca/_pdf/english/publications/knowledge_exports_2007_e.pdf
Pages: 1-4

Title: Internationalization: Unintended Consequences?
Author: Knight, Jane
Source: The Boston College: Centre for International Higher Education
Date: Winter 2009
Online URL:
https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:3688559627437714::NO:RP,4:P0_CONTENT_ID:101386
Pages: 1-3

Title: Caution with offshore campuses (an interview with the Vice-Chancellor of Monash University)
Source: University World News, issue 162
Date: March 13, 2011
Online URL: <http://www.universityworldnews.com/article.php?story=20110312091256171>

Section Two

Title: Leadership Knowledge and International Education
Author: Mestenhauser, Josef A. and Ellingboe, Brenda J.
Source: International Educator
Date: Nov + Dec 2005
Pages: 36-43
Online URL: http://www.nafsa.org/_File/_InternationalEducator/LeadershipKnowledgeNovDec05.pdf

Title: Theory Reflections: Cross-Cultural Adaptation Theory
Author: Young Yun Kim
Online URL: http://www.nafsa.org/ /File/ /theory_connections_crosscultural.pdf

Title: website of Bengt Nilsson, Vice-Rector (International), University of Malmö
Author: Bengt Nilsson
Online URL: <http://www.mah.se/english/About-Malmo-University/International/IaH---Internationalisation-at-Home/>

Title: Letter to Dr. Daniel Woolf in response to “Where Next?”
Author: Myles, Wayne
Date: February 16, 2010
Number of pages: 8
Online URL: <http://quic.queensu.ca/resource/policydevelopment.asp>

Section Three

Title: The Internationalization of Higher Education: Motivations and Realities
Author: Altbach, Philip G. and Knight, Jane
Source: Journal of Studies in International Education
Date: Fall/Winter 2007
Online URL:
<http://connectedconference.org/pdf/research/The%20Internationalization%20of%20Higher%20Education-Motivations%20and%20Realities-NEA%20Almanac%20of%20Higher%20Education.pdf>
Pages: 27-36

Title: Internationalization of the Curriculum: A practical guide to support Canadian universities’ efforts
Source: AUCC
Date: March 2009
Online URL: http://www.aucc.ca/ _pdf/english/publications/curriculum-primer_e.pdf

Title: Intervening in student learning abroad: a research-based enquiry
Author: Michael Vande Berg
Date: 2009
Online URL:
http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/31/FILE_Documento_MBM_Vande_Berg.pdf
(also published as Berg, Michael Vande (2009) 'Intervening in student learning abroad: a research-based inquiry', Intercultural Education, 20: S1, S15-S27

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