



Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan

September, 2003

Executive Summary

Globalism and the University of Saskatchewan builds upon the University's Internationalization Mission Statement (Appendix One) to provide a vision for extending its already extensive range of international activities over the next five years. It is imperative that we train our students to be responsive to the challenges and opportunities of the rapidly changing global society and economy. *Renewing the Dream* calls on our faculty to make the University of Saskatchewan an institution known and respected for its adherence to global standards.

To claim success in internationalization, the University must achieve progress in several interconnected areas. Responsible internationalization cannot be simply a matter of taking advantage of income-earning opportunities, but must be based on a firm commitment to social justice. This Foundational Document focuses on the following five dimensions:

- Internationalizing the learning environment
- Enhancing international academic mobility
- Promoting the academic success of international students
- Strengthening international research and graduate training
- Supporting internationalization through service and outreach



The Document argues that a healthy and balanced internationalization strategy will require substantial progress in all five of these areas. They represent interconnected and mutually reinforcing elements for the development of our international activities, rather than competing

priorities to be ranked in order of importance. Within each of the five major areas, the Document outlines the most important needs and opportunities, and identifies a small number of priorities for action over the next five years. Members of the University community responding to preliminary drafts of the document made numerous concrete suggestions for implementation; many of these suggestions have been recorded in an Ideas Bank (Appendix Four) that colleges, departments, and individuals may consult in thinking about their own strategies.

Over the next five years, the University of Saskatchewan aims to double its international activities. While the goal of doubling international activities over five years is a relatively modest target, it will have demonstrable impacts within the University. This increased activity will build awareness and participation, as well as opening up new opportunities for students, faculty and staff. While some of the University's goals for internationalization are quantitative, others are expressed in qualitative terms. By 2006-07, the University will:

- foster greater awareness of and participation in international activities
- enhance the international content of curricula
- increase international student enrolments to 7-8% of the student body
- promote the academic and social wellbeing of its international students
- double participation in international student mobility programs
- strengthen support systems for students and faculty engaged in international activities
- double external funding for international research and project initiatives
- identify and address barriers to international engagement for students and faculty.

The strategic planning process in the various colleges will produce distinct sets of objectives within the University's broad goals for internationalization, reflecting specific priorities, objectives, and opportunities of the colleges. The role of many individual faculty and staff using their own interests and connections to develop new international initiatives will continue to be a driving force.

Appendix Three contains a Current State Analysis with diverse measures of the nature of international activities at the University of Saskatchewan. Data are included from five comparison universities also engaged internationally. The Current State Analysis helps to identify areas where this University has excelled, such as the recruitment of international graduate students, and areas where we lag behind many similar institutions.

If the University of Saskatchewan is to achieve its internationalization goals, and respond effectively to the emerging challenges and opportunities afforded by global change, strong, responsive administrative structures will be needed to provide the entire University community with needed support. The third section of *Globalism and the University of Saskatchewan* considers the administrative structures and resources needed to support successful internationalization. While most colleges have taken concrete measures to encourage their faculty, staff, and students to become more involved in international activities, central administrative units such as the International Student Office and University of Saskatchewan International must be strong and adequately resourced if the University is to achieve its internationalization goals. This Document, like the *Enrolment Plan* and the *Core Area Master Plan*, calls for the establishment of a Global Commons – a multi-use facility to facilitate interaction and mutual learning between Canadian and international students, and to house a broad range of services supporting internationalization. To be effective in achieving its goals, the University must continue to build strong partnerships with highly-regarded institutions in other countries, as well as with governments, NGOs, and community groups within Canada.

This Foundational Document has evolved through several drafts, with changes informed by feedback from several groups and many individuals with strong interests in internationalization. Appendix Two describes the consultation process that underpinned the creation of the Document. Among the greatest strengths of internationalization at the University of Saskatchewan is the diversity of activities, achievements, and aspirations among the many faculty, staff, and students engaged in this area. In calling for a multi-faceted strategy for internationalization, *Globalism and the University of Saskatchewan* is reflecting the rich diversity of interest, experience, and opportunity that exists across the University.

The Document concludes by listing a number of next steps that are to follow its approval by Council. The development of a comprehensive implementation strategy for internationalization will involve the identification of areas of synergy and priority between this and other Foundational Documents, and with the various college plans.

Introduction

Internationalization has had a long history at the University of Saskatchewan. Individual scholars have participated in international initiatives for at least half a century. During the early 1990s, the University, with the support of the colleges, decided to increase its commitment to internationalization through the establishment of a central office, later known as University of Saskatchewan International. The past decade has seen a large increase in international research and teaching, and the establishment of partnerships with universities in many countries. Several colleges have established staff positions and/or steering committees to spearhead international activities.

A large number of faculty are already involved in international research, advisory work, training, and capacity building. They choose to be involved because of long-standing scholarly interests in a particular part of the world, and because of opportunities associated with larger-scale development and training initiatives. Some are committed to a social transformation agenda, with the goal of promoting socially just, sustainable, development. Others are attracted to individual and institutional benefits afforded by for-profit initiatives. Colleges have their own sets of priorities and constraints in setting goals and choosing initiatives to enhance internationalization at an institutional level. The University recognizes the importance of supporting a broad-based, inclusive approach to internationalization, and values the diversity of approaches that are being followed.

The Integrated Planning Initiative offers timely opportunities for the University to reflect on the current state of international activities, and to develop a series of strategies to move forward, building upon past successes and current programs, and looking for ways to capitalize on new international opportunities for faculty and students. We cannot possibly respond to all of the opportunities that exist for internationalization. We will have to be strategic in choosing our institutional alliances, initiatives and commitments, while at the same time continuing to encourage individuals and departments to initiate programs that will enhance

internationalization of the University. We will, as well, have to be careful in making institutional investments so as to generate the best possible return on our financial contributions.

This Foundational Document signals to the University community our general overarching direction on this important planning dimension. As one of a series of Foundational Documents it is intended to describe, at the highest level, the general direction the University is prepared to take in this area and to provide a template for making difficult and important choices. Through the discussion with the Council and committees, priorities have been identified for development, at the institutional and college levels, over the first planning cycle.

This Document makes reference to several key areas of synergy between it and other Foundational Documents. Integrated planning is a continuing process; because most other Foundational Documents and the college plans have yet to receive formal approval, certain details within this Document may need to be changed to ensure they are compatible with other integrated planning documents. Likewise, the development of a comprehensive integration strategy necessarily awaits the completion of other documents being prepared within the integrated planning process.

I. International Activities at the University: Why Should We Care? What Should We Do?

There are many reasons why the University of Saskatchewan should be concerned about its international activities. There are also very good reasons why we should proceed with caution in a field that is diverse, and potentially involves major investments of resources and time by the University and individual faculty. The University's mandate for internationalization, laid out in its *Internationalization Mission Statement* (see Appendix One), provides a comprehensive outline of our institutional commitment in this important field.

Internationalization is a reciprocal process, where we share our insights and knowledge and where we seek to learn from the experience, cultures and research of others. The University's vision, as expressed in *Strategic Directions*, pledges adherence to international standards in all of our activities, noting that in the new global environment our competition, our obligations and our opportunities are all international. In this document, the University also promises to maintain its 'Sense of Place'. International activities help to support this objective in many ways, including opportunities for students, through study-abroad programs, to reconnect with their family's ancestral roots, and for researchers to engage in a mutual sharing of knowledge with partners abroad about problems of particular concern in our own region.

The following are four key reasons for paying greater attention to internationalization:

- Knowledge knows no boundaries; if we do not internationalize, we risk becoming a parochial institution. The University has made it clear that we will judge our accomplishments according to international standards. By developing collaborative partnerships with many of the best institutions around the world, we will continue to enhance the quality of our own programs, and to ensure that the work of scholars from the University of Saskatchewan is known and respected worldwide.
- Universities have a clear and vital mandate to bring the world, in all of its cultural and physical diversity, to their students and other constituents. Our courses, research and

instructional programs must provide an introduction to the complex global environment. These activities, along with opportunities for international experience, help to prepare our students for active participation in the global economy and society.

- The University has a long tradition of aspiring to social justice and environmental sustainability. We have demonstrated this commitment through active participation in international development projects and educational initiatives that enhance the capacity of our partner institutions and contribute to progressive social transformation. We must continue to do so. We should also look to expand our range of activities beyond our traditional international engagements into other areas (e.g., interdisciplinary and cross-college collaboration to develop innovative approaches on key issues such as child development and poverty, etc.). We must also encourage collaborative research that will contribute to the search for solutions to major global problems (e.g., global environmental change).
- The promotion of the University of Saskatchewan internationally has the potential to generate significant revenues for the institution (through student fees, research grants and contracts, and donations). Broadening and deepening our commitment in this field has its cost, however, so these revenues will need to be reinvested to provide infrastructural support for internationalization.

I.1 International Vision

The University of Saskatchewan Internationalization Mission Statement, approved by Council in 2001, provides a clear and comprehensive vision of the University's engagement with the world. It states, in part, that:

... the University must also be a global institution engaging in issues and roles that transcend borders and enhance diversity. Our students, our research, and our commitment to service needs to be informed, challenged, and enthused by the links between our international and local perspectives.

Our vision for internationalization focuses not only on achieving growth in our international scholarly activities, but also in maintaining a commitment to excellence and social responsibility, in all international engagements. It entails a commitment to creating diverse, inclusive, and challenging learning opportunities for our students, in order to prepare them to function in a rapidly evolving global society, and to foster a climate of respect for other cultures and forms of knowledge. It also entails recognition of our responsibility to engage in service activities that support international understanding and development.

I.2 Internationalization Goals

Over the next five years, the University of Saskatchewan aims to double its international activities. The strategic planning process in the colleges will produce distinct sets of specific objectives and goals nested within the broad framework of the Internationalization Foundational Document. A large proportion of international engagements will continue to be initiated at the grassroots level by individual faculty and staff. A major responsibility of the University of Saskatchewan International Office will continue to offer support for the development of these grassroots and College initiatives, and to facilitate cooperation and collaboration across the University that contribute to the achievement of institutional goals.

Given the complex nature of the planning and implementation processes for internationalization, the following institutional goals for internationalization during the current planning cycle are framed in a general way. The identified goals are relatively modest, but this level of growth will be instrumental in creating new international opportunities for faculty, staff and students, and building momentum for future growth. By 2006-2007, the University will demonstrate progress on several dimensions of the international experience:

- foster greater awareness across campus of the importance of internationalization, opportunities for international engagement, and international activities currently undertaken by members of the University community (an objective which cuts across all goals)
- strengthen central administrative structures for internationalization, especially the International Student Office and University of Saskatchewan International, to enable them to meet the growing needs of students, faculty, departments, and colleges for administrative coordination and support to foster internationalization (see Section III.1, Administrative Structures to Promote and Support Internationalization)
- improve systems to monitor, measure, analyze, and publicize our institutional progress in all facets of internationalization (Section III.1)
- investigate opportunities to create a mixed-use facility ('Global Commons') designed to enhance international cooperation, collaboration, and activities for students and faculty (also proposed in the *Core Area Master Plan* and the *Enrolment Plan*) (Section III.1)
- enhance the range of courses and interdisciplinary programs with an international focus, wherever feasible, in colleges and departments across the University (Section II.1, Internationalizing the Learning Environment)
- increase the number and diversity of faculty with international expertise to complement areas of strength and respond to emerging opportunities for growth (Section II.1)
- increase the proportion of international students at the University from about 5% (2002-2003) to 7-8% by 2006, as proposed in the *Enrolment Plan* (Section II.3, Promoting the Academic Success of International Students)
- increase the cultural and disciplinary diversity of international students studying at the University of Saskatchewan (Section II.3)
- provide necessary support services for international students to ensure their academic success and social wellbeing (Section II.3)
- double, from 150 to 300 students per year, the number of participants in student exchanges, internships, taught abroad courses, and other programs to enable our students to undertake some of their studies abroad. (Section II.2, Enhancing International Academic Mobility)
- enhance the diversity of international study opportunities through new exchange agreements and taught abroad programs offered in diverse parts of the world (Section II.2)
- strengthen support systems for students studying abroad, including orientation and emergency support programs (Section II.2)

- identify and lessen program barriers that impede students' participation in international learning programs, including transfer credit approval and basic language training (Section II.2)
- double research and project funding for international work, by tapping into funds from diverse sources, including Tri-Council grants, other Canadian government sources (e.g., CIDA, HRDC), international organizations, and private foundations (Section II.4, Strengthening International Research and Graduate Training)
- cultivate interest in international research and project initiatives across the University, including in units that have had relatively limited previous international engagement (Section II.4)
- encourage the development of much greater interdisciplinary and cross-college collaboration in the development and implementation of research, training, and development project initiatives (Section II.4)
- emphasize the importance of socially responsible research, to ensure that activities are implemented in accordance with established principles and practices for international research, including community participation in project development, respect for indigenous knowledge, and sharing of research results with communities and decision-makers (Section II.4)
- ensure that the particular challenges of international research and project work are appropriately recognized in performance evaluations and workload assignments (Section II.4)
- enhance opportunities for faculty and staff to participate in exchanges with their counterparts in universities abroad, as a means of facilitating professional development and strengthening linkages for research, teaching, and other forms of collaboration (Section II.2)
- increase the involvement of faculty, staff, and students in sharing their international expertise locally and worldwide through service activities that increase community capacity and awareness (Section II.5, Supporting Internationalization through Service and Outreach)
- enhance our institutional partnerships at home and abroad to support the University's internationalization vision and goals (Section III.3, Partnerships)

II. Internationalization Priorities and Objectives

Internationalization at the University of Saskatchewan will continue to develop simultaneously on a variety of fronts, through initiatives undertaken by the University, colleges and departments, and individual faculty, staff and students. Five clusters of internationalization priorities and objectives are discussed below, and within each a number of subsets of priorities and objectives are identified. It is important to recognize the linkages among these sets of priorities (e.g., between international research and internationalization of the curriculum), and work to strengthen them. It is also necessary to see the five sets of priorities and objectives as being essentially co-equal, rather than ordered in importance.

Appendix Four expands on each of the recommended priorities with a series of specific ideas colleges, departments, and individuals may wish to consider as possible strategies for international program development. This format is used in recognition of the diversity of objectives, needs, and opportunities that exist across the University. Each unit will find its own appropriate ways to advance and implement the University's international vision.

II.1 Internationalizing the Learning Environment

The University of Saskatchewan envisages a learning environment on campus that creates myriad opportunities for students, as well as faculty and staff, to become better informed about global issues. The study of global issues is an extremely diverse field; it is not merely about the study of other regions and societies. It includes approaches such as regional studies (e.g., Latin American History), comparative international studies (e.g., Politics of the Third World), theoretical and conceptual frameworks used to study international dynamics (e.g., international development studies, globalization), and a broad range of fields related to international social, political and environmental issues (e.g., World Crops, International Trade, International Health). These learning opportunities will occur not only in a formal classroom setting, but also informally through extra-curricular activities that facilitate greater social interaction and discussion about current issues, with active involvement of international students as part of the entire University community.

The University has strength in several areas of international scholarship (thematic and regional). Because the University cannot cover all cultures and regions of the world at an advanced level, it must identify and support the enhancement of areas of greatest strength in order to encourage innovative, collaborative initiatives. The September, 2001 internationalization retreat indicated support for this approach. An ongoing process of faculty-centered consultation must be central to the identification of areas of emphasis and concentration. The University also continues to encourage individual initiatives by faculty members, and by academic units, to develop new global interests.

Library resources are an important requirement for the development of all academic activity, including international scholarship. Library resources currently available to support the internationalization of the learning environment are very uneven. Colleges, departments, and individual faculty will need to work closely with library staff to identify materials that are especially important for international courses, as part of a larger strategy to strengthen library resources in the context of major changes in information technology, financial pressure, and competing priorities for the library system.

Opportunities:

(a) *Internationalizing the curriculum:*

Our goal must be to enhance the international understanding of our students, and to give them opportunities to reflect on their society through the eyes, insights and critiques offered by others. Universities have the responsibility to expose their students to the diversity of the human experience and to the geographical and cultural complexity of the world. The University of Saskatchewan must ensure that its courses and programs, where appropriate, incorporate international examples, global comparisons, and the opportunity to place the Saskatchewan and Canadian experience in the broadest possible context.

(b) *Increasing opportunities for international creative activity and artistic performance*

Visits to the University of Saskatchewan by international creative writers, artists, and performers, as well as opportunities for University of Saskatchewan faculty, staff, and students to perform abroad, enhance our collective appreciation of the diversity and richness of global culture. They also increase the profile of international activities at the University.

(c) *Internationalizing the campus:*

The University of Saskatchewan should become a place for the celebration of, and encounters with, representations of societies and cultures from around the world. We need to ensure that our campus community is open to the lively and vibrant exchange of ideas and opinions; internationalization means much more than simply adding to the diversity of countries of origins of our student population. Our student population should be diverse, and we should work to create an environment that encourages and facilitates more interaction between domestic students and students from around the world. Cultural, social, and recreational activities should, wherever possible, reflect the diversity of the peoples working and studying on campus.

Priorities:

1. Enhance the international content of curricula, in ways that are appropriate for programs in individual colleges and departments.

Colleges and departments are strongly encouraged to review their curricula to identify opportunities to augment and diversify international content. Among the many strategies that colleges should consider to enhance the international content of curricula are the hiring of faculty with international interests and expertise, the introduction of new international courses and interdisciplinary programs, and the development of international summer schools and workshops.

2. Facilitate more interaction among international and Canadian students on campus, so as to encourage inter-cultural understanding (learning and appreciation of diversity).

Despite the existence of several large, effective programs supported by the International Student Office, many international students continue to feel isolated socially from their Canadian counterparts. The establishment of a Global Commons would provide a venue conducive to mutual learning and social interaction among international and Canadian students, and consolidate services related to international activities that are currently scattered across campus.

3. Support initiatives for the University to host visiting speakers, conferences, and workshops on international subjects and/or with broad international participation.

Initiatives that bring world-class scholars to the University of Saskatchewan not only inspire and educate our own faculty and students but also contribute to the enhancement of the University's profile as an institution known internationally for excellence. To support these initiatives, the University and Colleges should offer additional seed money for such initiatives, encourage faculty to initiate these events and seek external funding for them, and strengthen publicity mechanisms to encourage large, broad-based attendance.

II.2 Enhancing International Academic Mobility

Providing opportunities for students to study abroad, through exchange programs, taught abroad programs, or other learning experiences, is an essential part of our internationalization strategy. Other planning documents, specifically the *Strategic Directions* and the *Enrolment Plan*, have called for the enhancement of study abroad programs and other experiential learning opportunities for our students. Colleges and departments will need to consider the types of opportunities that are best suited for their students. The University has some excellent programs in place, but needs to offer students additional learning opportunities that are accessible and safe. Regulatory and program barriers to participation in taught abroad and exchange programs need to be reviewed. Language training is an important component of students' preparation to study abroad; increasing enrolments in international language classes and providing opportunities for basic training in additional languages will enable more students to study abroad. The infrastructure to support study abroad, including orientation and emergency protocols, needs to be strengthened. Scholarships and bursaries for students to study abroad are important to ensure that these programs remain accessible to individuals with limited financial resources.

Opportunities:

(a) *International exchanges:*

Through exchange agreements with institutions in other countries, the University of Saskatchewan is able to offer students semester- and year-long opportunities to study in structured, safe, high-quality academic environments. Exchanges should be negotiated so as to support existing programs and to provide supplements to areas of study available on campus.

(b) *Taught abroad opportunities:*

Taught abroad programs (in which a group of students study a mostly set curriculum about and in another country, usually with a University of Saskatchewan faculty member) provide a flexible means of offering international learning opportunities for our students. These programs may range from intensive single courses involving perhaps two weeks abroad, to term or year-long programs such as the one now offered in Guatemala. Taught abroad programs may be of particular interest to students with little previous international experience.

(c) *Other international learning opportunities:*

A number of academic programs now offer students opportunities to do internships and/or cooperative work placements for academic credit overseas. Other worthwhile learning opportunities relate to international and cultural exchanges with non-governmental organizations (e.g., Shastri Indo-Canadian Institute, Canada World Youth, WUSC, AIESEC, etc.). Colleges should consider the criteria for offering academic credit for such programs.

(d) *Faculty and staff exchanges with international partner institutions:*

International teaching and research enable faculty, especially those in mid-career, to apply their expertise in new ways and to enhance their career development by building new (regional and thematic) areas of expertise. Exchanges also contribute to the professional development of faculty and staff at partner institutions.

Priorities:

- 1. Strengthen systems to ensure that students are properly prepared for studying abroad, including selection procedures, orientation programs, and emergency response protocols.**

By enhancing central administrative structures for this purpose, the University will assist colleges, departments, and faculty to ensure that students studying abroad are well prepared and supported. Institutional support to enhance opportunities for training in international languages is critical to the development of strong study abroad programs.

2. Expand student participation in study abroad programs, so as to provide students in all colleges with enhanced opportunities for diverse forms of experiential learning.

Increasing student participation in study abroad programs will entail seeking ways to alleviate financial and other barriers (especially inflexible program requirements and transfer credit recognition) that limit student participation. As the number of students studying abroad increases, the University will need to increase its allocation of resources for international study bursaries available for students with limited financial means.

3. Expand the range of programs and opportunities for students to study abroad, through the development of new exchange agreements, additional taught abroad programs, and other suitable learning opportunities.

Exchanges, taught-abroad programs, and internships offer a diverse set of learning opportunities for students who have different needs and objectives. Individual colleges will take the initiative to develop international learning opportunities best suited to the learning needs of their students.

4. Encourage individuals involved with university governance, faculty, and staff to take part in international exchanges with counterparts in other institutions.

Two-way exchanges of personnel encourage our faculty to develop new interests and insights, and help to support capacity-building initiatives involving our partner institutions in developing countries. Structures to facilitate faculty and staff exchanges should be integrated, wherever appropriate, into new agreements signed with partner institutions abroad.

II. 3 Promoting the Academic Success of International Students

The University has a responsibility to provide all students, international and domestic, with the support they need to succeed in their studies. The key to international student success is to ensure that they have strong academic support throughout their studies, and that they feel encouraged to participate actively in the life of the University.

The University's *Enrolment Plan* provides a clear sense of direction for the recruitment of international students, from among the thousands seeking admission to Canadian universities. The *Enrolment Plan* calls for an increase in both the number of international students, and for continuing efforts to ensure the diversity of origin. The University will need to employ recruitment strategies that bring us well-prepared, motivated students to study in areas with available capacity for increased enrolment. These possibilities for international student recruitment include:

- forming agreements with carefully selected partner institutions abroad (e.g., agreements with preparatory schools, joint (2+2) degree programs);

- strengthening efforts to recruit international students who have completed high school in Canada or studied in an English-language high school;
- working with other universities and colleges in the province or region (Prairies) to develop collaborative recruitment strategies.

The higher tuition fees paid by international students make an important contribution to University revenues. The experience in some countries points to the danger of universities becoming over-dependent on increases in international student revenue for core budgeting needs. However, with careful planning, revenues generated from tuition fee differentials provide vital support for academic success, while at the same time making use of currently underutilized resources (e.g., in departments with declining enrolments and/or with substantial additional classroom capacity).

Opportunities and Needs:

(a) *Recruitment of international students:*

As the University of Saskatchewan sets out to expand its international recruiting to meet the *Enrolment Plan* target of seven percent international students, it must take care to establish recruiting and selection priorities which reinforce and support priorities determined by individual colleges and overall institutional goals. At the same time, the University needs to ensure that international students are diverse in terms of their origin and distributed, where appropriate and possible, across colleges and academic programs.

(b) *Preparation and support of international students:*

International students face formidable challenges – language problems, cultures of learning, academic preparation, and social adaptation – when they arrive to study in Saskatchewan. The University must ensure that it has strong programs and services in place which support international students with their transition to Canada, Saskatoon, and the campus to enable them to achieve academic success and well-being.

(c) *English-language proficiency:*

English-language issues are among the most serious problems facing international students. International examinations (e.g., TOEFL and other recognized language tests) are only rough indicators of academic linguistic competence. The Centre for Second Language Instruction and Student and Enrolment Services, in collaboration with individual colleges, should investigate new and innovative means of addressing the needs of international students to improve their language proficiency. The University should also ensure that there is continuing English language support for international students, so as to help them achieve academic success and to leave the University upon graduation with solid competence in the language of instruction.

(d) *Non-credit (e.g., certificate) programs for international students and international partners:*

These programs might include summer programs (ESL and culture) for visiting international students, and intensive professional development programs (e.g., in public administration or international marketing) for professionals from abroad. These opportunities need to be assessed individually and on a continuing basis by the units proposing them, as well as by

Council, to address possible concerns about their academic acceptability and resource implications.

Priorities:

1. Strengthen the recruitment system for international students to meet the objectives set out in the Enrolment Plan.

A review is needed of staffing and financial requirements in International Recruitment to ensure that this branch of Student and Enrolment Services Division has the resources needed to recruit effectively in traditional source areas and to expand into new and emerging markets. Specific recruitment questions such as student diversity, outlined in the *Enrolment Plan*, need to be addressed.

2. Enhance the support systems for international students studying at the University, to help them achieve academic success, social inclusion, and personal satisfaction.

Using resources from the international student differential tuition, support systems must be strengthened at the departmental level (e.g., teaching resources), college level (e.g., student advisors), and University level (e.g., International Student Office), in order to enhance the success of international students enrolled at the University of Saskatchewan. The strengthening of support systems includes not only the allocation of sufficient staff and financial resources, but also training programs to help faculty and staff to work more effectively in assisting international students.

3. Strengthen systems of support to provide students with the English language competence they need to succeed in their studies.

The Centre for Second Language Instruction has a unique opportunity to prepare incoming students to meet the University's English proficiency requirement for admission. Colleges are encouraged to investigate other possibilities, such as transitional programs to ease the integration of international students into regular University programs in a supportive environment.

II.4 Strengthening International Research and Graduate Training

Internationalization is relevant to all areas of the University's research endeavors. Significant steps should be taken to ensure that students and researchers have access to international research opportunities and that the University provides the appropriate level of support and encouragement for such activities. The University should encourage faculty to engage in international projects that address major global issues (e.g., HIV/AIDS, climate change), and contribute to socially just, sustainable development for poor, marginalized groups. The construction of the Canadian Light Source, as well as the University's widely-recognized strength in several areas of scholarship, including Aboriginal studies and rural development, provide attractive opportunities for cross-cutting initiatives in international research. Such research opportunities often come through invitations to participate in large international research consortia.

International research encompasses a range of different types of research activities, including scholarly research projects, larger-scale international development and training projects, applied or operational research projects, and long-term collaborative research involving networks of scholars in different countries. It involves not only work conducted abroad or in collaboration with colleagues from other countries, but also work on diverse types of empirical and theoretical analysis of international dynamics (e.g., international commerce, international migration). Researchers have different motivations and objectives for engaging in international research – some do so in response to academic expectations, others to take advantage of revenue-generating opportunities, and still others to put into practice their commitment to a social justice agenda. The University understands clearly the need to build strength in all facets of international research.

Scholars from the University of Saskatchewan contribute to the internationalization of research not only through studies conducted abroad or about international topics. They advance the University's international engagement by publishing in international journals, participating in international conferences and workshops, communicating research results in languages other than English, and serving on selection committees for international awards. They contribute to international scholarly development by helping to train graduate students and postdoctoral fellows from other countries.

Opportunities:

(a) *Internationalizing research activities:*

The level of international research activity varies greatly across the campus. Whereas a very large proportion of faculty in colleges such as Agriculture have worked internationally, in other colleges only a minority has international research experience. The internationalization of research activities entails increasing faculty awareness of opportunities, addressing systemic barriers that discourage international engagement, and supporting collaborative initiatives within and between colleges.

(b) *Internationalizing graduate training:*

As the University expands its presence in graduate education and research, efforts will be needed to link this increased activity with international opportunities. This involves attracting more international students to the University and encouraging Canadian students to study and work abroad. It entails thinking critically about the training that we provide to graduate students, to find ways to strengthen its relevance to the needs of both international and Canadian students. The objective of enhancing international opportunities for our graduate students may also be a consideration in faculty hiring and development decisions. By increasing the involvement of graduate students in international work, the University will be making a substantial contribution to the training of the next generation of globally-minded scholars.

Priorities:

1. Create an environment in which faculty members involved in international research activities are given appropriate support and recognition.

The University needs to recognize particular challenges that faculty may encounter while engaged in research abroad, and ensure that these challenges are suitably recognized in merit, tenure and promotion evaluations, and in the provision of institutional support for international work.

2. Strengthen support systems to increase faculty awareness of international opportunities and to encourage them to participate in international research.

The University must strengthen its administrative structures to inform faculty of opportunities for international research and funding, and to ensure that they receive appropriate advice and support for the development of proposals. It needs to be proactive and innovative in facilitating collaborative research partnerships on campus and with other Canadian and international institutions, in order to capitalize on a greater range of international research opportunities.

3. Encourage increased international training and research for graduate students wherever appropriate and possible.

Faculty are encouraged to integrate graduate training into their international research programs, to assist students to obtain external funding for international study and research, and to support international students to pursue projects in, or relevant to, their countries of origin whenever possible.

II.5 Supporting Internationalization through Service and Outreach

The University of Saskatchewan's Mission Statement on internationalization includes service as one of its mutually reinforcing scholarly commitments: "to practice scholarship in the application of knowledge so that we can serve society through our creativity and expertise". Public service and contributions to academic and professional bodies are specified requirements in the evaluation of faculty in some colleges. Indeed, all members of the University of Saskatchewan community – faculty, staff, and students – have a role to play in supporting internationalization through service contributions at home and abroad.

Opportunities:

(a) *Service on campus*

Faculty, staff, and students have an important role to play in creating a welcoming environment for international students and visiting scholars so they feel accepted within the University community and supported in their studies. The role of faculty, staff, and students as mentors is especially valuable.

(b) *Service in the Saskatoon and Saskatchewan communities*

Faculty, staff, and students support internationalization when they help local communities to be better informed about international issues and the international activities of the University. Opportunities include speaking at schools and to service and community associations; assisting in professional development workshops with an international focus offered for teachers or community groups; and initiatives that help in the integration of international students into the broader community.

(c) *Policy and capacity development for community organizations, governments, and international organizations*

Members of the University community help to promote international social justice through their activities as public advocates for policy responses to challenges such as development, peace,

and security. Such service activities often arise when researchers share their findings with policy makers and community organizations, both in Canada and abroad.

(d) *Support for academic institutions and scholars in other countries*

Canadian faculty, staff, and students enjoy educational resources undreamed of in most of the world's countries. Members of the University community have opportunities to share their good fortune in various ways, such as sending books and equipment to disadvantaged colleagues abroad; helping international partners to secure funds for research and other scholarly activities; and assisting in training programs for faculty and students in institutions in less developed countries.

(e) *Support for international academic and professional bodies*

Faculty support internationalization when they serve on editorial boards of, or as referees for, international journals; participate on selection panels for international awards; and serve in other roles that encourage international scholarly interchange.

Priorities:

- 1. Create an environment that sensitizes faculty, staff, and students to the importance of international service activities, encourages all members of the University community to become actively involved in international service in ways that are appropriate for their interests and experiences, and recognizes international service activities in professional evaluations and in other ways, both formally and informally.**
- 2. Structure long-term international engagements to ensure that connections made and experiences gained are integrated into, and complement, the University's teaching, research, and international relations priorities.**

III. Structures and Resources to Support Internationalization

Readers are referred to Appendix Four, which contains a list of specific ideas that could be used to implement the priorities identified in this section.

III.1 Administrative Structures to Promote and Support Internationalization

Administrative responsibility for international activities is divided between central administrative units and the colleges; all report to the VP Academic and Provost (see Appendix Four, Figure 5.1 for a diagrammatic representation of internationalization structures and personnel). The International Activities Committee of Council monitors institutional trends in internationalization, and provides advice on these issues to Council.

At the centre, administrative responsibility is divided between University of Saskatchewan International (USI) and the Student and Enrolment Services Division (SESD). Their primary responsibilities, currently under review as a result of the ROSS project, are as follows:

- USI: support for international student mobility (e.g., exchanges, study abroad orientation); international liaison activities; administration of international partnerships; promotion and support of international training and development projects

- **SESD:** international student recruitment and admissions; international student support (primarily non-academic) and community-student interaction through the International Student Office.

Individual colleges have primary responsibility for the provision of academic support services for international and other students; these services include academic counseling, remedial academic assistance (e.g., Writing Centre), IT support for students, and academic orientation for incoming students. Several colleges also support international student mobility through the development and management of exchanges, taught abroad courses, internships, and similar learning programs. The Colleges of Arts and Science and Commerce have formal interdisciplinary programs with an international focus. College administrative structures and international-liaison staffing arrangements vary considerably; while some colleges have devoted few resources explicitly to international activities, others have established formal steering committees to promote internationalization and/or have created administrative positions to advance the college's internationalization vision.

The Centre for Second Language Instruction (CSLI) plays a critical role in the recruitment and English language preparation of incoming international students. The CSLI operates as a semi-autonomous unit within the Extension Division, with its own budget and administrative structures (see Table 5.5, page 51).

Challenges and Opportunities:

Achieving the goals outlined in this Foundational Document will require a willingness among colleges, central administration, and University Council to re-think existing structures and to consider new administrative arrangements. Across the University, considerable resources are already allocated to international activities. Nevertheless, there is broad consensus that improvement to the current structures is possible and needed to provide optimal support for internationalization. The following are among the areas for improvement:

- rationalization of who does what, with respect to international activities;
- development of clear protocols and procedures for initiatives such as the establishment of international partnerships, and the approval of study-abroad programs;
- spatial consolidation of presently-dispersed services linked to internationalization in a location that would encourage students to make optimal utilization of the facilities;
- better communication and increased cooperation among colleges and research units about international opportunities and initiatives.

(a) *Central administrative structures and roles*

The University must ensure that there are strong administrative structures at the centre to support the diverse elements of internationalization. These central units must have clearly-defined mandates and secure funding sufficient for them to serve the University community effectively and efficiently.

The University of Saskatchewan International Office is at a critical juncture in its development. The future role of USI needs to be clarified and refined, in relation to proposed relocation of some services (e.g., the ROSS project's proposal to move international student mobility to

Student and Enrolment Services), and USI's need for resources commensurate with the responsibilities mandated to it. Decisions about the location of services such as international student mobility need to take into account the cross-cutting nature of USI's current responsibilities (e.g., linkages between international partnerships and student mobility), and the need for secure core funding to support student mobility and protocol functions that are unlikely to generate much revenue.

(b) *Coordination with college-level initiatives*

While there is a clear need to strengthen administrative structures at the centre, much responsibility for internationalization will continue to rest in the colleges and in semi-autonomous units such as the Centre for Second Language Instruction. Each college will continue to determine the internal administrative systems it considers necessary to promote international initiatives within the college. Careful collaborative effort involving colleges and the central administration will be required to ensure that the most effective and efficient divisions of labour, and mechanisms for cooperation, are established. One of the main benefits of Integrated Planning should be the ability for the University to see the extent of planned international initiatives in colleges and units, and thus achieve a better coordination of effort. The planning process will need to bring together the recommendations of the various University Foundational Documents to achieve optimal solutions. The development of a comprehensive implementation plan for the *Internationalization Foundational Document* will proceed only after the completion of the individual college plans, in order to facilitate the necessary coordination of efforts.

(c) *Audit institutional policies and procedures to identify barriers*

Some 40% of participants in the USI Internationalization Retreat held in September, 2001 gave top priority to an audit of institutional policies as the activity most likely to have the greatest impact on the University's internationalization. Identifying institutional barriers to international engagement is a necessary first step in the process of developing fair, transparent, and efficient administrative procedures and protocols, and thus encouraging greater faculty and student participation in internationalization. Also important is the strengthening of information-sharing mechanisms about international opportunities, structures, and accomplishments.

(d) *Development of a mixed-use facility as a focal point for internationalization*

The University should investigate the benefits and costs of establishing a Global Commons as a focal point for internationalization on campus. The development of a Global Commons would simplify, consolidate and strengthen central support services related to internationalization in a single location. The proposal for a Global Commons reinforces the recommendations of the *Enrolment Plan* and the *Core Area Master Plan* to consolidate support for international students and to develop residential space designed to enhance international understanding and cooperation and to foster international activities.

A Global Commons might include some combination of the following:

- residence space for international students, visiting exchange students, and Canadian students interested in an international living environment
- meeting space and a lounge area to encourage social and intellectual engagement among international and Canadian students and scholars
- office space for international student clubs
- some international student services, including the International Student Office

- services to support international academic exchanges, taught abroad programs, and other international learning opportunities
- an international Study, Work and Travel Abroad resource library and reading room
- offices for the University of Saskatchewan International
- communications and publicity functions for the University's international activities.

Priorities:**1. Ensure that central administrative units dealing with international responsibilities are structured to enable them to efficiently and effectively implement the University's internationalization vision.**

The University as a top priority must affirm the future roles and responsibilities of central administrative support units for international activities, incorporating a review of USI's forthcoming administrative plan, with provision for campus-wide consultation.

2. Following the completion of college planning documents, develop an implementation strategy for internationalization designed to coordinate and support college internationalization plans within the broader framework of the University's Internationalization Plan.

The development of an effective implementation strategy needs to incorporate procedures that will be used to identify and eliminate institutional barriers to internationalization, to improve the flow of information about international opportunities, and to strengthen the coordination of international activities across campus.

3. Form a steering committee to develop a formal proposal for the establishment of a Global Commons as a campus centre for international activities.

The Global Commons is central to the vision of a University community that embraces and celebrates the world's diversity, and seeks to enhance our global engagement. It would provide opportunities to deliver services related to internationalization more effectively, as well as serving as a meeting place for members of the campus community.

III.2 Financial and Other Resources for International Activities

A great deal of faculty and staff time has been devoted to international activities. The commitment of individuals to these activities has been formidable and has contributed enormously to the institution's global profile.

For the University to participate effectively in the global academic community, there must be a secure commitment of resources over a long period of time to ensure that we offer high quality, sustainable programs. The University gains significant funds from international research activities and from tuition fees paid by international students. There are, in addition, other funding opportunities off campus that have not yet been explored in full, and that would help to support the broad-based internationalization of the University. Income from internationalization should be used to provide the needed institutional support to sustain the University's international initiatives.

Priorities:**1. Ensure that adequate financial resources are made available to support the University's internationalization vision.**

The clarification of college and central administrative functions is central to the determination of resource needs, as are periodic performance reviews, student learning evaluations, and other appropriate measures of success. The University should look beyond administrative costs to allocate more funds to the support of social transformation initiatives, such as the provision of bursaries to students from less developed countries.

2. Utilize financial resources that the University gains from international sources to support the internationalization vision of the University.

The University should allocate a significant portion of the international student differential fee, as well as the overhead derived from international development and training projects, to support internationalization of the campus learning environment, and other international activities.

3. Recognize the importance of human resources and suitable physical space to support internationalization, and take measures needed to secure these resources.

The human resources to implement internationalization, as well as sufficient, appropriate physical space to house and facilitate international activities, are as important as the financial resources to support these programs. The University needs to be able to attract and retain personnel whose expertise and leadership qualities will maximize participation in, and benefits accruing from, internationalization.

III.3 Partnerships**(a) Partnerships with Other Universities:**

There are thousands of universities around the world, and many of them would like to establish partnerships with other universities, including the University of Saskatchewan. The University must select its partners with care, with a view to maximizing benefits to students, supporting priority areas within the institution, and providing appropriate regional, cultural, and academic coverage. The University needs to aim high, seeking to form partnerships with top-class universities and research institutes around the world that will enhance this University's reputation and create worthwhile opportunities for faculty and students.

The University recognizes the importance of individual, departmental, and college initiatives to establish new partnerships that are compatible with the University's internationalization vision. It is likely that the majority of new partnerships will continue to be initiated through the efforts of individuals and colleges. The University, through USI, will exercise a dual role in the development of such partnership arrangements, providing expert advice and support for the development and maintenance of partnership agreements, but also ensuring that the best interests of the University and its faculty, staff, and students are protected. The latter objective will be addressed through the development of clear protocols that set out institutional expectations to govern the creation and maintenance of all partnership agreements.

Through its membership in national organizations such as the Association of Universities and Colleges of Canada (AUCC) and the Canadian Bureau for International Education (CBIE), the University is able to work with other institutions to address pressing issues of mutual concern, including the streamlining of immigration procedures for international students and the sharing of information about new opportunities. Our membership in international bodies such as Commonwealth Universities Study Abroad Consortium (CUSAC) facilitates student mobility and other collaborative activities.

Priorities:**1. Develop formal protocols for establishing, prioritizing, resourcing and maintaining international partnerships.**

The University needs to have clear institution-wide guidelines for formal agreements with institutions in other countries. Such protocols will provide a framework to guide individuals interested in developing new partnerships. They will also help to safeguard the institutional interests of the University, and the interests of its faculty, staff, and students. The University needs to find an appropriate balance between encouragement of individual and departmental initiative in establishing new partnerships, and the development of an overall institutional plan.

2. Develop procedures to review partnerships on a regular basis, with a view to addressing issues of concern, phasing out partnerships that are ineffective or inactive, and adding new partnerships in areas of need and priority.

The University needs to monitor partnership agreements on a regular basis, working with lead individuals at the University of Saskatchewan and in the partner institution to address problems that arise. A review process must be carried out for each agreement about to expire, to determine whether it should be extended and/or modified, or phased out.

3. Lay a foundation for the development and support of new cooperative ventures with other Canadian universities in areas of mutual interest (e.g., collaborative research, recruitment, training, taught abroad courses, etc.).

The University must be proactive in seeking opportunities to work cooperatively with other institutions in areas of mutual interest, in order to achieve greater efficiency and enhanced likelihood of success in an increasingly competitive environment. Other provincial or regional (Prairie) institutions might be preferred for such linkages, to capitalize on geographical and cultural proximity.

(b) Partners with Saskatchewan and Canadian, Government Agencies, Non-governmental Organizations, Communities, and Businesses

Governments, NGOs and businesses in Saskatchewan and Canada are actively involved in the promotion of international engagement. The University of Saskatchewan should make efforts to connect with government agencies and businesses and should identify opportunities to coordinate activities and develop joint projects. In some cases, it may be advantageous, or necessary, for the University to “out-source” specific tasks related to international activities, especially in areas where it lacks critical experience or sufficient critical mass of resources. The University should encourage and support international initiatives that incorporate explicit linkages to communities (cultural and/or geographic) in Saskatchewan.

Priorities:

1. Strengthen dialogue with government agencies to seek appropriate support for the internationalization efforts of the University.

The University needs to work with agencies of the Saskatchewan and Canadian governments to build support for current and possible new international initiatives of the University. Because of our distance from Ottawa, the University must act creatively and proactively if it is to be recognized as a centre of excellence for a range of international activities.

2. Work to build effective partnerships with governments, businesses, NGOs, and communities to support and enrich our international activities.

The University increases its chances of success when it establishes strong, mutually-advantageous partnerships in the community, as well as with the private and non-profit sectors. In seeking to enhance its community, business and NGO partnerships, the University must ensure that its academic objectives and principles are respected.

IV. Next Steps

1. Approval by Council of the *International Foundational Document*.
2. Identification of priority areas for development from college plans, and incorporation of these priorities into the Internationalization Foundational Document as strategies for the current planning cycle.
3. Completion of faculty questionnaire on international research and related activities.
4. Development of a comprehensive implementation plan for internationalization. This implementation plan must incorporate a plan affirming the role of central administration units in support of priority objectives, and address issues related to the interface between college and university plans. It will include time frames for progress toward implementation, and identify the unit or units with primary responsibility for the development of action plans for the implementation of priority objectives.
5. Development and public circulation of guidelines and policy frameworks in key areas of international activity, particularly:
 - establishing, administering, and reviewing international partnership agreements
 - international academic mobility, including orientation and emergency response protocols
 - recruitment of international students
 - international research and projects, including protocols for internal review and ranking
 - identifying priority areas (geographical and thematic) for international activities
6. Selection of performance indicators and/or benchmarks to assess our progress on internationalization during the planning cycle, followed by the strengthening of procedures to collect, analyze, and disseminate performance-indicator data on a regular, continuing basis.
7. Development and implementation of strategies to encourage and facilitate cross-college cooperation and collaboration in various aspects internationalization.

APPENDIX ONE

Internationalization Mission Statement

Rationale and Obligations:

Universities are by necessity rooted in a particular place and society. Yet, they must constantly seek to forge links across cultures, to broaden knowledge, and to meet varied responsibilities to society. The University of Saskatchewan responds to these demands by connecting to diverse cultures, societies, and landscapes and meeting responsibilities inherent in serving the needs of a varied constituency that includes a significant population of Aboriginal peoples. To do this, the University must also be a global institution engaged in issues and roles that transcend borders and embrace diversity. Our students, our research, and our commitment to service need to be informed, challenged, and enthused by the links between our international and local perspectives.

Internationalization of the University of Saskatchewan implies adopting an international dimension into the key functions of our institution. It means a deliberate transformation of how we conduct research, teach our students, learn from each other, and are of service to our communities. Internationalization must be based on a commitment to work toward reducing the inequalities that exist both among and within nations, respect for cultural diversity and environmental health, and protection for diverse forms of knowledge and local resources and initiatives.

Several vital obligations will guide the process of internationalization: Education: Our students must be prepared to meet the challenges of an increasingly connected, but continually fragmented, world through exposure to the broadest possible knowledge in their areas of study. Part of that preparation must consist of an understanding of the responsibilities inherent in a more integrated world, along with the opportunities and challenges it presents. The University must prepare students to be competent in diverse settings. Competence requires that students have not only the requisite understanding of subject areas, but also a deep respect for different cultures, approaches, and forms of knowledge and ability to integrate the two. Research: Our research must be informed by knowledge from around the world. Whenever possible, our international research should be collaborative, pursued through effective partnerships, and the results shared or made available in the societies and locales in which the research was carried out. The University must adopt deliberate measures to ensure that research finds its way back to the classroom. Service: The University, like our students, must recognize the responsibilities it has to be of service in broad ways in distinct locales throughout the world. Our responsibilities to service do not end at the borders of Saskatchewan or Canada.

To meet these obligations, the University must act on different fronts:

- enhance the breadth and diversity of views, cultures, and knowledge bases in our classrooms;

- provide students with opportunities to study and engage in experiential learning outside of Canada and to bring what is learned outside of Canada to the classroom when they return;

- build effective partnerships with communities close to us and around the world;

- support research by our faculty, students, and partners around the world, and assist the application of that research in a responsible manner;

provide opportunities for students and professionals from around the world to study and teach here and to share their knowledge to enrich our classes;

embrace whenever possible all opportunities for promoting justice, reducing inequalities, building respect, and honouring diversity

Goals and Objectives:

The goal of internationalization of the University of Saskatchewan is to integrate an international dimension into its education, research, and service activities in order to prepare the University community to live and work in an increasingly interdependent world. University internationalization would promote global cooperation where human survival, social justice, environmental integrity, and humanitarianism prevail, while contributing to Canada's academic, cultural, economic, scientific, and technological excellence.

Toward this end, the University of Saskatchewan must work toward fuller implementation of the following objectives:

1. to commit senior leadership, internal funding, and organizational support to the enhancement of internationalization;
2. to infuse curriculum in graduate and undergraduate courses with international and intercultural material, ethically refracting global diversity;
3. to establish and maintain more opportunities for long term study and work abroad, including such initiatives as terms abroad, exchange agreements, and work practica;
4. to encourage and value international courses and experiences for Canadian students, such as field work and research, interdisciplinary courses, study tours, and student exchanges that include a phase of knowledge-sharing upon return;
5. to promote faculty and staff study, research, and work abroad through individual, institutional, and national programs, whereby participants contribute to University internationalization upon return, and the University honours and rewards excellence in international activities;
6. to provide a welcoming and supportive environment for international students and other learners (researchers, interns, visiting faculty) to share their knowledge and be a resource and catalyst for internationalization during their stay;
7. to promote foreign language study for development of functional skills and cultural appreciation;
8. to seek international development projects, supported by external funding, that provide opportunities to cooperate with foreign counterparts, and exchange technical assistance for capacity-building of partners;
9. to develop institutional cooperation agreements, connecting institutions for mutually beneficial academic and service purposes;
10. to encourage research to enhance internationalization that complies with community, national, and international standards and protocols for conducting ethical research, and

collaborates in effective global partnerships producing knowledge for widespread dissemination, and setting up centres of excellence with an international focus;

11. to emphasize in course work and projects internationally relevant area and thematic studies that reflect cross-disciplinary faculty expertise and enhance international relationships;
 12. to provide cross-cultural education and training to promote a proper valuing of cultural diversity and intolerance to racism;
 13. to foster extra-curricular activities and institutional services such as various associations, events, offices that educate, support, and communicate the obligations and opportunities attending internationalization within and beyond the University;
- to extend a concern about international social justice to all aspects of the University's operations.

APPENDIX TWO

Internationalization Foundational Document Plan Development Process

Drafting Committee

Ken Coates, Acting Provost and VP Academic, and Robert Stock, College of Arts and Science, worked collaboratively to produce initial drafts of the document. Individual and group consultation and feedback provided suggestions for improvement that were incorporated into the document. The March and May revisions of the report were developed through consultation with the Drafting Committee (see below). Pauline Melis, Director of Institutional Planning, coordinated the development of this plan within the overall planning process, and contributed to the editing of successive drafts.

Members of the Drafting Committee for the Internationalization Foundational Document were as follows:

William Albritton/Lori Hanson, College of Medicine
 Ken Coates, Acting Provost and VP Academic
 Glenn Feltham, College of Commerce
 Ramji Khandelwal, College of Medicine and Chair, IACC
 Pauline Melis, Director of Institutional Planning
 David O'Brien, University of Saskatchewan International
 Alison Pickrell, Student and Enrolment Services Division
 Robert Stock, College of Arts and Science

Development Process:

1. Consult documents related to internationalization at the University of Saskatchewan and in other universities

University of Saskatchewan International hosted a two-day retreat on internationalization in September 2001. The background report for the retreat, prepared by David O'Brien, contained data and information on internationalization derived from several sources. In the meeting, there was wide-ranging discussion of the University's accomplishments, as well as barriers to internationalization, additional opportunities, and priorities for change.

The Internationalization Mission Statement for the University of Saskatchewan, approved by Council in 2001, was instrumental in shaping the Foundational Document, as was *Renewing the Dream*, which launched the Integrated Planning Process in 2002.

Many externally-published sources provided ideas, based on the experiences of other institutions. These sources included a number of university internationalization plans available in print or on the internet. Particularly valuable were several sources on internationalization published by AUCC, CBIE, and other organizations. The most important of these sources are listed at the end of this Appendix.

2. Consultation and document preparation

A preliminary draft of the Internationalization Foundational Document was circulated for initial comments in September. Feedback on this preliminary draft provided input into the preparation of a revised version, dated November 6, 2002. This version was posted on the University website and discussed at an Integrated Planning Town Hall Meeting at Place Riel Theatre on November 7. Approximately 80 people were in attendance.

Feedback on the document from several group discussions, as well as from consultations with many individuals with interests in internationalization, produced a wealth of comments and suggestions for improvement. The reaction to this initial draft was mostly favourable, but many recommended certain changes to strengthen and focus the document. The response included calls for a stronger reaffirmation of support for the efforts of colleges, departments, and individual faculty in enhancing internationalization, and for a clustering of the many useful ideas for internationalization into larger priority areas. These comments from individuals and committees formed the basis for major revisions to the document, accompanied by continuing discussion about the revisions with individuals who had commented in detail on the November draft, the International Activities Committee of Council (IACC), and other Council committees. Individuals and groups providing input into the preparation of the document are listed later in this Appendix.

The second formal draft for discussion was posted on the University website on March 25, 2003, and circulated to Deans and Department Heads, and to University Council and committees. Members of the University community were invited to submit their comments on this draft, either in writing or in person to the Drafting Committee by May 1, 2003. These comments, together with the recommendations of the IACC from its May 21 meeting, were incorporated into the third formal draft (May 2003). The IACC recommended the May version for approval, subject to receiving the revised draft for a final review, prior to forwarding it to the Planning Committee and ultimately to Council for consideration and approval.

The development of a Current State Analysis (Appendix Three) was an important sub-process that formed part of the preparation of this Foundational Plan. With assistance from Robert Schultz, Director of Institutional Analysis and the ad-hoc Working Group on Current State Analysis under the supervision of Pauline Melis, data were assembled on various dimensions of the University's internationalization performance. Where possible, data were obtained for five comparator universities – Calgary, Dalhousie, Guelph, Manitoba, and Queen's. Much of this data came from web-based or printed Institutional Analysis reports. Annual reports from the International Student Office and University of Saskatchewan International were also consulted. Where there were gaps, data were sought through personal contact with individual staff and faculty at University of Saskatchewan and at comparator institutions. A questionnaire is also being developed to obtain baseline information on faculty participation in international research and related activities.

3. Formal approval process

Council approved a 'process and timelines' document in December 2002 outlining how Council proposed to review and approve Foundational Documents. It is anticipated that this Foundational Document will be first discussed by Council at its June 2003 meeting and approved at its September 2003 meeting. Comments and suggestions from Council should be incorporated, where appropriate, over the summer months. Once the document is approved by Council, it will be posted on the Integrated Planning website.

Group Discussions of the Internationalization Plan:

(a) Open Meetings

1. Foundational Document Town Hall Meeting, Internationalization Plan, Place Riel Theatre, November 7, 2002 – presentation of the document by Acting Provost & V-P Academic Ken Coates, followed by discussion of the plan. Post-meeting written feedback was received from some participants.
2. Consultation meeting with Drafting Committee for feedback on the March 25, 2003 version of the Internationalization Foundational Document, May 1, 2003 – two presentations

(b) Committees of Council

1. International Activities Committee of Council:
October, November, January, February, March, April, and May meetings.
Council directed that the IACC would take the lead role in bringing the document to Council.
2. Planning Committee of Council
3. Budget Committee of Council
4. Research Committee of Council

(c) Other Group Consultations

1. College of Medicine Internationalization Workshop, November 14, 2002
also: subsequent meetings of College Internationalization Committee
2. Culture and Human Development Group, Department of Psychology
3. College of Agriculture, Internationalization Committee
4. University of Saskatchewan International

(d) Related Workshops and Meetings:

1. Internationalization of Global Research and the Global South (IDRC/ University of Saskatchewan), November 2002
2. Risk and Responsibility Workshop (Insurance Services/ USI), January 2003

(e) Individual Consultations (in person, by phone, or by email)

Abraham Akkerman, College of Arts and Science
Jim Basinger, College of Arts and Science
Marie Battiste, College of Education
Curtis Berthelot, College of Engineering
Peter Bretscher, College of Medicine
David Christensen, College of Agriculture
Don Cochrane, College of Education
Kalowatie Deonandan, College of Arts and Science
Kamiel Gabriel, College of Engineering
Jim Germida, College of Agriculture
Lou Hammond-Kettilson, Associate Dean, Commerce
Jim Handy, Department of History
Lori Hanson, College of Medicine
Liz Harrison, School of Physiotherapy
Bryan Harvey, Acting VP, Research
Rick Holm, College of Agriculture
Beth Horsburgh, Dean, College of Nursing
Franz-Viktor Kuhlmann, College of Arts and Science
Ronald Labonte, College of Medicine

Vinh-The Lam, University Library
Peter Li, College of Arts and Science
Lawrence Martz, Associate Dean, Arts & Science
Jim McClements, College of Kinesiology
Hans Michelmann, College of Arts and Science
David O'Brien, Acting Director, University of Saskatchewan International
David Parkinson, Centre for Second Language Instruction
Alison Pickrell, Student and Enrolment Services Division
Rodolfo Pino, College of Arts and Science
Bob Regnier, College of Education
Asit Sarkar, College of Commerce
Natalia Shostak, St. Thomas More College
Wayne Skrapek, College of Arts and Science
Paul Stevens, College of Agriculture
Keith Taylor, Acting Dean, Arts & Science
Kurt Tischler, International Student Office
Dale Yellowlees, Centre for Second Language Instruction
Li Zong, College of Arts and Science

Key Sources Consulted:

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APPENDIX THREE

Internationalization: Current State Analysis *[A Work In Progress]*

With the notable exception of international student enrolments, the University of Saskatchewan is starting from a relatively low baseline with respect to most indicators of international activity compared to most other major Canadian universities. However, the University is well placed to expand and diversify its international activities, building upon the experiences gained through a number of top-quality programs in teaching, research, and international development that have come out of the University of Saskatchewan in recent years. In doubling its international activities over the next five years, the University will create substantial new opportunities and increased awareness, setting the stage for sustained future growth.

Part I: Internationalization of the Campus Learning Environment

It is difficult to measure with any degree of precision the internationalization of the curriculum. Course titles and calendar descriptions are only a rough indicator of the actual content of a course. In particular, the absence of any reference to international content does not preclude the possibility that a given course may deal substantially with international issues. Moreover, Calendar listings provide no indication as to whether a given course is offered annually, or occasionally, or is in effect no longer taught. The following three tables provide an initial attempt to identify courses and programs with a particularly international focus, based mostly on Calendar descriptions.

Table 1.1 lists formal degree programs with an international focus at University of Saskatchewan and at the five comparison universities. Included are both area studies programs (e.g., Latin American Studies) and thematic programs (e.g., Development Studies). Classical studies programs and language programs have been excluded.

Language programs are listed in **Table 1.2**. These programs are especially important for internationalization because they provide students with language instruction needed to work and study abroad in areas where English is not the primary language. The study of language also opens the door to the study of literature and culture in other countries. University of Manitoba is the only comparison university that offers a significantly larger range of language instruction.

Courses that have identified international content are listed in **Table 1.3**. These include courses that are about a particular region (e.g., United Kingdom, Africa). Also included are explicitly international courses (e.g., international trade), and others that are implicitly about other parts of the world (e.g., Renaissance literature). The University has a wealth of international courses, most of them offered in the Humanities and Social Sciences. The regional imbalances, e.g., the vast number of courses on Europe versus the paucity of courses on Africa, is striking.

The internationalization of the campus learning environment is also advanced through the work of student associations and various extra-curricular events, both social and academic. **Table**

1.4 lists currently active international student associations, including both national associations and thematic groups. **Table 1.5** highlights several programs organized by, or supported by, the International Student Office to help international students integrate successfully into the campus and Saskatoon communities.

Table 1.1: **Degree Programs with an International Focus:
University of Saskatchewan and Comparison Universities**

	Saskatchewan	Calgary	Dalhousie	Guelph	Manitoba	Queen's
<i>Area Studies</i>						
African Studies		m	U			
Asian Studies					U	
C/ E European Studies		m			U	
East Asian Studies		U				
European Studies				U		
Latin American Studies	U*	U			U	U
Near East & Judaic Studies					U	
Russian Studies						U
<i>Thematic Programs</i>						
Conflict/ Peace Studies	U*					
Development Studies	U*	U	U/G	U/G		U
Global Political Economy					U	
International Business	G	U/G	U			
International Education						G
International Relations		U				

Key: G = Graduate degree program U = Undergraduate degree program
m = Minor within General Studies program * = Stream in International Studies

Excluded: - Classical studies (e.g. Near Eastern Archaeology);
- Language-based cultural studies programs (e.g. French Studies)
- International Relations concentrations within Political Studies degree programs

Table 1.2
**Teaching Programs in Contemporary Languages:
University of Saskatchewan and Comparison Universities**

	Saskatchewan	Calgary	Dalhousie	Guelph	Manitoba	Queen's
French	U/G	U/G	U/G	U/G	U/G	U/G
Italian		U	U	U	U	U
Spanish	U	U/G	U	U	U/G	U/G
German	U	U/G	U/G	U	U/G	U/G
Icelandic					U	
Polish					m	
Russian	U	U	U		U	
Ukrainian	U				U	
Arabic					c	
Hindi-Urdu					c	

- Inclusion criteria: - explicit reference in course description to international content
- implicit international content (e.g. medieval literature, Taoist thought)
 - for languages: culture and literature courses only

Table 1.4
Internationally-Focussed Student Associations at the University of Saskatchewan

International Associations

- African Students Association
- Association of Nigerians, Saskatoon
- Chinese Students Association
- Chinese Students and Scholars Association
- Ethiopian Students Association
- Global Friends
- India Student Association
- Indonesian Students Association
- Iranian Graduate Student Association
- Korean Students Association
- Malaysian Students Association
- Taiwanese Students Association
- Thai Student Association in Saskatoon

Thematic Associations

- AIIESEC
- Crossroads
- Engineers Without Borders
- International Studies Student Association
- Muslim Student Association
- Oxfam
- WUSC

Table 1.5
International Student Office: Support Programs for International Students

Program Activities	Duration	Number of Participants:		Focus and
		Canadian Students/ Community	International	
<u>Students</u>				
<i>Community-University Partnerships</i>				
Oral English Program	20 years	90-100	100-120	Improve English skills
English Corner conversation	2 years	2-4	16-20	Informal
Spouse's program events	15 years	15-20	15-40	English, social
International Friendship Program	16 years	165-185	180-210	Student-Cdn family: friendship & support

On-Campus Programs

Indonesian Student Mentorship Program
Graduate International Student/ Faculty Supervisor Mentorship
International Student Orientation: offered twice annually to +/- 100 newly-arrived students
International Christmas party: dinner, children's gifts and activities for +/- 225 attendees
International Week activities: Food Fair, exhibits and special events
Leadership Development Training Program for +/- 45 international student association executives
Appreciation banquet for international student association executives
Immigration and Income Tax Sessions: CIC and Revenue Canada advise +/- 120 participants
Welcome Reception Lounge: assists +/- 110 newly-arriving students in August-Sept. and January

Part II: International Students at the University of Saskatchewan

International student numbers at the University of Saskatchewan have quadrupled since 1965. Growth has not been constant; cycles of decline in international student numbers occurred around 1980 and in the late 1980s/ early 1990s. The rate of growth has been higher than ever before during the past five years (**Figure 2.1**).

International student enrolments at University of Saskatchewan appear to be broadly comparable to those at comparison universities; full-time international students account for (3.6% to 4.9%) of the total student population at the six universities (**Table 2.1**).

The number of international students enrolled at University of Saskatchewan has increased steadily from 616 in 1996-97 to 1080 in 2002-03 (**Figure 2.2**). The number of graduate students has remained almost the same, meaning that undergraduates form an increasing proportion of the international student population. Part-time enrolment by international students increased significantly from 1996-97 to 2002-03 (**Figure 2.3**). The two figures also show the anticipated increase in enrolment by 2006-07 to meet the target of 7% international students set in the University's *Enrolment Plan*.

The Colleges of Arts and Science and Graduate Studies each account for over 35% of the total international student numbers. Engineering has almost 10% of the total. There are relatively few international students (numbers, and as a percentage of total enrolments) in several colleges, including Education, Law, Nursing, and Pharmacy and Nutrition. About one-fifth of all graduate students are international (**Table 2.2**). Considering only full-time international students, 45% of them are in Graduate Studies (**Figure 2.4**).

Students from 84 countries are enrolled at the University of Saskatchewan (**Table 2.3**). Two-thirds of these students are from Asia. There has been a major increase in the number of students from China in recent years; Chinese students now account for almost one-third of the international student population. The *Enrolment Plan* calls for the recruitment of a diverse international student population. The data in Table 2.3 illustrate both the potential and the challenges inherent in this vision.

Enrolments at the Centre for Second Language Instruction are very important because so many of their students transfer into University programs. Enrolments increased from 1999-00 to 2001-02 (**Figure 2.5**). The great majority of CSLI students are from Asia; China alone accounts for almost two-thirds of their students (**Table 2.4**).

Figure 2.1

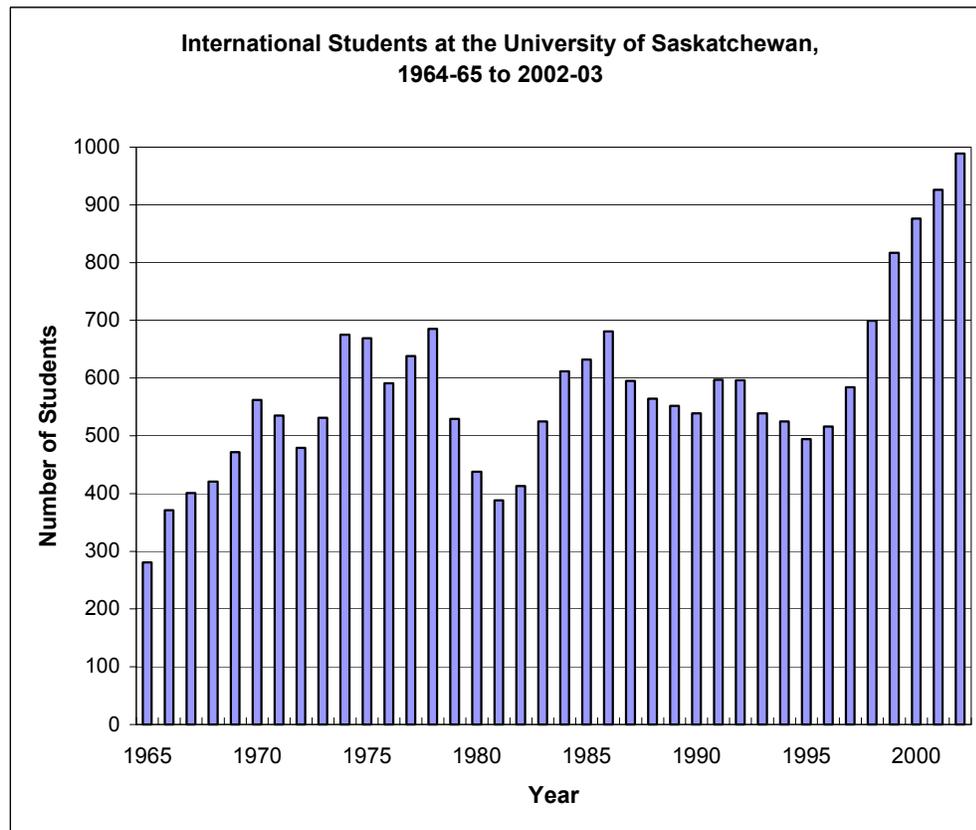


Table 2.1
Full-Time Visa Students
University of Saskatchewan and Comparison Institutions

	Graduate	Undergraduate	Total	Full-Time Visa Students as % of FTE Students
Saskatchewan (2001-02)	323	381	704	4.8
Calgary (2001-02)	374	657	1,031	4.9
Dalhousie				
Guelph (2000-01)	258			
Manitoba (2001-02)	262	469	796	4.1
Queen's (2000-01)	220	317	537	3.6

Figure 2.2

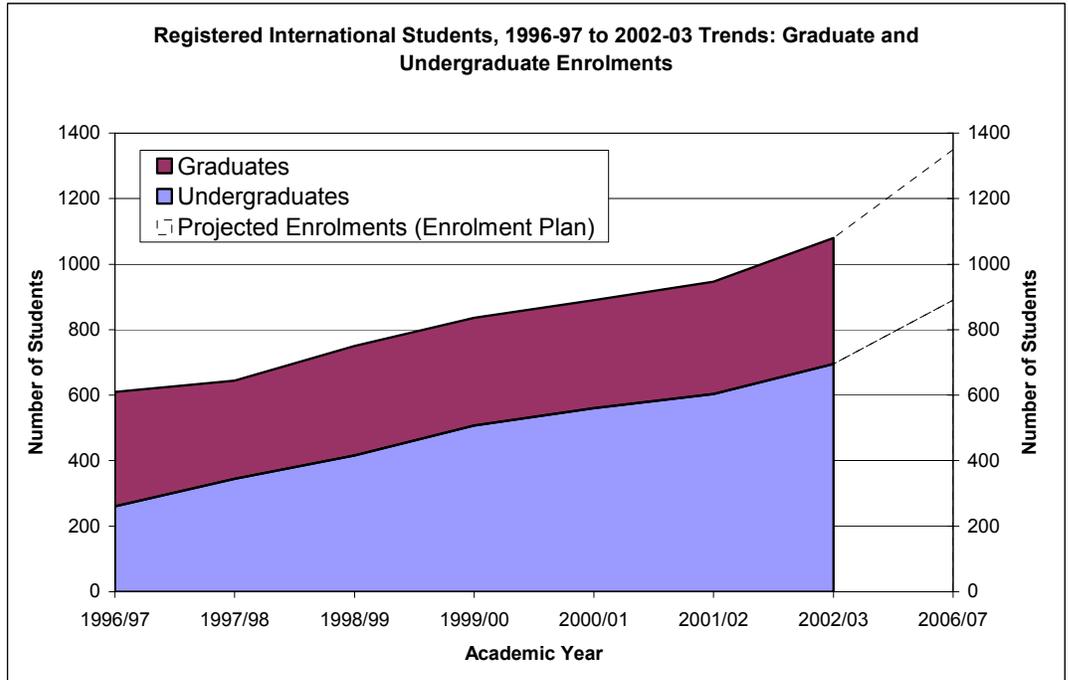


Figure 2.3

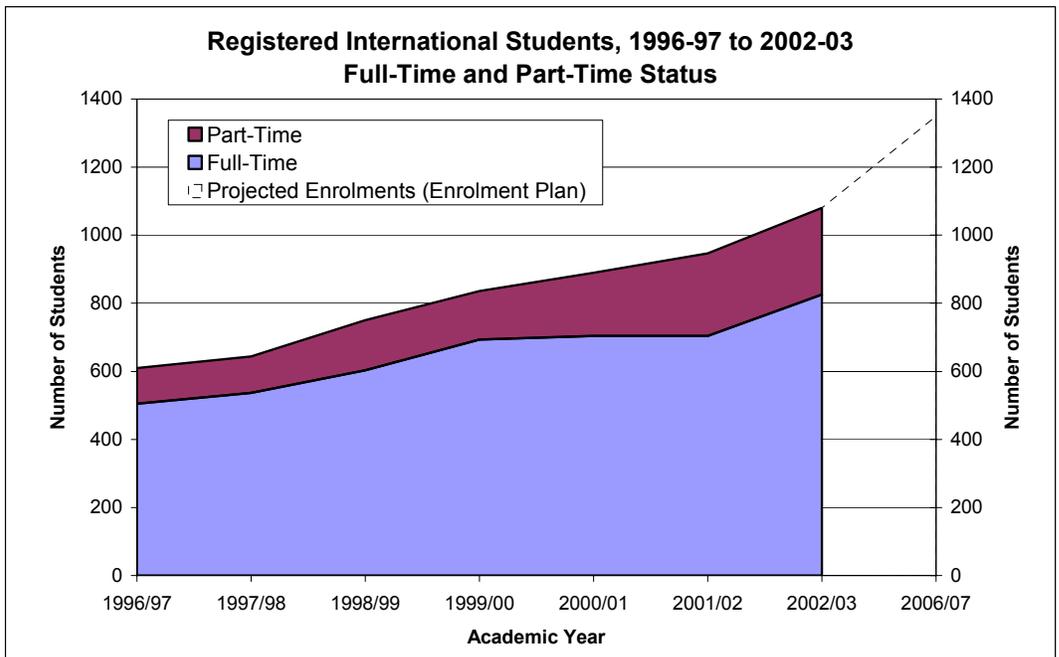


Table 2.2
**Full-Time Students on Visa
 Distribution by College**

	1999-00			2002-03			% Change	Visa Students as % of Total Enrolment	
	F/T	P/T	%	F/T	P/T	%		1999-00	2002-03
Agriculture	8	0	1	19	3	2.0	137.5	1.1	3.3
Arts & Science	244	75	38.2	287	111	36.9	24.8	4.6	5.5
Commerce	16	3	2.3	21	13	3.1	78.9	1.1	2.2
Dentistry	8	0	1	8	0	0.7	0	7.3	6.3
Education	1	5	0.7	1	7	0.7	33.3	0.5	0.7
Engineering	59	4	7.5	71	11	7.6	30.2	4.7	6.6
Graduate Studies	318	11	39.4	369	15	35.6	16.7	29.2	20.3
Kinesiology	3	5	1	1	8	0.8	12.5	1.8	1.9
Law	2	1	0.4	1	1	0.2		0.9	0.6
Medicine	13	0	1.6	10	0	0.9	-23.1	5.9	4.4
Nursing	2	1	0.4	0	0	0.0		0.7	0
Pharmacy & Nutrition	2	0	0.2	1	0	0.1		0.5	0.2
Veterinary Medicine	0	0		0	0				
Unclassified	17	37	6.5	32	97	11.9	125.9	4.1	5.6
Total	693	143	836	826	254	1,080.0	29.2	4.7	5.7

F/T = Full Time Students

P/T = Part Time Students

Figure 2.4

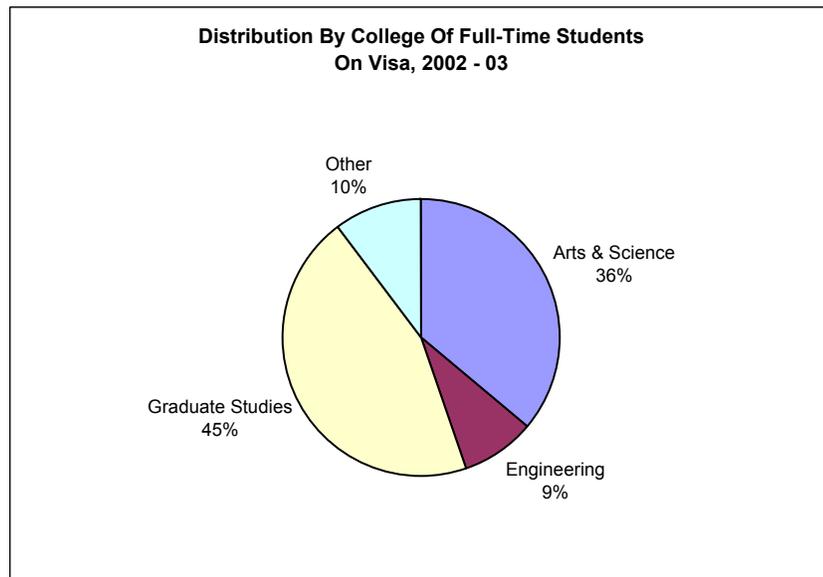


Table 2.3
University of Saskatchewan
Visa Student Enrolments by Country of Origin

	Enrolments 2002-03							
	Graduate		Undergraduate		Total	(%)	Enrolment 1999-00	% Change 1999-00 to 2002-03
	F/T	P/T	F/T	P/T				
Africa	60	3	74	16	153	14.2	98	56.1
Nigeria	23	2	18	4	47		16	197.3
Ghana	13	1	8	2	24		21	14.3
Kenya	3		11	6	20		16	25.0
South Africa			10	1	11		10	10.0
Other (15 Countries)	21		27	3	51		35	45.7
Asia	217	10	336	169	732	67.8	546	34.1
China	74	2	177	95	348		149	133.6
India	46	4	16	1	67		52	28.8
Hong Kong	1		45	18	64		99	-35.4
Korea	8		10	10	28		29	-3.4
Malaysia	5		15	8	28		29	-3.4
Bangladesh	16		9	2	27		8	262.5
Iran	18		6	2	26		30	-13.3
Taiwan	3		12	10	25		27	-7.4
Japan	4		12	8	24		33	-27.3
Indonesia	8	1	10		19		20	-5.0
Thailand	4		1	6	11		7	57.1
Pakistan	5		2	3	10		27	-63.0
Sri Lanka	7		3		10		6	66.7
Other (14 countries)	18	1	18	5	42		30	40.0
Oceania	1			1	2	0.2	8	-87.5
Europe	47	3	27	20	97	9.0	80	21.3
Germany	5	1	12	3	22		19	15.8
Ukraine	6	2	1	3	12		4	200.0
France	4		3	4	11		2	450.0
Other (20 countries)	31		11	10	52		55	5.5
Latin America/Caribbean	21		10	12	43	4.0	27	59.3
Mexico	5		5	8	18		6	200.0
Other (5 Latin Am. Countries)	16		2	4	22		22	0.0
Other (3 Caribbean Countries)			3		3		1	200.0
U.S.A.	18	1	13	10	42	3.9	38	10.5
Unknown/Stateless	1			4	5	0.5	20	-75.0
Total (84 countries)	369	15	457	239	1,080	100.0	818	32.0
(Full-time)					826		674	22.6
(Part-time)					254		144	76.4

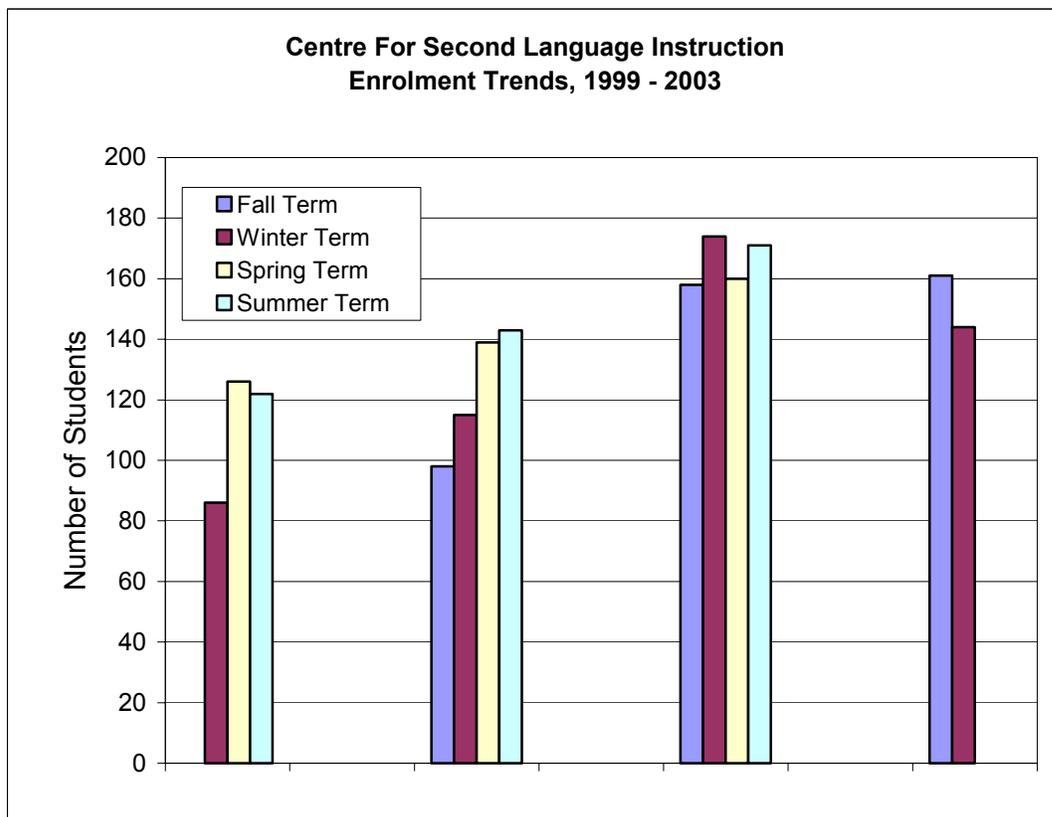
Table 2.4
**Centre for Second Language Instruction
 Enrolments by Nationality, 2002-03**

	SP 02	S 02	F 02	W 03
Africa (0 - 3 countries)	0	0		0
Asia	154	159	150	134
China	116	116	100	88
S. Korea	22	21	21	22
Japan	6	7	14	6
Taiwan	7	11	5	6
Thailand	2	2	5	5
Other (1 - 4 countries)	1	2	5	7
Europe (0 - 4 countries)	0	3	2	2
Latin America (2 - 4 countries)	6	8	9	8
TOTAL	160	171	161	144

Source: CSLI

SP = Spring, F= Fall, S = Summer, W = Winter

Figure 2.5



Part III: International Student Mobility

University of Saskatchewan has signed exchange agreements with 35 universities in 14 countries for the reciprocal exchange of students (**Table 3.1**). Some of these agreements are specific to particular colleges, while others are comprehensive. The table shows that the University's ties to institutions in Germany and France are very strong. However, opportunities for exchanges are limited in several important regions, including the United Kingdom, South America, and India.

Table 3.2 provides a profile of the student exchange programs established in the five comparison universities. University of Saskatchewan has fewer exchange programs than any of the comparison universities; the numbers of exchange partnerships range from 35 in Saskatchewan and 43 in Manitoba to 106 in Calgary. Most comparison universities also have affiliations in a larger number of countries, for example, 27 in Dalhousie and 34 in Calgary, compared to 14 at University of Saskatchewan.

Student mobility programs funded by HRDC provide attractive opportunities for universities to establish new, innovative exchange programs. There are two competitions, namely NAFTA (Canada-USA-Mexico) and Canada-EU. University of Saskatchewan has participated in six of these programs (**Table 3.3**). The level of participation varies significantly at different universities, ranging from one agreement involving Queen's to 13 each for Manitoba and Dalhousie (**Table 3.4**).

Table 3.5 lists other non-exchange programs for University of Saskatchewan students to study abroad for academic credit. These include two term abroad programs, several taught abroad courses offered primarily in Spring-Summer, field study programs, and internships and similar programs. The list of programs that have operated within the past five years is impressive. It speaks to faculty commitment and student interest in study abroad. Many of these programs are hardly known outside of their home departments.

While there has been some increase in student numbers participating in international learning programs such as exchanges, taught abroad courses, and internships, the numbers remain quite small. **Table 3.6** provides data on exchange student flows. Since 1995-96, the number of outbound exchange students has ranged between 9 and 32. In most years, there are close to twice as many inbound as outbound students. The majority of outbound exchange students come from the Colleges of Arts and Science and Commerce. Australia, Sweden, and Mexico are the most popular destinations.

Table 3.7 provides data on international student mobility for the comparison universities. Compared to Calgary and Queen's that have sent respectively 650 and 950 students abroad in recent years, participation from University of Saskatchewan remains quite low.

Table 3.1
Current Reciprocal Student Exchange Programs

<u>In/Out</u>	<u>Australia</u>	<u>Exchange student flows 2000-01/2002-</u>
03		
* *	University of Canberra, Canberra	* # (1st Inbound & (2 nd) Outbound
# #	Curtin University, Perth	0 = inactive
# #	University of Queensland, Brisbane (Kinesiology)	1 = slight activity (1 student)
	Belgium	* = moderate activity (2-4
	students)	# = very active (5+ students)
0 0	Katholieke Universiteit, Leuven (Kinesiology)	
* 0	Université de Liege (Law – Canada-EU)	
	Finland	
0 0	Helsinki Polytechnic (Commerce, Nursing)	
* 0	Helsinki Business Polytechnic (Commerce, Nursing)	
* 0	Arcada Polytechnic (Commerce, Nursing)	
1 *	Espoo-Vantaa Institute of Technology (Commerce, Nursing)	
	France	
0 *	Institut de Formation International, Rouen (Commerce)	
1 *	Université Robert Schuman, Strasbourg	
1 *	Université Marc Bloch, Strasbourg	
0 0	Université Francois Rabelais de Tours, Tours	
1 1	Université de Montpellier (Law – Canada-EU)	
	Germany	
* 1	Universität Oldenburg, Oldenburg	
* 1	Philipps-Universität Marburg, Marburg	
* 1	Universität Rostock, Rostock	
* 1	Ernst-Moritz Arndt, Universität Greifswald	
# 0	Universität Darmstadt, Darmstadt	
* 1	Universität Mainz, Mainz (Kinesiology)	
	Japan	
0 0	Himeji Institute of Technology, Himeji Hyogo (Physics)	
* 1	Kansai Gaidai University, Hirakata City, Osaka	
0 0	Hirosaki University, Hirosaki, Aomori-Ken	
	Malaysia	
0 0	University Utara Malaysia, Kedah (Commerce) – formerly very active	
	Mexico	
# #	ITESM (Instituto Tecnológico de Estudios Superiores de Monterrey) – Cuernavaca, Guadalajara, Mazatlan, Mexico City, Monterrey, Mexico State, Queretaro	
	Peru	
0 0	Universidad ‘San Luis Gonzaga’ de Ica (Spanish)	
	Sweden	
* #	Swedish University of Agricultural Science – Uppsala/Ultuna, Alnarp, Umea, Skara (Agriculture, Commerce, Biology, Chemistry, Economics)	
# #	Umea University, Umea	
# #	Jonkoping International Business School (Commerce, Economics, Law)	
	Thailand	
* 1	Mahidol University, Nakhonpathom (Chemistry, Computer Science, SE Asian Studies)	
	Ukraine	
# 0	Chernivtsi National University	
	United Kingdom	
# #	University of Bath, Bath (Kinesiology)	
0 0	University of Reading, Reading (Agriculture)	
	United States	

0 0 East Central Colleges, Ohio/Pennsylvania (Baldwin-Wallace, Bethany, Capital, Heidelberg, Hiram, Marietta, Mount Union, Muskingum, Otterbein, Westminster) (Liberal Arts)
 1 # Capital University, Columbus, Ohio (Law)

**Table 3.2: Active Undergraduate Student Exchange Agreements:
 University of Saskatchewan and Selected Comparable Universities**

Numbers (e.g. 4/1): number of exchange agreements/ number of unrestricted agreements (i.e. not limited to specified

departments/ colleges). Guelph and Queen's data are for all student exchanges.

Excluded: All NAFTA & EU exchanges; study abroad/ term abroad programs.

	Saskatchewan	Calgary	Manitoba	Guelph	Queen's	Dalhousie
United States	2/1	3/3	6/2	2	1	2/1
Mexico	1/1	6/5	4/4	1	1	1/1
Barbados				1		1/1
Jamaica				1		1/1
Trinidad				1		1/1
Cuba					1	1/0
Dominican Republic						1/0
Argentina		2/0				
Brazil		4/0	2/2			
Chile		2/1			1	
Colombia		2/0				
Peru	1/1	1/1				
Australia	3/2	10/5	2/2	8	6	6/4
New Zealand		2/2		3	2	2/2
Fiji				1		1/1
Egypt		1/0				
Ethiopia		1/0				
Ghana				1		
South Africa				1		
Swaziland				1		1/1
Zimbabwe						1/1
China		9/1	1/1	1	2	
India			1/1	1		
Japan	4/4	6/5	3/2		3	
Jordan						1/0
Korea		3/2	1/1			1/0
Malaysia	1/0	1/0	1/0	1		1/1
Singapore		2/0	1/0		1	1/0
Taiwan		4/3	1/1			1/1
Thailand	1/0	1/0	1/1			
Israel		1/0				
Austria		2/0		1		
Belgium	1/0	1/1				
Czech Republic		1/0				
Denmark		1/0	1/1			1/0
Finland	4/0	3/0	1/0	1		1/0
France	4/2	7/2	3/1	6	12	2/1
Germany	6/5	4/1	2/0	13	9	1/1
Greece		1/0				
Hungary			1/1			
Iceland			5/4	2		1/1
Italy				2	1	1/0
Malta				1		1/1
Netherlands		5/2		1	3	3/0
Norway		3/0		1	1	
Poland		1/0		1		
Russia		1/0				
Spain			2/1	2		

Sweden	3/1	4/2	1/0	2	3	2/1
Switzerland		1/0				
Ukraine	1/1					
United Kingdom	2/0	10/3	3/1	8	9	9/4
TOTAL	35/18	106/38	43/26	65	56	46/24

Table 3.3
**University of Saskatchewan Participation in
 Student Mobility Programs Supported by Government of Canada (HRDC)**

Canada-EU Program

1. Biotechnology and Biodiversity in Agriculture and the Environment
 Canadian Partners: Calgary, Waterloo, Saskatchewan
 European Partners: University of Rostock, Vienna Agricultural University,
 University of Torino
2. Policy Options for Sustainable Agriculture 1997-2000 Law, Agriculture
 Canadian Partners: Saskatchewan, Guelph, British Columbia, Manitoba, Alberta
 European Partners: Swedish University of Agricultural Sciences, University of
 Liège, University of Montpellier
3. Food Atlantic – Food Studies 1997-2000
 Canadian Partners: Guelph, Saskatchewan, McGill, Alberta, Laval
 European Partners: Technical University of Denmark, University of Reading,
 Munich Technical University, Catholic University of Portugal,
 ENSIA – France, Wageningen Agricultural University
4. Reproductive Biology 1997-2000 Veterinary Medicine
 Canadian Partners: Guelph, Laval, Saskatchewan, Montreal
 European Partners: Royal Veterinary and Agricultural University – Denmark,
 Swedish University of Agricultural Sciences, University of Milan

NAFTA Program

1. Student Mobility in Engineering 2000-2004 Engineering
 Canadian Partners: Manitoba, Saskatchewan
 Mexican Partners: U. Aut. de Zacatecas, U. Aut. de Yucutan
 USA Partners: North Dakota, California State - Chico
2. Barriers to Agribusiness 2001-2004 Agriculture
 Canadian Partners: Saskatchewan, Guelph
 Mexican Partners: U. of Guadajajara, Aut. U. de San Luis Potosi
 USA Partners: Arizona State, Florida

Table 3.4
**Comparative Data on Institutional Participation in Canada-EU and NAFTA
 Exchanges**

	<u>Canada-EU</u>	<u>NAFTA</u>	<u>Total</u>
University of Saskatchewan	4	2	6

University of Calgary	4	3	7
Dalhousie University	10	3	13
University of Guelph	5	5	10
University of Manitoba	6	7	13
Queen's University	1	0	1

Table 3.5
Study Abroad Programs Offered at University of Saskatchewan

	Home Department	Year First Offered	U of S Enrolments				
			2003	2002	2001	2000	1999
<i>Term Abroad:</i>							
Antigua, Guatemala	International Studies	1997	16	x	20	x	18
St. Petersburg, Russia	L & L (Russian)	1998	3	10	x	5	3
<i>Taught Abroad Courses (Set Curriculum):</i>							
China	Anthropology	2003	10~				
China	Education	1998			5		
Cuba	Education	1999				10	
Havana, Cuba	L & L (Spanish)	2003	10				
Prague, Czech Republic	Geography, RUD	1999	11	13	x	12	9
France	Civil Engineering	1999	?	11	14	15	19
Chennai, India	Medicine	1998	5	x	6	6	5
Perugia, Italy	History	2000				15	
Nicaragua	Medicine	2002	7	5			
Mozambique	Health Sciences	2002	5	3			
Niger Republic	Nursing	1998	x	x	7		6
Lviv, Ukraine	St. Thomas More	2003	9				
<i>International Field Studies Courses:</i>							
Israel/ Jordan	Archaeology	1987		x	12*	x	12*
Zortman, Montana	Geology	1962	?	20	18	26	29
Uganda	Veterinary Medicine [^]	2004					
<i>Research-Linked Study Programs,</i>							
Ethiopia	Soil Science	2002		3			
<i>Internships and Similar Programs:</i>							
Perth, Australia	Education		3	2	2	4	2
via Minnesota-Morris*	Education		12	7	8	9	15
via Moorehead State*	Education		4	8	2	7	3
Japan	Commerce (IBS MBA) 1994		7	7	8	8	6
Japan	Engineering					1	
Lviv/Cherivtsi, Ukraine	Commerce (IBS MBA) 2000		3	6	6	6	6
Minneapolis, USA	Engineering					2	2
Saratov, Russia	Commerce (IBS MBA) 2001				3		
USA (IRIS)	Commerce (IBS MBA)				2	2	
Brazil (with AIESEC)	Commerce (IBS BComm)				1	3	4
Manynga, Zambia	Medicine	1999	2	x	0	1	1

TOTAL +/-135 +/-95 +/-115 +/-130 +/-140

* Destinations include Australia, New Zealand, Cameroon, Ireland, United Kingdom, China, Spain, Ghana,

Czech Republic, Ecuador, Costa Rica, Norway, Germany, France, Switzerland

^ new program to commence in January, 2004 – initial enrolment of 10.

~ scheduled for August, 2003

Table 3.6

University of Saskatchewan Student Participation in Exchange Programs

A: Inbound vs. Outbound Exchange Students

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Inbound	14	25	25	21	28	43	28	43
Outbound	9	12	11	10	32	17	25	17

B: By College

	2001-02		2000-01
	Applicants	Participants	Participants
Arts & Science	13	9	5
Law	2	1	7
Commerce	10	5	2
Agriculture	?	5	?
Engineering	1	1	0
Kinesiology	?	3	?
Education	?	0	?
Nursing	?	0	1
Medicine	?	0	?

C: By Destination

	2001-02	2000-01
US- Capital (E.C. Colleges)	1	2
Mexico – ITESM	5	4
Australia – Curtin, Queensland	5	2+
Sweden – Umea , Jonkoping, SUAS	10	3+
Germany – Marburg	1	1
Finland – Helsinki	1	0
France	1	1
UK – Bath	1	?

Table 3.7

Student Participation in International Learning Programs: University of Saskatchewan and Comparison Universities

TOTAL	Exchange (Outbound)	Term Abroad	Taught Abroad	Internships	Independent Study (LoP)	Other
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Saskatchewan (2002-03)	17	19	+/-65	31	?	+/-20	151
Calgary (2002-03)	110-120	34	400	65	15-20		634
Dalhousie							
Guelph (2000-01)	106	45					
Manitoba	60-65						
Queen's (2001-02)	189	-	202	205	88	279	963

Part IV: International Research Activities

International research and related activities are notoriously hard to measure with precision. The data sources on research activities seldom specify projects that are international. Project titles sometimes show that particular projects are international, but the majority of international research is not identifiable by title alone. Many projects, especially in the sciences, involve collaborative studies in which participants come from two or more countries.

Data are available on international development project funding, funded by agencies such as CIDA, IDRC, and the World Bank. **Table 4.1** shows international project funding obtained by the University of Saskatchewan and by four comparison universities. University of Saskatchewan researchers received grants of slightly over \$1 million per year between 1998 and 2000. However, this significant funding lagged well behind that obtained in the four comparison universities. While Saskatchewan earned a total of \$3.8 million between 1997 and 2000, Calgary won \$5.5 million, Guelph \$11.0 million, Manitoba \$11.9 million, and Dalhousie over \$40 million. **Table 4.2** lists the current and recently-completed international development projects held by University of Saskatchewan faculty and staff. From a financial perspective, the list is dominated by the now-completed Yeltsin Democracy Fellowship Program and the CIDA Tier II Health Sciences training project in Mozambique. The College of Education has won several contracts for training educational administrators from several countries. The College of Agriculture has also been active in seeking international project funding.

Improving available data on international research will a priority for the measurement of progress on internationalization. Most of this data will need to be collected through annual surveys conducted at the college level. A comprehensive research inventory should include data on:

- (a) Various types of international research, including:
 - community-based research conducted in other countries
 - scientific field work, including field trials
 - archival and library-based research conducted abroad
 - projects involving collaboration with scientists from other countries
 - scholarly activities and artistic performance with an international dimension
 - other research on international subjects conducted in Canada
- (b) Research funding for international research and from international sources, including:
 - Tri-Council grants for international research projects
 - CIDA and other Canadian government funding
 - other Canadian funding, e.g., from private foundations and NGOs
 - international organization sources, e.g., UN agencies, World Bank
 - other international funding
- (c) International communication of research results, including:
 - publication in international scholarly journals

- participation in international scholarly symposia, workshops and conferences
 - communication of research results in languages other than English
- (d) Training of graduate students and post-doctoral fellows:
- number of international graduate students and PDFs supervised
 - graduate students and PDFs (Canadian and international) working on projects with international research dimensions

Table 4.1
**Funding for International Projects, 1997-2000:
 University of Saskatchewan and Comparison Universities**

	1997	1998	1999	2000	Total 97-00
Saskatchewan	\$320,521	\$1,220,510	\$1,155,350	\$1,068,540	\$3,764,921
Calgary	\$192,071	\$1,154,816	\$1,952,348	\$2,213,108	\$5,512,343
Dalhousie	\$11,494,570	\$10,181,010	\$10,135,047	\$9,399,104	\$41,209,731
Guelph	\$3,767,945	\$2,497,335	\$2,294,895	\$2,457,784	\$11,017,959
Manitoba	\$2,838,366	\$3,563,566	\$2,690,356	\$2,830,900	\$11,923,188
Queen's					

Table 4.2
Current and Recently-Completed International Projects

Country	U of S Lead	Funder	Project Title/ description	Date	Budget (\$000)
China	Education	Tianjin Educational Commission	Tianjin Principals' Training Program (administrative training for principals)	2003	121
Kuwait	Education	Government of Kuwait	Special Education Training Program	2003	64
Mongolia	Agriculture	AUCC/CIDA	Tier I proposal development	2002	30
Jamaica	Education - SELU	Inter-American Development Bank	Primary Education Program Support (educational administration training)	2002-2007	**

China	Extension Division	China Min. of Agriculture	Human Resource Development Center, China	2002	91
Bulgaria	USI	STEP: Sask. Trade & Export Partnership	Export Marketing Training Project (export development officers' training)	2001-2002	**

(continued on the following page)

Table 4.2 (continued)

Country	U of S Lead	Funder	Project Title/ description	Dates	Budget (\$000)
Russia	Extension Division	Gorbachev Foundation, U of Calgary	Empowering Rural Siberian Women (Extension training with Tyumen State Agric. Academy)	2001-2003	130
International	Int'l C. for Gov.& Dev.	CIDA	Governance Knowledge Network	2001-2002	18
Guyana (Min. of Education)	Education - SELU	Inter-American Development Bank	Educational Leadership Project (consultancies to strengthen education system)	2001-	**
St. Lucia, Dominica	Education	DFID (UK)	Educational Improvement Program (enhance literacy & numeracy)	2001-2002	**
Kazakhstan & Khyrgyz Republic	USI	CIDA	Agricultural Vocational Training Project (with Olds, Alfred Colleges)	2000-2002	**
Mozambique (Ministry of Health)	Health Sciences	CIDA (UPCD Tier I)	Training for Health Renewal (enhance rural primary health care)	1999-2005	4,312
Ukraine	Agriculture & STEP	CIDA	Agricultural Extension Administration Development (train extension workers)	1999-2002	**
Ethiopia	Agriculture	CIDA (UPCD Tier II)	Low Input Sustainable Agriculture (Sustainable use of soil resources)	1997-2002	750
Vietnam	Engineering, Agriculture	CIDA	Land & Groundwater Management (in Red River watershed)	1996-2002	**
Russia	USI	CIDA	Yeltsin Democracy Fellowship Program (public sector & economic	1993-2003	20,000

management training program)

Notes: Excluded: HRDC student mobility projects

Part V: Partnerships and Internationalization Administrative Resources

The University of Saskatchewan maintains partnerships with Universities in numerous countries. Table 3.1 listed the partnerships that were designed exclusively or primarily to facilitate student exchanges. **Table 5.1** lists other partnerships currently in effect; student exchange agreements are excluded from Table 5.1. These agreements have been signed with partner universities in 17 countries. They range from general memoranda of understanding, to agreements built around specific research or training projects, to agreements with detailed action plans for the sequential development of closer relationships. There are significantly more agreements with universities in China than in any other country.

A significant responsibility of University of Saskatchewan involves protocol for international visitors to the University, as well as visits by representatives of businesses, NGOs, and Canadian and provincial government representatives whose work relates broadly to international development. Visitors from CIDA are prominent within this category. **Table 5.2** shows that USI hosted 122 visitors to the University in 2002-2003 and 91 the previous year. International academic visitors constitute the largest source of visitors hosted by USI, followed by Canadian government and foreign government representatives. **Table 5.3** provides a geographical breakdown of the delegations hosted by USI; Eurasia, Europe, and North America account for most of the University's visitors here on international business.

Table 5.4 shows financial resource indicators for central administrative units dealing with internationalization, comparing the University of Saskatchewan to Calgary, Guelph, and Manitoba, as of 2001. Saskatchewan's budgeted \$450,000 for international programs is similar to that of Guelph and three times as large as Manitoba's, but only one-third as large as Calgary's budget for these activities. Also very significant is the source of these funds; whereas 100% of the Guelph and Manitoba budgets come from central administrative sources, only 30% of the Saskatchewan budget is from core funding. Since its inception, most of the remainder of support for USI has come from project management funds. However, with the end of the Yeltsin Project in 2002, USI has lost the largest source of soft income that supported its programs.

Table 5.5 is an organizational chart that identifies the location and administrative reporting arrangements for University of Saskatchewan internationalization staff, as of 2002-2003. University of Saskatchewan International has three FTE positions, while Student and Enrolment Services Division has ** more. Note that a number of the colleges have staff whose work assignments are fully or partially in the area of internationalization.

Table 5.1

List of Agreements with International Partners (Excluding those Primarily for Reciprocal Student Exchange)

Australia

Griffith University (2000-) MOU – Aboriginal Justice Program

Chile

Universidad de Concepcion (1998-2003) MOU, collaboration

China

South China Agricultural University (2001-2006) MOU, comprehensive – Agriculture

Inner Mongolia Agricultural University (2001-2006) MOU, collaboration – Agriculture

Jilin Provincial Light Industry Design & Research (2000-2005) MOU

Jilin Agricultural University (2000-2005) MOU, collaboration – Agriculture

Chongqing University (1999-2004) MOU, collaboration – Engineering

Norman Bethune University of Medical Sciences (1998-2003) MOU, student & faculty mobility

China Agricultural University (1997-) MOU – Agriculture

Chinese Academy of Agricultural Sciences (1996-) MOU – Agriculture

Ethiopia

Awassa College of Agriculture (1998-2003) MOU, UPCD project

France

Université Pierre et Marie Curie (1999-2004) MOU, faculty mobility – Mathematics

Germany

Laser Laboratorium Gottingen e. V (2003-) MOU, research – Canadian Light Source

India

University of Delhi, Centre for Canadian Studies (1998-2003) MOU, student placements

Iran

Agricultural Research, Education, & Extension Organization MOU, research and training - Agriculture

Korea

Korean National Livestock Cooperatives Federation (2000-2003) MOU, research – VIDO

Feed & Livestock Research Institute of NLCF (2000-2003) MOU, research – Agriculture

Catholic University of Pusan (2000-) MOU, faculty exchange – Physical Therapy

Kyrgystan

International University of Kyrgystan (1999-2004) MOU, collaboration

Academy of Management (President of Kyrgyz Republic) (1999-2004) MOU, collaboration

Malaysia

Sepang Institute of Technology (2001-) MOU, accreditation for 2+2 degree program

Nilai College (2000-2004) MOU, accreditation for 2+2 degree program

Sedaya College (2000-2004) MOU, accreditation for 2+2 degree program

Mongolia

Mongolian State University of Agriculture (2002-2007) MOU, comprehensive – Agriculture

Philippines

Ateneo de Manila University (2002-2007) MOU, collaboration

Russia

Moscow State University (2002-2007) MOU, research – Arts & Science, Canadian Light Source

Kurchatov Synchrotron Radiation Centre (2002-2007) MOU, research – Canadian Light Source

St. Petersburg Univ., Center of Russian Language & Culture (2002-2003) MOU, Russian term abroad

Saudi Arabia

Saudi Arabian Cultural Mission in Canada (1999-2004) MOU, student placements

Thailand

Assumption University (1997-) MOU, degree program development – Commerce

Kasetsart University Research and Development Institute (1998-2003) MOU – Agriculture

Ukraine

Ukrainian Catholic University (2002-2005) MOU, Ukrainian summer study program

Chernivtsi State University (2000-2003) MOU, collaboration

Table 5.2

**Global Partnerships: Visits to University of Saskatchewan
Coordinated by University of Saskatchewan International**

Sector	Number of Visitors	
	2002-03	2001-02
Canadian Government	7	25
Cdn Govt Reps Abroad	3	2
International Academic	69	23
Private sector	9	10
International Organizations	1	13
Foreign Government	31	15
NGO	1	3
Canadian University	1	1
TOTAL	122	91

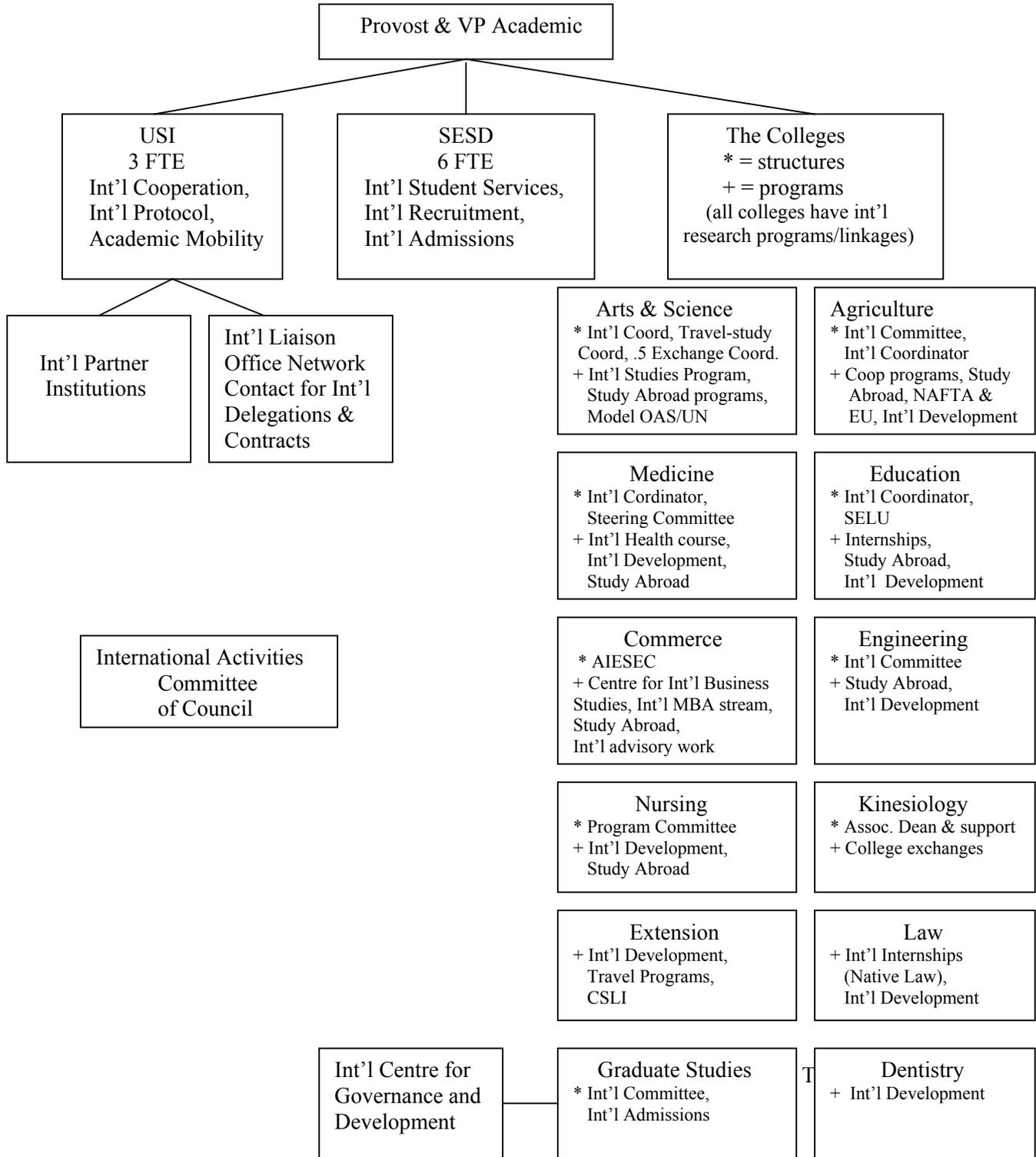
Table 5.3
Global Partnerships: Delegations by Geographical Origin

Origin	Number of Delegations	
	2002-03	2001-02
Eurasia	15	8
North America	8	18
Europe	8	10
Oceania	4	1
Latin America	2	2
Central Asia	1	2
TOTAL	38	41

Table 5.4
Comparative Data on Central Administrative Units Dealing with Internationalization: Staff and Budget Indicators, 2001

	Saskatchewan	Calgary	Guelph	Manitoba
<u>Queen's</u>				
Budget, 2000-2001 (\$000)	425	1,560	450	120
% of Budget Provided by University Operating Budget	30%	55%	100%	100%
% of Budget from Earned Income (i.e., from managed projects)	70%	45%	0%	0%

Table 5.5
Structures and Programs in Support of Internationalization, 2003



Data Sources

Table 1.1: based on University catalogues (2002-2003 editions) for Universities of Saskatchewan,

Calgary, Dalhousie, Guelph, Manitoba, and Queen's.

Table 1.2: see above, Table 1.1

Table 1.3: based on University of Saskatchewan, *University Calendar, 2003-2004*.

Table 1.4: information provided by K. Tischler, International Student Office.

Table 1.5: see above, Table 1.4

Figure 2.1: Student and Enrolment Services Division

Table 2.1: Institutional Analysis annual reports for Universities of Saskatchewan, Calgary, Guelph, Manitoba, and Queen's

Figure 2.2: 1996-97 to 2001-02 data – Institutional Analysis Division; 2002-03 data – Student and Enrolment Services; 2006-07 projection – calculation

Figure 2.3: see above, Figure 2.2

Table 2.2: 1999-00 data – *Statistics Volume XXVI, 2000*. Institutional Analysis Division, University of Saskatchewan. 2002-03 data – Student and Enrolment Services

Division.

Figure 2.4: data supplied by Student and Enrolment Services Division

Table 2.3: see above, Figure 2.4

Table 2.4: data supplied by Centre for Second Language Instruction, University of Saskatchewan

Figure 2.5: see above, Table 2.4

Table 3.1: University of Saskatchewan International – *Annual Report 2002-2003* (list) and personal communication, Kelly Kozak, USI (participation levels)

Table 3.2 International Office websites for Universities of Saskatchewan, Calgary, Dalhousie, Guelph, Manitoba, and Queen's

Table 3.3: USI website (www.usask.ca/usi/) and Human Resources and Development Canada (HRDC) website (www.hrdc.gc.ca/)

Table 3.4: HRDC website and International Office websites for Universities of Saskatchewan, Calgary, Dalhousie, Guelph, Manitoba, and Queen's

Table 3.5: departmental secretaries and coordinators responsible for individual study abroad programs

Table 3.6: personal communication, Kelly Kozak, USI (from SESD)

Table 3.7: Saskatchewan – USI and faculty survey; Guelph – University of Guelph, International

Annual Report (www.uoguelph.ca); Calgary, Manitoba, and Queen's – personal communication

Table 4.1: J. Knight, *Progress and Promise: the 2000 AUCC Report on Internationalization at Canadian*

Universities. Ottawa: AUCC, 2000.

Table 4.2: *Annual Report, 2002-2003*. University of Saskatchewan International, 2003.

Table 5.1: *Annual Report, 2002-2003*. University of Saskatchewan International, 2003.

Table 5.2: see above, Table 5.1

Table 5.3: see above, Table 5.1

Table 5.4: *Retreat on Internationalization, University of Saskatchewan, September 21-22, 2001*. University of Saskatchewan International, 2001.

Table 5.5: based on diagram by David O'Brien, Acting Director, USI, 2003

APPENDIX FOUR

Ideas Bank: Opportunities and Suggestions for Implementation

A Work in Progress

Internationalization evolves and grows through initiatives taken at various levels. Initiatives taken by colleges, as well as by individuals, ad hoc groups of scholars, and departments, will continue to open new areas of international activity not anticipated in this Plan.

Consultations and discussions surrounding the development of the Internationalization Foundational Document have produced numerous suggestions about how internationalization should be advanced at the University of Saskatchewan. This extensive list of ideas is reproduced here as a resource that colleges, departments, and individuals may wish to consider as a starting point in their planning of international activities. It highlights the diversity of possibilities to enhance the University's international engagement, and the diversity of specific choices that individual colleges and departments will make in establishing their own priorities and implementation strategies.

This Appendix is organized to parallel the Foundational Document. It repeats each of the recommended priority areas contained in the Foundational Document, and elaborates on each of them with a list of specific opportunities and suggestions.

II.1 Internationalizing the Learning Environment

1. Enhance the international content of curricula, in ways that are appropriate for programs in individual colleges and departments.
 - organize faculty workshops on internationalizing the curriculum through the Gwenna Moss Teaching and Learning Centre
 - organize International Summer Schools – on-campus delivery of special programs with an international focus (where appropriate, with international instructors). Summer Schools could enhance learning opportunities for our own students, and attract groups of summer-visit students from other countries. Professional development seminars for adult learners could be offered.
 - offer additional courses specifically designed for international students (e.g., following the model of the course now offered by Religious Studies for Chinese-speaking students).
 - develop a new “Certificate of Achievement in International Education”, to recognize students with outstanding achievements in international learning (abroad and on campus), and commitment to extra-curricular international activities).

2. Facilitate more interaction among international and Canadian students on campus, so as to encourage inter-cultural understanding (learning and appreciation of diversity).
 - develop a “language bank” in which students offer to teach languages informally to individuals interested in learning a new language.
 - encourage and support (by faculty) the participation of international students in classroom discussions and projects.

- establish additional programs to assist visiting/exchange students to integrate into the social and cultural life of the campus and the local community.
3. Support initiatives for the University to host visiting speakers, conferences, and workshops on international subjects and/or with broad international participation
 - initiate a campus-wide seminar series on international affairs in order to raise the profile of international issues, provide a venue for distinguished international visitors to speak to the University community, and a forum for University of Saskatchewan faculty and graduate students to learn about our own international initiatives.

II.2 Enhancing International Academic Mobility

1. Strengthen systems to ensure that students are properly prepared for studying abroad including selection procedures, orientation programs, and emergency response protocols.
 - review approval procedures for proposed international programs, to ensure that exchanges and taught abroad courses occur in appropriate and safe locales.
2. Expand student participation in study abroad, so as to provide students in all colleges with enhanced opportunities for diverse forms of experiential learning.
 - survey student interest in international opportunities, their preferences for destination and program type, and their willingness to contribute to the costs of international education.
 - enhance financial support for international programs, taking into account issues such as the cost of living in particular countries. Investigate new forms of support, e.g., arrangements with partner institutions to provide accommodation at reasonable cost.
 - recognize that some taught abroad programs require additional support to be viable (e.g., where the mode of delivery limits the number of students that may participate). The University should subsidize such initiatives, when possible and on a case-by-case basis.
3. Expand the range of programs and opportunities for students to study abroad, through the development of new exchange agreements, additional taught abroad programs, and other suitable learning opportunities.
 - work with international partners in designing courses to take advantage of their expertise and local insights. University of Saskatchewan program organizers must take responsibility for ensuring that courses are compatible with our academic standards.
 - consider innovative strategies to increase opportunities for basic training in languages not usually taught at the University. The limited number of languages now taught constrains the development of potentially valuable new linkages (e.g., Portuguese as a basis for programs in Brazil).
 - link on-campus and international learning wherever possible, e.g., by teaching pre-departure courses on campus or on-line, or by offering follow-up courses for students returning from taught abroad programs.
 - develop innovative strategies to facilitate the use of library resources by students studying abroad
4. Encourage individuals involved with university governance, faculty, and staff, to take part in international exchanges with counterparts in other institutions.
 - promote external funding opportunities (such as the Shastri Indo-Canadian Institute) that support faculty involvement in international activities more effectively.

- give high priority to exchange initiatives that help to support capacity-building of our partner institutions.

II.3 Promoting the Academic Success of International Students

1. Strengthen the recruitment system for international students to meet the objectives set out in the Enrolment Plan. A review is needed of staffing and financial requirements in International Recruitment to ensure that they have the resources needed to recruit effectively in traditional source areas and to expand into new and emerging markets.
 - consider, on a case by case basis, opportunities for joint degree programs (2+2 degrees) and other agreements with specific partner institutions to recruit well-prepared international students.
 - establish (and raise funds for) scholarships and bursaries targeted at international students who would otherwise not be able to attend the University of Saskatchewan.
2. Enhance the support systems for international students studying at the University, to help them achieve academic success, social inclusion, and personal satisfaction.
 - develop better mechanisms to track international student performance in order to identify trends and potential problems.
 - review mechanisms for resolving student concerns (e.g., dispute resolution) to ensure that the services are appropriate.
 - develop cultural sensitivity workshops for faculty and staff members.
 - review issues related to the status of students enrolled in the Centre for Second Language Instruction, including their eligibility to have access to University student services.
3. Strengthen systems of support to provide students with the English language competence they need to succeed in their studies.
 - ensure that the CSLI is able to expand to meet the demand associated with the anticipated increase in international enrolments.
 - develop transition programs to ease the integration of international students into regular University programs in a supportive environment conducive to developing good learning skills. These transitional programs could also be used to improve the preparedness of Canadian students with special academic needs.

II.4 Strengthening International Research and Graduate Training

1. Create an environment in which faculty members involved in international research activities are given appropriate support and recognition for their work in this area.
 - put greater weight on the relevance of research as a criterion for evaluation.
 - remain committed to ensuring the ethical integrity of all international research, while recognizing that issues related to research ethics are especially complex in cross-cultural and international research.
 - recognize the importance of library resources as a foundation for research excellence, and develop strategies to strengthen these resources in priority areas for research
2. Strengthen support systems to increase faculty awareness of international opportunities and to encourage them to participate in international research.
 - be proactive in identifying and responding to the changing environment for international research (e.g., centres of excellence, changing CIDA priorities) and non-

traditional funding sources (e.g., government ‘line’ departments with international responsibilities, regional development banks).

- capitalize more systematically on the University’s international partnerships in the global competition for research funding.
 - improve the connections between major international projects, community-based programs, and on campus academic activities, especially in relation to graduate training and research.
3. Encourage increased international training and research for graduate students, whenever appropriate and possible.
 - make greater efforts to coordinate funding information for international graduate research (e.g., fellowships offered by CIDA, IDRC, Bombardier, Rockefeller, and other foundations), and provide them with support for the development of competitive applications to these programs.
 - expand support programs and courses (e.g., cross-cultural research methods, ethics, language preparation, development studies) for graduate training in fields with an international dimension.
 - be receptive to opportunities for establishing joint graduate degree programs with overseas partner institutions, possibly with an opportunity for students to complete a portion of their studies and/or research overseas. Joint degrees, as part of larger collaborative linkages, help to build the capacity of partner institutions, and help to ensure a steady flow of ‘familiar’ students.

II.5 Supporting Internationalization through Service and Outreach

1. Create an environment that sensitizes faculty, students, and staff to the importance of international service activities, encourages all members of the University community to become actively involved in international service in ways that are appropriate to their interests and experiences, and recognizes international service activities in professional evaluations and in other ways, both formally and informally.
 - review criteria for performance review, tenure, and promotion to ensure that suitable recognition is given to international service contributions.
2. Structure long-term international engagements to ensure that connections made and experiences gained are integrated into, and complement, the University’s teaching, research, and international relations priorities.
 - encourage the incorporation of graduate training opportunities, whenever possible and appropriate, within project and research grant proposals (e.g., in applications to CIDA and research foundations).

(III) Structures and Resources to Support Internationalization

III.1 Administrative Structures to Promote and Support Internationalization

1. Ensure that central administrative units dealing with international responsibilities are structured to enable them to efficiently and effectively implement the University’s internationalization vision.
 - ensure that initiatives of several colleges to establish their own internationalization offices/ committees does not lead to a diminution of resources allocated to central

- administrative units supporting internationalization, or to unnecessary duplication or fragmentation of efforts.
- review, clarify, and possibly expand the mandate and responsibilities of the International Affairs Committee of Council.
 - establish an International Advisory Council – possibly comprised of representatives of the University, federal and provincial governments, NGOs, local community groups, and the private sector – to identify opportunities for internationalization.
2. Following the completion of college planning documents, develop an implementation strategy for internationalization designed to coordinate and support college internationalization plans within the broader framework of the University's Internationalization Plan.
 - create a website that will inform members of the University community about international activities and accomplishments, and the implementation of the Internationalization Plan.
 3. Form a Steering Committee to develop a formal proposal for the establishment of a Global Commons facility as a campus centre for international activities.
 - develop this project as a priority fundraising initiative for the University
 - consider including international student resident space in the Global Commons facility, both as a means of supporting international (regular and exchange) students and as a source of revenue (possible government grants, user fees).

III.2 Financial and Other Resources for International Activities

1. Ensure that adequate financial resources are made available to support the University's internationalization vision.
 - link the flow of resources to periodic reviews of programs' broadly-defined productivity, student learning evaluations, and other appropriate measures of success.
 - ensure that departments with large numbers of international students will be properly supported for this work from the differential fee income, perhaps by creating a direct relationship between increased numbers of international students and departmental resources.
 - expand funding for international experiences for faculty and staff, especially to provide seed money to initiate research projects and develop new taught abroad programs.
 - feature international initiatives (e.g., bursaries for study abroad, funds to construct a 'Global Commons' facility) in the University's capital campaign. The Global Partners fundraising initiative is an opportunity for faculty and staff to contribute directly to the University's engagement with institutions in the developing world.
2. Utilize financial resources that the University gains from international sources to support the internationalization vision of the University.
 - restore the former practice of allocating a portion of the overhead received from international research grants to support international research activities.
3. Recognize the importance of human resources and suitable human space to support internationalization, and take measures needed to secure these resources.
 - provide sufficient, appropriate (centrally located and visible) physical space to facilitate a significant increase in international engagement, ideally as part of a 'Global Commons'.

III.3 (a) Partnerships with Other Universities

1. Develop formal protocols for establishing, prioritizing, resourcing, and maintaining international partnerships.
 - establish regional advisory committees to assist in monitoring agreements
 - develop a regional/global strategy that identifies areas of priority and initiative commitment.
 - create a tiered arrangement for partnerships, with 3-4 tiers for different levels of overlap with University regional/ thematic strengths, formality, and institutional commitment of resources.
 - maintain a formal record of all institutional partnerships that would be accessible via the web.
2. Develop procedures to review partnerships on a continuing basis with a view to addressing issues of concern, phasing out partnerships that are ineffective or inactive, and adding new partnerships in areas of need and priority.
 - review partnership, strong central administrative support for individuals and colleges wishing to pursue international partnership agreements that are consistent with institutional guidelines.
 - recognize the value of informal collaborative arrangements in which there is neither a formal institutional agreement nor resource commitments.
3. Lay a foundation for the development and support new cooperative ventures with other Canadian universities in areas of mutual interest (e.g., collaborative research, recruitment, training, taught abroad courses, etc.)
 - examine the advantages and disadvantages of partnered taught abroad programs with other Canadian universities. Such programs might be symmetrical (equal involvement of both partners) or asymmetrical (other Universities participate as junior partners in a University of Saskatchewan program, or vice versa).
 - utilize our membership in national and international educational organizations (e.g., AUCC, CBIE, CUSAC) to achieve progress on national issues of concern (e.g., immigration regulations for international students).

III.3 (b) Partnerships with Saskatchewan and Canadian Government Agencies, Non-governmental Organizations, Communities, and Businesses

1. Strengthen dialogue with government agencies to seek appropriate support for the internationalization efforts of the University.
 - continue discussions with the provincial government about its commitment to international activities, and lobby for increased support (e.g., bursaries to study abroad) and collaboration (e.g., joint initiatives to develop partnerships abroad in areas particularly relevant to Saskatchewan).
 - maintain a continuing dialogue with representatives of CIDA and other federal government departments with international interests to enhance the University's competitiveness for international research and training grants.
2. Work to build effective partnerships with governments, businesses, NGOs, and communities to support and enrich our international activities.

- encourage partnerships that include local community groups, when appropriate, for international teaching initiatives (e.g. taught abroad programs of interest to particular ethnic communities), and research projects (following the example of the Mozambique-Canada health training initiative).