



INTERNATIONALIZATION STRATEGY – STUDENT AFFAIRS

PREPARED BY: Student Affairs

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INTRODUCTION & OVERVIEW

In 2014, the Government of Canada released its first-ever International Education Strategy (2014-2019). It benchmarked Canada's participation in international student recruitment, international research collaboration, and international student mobility, and set ambitious goals for gains in each of these areas. In October 2019, the Government released a second five-year International Education Strategy that pushed ahead with more support for programs and initiatives designed to advance Canada's internationalization efforts.

In the intervening years, organizations such as Universities Canada, the Canadian Bureau of International Education, and the Conference Board of Canada all published documents speaking to the imperatives behind Canada's need to internationalize further. Declining student enrolment and corresponding demographic challenges, low participation rates among Canadian students in international exchange programs, an increasingly competitive market for international talent, and the emergence of intercultural fluency as a required skill for the new millennium were all presented as reasons.

It was against this back-drop that Mount Allison's Student Affairs set forth to develop an Internationalization Strategy that would help the University to move forward in setting and achieving key international objectives. These included:

1. Providing students with authentic opportunities for international and cultural exchange, at home or abroad, and in so doing building up their intercultural fluency and world-readiness.
2. Expanding and making more accessible opportunities for student mobility through international exchanges, internships, research, and faculty-led programs.
3. Facilitating more on-campus opportunities for cross-cultural learning and competency-building.
4. Building up the intercultural fluency of Mount Allison students, staff, and faculty through workshops, training, and certificate programs.
5. Supporting faculty efforts to incorporate international perspectives and learning outcomes into the curriculum.
6. Enhancing opportunities for faculty participation in international research and mobility through the development of faculty-led programs and experiential learning initiatives.
7. Developing a university-wide inventory of existing international ties and activities so as to bring a more comprehensive, coordinated, and inclusive approach to staff and faculty involvement in the internationalization process.
8. Pacing increased international student enrolment with corresponding investments in international student supports (e.g. scholarships & financial aid, English and academic assistance, immigration advising, "Beyond Orientation" transition programming and support, etc.).
9. Developing new pathways (e.g. 2+2) and partnerships in support of international student recruitment and bilateral relationship-building.
10. Developing a holistic approach to international student recruitment and retention through the creation and expansion of on-campus, English and academic support programs that will be available to new and returning international students in-semester and during the summer months.

To this end, the Vice-President International & Student Affairs, Kim Meade, formed a working group comprised of the Director of Recruitment, Admissions & Awards (Kutay Ulkuer), the Director of Student Affairs & International Services (Adam Christie), the International Affairs Coordinator (Robin Walker), the International Student Advisor (Christa Maston), and the International Recruitment & Admissions Officer (Alana Green). The Senate Committee on International Programs also provided valuable input.

The Internationalization Strategy is organized into five parts:

1. **Part 1 (“The Internationalization Imperative”)** presents reasons behind the impetus to internationalize at the post-secondary level. It looks back at an early definition for internationalization out of Europe and examines some common areas where universities have focussed their internationalization efforts.
2. **Part 2 (“The Canadian Context”)** looks more closely at international student recruitment in Canada. It begins with an examination of national trends before turning to focus on regional trends within Atlantic Canada. It ends with a summary of services and programs available to international students at Mount Allison.
3. **Part 3 (“Student, Staff, and Faculty Mobility”)** looks at internationalization through the lens of mobility (i.e. providing students, staff, and faculty with opportunities for international experiences away from the campus). Most of Mount Allison’s mobility efforts are focussed on the movement of students through exchange programs, short-term faculty-led programs, international internships, and research opportunities.
4. **Part 4 (“Internationalization At Home”)** focusses on how the University’s internationalization objectives can be met through on-campus initiatives. Given only a minority of students will have an international experience during their degree studies, how can the University provide opportunities for all students to engage in cross-cultural learning opportunities in class and on campus?
5. **Part 5 (“Key Goals & Timelines”)** presents a summary of specific action areas with 5-year and 8-year targets. Action areas are grouped as follows: 1) International Student Recruitment, 2) International Student Support, 3) Short-Term English & Academic Transition Programs, 4) Student Mobility, 5) Staff and Faculty Mobility & International Research, 6) International Experiential Learning, and 7) Internationalization at Home.

For further reading on internationalization within higher education, particularly as it touches on national priorities and regional pressures, please refer to the “References & Resources” section at the end of this document.

PART 1: THE INTERNATIONALIZATION IMPERATIVE

In recent decades, globalization has become a pervasive force shaping higher education. Today almost all institutions in Canada and around the world engage to some degree in activities aimed at forging global connections and building global competencies among their students, faculty and administrative units. Developing such activities at many levels within universities is now a central part of institutional planning, structures and programming — a phenomenon known as the internationalization of higher education. (AUCC Internationalization Survey 2014)

The world is rapidly changing. Technology is removing barriers and helping to bring people closer together. Education and the exchange of ideas is increasingly international in nature. Work and where it happens, how it happens, and with whom it happens is being redefined on a global scale. Now, more than ever before, people are being called upon to understand and navigate increasingly complex cultural landscapes. It is the new age of globalism. Universities must adapt to this new global reality by re-assessing how they recruit, teach, support, and equip students for the world waiting for them after graduation.

Internationalization & the University

In 2005, Jane Knight and Hans de Wit coined one of the first working definitions of internationalization, in so far as it related to the field of higher education. According to their definition, “internationalization at the national, sector, and institutional levels is... the process of integrating an international, intercultural and/or global dimension into the goals, functions, (teaching/learning, research services) and delivery of higher education.”

This definition was further refined in 2015 when de Wit proposed that internationalization is “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.” (de Wit, Hunter, Howard & Ergon-Polak, 2015)

But why the imperative to internationalize? What value is there in bringing an international perspective to the work and function of the University? The short answer is that the world is becoming increasingly inter-connected. What was once global is now local. Commerce, research, travel, and the fluidity of ever-broadening career choices present new opportunities for international movement and collaboration. World issues such as climate change, economic (dis)integration, conflict, and immigration further draw into focus the extent to which (once) seemingly far away matters have come to touch us all.

In this regard, the University has a key role to play in the process of internationalization. Be it through diversity in the classroom, international research and study opportunities, multi-perspective course content, or globally-focussed learning outcomes, the University is being called upon by government and students alike to provide an educational experience that meets the needs of today’s global reality. A highly-competitive job market demands that students possess the knowledge and skills to work comfortably and competently across international and cultural lines. Students themselves have higher and more specific expectations with respect to what a university education should offer and prepare them for.

To meet these expectations now and on a go-forward basis, Mount Allison’s Internationalization Strategy presents a current view of the University’s internationalization efforts and points to ways in which these efforts will be expanded in the following areas.

1. Recruitment and retention of international students
2. Student, Staff and Faculty mobility
3. Internationalization at Home

Recruitment and Retention of International Students

International students represent an important component of the University’s efforts to internationalize. They enhance the cultural diversity of campus and bring a different and important array of perspectives to the classroom. In simple terms, they bring the world to Mount Allison. For students, whose own international experiences may be limited, international students represent an immediate connection with the wider world beyond Mount Allison. It’s through these connections that understanding, openness, and respect are fostered and the goals of internationalization furthered. Ensuring that Mount Allison continues to attract and retain a steady and diverse group of international students is therefore a key objective for the University’s internationalization strategy.

Student, Staff and Faculty Mobility

Providing students, staff, and faculty with opportunities for international exchange and collaboration represents another important component of internationalization. Most frequently, this takes the form of student exchange programs, faculty-led research initiatives, and group-study programs. Students, staff, and faculty who participate in international mobility programs derive a direct benefit from being exposed to new cultures and ideas. In turn, the Mount Allison community benefits when these same students, staff, and faculty bring their changed perceptions and motivations back to campus. Mount Allison must continue to work diligently to identify, encourage, and facilitate opportunities for students, staff, and faculty to add an international dimension to their university profile.

Internationalization at Home

“Internationalization at Home” speaks to the array of formal and informal efforts at the campus level to make internationalization accessible to all. This includes the promotion of international research and collaboration, the internationalization of the curriculum, and support for broad-based intercultural programming on campus. According to Jane Knight, the internationalization of the curriculum is “the backbone of the internationalization process.” At its core, it’s about student learning outcomes. It’s about preparing students to live in a global society. This can be accomplished by “including an international, intercultural or global dimension in the teaching and learning that takes place on campus.” An important part of the strategic-planning exercise is a discussion around how Mount Allison’s academic programs, content, and philosophy of teaching might come together to support the principle of Internationalization at Home.

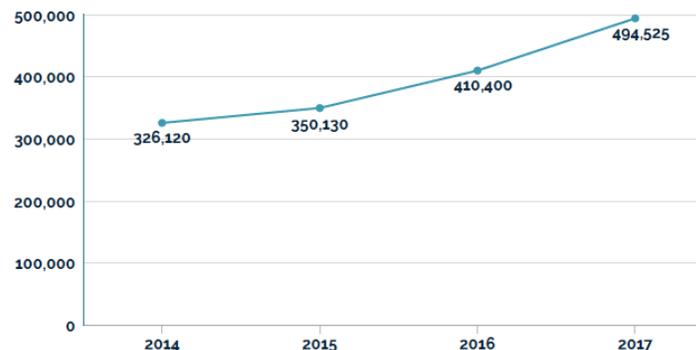
As a university, Mount Allison seeks to provide students with learning opportunities in and away from the classroom that help to deepen their understanding of the world and increase their capacity to navigate it.

PART 2: THE CANADIAN CONTEXT

Internationalization has become a key focus area for many Canadian institutions. In a 2014 survey conducted by Universities Canada (UNIVCAN), 95% of responding Canadian educational institutions identified internationalization as part of their strategic plan. Furthermore, 82% considered it among one of their top five priorities.

The importance of international education in Canada is not only evident at the institutional level, but is also reflected through strategies and policies set forth at the national level. In 2014, the Canadian federal government released its first 5-year International Education Strategy. A follow-up strategy that will take Canada to 2024 was released in 2019. The original 2014 strategy made 14 comprehensive recommendations to strengthen international education in Canada. One of the chief objectives was to increase the number of international students in Canada to 450,000 by 2022 (a doubling of the 2012 level). Of note, Canada surpassed that total in only three years. By 2017, 494,525 international students were studying across all levels of education in Canada. By 2018, the figure had reached 572,415. Clearly, Canada is seeing a rapid increase in the number of international students across the primary, secondary, post-secondary, and private sectors. Mount Allison is also beginning to see the same growth. The 2019 cohort of new international students appears to be one of the largest on record for Mount Allison.

Figure 1: International Students in Canada by year, all levels of study (2014-2017), CBIE (2018)



According to the aforementioned 2014 UNIVCAN survey, the top reported benefit of welcoming more international students to campus is the infusion of more diverse, global perspectives into all aspects of university life. The result is that students, staff, and faculty share in building and benefiting from a culturally-enriched living, learning, and working environment. This ties in with the University's goals for internationalization and helps to enhance the overall quality of the teaching and learning experience at Mount Allison.

International Student Recruitment in Canada

According to the Canadian Bureau of International Education's (CBIE) 2018 International Student Survey, which surveyed current international students at the post-secondary level in Canada, the top three reasons international students choose Canada are:

1. The reputation of the education system in Canada
2. Canada's reputation as a non-discriminatory society
3. Canada's reputation as a safe country

Canada ranks as the world’s 4th most popular destination for international students, after the United States, the United Kingdom, and China. (Source: 2017 Project Atlas)

In 2017, there were 494,525 international students from 186 countries studying at all levels of education in Canada. East Asia and South Asia continue to be strong markets for Canada (refer to Table 1). Mount Allison sees similarly high representation from these areas, but given its geographical location Mount Allison also sees strong representation from the United States and the Caribbean (Table 2).

Table 1: International Students in Canada by Citizenship (2017)

Source: Canadian Bureau of Education (2018)

COUNTRY OF CITIZENSHIP	# OF STUDENTS	% OF TOTAL
CHINA	140,530	28%
INDIA	123,940	25%
SOUTH KOREA	23,050	5%
FRANCE	21,925	4%
VIETNAM	14,095	3%
UNITED STATES	13,975	3%
BRAZIL	11,775	2%
NIGERIA	10,880	2%
JAPAN	7,950	2%
SAUDI ARABIA	7,640	2%

Table 2: International Students at Mount Allison by Nationality, Top 10 countries (Fall 2018)

COUNTRY OF CITIZENSHIP	PERCENTAGE OF TOTAL
UNITED STATES*	17.6*
JAPAN	14.1
CHINA	11.1
INDIA	10.6
BERMUDA	4.5
NIGERIA	4.0
BAHAMAS	3.0
SOUTH KOREA	3.0
UNITED KINGDOM	2.5
BANGLADESH	2.0

**Data for United States does not include students with dual citizenship.*

International Student Recruitment by Maritime Universities

Maritime universities face an additional imperative around international student recruitment. International students help to offset a declining demographic of university-aged students across Canada, but particularly in New Brunswick, Nova Scotia, and Prince Edward Island. According to a 2015 report released by the Maritime Provinces Higher Education Commission, Maritime universities saw a 16% drop in enrolment by Maritime students during the ten-year period ending in 2014-15. The same report forecasts a further 15% reduction in the number of university-aged students in the Maritimes over the next ten years (2014-15 to 2024-25). This has led Maritime universities to increasingly look outside the region for new students. Tellingly, the number of international students studying in the Maritimes increased 77% over the same ten-year period (2003-4 to 2013-14).

Even so, the number of international students studying in the Maritime provinces lags behind the rest of the country, both in terms of real totals and growth. 84% of international students are studying in Ontario, British Columbia, and Quebec. By comparison, only 5% of international students are studying in Nova Scotia, New Brunswick, and Prince Edward Island. According to a 2017 enrolment report published by the Association of Atlantic Universities, international enrolment saw an average increase of 10.7% across all provinces except New Brunswick which suffered a 5.7% decrease. While New Brunswick was able to turn this around and record a 5.9% gain in 2018, it still lagged behind Prince Edward Island (+15.5%) and Nova Scotia (+18%). Clearly, the imperative remains for Mount Allison and the rest of New Brunswick to attract and retain more international students.

Mount Allison's international student population remains steady at roughly 9%, but in real terms this risks becoming a declining figure if Mount Allison's domestic student population also declines. An increased focus on international student recruitment can help Mount Allison to insulate itself from the very real effects of the demographic challenges facing Atlantic while helping New Brunswick to keep pace with increases in other provinces.

Table 3: Total International Student Enrolment in the Maritimes (MPHEC, 2018)

* 2018/19 figures were compiled using data from the Association of Atlantic Universities

FULL-TIME & PART-TIME INTERNATIONAL STUDENTS (UNDERGRADUATE & GRADUATE)						
FIGURES PRESENTED AS TOTAL NUMBER OF INTERNATIONAL STUDENTS AND AS PERCENTAGE OF TOTAL ENROLMENT						
	2013/14	2014/15	2015/2016	2016/2017	2017/2018	2018/19*
MARITIME PROVINCES	10,330 14.8%	10,777 15.7%	10,925 16.3%	11,270 17.0%	11,664 17.7%	12,887 22%

Table 4: International Student Enrollment by University (MPHEC, 2018 & AAU, 2019)

* 2018/19 figures were compiled using data from the Association of Atlantic Universities

FULL-TIME & PART-TIME INTERNATIONAL STUDENTS (UNDERGRADUATE & GRADUATE)						
FIGURES PRESENTED AS TOTAL NUMBER OF INTERNATIONAL STUDENTS AND AS PERCENTAGE OF TOTAL ENROLMENT						
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19*
MOUNT ALLISON	231 9.3%	220 9.3%	207 8.8%	215 9.4%	178 8.1%	183 8.7%
ST. THOMAS	121 5.2%	141 6.4%	126 6.1%	134 6.7%	151 7.7%	171 8.8%
UNB - FREDERICTON	1033 12.6%	963 12.1%	890 11.4%	834 10.9%	870 11.8%	1039 12.5%
UNB – SJ	550 22%	441 20.2%	412 19.7%	322 15.7%	314 14.7%	
ACADIA	476 10.3%	497 10.8%	499 11.4%	514 11.5%	519 11.6%	545 14.6%
ST. FRANCIS XAVIER	240 4.9%	236 4.8%	253 5.1%	300 6.1%	279 5.7%	273 7%
DALHOUSIE	2579 14.5%	2864 15.8%	3000 16.6%	3402 18.8%	3694 20.4%	3947 23%
SAINT MARY'S	2129 28.7%	2152 30.4%	2245 32.3%	2341 33.1%	2309 33.3%	1968 32%
MSVU	564 15%	653 17.3%	640 17.6%	590 16.7%	531 15.3%	440 19%
CAPE BRETON	826 26.4%	857 28.1%	743 25.4%	717 24.5%	866 28.5%	1982 55%
UPEI	531 12.6%	629 14.7%	727 17.4%	810 19.3%	953 21.7%	1164 27%

International Student Retention in the Atlantic Provinces

Atlantic Canada's aging population, along with its low birth rate and outmigration, is resulting in weak population and labour force growth, according to a 2017 report from the Conference Board of Canada ("Immigration to Atlantic Canada: Toward a Prosperous Future"). Immigration has been identified as a major part of the solution. Moreover, with Canadian post-secondary educational credentials, language proficiency, and established social networks in Atlantic Canada, international students are being recognized as ideal candidates for permanent residency. Over the past two years, several initiatives relevant to the attraction and retention of international students have been launched in Atlantic Canada.

Study and Stay – Atlantic Canada

Study and Stay is an international student attraction and retention pilot program initially delivered in Nova Scotia by EduNova. The Atlantic provincial governments, with support from the Atlantic Canada Opportunities Agency (ACOA), have expanded the program to international students in community colleges and universities in New Brunswick and PEI. Participants who successfully gain entry to the program are provided with enhanced support throughout their studies to ensure they gain the education, tools, and community connections needed to launch a successful career in the region post-graduation. Federal Immigration policy has also become more supportive of international graduate retention through measures like the Post-Graduation

Work Permit Program. Under this program, international students who graduate from a four-year degree program in Canada are eligible to apply for a three-year open work permit.

Atlantic Immigration Pilot Program (AIPP)

Introduced in 2017 as part of the broader Atlantic Immigration Pilot program (AIPP), the Atlantic International Graduate Program (AIGP) is a new immigration option for international graduates in the region. This program allows graduates with a job offer from a designated employer to submit an application for permanent residence without having to first obtain work experience in Canada. The Atlantic Immigration Pilot Program began with an aim to bring an additional 2000 immigrants to the region in 2017. It has recently been announced by IRCC that the program will double to an annual allocation of 4,000 new immigrants by 2020.

Initiatives like the *Atlantic Immigration Pilot program* and *Study and Stay* are aimed at retaining international student graduates in the region post-graduation. However, they may also serve an added benefit in regards to attracting international students to universities and colleges in the region. Offering employability programming and targeted immigration opportunities may appeal to prospective students who have an interest in immigrating to Canada after they graduate. In the 2018 International Student Survey conducted by CBIE, 60% of respondents indicated that they planned to eventually apply for permanent residence in Canada.

International Students at Mount Allison

Mount Allison's international student population is remarkably diverse for a university its size and location. In Fall 2018, 183 international students (defined as those who require a federally-issued study permit to attend a Canadian post-secondary institution) from 48 countries were enrolled at Mount Allison. If one were to factor in Canadian dual citizens and permanent residents, the number of nationalities represented at Mount Allison increases to 60. These numbers have remained largely consistent over the past five years. Fall 2019 saw the single largest cohort of new international students: 116 new students from 34 countries representing 16% of the first-year class. This is a positive sign that international student recruitment is trending towards the goals laid out at the end of this document.

International Student Recruitment by Mount Allison

The MtA brand is relatively unknown in many target markets. Given the significant costs associated with international marketing, the University will be looking at raising awareness through increased participation in international partnerships and associations. International agents will remain as a supporting tool in our efforts to recruit future international students.

In 2018-2019, Mount Allison focused its international recruiting efforts on the following ten countries: the Bahamas, Bermuda, China, Japan, Mexico, Singapore, South Korea, the United Arab Emirates, India, Turkey, Bangladesh and Vietnam. Real increases in the number of new students from several of these countries (e.g. the Bahamas, the UAE, India, Turkey, Bangladesh, and Vietnam) was an affirmation of the Admissions team's recruiting efforts.

International Student Retention

For the recruitment of international students to be truly successful it is important that a comprehensive support network is in place both to ease the initial transition to life at Mount Allison and to make straighter the path towards academic success. International students often face different and more significant challenges than domestic students when making the adjustment to university life. For some, this may be their first time formally studying in English. For others, there may be the challenge of understanding and adapting to markedly different approaches to teaching, learning, and evaluation within a Canadian classroom. Other challenges include navigating the norms of a new culture, maintaining one's immigration status in Canada, and finding community far from home and all that is familiar. For these reasons and more, Mount Allison recognizes the critical importance of coupling a robust international recruiting plan with an equally strong, campus-wide commitment to providing international students with a welcoming, well-supported experience from Year 1 to graduation.

After international students have been admitted to Mount Allison and arrive on campus, the International Student Advisor becomes their main point of contact and principal resource person. The International Student Advisor assists international students in making a smooth and successful transition to university life and is responsible for the coordination and delivery of international student services and programs, including:

- **International Orientation** – International Orientation gives international students the opportunity to get settled on campus before University Orientation begins. Facilitated by University staff and student volunteers, this 3-day event aims to familiarize new students with aspects of academic and social life at Mount Allison. It features information sessions, workshops, excursions, and social activities.
- **Academic Support Program** - The International Centre's Academic Support Program (ASP) aims to provide academic support and guidance to Mount Allison's international students through one-on-one meetings with the ASP Coordinator, the provision of skills development workshops, the assistance of course-specific tutoring, and referrals to various campus resources and services.
- **International Mentorship Program** - The International mentorship program is designed to make the adjustment to social and academic life at Mount Allison an easier one for new international students. Incoming international students are matched with upper-year Mount A students (both Canadian and international) based on similar interests and hobbies. Students are required to meet on a regular basis over the course of the term and have the option of joining a range of Mentorship Program trips and activities. The goals of the program are to promote cross-cultural sharing and to facilitate a broader and more inclusive campus and community life experience for all participants.
- **Graduation Preparation Series (GPS)** - The GPS Program was launched in 2012 as a service to upper-year international students who are interested in living and working in Canada after graduation. It offers workshops and the opportunity to apply for a paid internship in order to help international students make community contacts and acquire practical job skills. The International Student Advisor and the Career Services Coordinator partner to deliver the program.

- **Immigration Advising** – Access to immigration advising services is of critical importance to international students throughout their time at Mount Allison. It begins prior to arrival when they must navigate the visa and study permit application process. It continues during their time on campus if/when they must renew or make changes to their documents. It is likewise of importance prior to graduation when students make preparations to live and work in Canada.

The International Student Advisor also works with student groups, faculty, staff and municipal organizations to promote the further internationalization of campus and the community.

Additional services coordinated by the International Centre include:

- **Final Exam Accommodation** – First-year international students who come to Mount Allison from a non-English background are eligible to receive extra time and/or the use of a dictionary on their final exams.
- **English As An Additional Language (EAL) Writing Tutor, Writing Resource Centre** – International Affairs helps to support the cost of two EAL Writing Tutors in the Writing Resource Centre. While this service is not exclusively for international students, it is intended for students who come from non-native English backgrounds.
- **Winter Stay** – for students who are unable to travel home/away for the winter break, the International Centre and the Housing Office work together to offer an on-campus accommodation option.
- **Day-trips to Maritime locations** – run on a cost-recovery basis, these day-trips to points of interest across the Maritimes bring international and Canadian students together in a fun, educational, cross-cultural setting.
- **Income Tax workshops** – trained volunteers assist international students with completing their Canadian tax forms.

PART 3: STUDENT, STAFF & FACULTY MOBILITY

Student, staff and faculty mobility refers to formal opportunities for international study, exchange, collaboration, and research as they may exist in and through the University. Of the three areas, student mobility tends to receive the most public focus and attention because of an active study abroad and exchange network that regularly moves upwards of 60-70 students per year. Faculty mobility tends to happen through existing research connections that may or may not involve students. Staff mobility sees the least activity because fewer opportunities exist for exchange at this level.

Student mobility, in so far as it relates to Mount Allison’s Strategic Statement, refers to the participation of Mount Allison students in academic programs for which there is an out-of-country component. It is also commonly referred to as “study abroad.” Student mobility can take the shape of international exchange programs and faculty-led group study programs. It can also encompass independent international study and research projects for which a student

receives academic credit. It generally does not include international travel, volunteer, and internship work for which students do not receive academic credit, although these pursuits have value in their own right. For the purpose of Mount Allison's Strategic Statement, international travel and volunteer work might be more accurately assigned to the broader category of Experiential Learning.

A 2009 CBIE report on the value of a study abroad experience made the following assertion: "The learning which can be generated through a study abroad experience extends beyond the conventional subject-based context knowledge frequently associated with campus-based courses. Study abroad has the potential to be no less than a transformative experience that alters the student's sense of self and understanding of others in the world (CBIE, 2009, pg. 9)."

To this end, the Advisory Panel on Canada's International Education Strategy recommended in 2012 that the Canadian Government set a 10-year goal for creating and sustaining 50,000 study abroad awards per year. The Government did not immediately act on this recommendation. In its 2014 International Education Strategy, the greater funding priority was bursaries and scholarships for international students doing research, degrees, and diploma programs in Canada. In its 2019 International Education Strategy, the Government changed course and pledged \$95 million over five years in support of outbound student mobility. It committed an additional \$5 million to bursaries and scholarships for international students. Mount Allison plans to access funds in both areas in an effort to remove barriers and increase opportunities for inbound and outbound student mobility.

Participation rates in outbound student mobility vary greatly by country. A 2014 Universities Canada study found that 97% of Canadian universities offer study abroad programs. Despite the wide availability of programs, only 3.1 % of undergraduate students at Canadian universities participate in some form of study abroad program (for-credit) or international experiential learning opportunity (not-for-credit). By comparison, 30% of German students, 13% of Australian students, and 10% of US students go abroad at some point during their degree. (UNIVCAN, 2014)

Addressing the gap between Canadian students' participation rates versus the participation rates of students in other countries, the 2015 CBIE Annual Report asserted that financial accessibility remains the single greatest obstacle for Canadian students. Other hurdles identified included uncertainty about transferring credits back to students' home institutions, concerns over adding extra time to their program of study, and the inability to meet application requirements (e.g. GPA minimums). With the recent announcement of federal funding for outbound student mobility, there is renewed hope that at least one of these obstacles can be overcome and that student participation rates will begin to increase.

While studying abroad can be a transformative personal and academic experience, it can also benefit a student's employability. The 2014 Erasmus Impact Study – commissioned by the European Union (EU) to assess the impact of its Erasmus student exchange programme – revealed that more than 60% of employers felt that international experience was an important consideration in a person's employability. It should not be surprising that the same survey found that one of the main motivations for European students' participation in study abroad programs was their desire to enhance their employability, with 85% citing this as their main

reason for studying abroad. Mount Allison likewise seeks to position international experiences as having long-term personal, academic, and career benefits for students.

Student Mobility at Mount Allison

Mount Allison students’ participation rate in study abroad programs and international experiential learning projects and initiatives ranges between 8.5% and 10.0%. When non-credit programs are separated out of these totals, the participation rate ranges between 3.5% and 4.0%. While these may seem to be low figures, they are still above the Canadian national average of 3.1% (AUCC, 2014). Refer to Table 5 for a more detailed breakdown of students by type of international program or experience.

Table 5: Mount Allison Student Participation Rates in Study Abroad & International Experiential Learning Opportunities

AREA OF PARTICIPATION	2014-15	2015-16	2016-17	2017-18	2018-19
Study Abroad & Exchange	73	76	62	80	65
Independent International Study	7	7	3	5	3
International Research & Internships	11	13	14	18	11
Global Brigades & Habitat for Humanity	106	101	96	69	62
TOTAL	197	197	175	172	141

Even with strong participation by Mount Allison students in international programs and experiences, there is room for improvement – particularly with respect to the distribution and availability of programs around the world. Currently, Mount Allison has 30 partnerships and programs in 20 countries across 5 continents. We currently lack representation in Africa, the Middle East and Eastern Europe. This is a present priority for Mount Allison’s International Centre and an imperative which is built into the recommendations of this document.

PART 4: INTERNATIONALIZATION AT HOME

In AUCC’s definition [internationalization] refers to “institutional efforts to integrate an international, global and/or intercultural dimension into the teaching, research and service functions of universities.” (AUCC Internationalization Survey 2014)

Given so few Canadian students build an international experience into their degree, there has been increased focus on the importance of what has been termed “Internationalization at Home.”

The term *Internationalization at Home* (IaH) refers broadly to campus-based elements of internationalization, such as the intercultural and international dimension of teaching, research, extra-curricular activities and the meaningful integration of international students into campus life (Knight, 2008). IaH can overlap with other forms of internationalization (e.g. student mobility) but the focus is on strengthening students' international and intercultural competences in ways that can take place on campus or in the classroom. As the figures bear out, student mobility often reaches a small minority of students at Canadian post-secondary institutions. IaH offers alternative internationalization opportunities that can overcome the barriers that may be present for some students when it comes to studying abroad.

Universities can undertake many actions under the umbrella of an IaH strategy, including:

- Facilitating international student integration
- Developing extra-curricular opportunities with an intercultural dimension
- Promoting faculty and staff mobility + training
- Fostering International research and collaboration
- Internationalization of the curriculum

Ethical Principles in International Education

The Internationalization Leaders Network (ILN), organized by the Canadian Bureau for International Education (CBIE), outlines seven principles of internationalization and encourages Canadian educational institutions to incorporate these into their approaches to internationalization. The principles are as follows:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.
2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution.
3. International students should be valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.
4. Ideally, internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.
5. Internationalization is important to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.

6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities, and aims for equitable access to activities. Access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community.

As Mount Allison moves forward in its efforts to further internationalization initiatives on campus, it is important to keep these guiding ethical principles in mind.

CONCLUSION

Mount Allison has a long and stable record of international engagement. International student numbers have remained largely consistent at 9% of the total student population for the past ten years. The participation rate of Mount Allison students in exchange programs and international volunteer and service learning initiatives is above the national average. Staff and faculty continue to play an active role in promoting and leading international research and study abroad opportunities. However, it's no longer enough for Mount Allison to simply maintain its position. To meet the challenges brought on by a new global reality and a changing Maritime demographic, Mount Allison must make a renewed commitment to internationalize its campus.

To this end, the Student Affairs Internationalization Strategy sets to put forward key goals and recommendations (see next section) for how Mount Allison might continue to be and build a campus that embraces the ideals of internationalization.

PART 5: KEY GOALS & TIMELINES

STRATEGIC AREA	5 YEARS	8 YEARS
INTERNATIONAL STUDENT RECRUITMENT	<ol style="list-style-type: none"> 1. 12-15% of all new, degree-seeking students = international 2. 75% of international students to receive scholarships and bursaries 	<ol style="list-style-type: none"> 1. 15% of all new, degree-seeking international students = international 2. 10-12% of overall student population = international 3. 85% of international students to receive scholarships and bursaries
INTERNATIONAL STUDENT SUPPORT	<ol style="list-style-type: none"> 1. Expand immigration advising services for international students 2. Expand academic support services for international students to address transition and retention 3. Develop resources for faculty with information about academic supports available for international students. 4. Improve academic advising services for international students, particularly incoming students. 5. Increase collaboration with international student groups on campus. 	
SHORT-TERM ENGLISH & ACADEMIC TRANSITION PROGRAMS (ON-SITE)	<ol style="list-style-type: none"> 1. Sustain and grow short term language-immersion programs (e.g. MASSIE) 2. Build and grow English & Academic Bridging pathway and foundation programs for international students 	
STUDENT MOBILITY	<ol style="list-style-type: none"> 1. 12-15% of students will have participated in an international experience during their time at Mount Allison. 2. Develop student mobility opportunities in key recruitment markets; maintain existing partnership markets 3. Add department-specific, bilateral exchanges (e.g. IR, COMM, MLL) 4. Increase funding for student mobility by 50% over 2018 levels 	<ol style="list-style-type: none"> 1. 15-18% of students will have participated in an international experience during their time at Mount Allison. 2. Increase funding for faculty-led experiential learning opportunities. 3. Leverage existing partnerships & collaborations to expand international experience options 4. Increase funding for student mobility by 100% over 2018 levels

STRATEGIC AREA	5 YEARS	8 YEARS
STAFF AND FACULTY MOBILITY & INTERNATIONAL RESEARCH	<ol style="list-style-type: none"> 1. Develop new faculty-led international programs 2. Develop and maintain a staff and faculty inventory of international activities 	<ol style="list-style-type: none"> 1. Develop resources, processes, and systems to support growth of staff and faculty mobility & international research
INTERNATIONAL EXPERIENTIAL LEARNING	<ol style="list-style-type: none"> 1. Identify and promote international experiences as part of academic programs. 2. Secure international internship and service-learning awards for up to 10 students 	<ol style="list-style-type: none"> 2. Secure international internship and service-learning awards for up to 15 students
INTERNATIONALIZATION AT HOME	<ol style="list-style-type: none"> 1. Build intercultural fluency workshops into residence & Orientation leader training 2. Provide intercultural fluency learning opportunities for all students 3. Identify funding sources and incentive grants to support curriculum internationalization 4. Offer intercultural fluency training for new faculty and staff 5. Commit to a <i>Year of International Engagement</i> (President's Speakers' Series) 	<ol style="list-style-type: none"> 3. Offer regular intercultural fluency workshops and training opportunities for faculty and staff 4. Launch intercultural fluency certificate program for students

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