



Internationalization of the Curriculum: American, Canadian & Australian Perspectives

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Australian Government

Australian Education International

Internationalization of the Curriculum- American, Canadian and Australian Perspectives

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American Council on Education's Center for International Initiatives

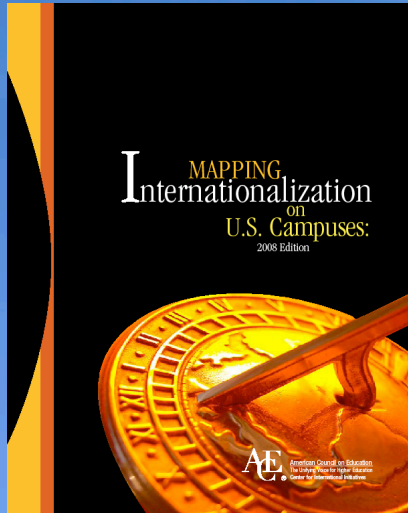
- **Support senior leaders** and institution-wide teams in enhancing internationalization on campuses through meetings, publications and programs
- **Conduct research** and provide timely information to campus leaders and policy makers
- **Convene leaders** of U.S. higher education and their colleagues to discuss issues of shared interest
- **Advocate** on international issues
- **Collaborate** with organizations abroad



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The ACE Survey



- Institutional support
- Curriculum and co-curriculum
- Faculty policies and opportunities
- International students

2006 Survey (Results published in 2008 report)

- All regionally accredited postsecondary institutions that grant associate or baccalaureate degrees, 1047 respondents
- This presentation features data from the 4-year institutions in the sample



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Two Headlines

- **Internationalization is not a high priority at the majority of US four-year institutions**
- **It is possible for students to graduate from US higher education without any exposure to international/global issues**



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Recommendations

- 1. Ensure active leadership in making internationalization a priority**
- 2. Create a strategic framework for action**
- 3. Invest in Faculty**
- 4. Focus on Curriculum**



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Recommendation 1:

Ensure active leadership in making Internationalization a priority

Indicators of active internationalization leadership:

- Repeated messages about the importance of internationalization to the community
- Allocating and raising funds to support internationalization
- Widespread faculty and administrative leadership



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Ensure active leadership in making internationalization a priority

Rhetoric vs. Reality

- Does your institution's student recruitment literature highlight international or global education programs, activities, and opportunities?

Yes: 74%

No: 26%

- Has your institution developed specific international or global student learning outcomes?

Yes (all): 18%

Yes (some): 36%

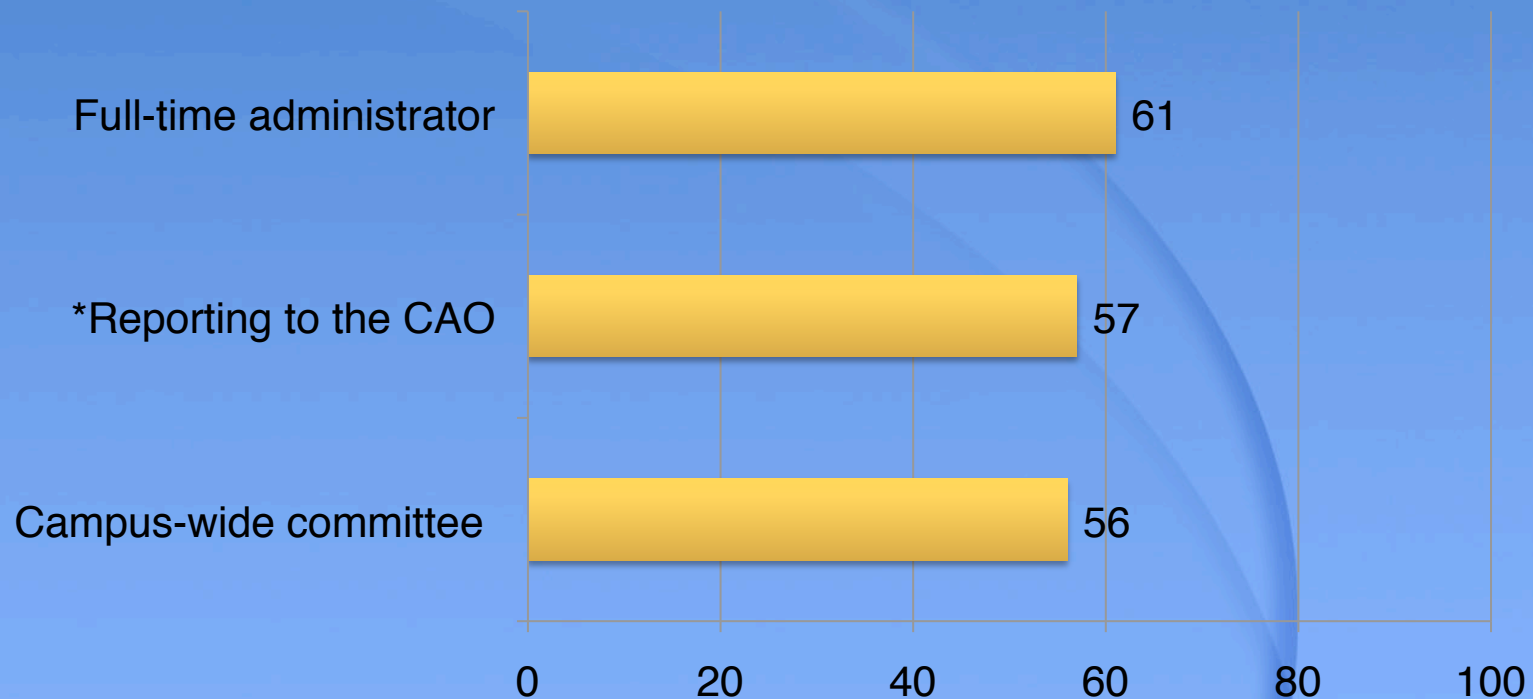
No: 46%



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Ensure active leadership in making internationalization a priority



*Based on those that do have a full-time administrator



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Recommendation 2: Create a strategic framework for action

- 48% of institutions list global education as one of their top five priorities in their strategic plan
- 31% of institutions have a separate written plan that addresses institution-wide internationalization



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Create a strategic framework for action

Developing a strategic framework...

- Conduct an internationalization review (inputs)
- Articulate global learning outcomes and an assessment plan
- Develop an internationalization plan



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Integrated Approach

Curriculum Review

Review of inputs...

- Information Collection and Reporting
 - › Take inventory of all international activities
 - › **Surveys, Mappings, Interviews,**
 - › Compile information into a report.

Learning Outcomes

- **Reviewing learning opportunities to see if they are addressing these outcomes**
- Developing and implementing a plan to assess for student achievement of outcomes



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Internationalization Plan

- That features internationalizing the curriculum as a priority
- With alignment between institutional and unit levels

Good Practice Strategy:

Leadership sponsored financial awards for the best plans for internationalizing departments

(For more inform see: ACE Global Learning for All)



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Align Internationalization with other institution-wide initiatives:

Good Practice Strategy

- Select global learning as a focus for accreditation

Examples in SACs region:
Kennesaw State University
(see ACE Global Learning for All)

Florida International University (see ACE web 2010 Internationalization Collaborative presentation)

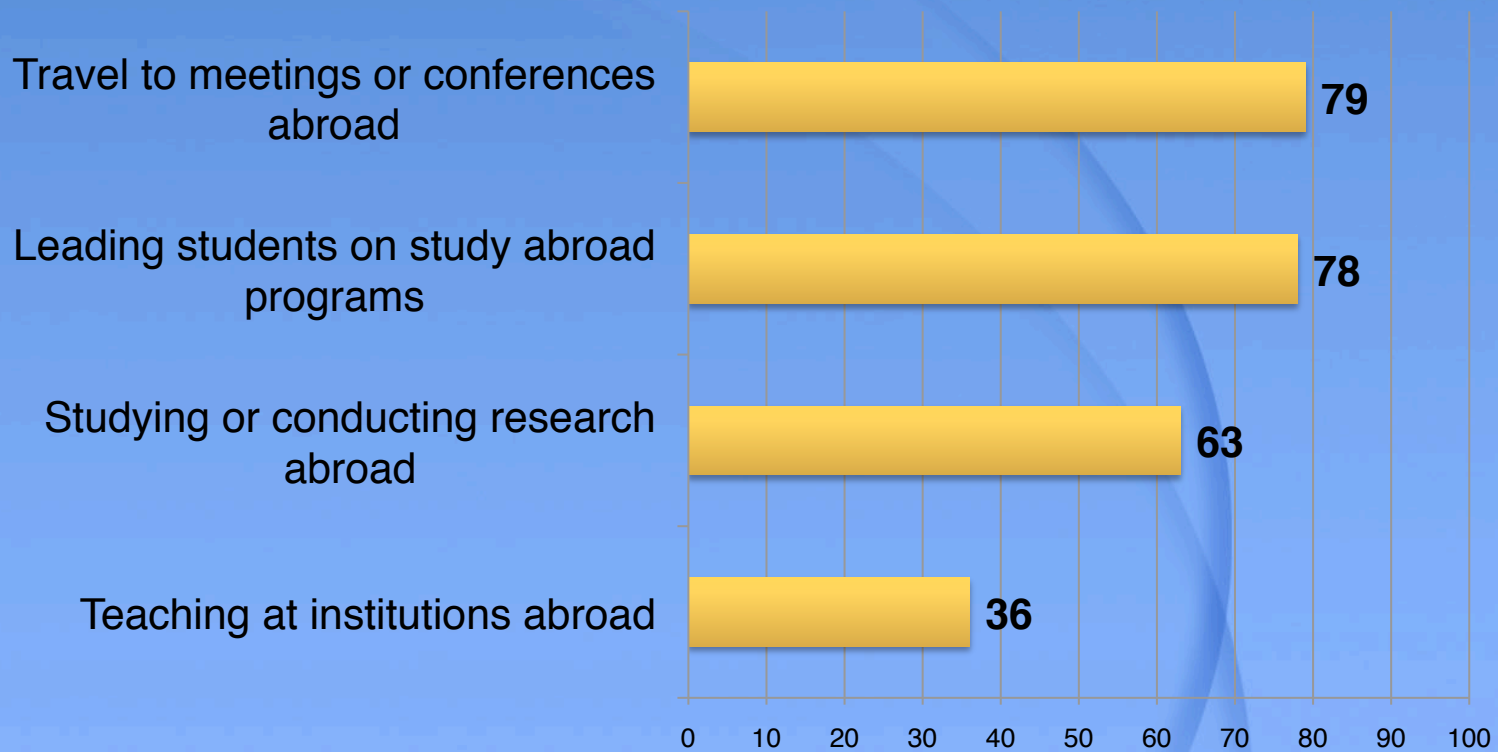


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Recommendation 3: Invest in Faculty Opportunities

Institutions provided funding to faculty
for the following activities:



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Invest in Faculty Opportunities

Review Policies Regarding Faculty International Work and Experience

- 24%: Recognition awards
- 14%: Frequently give hiring preference (non-international fields); 29%: Rarely give preference
- 13%: Tenure and promotion guidelines



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Invest in professional development in support of curriculum revision

Promising strategies underway...

- 36% of institutions offered funding for the internationalization of courses
- 63% offered workshops on internationalizing the curriculum.

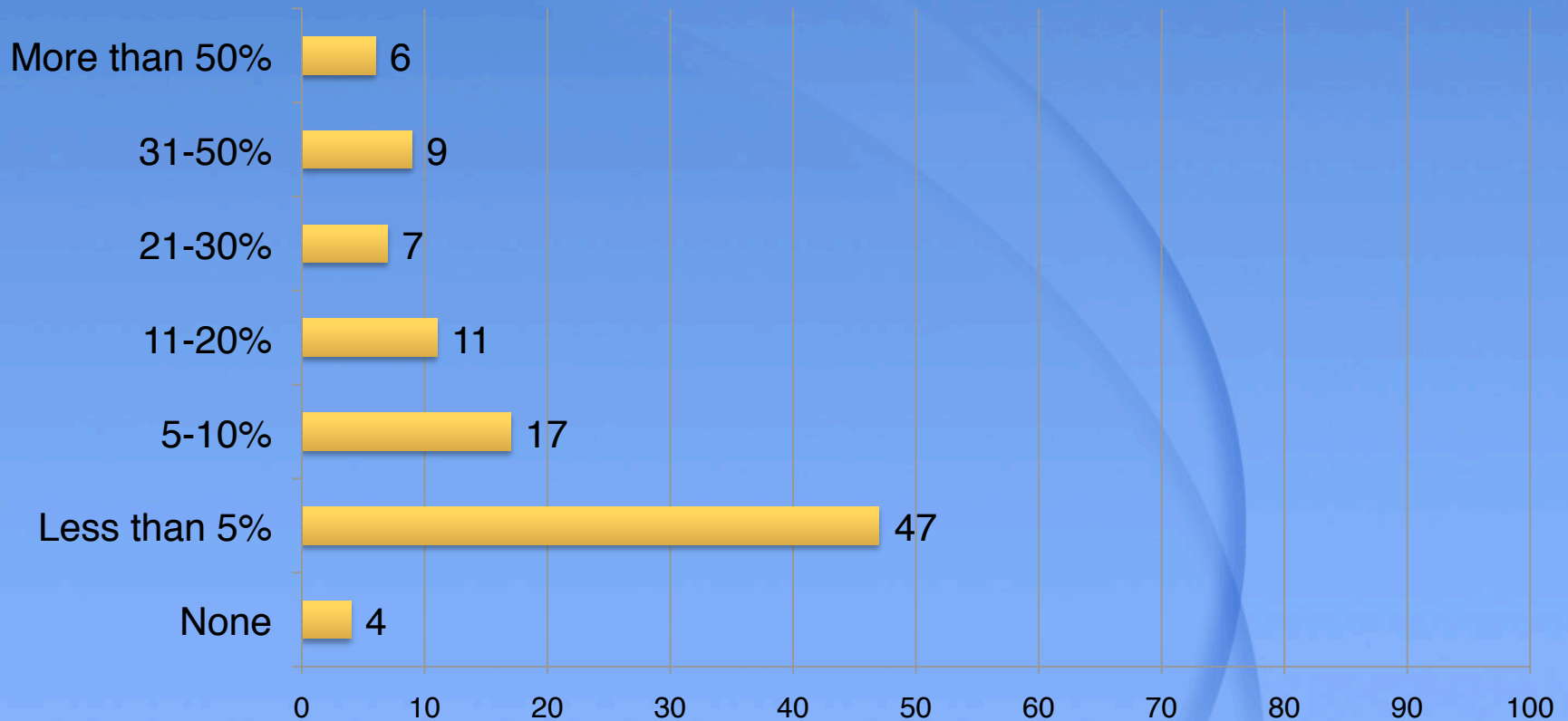


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Recommendation 4: Focus on the curriculum

Percentage of undergraduate students who studied abroad for credit

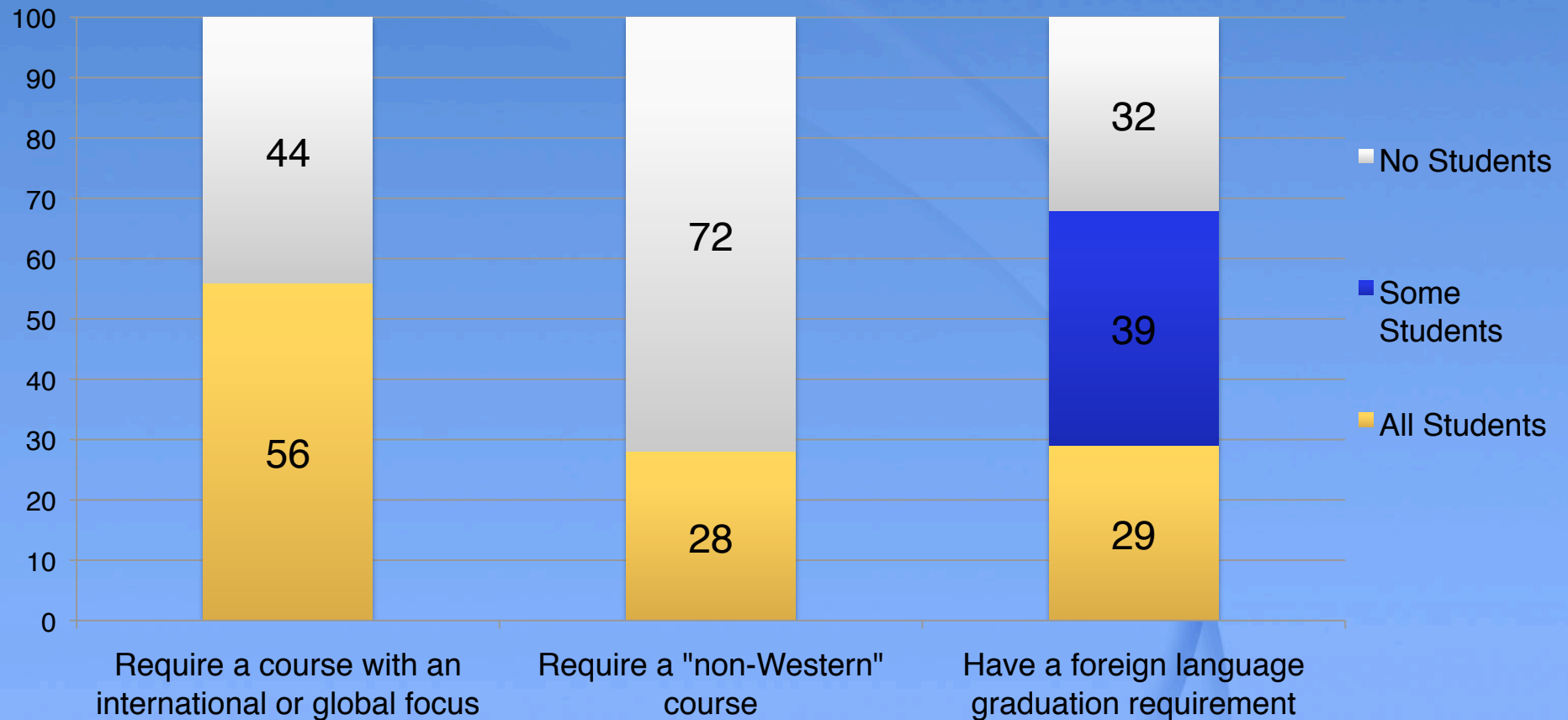


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Focus on the curriculum

General Education Curriculum



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Need for a renewed focus on Internationalizing the Curriculum

**It is possible for students to
graduate from US higher
education institutions without
any exposure to international or
global issues.**



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Good Practices Resources...

- Aligning internationalization of the curriculum with general education reform work (See AAC&U projects)
- Working through disciplinary associations to develop outcomes and internationalization plans. (See ACE: Where Faculty Live project)
- International Learning Outcomes and Assessment (See **ACE Guide for evaluating international learning outcomes: The SPIF/ePortfolio approach:**

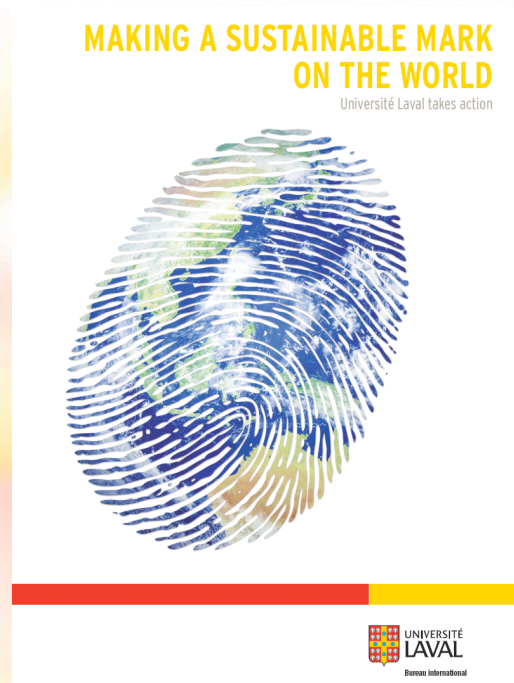
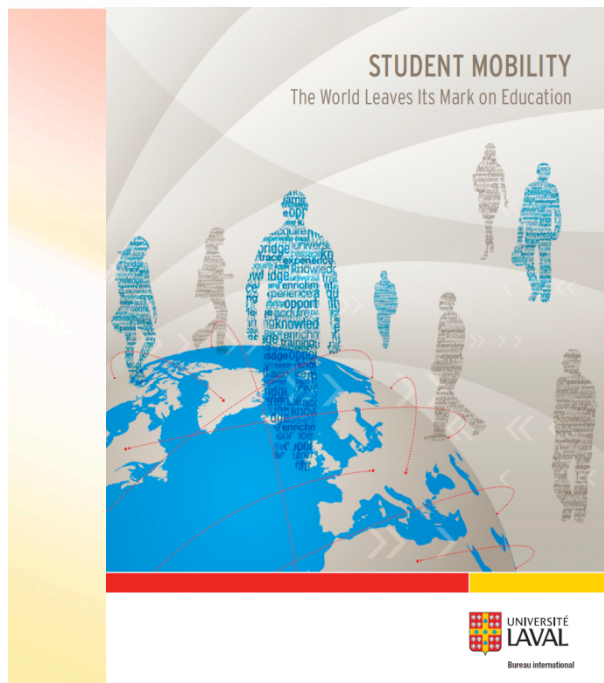
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Internationalization in Canada: Université Laval's efforts to internationalize its activities



Richard Poulin,
Director,
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Table of Contents

- Follow-up on the AUCC findings (March 2009)
 - Development of partnerships
 - Integration of foreign languages
 - Supporting faculty members
 - Harnessing students experiences
 - Student learning outcomes
- Conclusion and growth factors for Laval

Development of partnerships

• AUCC Good practices

- Turn on-off initiatives into campus-wide models
- Set up supportive internal mechanisms
- Choose partners strategically
- Include curriculum in partnership modalities

• Université Laval activities

- Bottom-up approach : based on champions in each faculties
- Campus-wide programs : 1,000 students abroad each year
- Bureau international: Handles most administrative matters relating to student mobility and international relations
- Profil international: Directly linked to the academic programs

Integration of foreign languages

• AUCC Good practices

- Teach discipline courses in a foreign language
- Leverage the languages on campus
- Link languages to study abroad
- Partner with other institutions to learn languages

• Université Laval activities

- Faculty of Business: Has now a large offer of courses in English
- Intermediate English level compulsory
- Knowledge of the national language is compulsory for study abroad
- Agreements with other Canadian universities to perfect English language

Supporting faculty members

- AUCC Good practices

- Harness faculty members' international experience
- Support professional development
- Reward and recognize contributions to internationalization
- Fund internationalization of the curriculum
- Campus coordination mechanism

- Université Laval activities

- Human resources service gives training in intercultural relations to personnel
- Faculty were awarded funds to develop partnerships
- Permanent committees

Harnessing students experiences

- AUCC Good practices

- Embed international and intercultural learning in programs
- Students as facilitators for international learning
- Facilitate multicultural interactions on campus
- Maximize learning from study abroad

- Université Laval activities

- Nursing and health internships include community activities which can be international
- Extracurricular activities can be credited
- Our buddy systems involve more than 600 students
- Pre-departure orientation (administrative and intercultural is compulsory), some programmes ask for post-return public engagement

Measuring student learning outcomes

- AUCC Good practices

- Audit instruments
- Program review
- Recognize international learning on transcripts

- Université Laval activities

- Some programmes are externally audited (EQUIS and AACSB)
- Standard program review every six years require international activities
- Profil international: Laval as the pioneer in Canada for recognizing international learning for students (1999)

Historic Growth Factors for Laval's international activities

- 1996: University policy 'Internationalisation des études';
- 1997: Rector Tavenas launches a task force on internationalization, which becomes the institutional priority;
- 1999: Large grant, 1,5 M\$ from a private donor (McConnell Foundation) to develop the International Profile concept;
- 2001: Provincial programme to support medium-term study abroad schemes (one or two semesters);
- 2002: Creation of the International, Intercultural Internships, with a focus on gaining experience in a developing country;
- 2009-2010: Approximately 2.6 M\$ in scholarships awarded for student mobility;

Conclusion

- Success factors: Bottom-up approach, facilitated by a support structure and availability of earmarked funds as an incentive to start programmes;
- Provincial Ministry of Education funds permit that each student in a mobility program receives a scholarship;
- Challenge: Moving beyond our current models and develop a more comprehensive internationalization strategy;



UNIVERSITY OF
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Internationalisation of the Curriculum: UTS Approach
Professor William Purcell, Deputy Vice-Chancellor and Vice President
International and Development

U T S
THINK.CHANGE.DO



Internal Drivers



■ Strategic Plan 2009-2018: Own the Future

Mission Statement includes a commitment to becoming ‘a truly international university...in its orientation...partnerships, research, student body and curriculum’....acquisition of global awareness and an understanding of diversity of cultures and societies is an integral part of education’

■ UTS Teaching Model: Global Practice-oriented Learning for 21st Century

‘realize our vision and purpose through a reputation for.....graduates with global skills and intercultural capabilities who will be effective leaders in the global workplace’ and ‘a leader in internationalizing student experiences....with international mobility and international cultural engagement as a centerpiece’

■ UTS Student Profile

- .25 % international student population (8100 international students)
- .125 countries around the world
- .51 % domestic students speaking language other than English at home
- .75 % LOTE speakers from non-European background



Key Features



- Part of a broader UTS Internationalisation Strategy
- Owned jointly by DVC I&D and DVC T,L&E and implemented with International Advisory Committee and L&T Committee
- University wide project
- Holistic strategy
- Transformative
- Funded through UTS Strategic Initiative Funding pool
- Include research training as well as coursework programs
- Cover non-award as well award programs
- Follow good practice



Outcome indicators



- Inclusive learning environment
- Diversity and Internationalisation as integral to all programs
- International perspectives informing curriculum design
- Culturally sensitive learning and teaching activities
- International content and case studies where possible
- Transform traditional learning through inclusive pedagogy development focusing on diversity and intercultural learning
- Inclusion of ethical issues relation to globalisation
- Learning and teaching practice that encourages mutual respect



Project Components



- Comprehensive UTS Internationalisation Plan 2009-12
- List of generic international graduate attributes
- Audit of international resources inside UTS
- Gap analysis between current and best practice in internationalised curriculum
- Increase access to foreign language study
- Maximise staff involvement and buy-in
- Develop good practise standards and case studies
- Establish transformative pedagogy project based on inclusiveness and diversity
- Develop joint and double degree programs for UG, PG and research training
- Set international mobility targets
- Develop International Leadership Program
- Expand International Mobility Program
- Expand international student support and community integration programs

Achievement highlights to date (1)

- Internationalisation Plan approved by Academic Board and extensively workshopped throughout organisation
- Associate Deans International appointed in every Faculty
- Inclusive Pedagogy Project team established within Curriculum Renewal Project
- Internationalisation T&L Grant Program established (20 grants @ \$5K pa)
- BUiLD Program ready to launch in April 2010 (3000 student preregistrations)
- Student mobility target set at 25% completing students by 2015
- Expanded annual student mobility budget of \$1.75 million pa
- Expanded mobility program to include short term programs, volunteering and internships

Achievement highlights to date (2)

- Joint PhD programs established with UTS 12 Key technology partners around world
- Global MBA program with international partners in development
- Joint UG Business degree established with Shanghai University
- Key international indicators for course approval established
- Annual AB monitoring and reporting of internationalisation of curriculum progress in place
- Embedded English language program in 1st year core UG subjects
- Expanded access to foreign language learning, (joint international studies degree, concurrent UG language diploma and summer intensive)
- Expanded international peer mentoring program, buddy program, and alumni mentoring program for international students