



**Internationalization at the  
University of Prince Edward Island**

**Goals and Strategic Directions**

**Revised December 2008  
(integrated with UPEI Academic Planning 2005: Guiding Principles)**

**Prepared by  
The UPEI Internationalization Committee**

## Introduction

Universities in Canada have a long tradition of international collaboration. Today, however, internationalization of the university means far more than inter-personal or even inter-institutional cooperation across borders. It is a necessary, vital, and deliberate transformation of how we teach and learn and it is essential to the future quality of higher education in Canada, indeed to the future of Canada. In a world characterized by challenges and opportunities of global proportions, universities are key agents of change.

*- AUCC Statement on Internationalization and Canadian Universities*

In recent years, the University of Prince Edward Island has placed growing emphasis on internationalization of its university community and its activities. Internationalization has long been valued by universities as an important way to enrich and enhance the learning experience and the social and cultural environment. In addition to these intangible but vital benefits, it is increasingly recognized that internationalization can make major contributions to university sustainability and to the social and economic development of the broader community. As changing demographics translate into declines in local enrolment, international students can maintain participation while enhancing the diversity and vibrancy of the campus. In a larger context, internationalization at UPEI holds promise to build PEI's population, to bring fresh ideas and approaches to Island society, and to create linkages worldwide.

In recognition of these benefits, UPEI established a goal in the late 1990s to become more global in its reach and outlook. An objective was set to increase international enrolment from approximately 3% of the student body at that time, to 10% by 2010. In support of these goals, an Internationalization Committee, led by the Vice President of Academic Development and with broad representation from all sectors of the university community, was established in 2002 to draw together work underway throughout UPEI. Its mission is to encourage, promote, and coordinate international activities through the development of guidelines and programs that reflect the university's institutional commitment to internationalization. In 2002, the Committee completed its first International Strategy. The Strategy has guided and supported a major increase in the level and range of international enrolment and activities at UPEI.

***“We have only so many human and financial resources, only so much time to devote to this very important objective of making a difference in the world.”***

*Wade MacLauchlan*

This growth of internationalization at UPEI, coupled with rapid change in the external environment, makes it essential to continuously refresh and adapt the Strategy to maximize its value and impact. The Internationalization Committee has continued to develop the Strategy first established in 2002, most recently through a major update in May 2005.

This document is the result of the work of the Internationalization Committee. It notes the overarching goal of the Strategy and areas of strategic emphasis. It outlines some achievements to date, and notes key strengths as well as some issues to be addressed. It discusses strategic measures to assist UPEI to move forward with internationalization in a more focused and coherent way. The document places internationalization goals and initiatives in the broader context of UPEI Academic Planning 2005: Guiding Principles.

## **Goals**

The goal of UPEI's Internationalization Strategy, as stated in the May 2005 update, is:

**To be a university that has a global perspective presented to a diverse student body through curriculum, mobility activities, research, and development opportunities.**

The 2007 Strategy will achieve its greatest effectiveness and impact, if it is guided by a strategic focus, shaped by the following key considerations:

- Emphasize areas of particular excellence at UPEI which offer opportunities for leadership.
- Ensure that initiatives contribute to the learning and research experience for students, faculty, and staff.
- Build on existing relationships and linkages.
- Support broader societal goals related to social, economic and population development, for Prince Edward Island, the Atlantic region, and Canada.

While focus is important, the Strategy must also retain the flexibility to identify and respond to new opportunities as they arise and to adapt to a rapidly changing internal and external environment.

## **Strategic Context**

### **Strengths**

*“What do we want to be when we go out in the world and ask people to be our friends, or to come here and study – who are we and what do we have to offer?”*

*Wade MacLauchlan*

The University of Prince Edward Island has many strengths and assets of potential benefit to partners and learners from other countries. Many would acknowledge UPEI's knowledge in various areas of excellence and its commitment to the student learning experience as major strengths. UPEI is characterized by small class sizes which allows for better student and faculty relationships. Over the years, UPEI has developed interactive learning opportunities to increase knowledge and choices for students. Beyond these, it is important to also recognize the value of assets that can too easily be taken for granted – the value of safety, security, and stability; of a welcoming, close-knit, and cohesive society; of a physical environment of exceptional natural beauty; of a sense

of place and a distinctive heritage. In a world where these attributes are too often threatened, they can provide UPEI and the Island with major advantages – provided that they are integrated into a strategy, and articulated internationally.

## **Issues**

The strengths outlined above give UPEI important advantages in a challenging and rapidly changing environment. After many years of rapid growth, foreign student enrolment has recently seen a sharp drop, not just in Canada but worldwide, linked in large measure to a drop in foreign enrolment of Chinese students. International countries are attempting to keep their students in their home institutions. While this drop has been less severe at UPEI than at many other institutions, conversion of foreign student interest to registration, and retention of students once enrolled, remain major challenges. Focus on encouraging students to stay at UPEI through the internationalization of the campus itself and the creation of a diverse environment for all students, are key aspects of the strategy. Over the past three years, as the University has significantly increased support for international students in our campus community, it has made an important first step in dealing with the challenges of retention.

Looking ahead, a significant shift is occurring in Canada's foreign policy approach, with a narrowing of focus to a much smaller group of target countries and a smaller number of large projects. Immigration and international trade are major and growing public policy priorities for Prince Edward Island and the Atlantic Region. Growing emphasis is being placed on fostering immigration and on building an open and welcoming society which reflects and values diversity. UPEI's internationalization activities are both influenced by, and have an influence on, this strategic policy context.

Integrating the updated Internationalization Strategy with the University's Academic Planning 2005: Guiding Principles is an important next step in the University's internationalization process. The 2005 - 2007 UPEI Academic Planning 2005: Guiding Principles, which has been approved by the Senate, focuses on eight themes for shaping the University's direction and profile over the next number of years. Incorporating those same themes within the Internationalization Strategy will ensure that the University's key goals are central to both documents, and to actions taken in the area of Internationalization. As the various themes of the UPEI Academic Planning 2005: Guiding Principles deal with goals similar to those expressed in the Internationalization Strategy, and the very first theme involves increasing the diversity of the student body, the two documents integrate effectively. It should be noted that many themes of the UPEI Academic Planning 2005: Guiding Principles interact with each other, as well as with various themes of the Internationalization Strategy. Most notably, the themes of collaboration and cooperation and learning technologies represent key approaches through which the other themes are enabled and fulfilled.

The following table depicts the areas where the two are especially closely linked. These mutual contributions can be best realized by ensuring that the International Strategy is coordinated with the UPEI Academic Planning 2005: Guiding Principles, so that goals, strategies, and actions are consistent, coherent, and mutually reinforcing.

<b>Academic Themes</b>	<b><i>Internationalization Themes</i></b>			
	<b>Recruitment</b>	<b>Mobility</b>	<b>Development</b>	<b>Curriculum</b>
<b>Diversity</b>	Internationalization in all its dimensions is a leading contributor to promoting, increasing, supporting, and valuing diversity at UPEI.			
<b>Student experience</b>	Internationalization in all its dimensions enriches the learning and social experience for all UPEI students; the emphasis on the student experience is in turn an important attribute for UPEI in international recruitment.			
<b>Student preparedness</b>	Need to ensure supports, programs to maximize success of int. students	Need to develop appropriate administrative and support systems to maximize student benefits and success of mobility/project experience		ESL Programs
<b>Graduate programs</b>	Use grad programs as a major recruitment tool.	Link to grad programs in targeted countries	Opportunities for research in other countries	Develop in selected areas of int. relevance
<b>Collaboration and cooperation</b>	Collaborate with government re countries and regions of priority	Expand number of mobility agreements	Increase emphasis re large dev't projects	Use C&C as means to internationalize the curriculum
<b>Community responsiveness</b>	Increase links to Newcomers Assn, Multicultural Soc, business community (FITT)	Foster in areas of social and economic priority to the province	Develop potential for and build on linkages PEI/ other countries	Support provincial social and population goals
<b>Market-aware undergraduate programming</b>	In striking a balance between liberal arts and more directly employment-related programs, need to ensure that the needs of international students and their home countries for professional training are taken into account.			
<b>Learning technologies</b>	Website needs development, updating, greater ease of access, consistent visual identity	LT can complement and support conventional mobility projects		Use to access int. content from elsewhere
<b>Research &amp; Scholarly Activity</b>				

## Strategic Measures

### **Pillar 1: Recruitment and Retention of International Students**

**Increasing the Diversity of the Student Body**  
**Graduate Program Development**  
**Employment of Learning Technologies**

The UPEI Academic Planning 2005: Guiding Principles proposes measurably increasing the proportion of international, mature, out-of-province and aboriginal students at UPEI. Internationalization is a leading contributor in promoting, increasing, supporting, and valuing diversity at UPEI.

In 1994, international students accounted for less than 2% of enrolment. By 2004, over 200 international students were enrolled at UPEI, representing 6.5% of the student body. Graduate enrolment increased steadily throughout the 1990s, and saw strong growth again in 2004. During the early 2000s, undergraduate enrolment grew strongly, with a sixfold increase from 1999 to 2004. By 2004, students from 39 countries were studying at UPEI, more than double the number five years earlier. Currently, UPEI's international student body comprises 7.2% of enrolment.

This growth has been accompanied and enabled by an expansion of UPEI's capacity to prospect, recruit, and support international students. Approaches have diversified and become more proactive, including expanded direct recruitment, greater leverage of international travel by all faculty and staff, use of agents, and development of first and second year university programs in China enabling transfer to UPEI. Utilizing learning technologies for increased international recruitment and "branding" of the University abroad community is an additional strategy which needs to be considered.

To reach its target of 10% of the student body, UPEI will need to recruit an additional 100 students. More may come from the momentum of existing connections and recruitment activities. UPEI recently received Atlantic Canada Opportunities Agency (ACOA) funding to increase international student recruitment.

The following points have been identified as priorities for action until 2010:

- Analyze and forecast potential enrolment against the 10% target; once it's achieved, separate AVC statistics
- Develop category targets for enrolment with regard to graduate / undergraduate, developing / developed, and English-speaking / non-English speaking sources (Reference AUCC, 2007, p.10)
- Draw on the above and on strategic guidelines to develop targets and priorities for regions/countries.
- Increased focus on recruitment of graduate students.
- Focus recruitment on recruiting students in the information technology and biosciences fields from India, Saudi Arabia, and China.

- Assess and ensure the adequacy of supports and systems for international recruitment and retention to accommodate enrolment growth.
- Integrate recruitment activities with other aspects of the strategy, particularly mobility and international projects, to leverage those activities more fully: make fuller use of traveling students and faculty, as well as alumni, to support goals.
- **QUALITY AND QUANTITY. EMPHASIZE:** Assess and ensure the adequacy of supports and systems for international recruitment and retention to accommodate enrolment growth.
  - This is an area of focus and action in the tactical arena. There is a Student Outreach Committee that has been formed and will address the front-line issues that arise for service delivery and international students, and is comprised of someone from each service department. The committee is going to appoint a chairperson that can bring some of the issues to the policy table. There is a clear need for a streamlined process for international student entry and retention.
- Support needs to be put in place for the students who are in our system; especially English Academic Preparation; welcome resources.
- Outreach committee needs extra resources and expertise! Support for this is necessary.

With reference to graduate programs, the Internationalization Committee recommends additional strategic recruitment:

- Specifically target graduate students as part of any recruitment plan, with particular focus on science / veterinary / education / Island studies: issues of capacity within these programs must be simultaneously addressed.
- Emphasize and seek out additional graduate funding for international students, particularly from external support agencies.
- Approach government for a proposed scholarship structure at undergraduate and graduate levels so that international students stay in PEI beyond graduation.
- Formally assess where UPEI can enhancing recruitment efforts – focus on niche markets.
- Each department to do a capacity analysis.

## **Pillar 2: Mobility**

**Focus on the Student Experience  
Improving Student Preparedness and Success  
Collaboration and Cooperation**

The UPEI Academic Planning 2005: Guiding Principles recommends, in response to wide support during the consultation process, that UPEI make the student experience the hallmark of UPEI distinctiveness. Both faculty and student mobility impacts dramatically on the student experience at UPEI, creating a campus more aware of development and trade issues, a curriculum more international in its point of view, and a

body of human resources with international experience to draw on. It is important to work with student organizations to promote international opportunities.

### ***Student Mobility – Focus on the Student Experience & Improving Student Preparedness and Success***

**Student mobility** is defined as students from UPEI taking courses for credit in another country, or students coming to UPEI from another country to take courses for credit and receiving credit from their home institutions.

“Very few Canadian students actually go abroad to study. In 2006, 17,850 university students went abroad, which represented 2.2 percent of total full time enrolment” (AUCC, 2007, p.4). This global reality prompted the term “internationalization at home”, meaning it goes beyond mobility to reflect emphasis on teaching and learning in a culturally diverse setting (Wachter, 2003, p.2). Faculty need to know how they can use international students, events, information, returned exchange students as a resource in the classroom to promote internationalization at home. Faculty “buy-in” is extremely important to successful mobility promotion and coordination. Safety, liability, and risk assessment are also important facets to successful international planning.

Increased mobility not only helps to internationalize the campus and broaden all students’ university experience. Student preparedness is central to both the success of student mobility projects for local students, and to the successful retention of international students at our campus.

Student mobility falls into several categories. UPEI has several formal bilateral exchange agreements with international institutions: UPEI students pay tuition and fees to UPEI and study at another institution, under a “letter of permission.” Credits earned at the other institution are accepted at UPEI. Conversely, international students may pay tuition and fees to their home institution but study at UPEI, under a “letter of permission,” with credits earned being accepted at the home institution. UPEI is also interested in federal mobility agreements, wherein the government of Canada enters into agreements with other countries in support of trade and foreign policy objectives, and Human Resources and Skills Development Canada fulfills these agreements through mobility contracts with institutions in partner countries.

Student-initiated mobility is yet another opportunity for increased international experience and exposure at UPEI. In this mobility model, UPEI students independently select and gain admission to an institution in another country, and pay tuition and fees to that institution, or international students come to study on campus at UPEI for a period of time. Provisions for credit transfer may or may not be in place.

Student mobility, both of local and international students, helps create a more internationally aware campus culture. It is particularly important for UPEI students to have the option to experience international development activities, and bring those experiences back to PEI to enrich the local community.

It is critical that students embarking on mobility projects, exchanges, or international studies are culturally, academically, and personally prepared for the experience. Orientation, advising, the English Academic Preparation program, and a Student Union buddy system instituted in 2005 between local and international students are all means by which the University campus attempts to prepare and integrate international students who come to UPEI to study. The Society for International Students and new government initiatives allowing off-campus employment for international students, both contribute additional aspects of preparedness and support: the University needs to continue to foreground preparedness in various ways in order to assist with retention and success. The Internationalization Committee's work to date has identified the following priorities for action in the area of student mobility:

- Establish a central point of contact/ coordination for cross-campus mobility.
- Continue to seek and track status updates of current student mobility agreements with other institutions.
- Develop an accurate inventory of the past, current, and projected level and range of student mobility activities, both formal and student-initiated.
- Place greater emphasis on tracking, administering, and supporting, and managing risks of all student mobility activities, through development of appropriate, consistent monitoring systems, forms, protocols, and processes.
  - The need for promotion of internationalization at home through faculty workshops, intercultural training, etc in cooperation with The Webster Centre for Teaching and Learning.
  - Increased preparation and streamlined pre-departure briefings (Culture Grams, DFAIT, Study Abroad 101)
  - Risk Management policy – risk assessment manager into the planning and preparation.
  - Students need more information on opportunities, academic advisement, work visas, pre-departure training, financial responsibilities.
- Enhance the profile and accessibility of mobility opportunities through integrated measures to build student and faculty awareness and to provide a clear, consistent path to follow.
- Integrate student mobility activities more fully with other internationalization priorities, including:
  - greater alignment with federal and provincial development priorities;
  - increased coordination with international student recruitment activities; and
  - development of multi-disciplinary initiatives within UPEI with potential to stimulate mobility activities.
- Undertake a more targeted approach to prospecting for and development of mobility projects at UPEI for groups of students from other countries. (who and how and what specifically can UPEI do?)
- Increase domestic campus preparedness for reciprocal student exchanges.
- Work to increase amount of funding for students to travel - seeking funding opportunities.

- Work with faculty development office to education faculty on internationalization.
- Have internationalization as a regular agenda item for faculty meetings.
- Communicate and circulate protocol information for outgoing students and put a checklist online.
- Have a yearly Chair's Retreat on International activities and goals.
- Create an annual report on UPEI's International activities for the President's office.

These activities will be aimed at achieving a provisional long term target, subject to revision upon completion of baseline data gathering, of 5% annual involvement of students in mobility activities.

### ***Faculty Mobility – Collaboration and Cooperation***

Faculty mobility brings a global perspective to curriculum, and promotes awareness of the issues faced by international students studying on Prince Edward Island. Faculty who have international experience are able to bring an understanding of global issues and how they affect day-to-day living back to their UPEI classrooms, thus benefiting the local university community, and particularly their students' awareness of diversity, community, and development issues. Faculty with experience abroad also help establish links between UPEI and international students which may contribute to student mobility opportunities.

While the extent of faculty mobility has been and remains relatively modest, progress has been made in recent years in building acceptance both within UPEI and externally regarding faculty and staff mobility as an integral and important part of UPEI's role. Collaborative research and teaching partnerships with international institutions, in addition to actual faculty exchanges and travel grants, promote international cooperation and connections. To support continued progress, action is needed to ensure that faculty incentive and promotion systems appropriately value international mobility activities. For example, UPEI is one of the only universities that have international activities valued in the collective agreement.

Through various channels such as the Atlantic Veterinary College and the Island Studies programs, a growing number of faculty are coming from abroad to teach and conduct research. To build on these gains and move beyond current ad hoc approaches, action is needed to develop or formalize systems to inform, welcome, and accommodate visiting faculty and interested research partners. Intended actions include:

- Promotion and streamlining of the web presence of the University.
- Creation of a policy regarding office space and resources for faculty.
- Enhancement of orientation and integration supports for new faculty.
- Simplification of approval and administrative processes to facilitate increased international faculty presence.
- Creation of protocols to identify and host international visitors.
- Encourage each faculty to develop a mobility project.
- Have a forum to discuss international experiences.

- Faculty development office to encourage faculty to highlight mobility and discuss their research and/or experiences abroad one or two times per year.
- Have the Internationalization Committee sponsor faculty time.
- Create a stronger alliance between the faculty development office and the Internationalization Committee.

***Priorities for continued action:***

- We need to increase our student mobility through various mobility projects, exchanges, and internships. The goal is to reach 2% - to be on par with the national statistic(s). One central point of contact is needed –International Mobility Program Coordinator will be responsible for this in 2009.
- There is a need to link mobility with curriculum planning (the third pillar) in order to promote, engage, and enhance mobility for students and faculty.
- Engagement of faculty in the above.

**Pillar 3: International Development and Capacity Building**

**Collaboration and Cooperation  
Responsiveness to the Community**

As the only university in the province, UPEI has a particular responsibility to be responsive to the needs of its local community. One aspect of the UPEI Academic Planning 2005: Guiding Principles' commitment to responsiveness indicates that the University be conscious of the changing needs of the Island economy. As the demographic challenges supporting internationalization at the University also affect the Island as a whole, the Internationalization Committee is interested in responding to the economic and demographic issues facing Prince Edward Island society by building relationships with communities worldwide: a merging of themes 5 and 6 of the UPEI Academic Planning 2005: Guiding Principles.

This focus of the Internationalization Strategy addresses a broad range of activities, including major CIDA-funded development projects, overseas research and teaching by faculty and departments outside the domain of formal mobility agreements, and relevant learning and awareness activities on campus such as Summer Institutes and International Development Week. International development activities have been a particular strength of the AVC, the Faculty of Education, the School of Business, and Island Studies. Projects such as the Education Department's video conference work in South Africa, AVC's internationally-utilized diagnostic services, and a multidisciplinary team of UPEI faculty working in the tsunami ravaged area of Sri Lanka serve to link UPEI to the international community. Conversely, international students living and working in the local Prince Edward Island community, working with the Newcomer's Association, the Prince Edward Island Multicultural Council, WUSC, CUSO, and Culturama, enhance the international awareness and flavour of the province. The local PEI community, student organizations, and UPEI have been active and responsive in fundraising for international

disaster relief during the past year. Reciprocal activities which emphasize connections between communities across the world are positive for students, faculty, and local citizens.

Planning to date has highlighted the need to focus efforts in this complex and rapidly changing area. In recent years, the University has placed significant emphasis on developing projects and proposals for CIDA. While smaller proposals have met with some success, funding for major proposals has thus far largely eluded UPEI. CIDA's growing emphasis on very large-scale projects and a narrower range of recipient countries suggests that this approach will become increasingly challenging. Meanwhile, UPEI is also engaged in international work in countries which are no longer classified as developing, but which are in significant need of capacity building, and which are relevant to broader provincial and national policy priorities.

Accordingly, scope exists to broaden this theme beyond international development per se, to a broader focus on capacity building in selected countries through a wider range of sponsors. Specific actions include the following:

- For large-scale CIDA projects, move toward greater collaboration with other institutions and partners.
- Cultivate relationships with and secure support from a broader range of external funders.
- Increase the availability of distance education courses.
- Take a more targeted approach to prospecting and funding international projects, guided by the principles in the "Goals" section, with regard to:
  - selection of partner countries, including both developing countries and recently developed countries; and
  - emphasis on opportunities for capacity building in UPEI areas of particular excellence.
- Balance this increased targeting with continued responsiveness to faculty and learner interests and existing connections.

The goal is to integrate curriculum and mobility and to manage mobility opportunities with an academic link (a faculty member). This faculty member would chair the sub-committee and act as an ambassador for "internationalizing the curriculum" for other faculty. S/he would work with the mobility coordinator to write proposals for development and mobility projects, plan faculty workshops with the Webster Centre for cross-cultural training, and model best practices in Internationalizing the curriculum; including how to integrate mobility opportunities into the curriculum.

***Priorities for continued action:***

UPEI's potential strengths:

- Global Issues Critical Reading and Writing Course 151
- International Development Minor (IDM) (Faculty of Arts)

Identified Gaps:

- One central academic and administrative link

- Cross-faculty communication is needed
- Resources for International Development Minor
- Student mobility *nationally and internationally*
- Cross-cultural training for faculty and staff
- Showcasing the international development and outreach that is already happening: highlighting the experiences that international students and students who go abroad. Using these experiences to promote and educate domestic students.
- “Internationalization” focus for all courses and campus wide-buy-in.
  - Faculty support and workshops to enhance internationalization

## **Pillar 4: Curriculum**

### **Finding the Best Balance in Undergraduate Programming Graduate Program Development Integrating Learning Technologies**

“A strong level of interest among faculty and staff indicate a strong/ important organizational factor affecting internationalization” (AUCC, 2007) therefore support and training need to be provided to staff and clear communication needs to arise from the international unit on campus.

- knowledge exports – joint and double degrees
- exchanges that are mutually beneficial
- depth of institutional commitment: do particular initiatives make sense for the campus?
- tied to academic mission (our strategy is linked to the academic plan)
- reduce dependence on a single funder

Themes four and seven of the UPEI Academic Planning 2005: Guiding Principles both deal with developing and promoting academic programs which focus on professional and employable skills, and being “market aware” – though not “market led” – in curriculum and program development. The University’s current Masters in Education and International Development Program are programs with an international outlook, and which therefore offer “market aware” professional cachet in the current employment climate. Departments such as Island Studies English offer courses with a broad international focus in curriculum and texts: however, many faculties still have room for growth and increased awareness in this area.

Internationalization of the curriculum can take place at many levels and through many channels. It can comprise programs, individual courses, and specific topics or assignments within courses; the selection of reading materials and texts and the use of international examples and content; the adaptation of teaching methods to respond to a more diverse student body; and the fostering of student research interests. In all these dimensions, it plays a vital role not only in making UPEI a more welcoming and open

environment for students from other countries, but also in better preparing all its learners to live in a global society and economy.

UPEI's curriculum already has a strong international dimension in many programs and individual courses, as outlined above. The Department of Modern Languages has long offered its students the opportunity to learn not only languages but also their cultural contexts. The Faculty of Education offers a specialization in International Education including a foreign practicum, which has seen strong growth, particularly with regard to placements in developing countries. The Masters in Island Studies, although relatively new, has seen strong growth in the level and international range of its enrolment, while the undergraduate Island Studies program offers all UPEI students a unique international perspective. The School of Business has a Specialization in International Business where a student must complete a coop placement abroad. Many individual courses across faculties also offer international perspectives and content.

Further internationalization of the curriculum can be achieved through several avenues:

- Develop more courses and programs dedicated to international topics.
- Confirm financial and human resource support for programs that target internationalization.
- Before developing any new courses and programs, ongoing programs require support.
- More broadly, take action to more fully imbue courses across the curriculum with an international perspective, through such measures as the use of international examples; ensure that courses are not contextualized just to the province or the region.
- Refine and adapt pedagogical methods and learning approaches to respond more fully to diverse cultural attitudes regarding such factors as teamwork, student assessment, and gender roles.

The Faculty Development Office has held workshops to engage the university community in discussing and defining what it means to further internationalize UPEI's curriculum, what needs and opportunities exist in this regard, and what the priorities could be.

Additionally, internationalization of the curriculum can integrate with the Learning Technologies theme of the UPEI Academic Planning 2005: Guiding Principles. E-mentoring, e-teaching, and e-learning in the international environment are all possibilities with great potential, and would enhance the Student Experience and the Collaboration and Cooperation aspects of the plan, while helping build a more international curriculum. Appropriate financial and personnel resources need to be devoted to this aspect of the strategy in order to move into these new areas of delivery. Building on resources that already exist at the University, the podcast capacity which replaced student radio here on campus could be integrated in the curriculum and extend UPEI all over the world via the internet.

***Priorities for continued action:***

- To have at least one large, new initiative a year
- To encourage more faculty to become engaged with these projects as a way of enhancing their courses, UPEI Campus, and their professional profiles
- ILO to keep up-to-date with the current countries CIDA is targeting for partnering
- Research Projects – support for staff and faculty who are conducting research that is directly related or beneficial to the University of Prince Edward Island on the topics related to the internationalization strategy. Include Grad Students as a component of this.
- Continued support, coordination, and promotion of international visitors and activities on campus

**Contribution to the UPEI Academic Planning 2005: Guiding Principles Document**

UPEI's internationalization strategy can contribute in many ways to the themes and goals of the UPEI Academic Planning 2005: Guiding Principles document, also currently under development. In turn, the document can support and advance the goals of the Internationalization Strategy.

**Conclusion**

In summary, the sub-committee who reviewed UPEI's strategic direction and goals have determined that there are many wonderful initiatives and growth happening in the area of Internationalization on campus, and that there are areas for improvement and refinement. This growth of internationalization at UPEI, coupled with rapid change in the external environment, makes it essential to continuously refresh and adapt the Strategy to maximize its value and impact. The Internationalization Committee has continued to develop the Strategy first established in 2002, most recently through this update in December 2008. The document will be edited and revised based on the outcomes of this strategic planning and the minutes of the committee's review have been integrated into the document as of December 19, 2008.

A yearly review of the strategic goals and objectives will be conducted under the direction of the Vice President Academic Development each fall semester of the year. The next evaluation will be conducted in September, 2009.

## Policy Level

## Four Pillars

## Working Groups

## Departments & Key Players

Vice President  
Academic  
Development

**International  
Students**  
(Recruitment &  
Retention -  
outreach)

International Student  
Outreach Committee

International Enrolement Specialist (Registrar's Office)  
Website - Integrated Promotions

*~Vice President*  
*Academic Development*  
**UPEI**  
UNIVERSITY  
of Prince Edward  
ISLAND  
*Internationalization*  
*Committee*

**Mobility** (Students,  
Faculty, and Staff)

**Mobility and  
Curriculum  
Committee**  
Student Mobility  
Research Mobility  
Faculty Exchanges  
Emergency Protocols  
Undergraduate and  
graduate  
programming  
Learning  
Technologies  
Public/ Student  
Engagement and  
Awareness

International Student Advisors (Student Services)  
Buddy Program Coordinator (Student Union) – The Diversity Office  
(Student Services)  
English Academic Preparation (Webster Centre)  
Residence Services  
Accounting – Registrar's office

Mamdouh Elgharib/ Joe Valadium –cross-cultural training – returning  
mobile experience  
Webster Centre for Teaching and Learning

International  
Education and  
Development Project  
Coordinator

**Curriculum**  
"Internationalization"

International Program Coordinator, School of Business Administration  
International Education Coordinator  
(Students for Development-AUCC)  
Risk Management Officer

Specialization in International Education (Faculty of Education)  
International Development Minor (IDM- Faculty of Arts)  
Global Issues Critical Thinking and Writing (151)  
Online Courses  
Faculty Coordination (each faculty)

International Liaison  
Officer and Manager  
International  
Development

**International  
Development**  
and Capacity Building

International  
Agreements  
International  
Development Week  
Projects/ Proposals  
Research

Students for Development Internships  
CIDA Public Engagement Fund – Women in Development/ Speaker Series  
International Potlucks, Speaker Series, etc.

Manager, International Development  
Chair (changes each year) IDW committee  
International Education and Development Project Coordinator (with  
faculty)  
Faculty led research on INTERNATIONALIZATION