

A NEW WORLD of KNOWLEDGE

Canadian Universities and Globalization



Edited by Sheryl L. Bond and Jean-Pierre Lemasson

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Sheryl Bond
and
Jean-Pierre Lemasson

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE
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Contents

Preface	vii
---------------	-----

Acknowledgments	xi
-----------------------	----

Chapter 1

Introduction: The Internationalization of Canadian Universities — <i>Jean-Pierre Lemasson</i>	1
--	---

Chapter 2

From Here to There and Back Again: International Outreach in the Canadian University — <i>James Shute</i>	21
--	----

Chapter 3

From Reluctant Acceptance to Modest Embrace: Internationalization of Undergraduate Education — <i>Sheryl Bond and Jacquelyn Thayer Scott</i>	45
---	----

Chapter 4

The Internationalization of University Research in Canada — <i>Yves Gingras, Benoît Godin, and Martine Foisy</i>	77
---	----

Chapter 5
The Dilemma of Institutional Structures — *Howard C. Clark* 99

Chapter 6
Students as Agents of Change — *Catherine Vertesi* 129

Chapter 7
New Forms of International Cooperation
— *Fernand Caron and Jacques Tousignant* 159

Chapter 8
**The Impact of Information Technology on National
and Transnational Education** — *Jon Baggaley* 183

Chapter 9
**Issues and Trends in Internationalization:
A Comparative Perspective** — *Jane Knight* 201

Chapter 10
Conclusion — *Jean-Pierre Lemasson and Sheryl Bond* 239

Appendix 1
**Canadian University and Other Web Sites on
Internationalization** 265

Appendix 2
Contributors 273

Appendix 3
Acronyms and Abbreviations 279

Bibliography 283

From Reluctant Acceptance to Modest Embrace: Internationalization of Undergraduate Education


Sheryl Bond and Jacquelyn Thayer Scott

Background

This chapter focuses on Canadian universities and their involvement in international relations and relationships, with a view to understanding the impact of these forces on education at primarily the undergraduate level. It looks at trends. It does not touch on particular accomplishments outside these trends. This does not mean that those accomplishments are insubstantial or undeserving of scholarly attention, but they are not within the scope of this chapter.

We have adopted a perspective in which education is more about learning than about teaching, in particular, a perspective that recognizes education is also nurtured by the ideas, passions, values, and relationships that are likely to occur independently of the traditional discipline-based curriculum. If we had not chosen to take this approach, this chapter would have been considerably shorter because there is meagre evidence that university thinking has evolved much in this area.

It is our contention that context matters. Education implicitly embodies ways of thinking about knowledge and of seeing ourselves.



Therefore, we have tried to identify the educational, political, and philosophical strands that have made it possible to develop a Canadian sense of self within the international community. This development has been centred more in the universities than would have been typical in other developed countries, and in turn it has changed our universities. To bring some clarity to the challenges inherent to the internationalization of education, we look briefly at the national context and the changing fashion in concepts of development and internationalization. However, we do not wish to imply that the relationships between internationalization, universities, professors, and the education of students resulted from an orderly planning process. They did not. Essentially, they have resulted from many independent choices occurring within a shared context that gives them a loose connection.

The Canadian way: early antecedents and powerful ideas

The university first took root on Canadian soil nearly 300 years ago and has educated by disseminating values and beliefs, along with knowledge. Although values and beliefs have been much more implicit than explicit in universities since the early 1950s, they have played as important a role as the subjects studied, be they physics, languages, medicine, or even marketing. Immigrants from the British Isles and Europe came seeking a place where they could begin new lives anchored in their traditional religious beliefs and where educational institutions, particularly local schools, would protect those beliefs and communicate them to future generations. They felt so strongly about the importance of schools to the perpetuation of their culture that they fought, sometimes bitterly, to ensure that schools remained entirely under the jurisdiction of provincial and local interests. The vehemence with which the different cultural groups fought threatened the emerging Confederation itself. In 1867, the colonies supported the *British North America Act*, which, among other things, acknowledged the right of the provinces to control schools. The decentralization that characterizes government control over education has affected the university as well; there is no system of higher education, and within each university there is no systematic control.


From the late 1600s until World War II, universities were relatively few in number, small in size, parochial in origin and tradition, male dominated, relatively isolated from each other, and the home

of the privileged upper middle class. The sense of mission, arising from religious values and class mores, was to prepare educated people who might better serve the lay community and the professions. This vision, albeit parochial and narrow, was powerful. It is not surprising, then, that members of the university community have historically had a deeply embedded sense of service.

The involvement of members of the academic community in the many phases and facets of international cooperation has been varied and diverse. Despite, or most probably because of, the lack of national political will to give direction to institutional decision-making, the academic community has over the last 50 years enjoyed a vast array of associations and partnerships with government that have conferred influence and power on academe. This diversity of experience and an allegiance to historic ties among colleagues and institutions in other developing countries have become the hallmark of the "Canadian way." This same pluralism has contributed to a growing reticence to adopt a centralized university policy that might be perceived as undermining the right of faculty or academic departments, or both, to exercise primary control over the curriculum. In addition, new and different kinds of knowledge and cultural awareness that may have accrued to Canadian academics from their international experiences have, for the most part, failed to enter deeply into the heart of academic programs. Although there has been little systematic attempt to document the impact of these experiences on the changing nature of knowledge or on the undergraduate curriculum, a substantial body of anecdotal evidence strongly suggests that the impact of international cooperation on education at home and abroad far exceeds the very meager institutional resources available to support it.

The relationship between universities and development

Before World War II, the relationship between higher education and the emerging identity of Canada was quite limited, despite the occasional influence of prominent individuals, including lay missionaries. This was all about to change quickly. At the end of the war, the government of Prime Minister Mackenzie King, driven by a liberal social conscience and a desire to avoid dislocations and economic downturn following demobilization after World War I, legislated the right of returning soldiers to pursue higher education. Rising public expectations and the availability of financial support placed



enormous pressures on universities to admit large numbers of people, mostly veterans, whose expectations of education were different and more varied than those of their predecessors. These veterans saw higher education as the door to good careers and upward social mobility. Not only had the “how” of higher education changed, so had the “why.” Canada’s view of its role in the world was changing. Driven by a belief in the values of multilateral organizations, Canada was looking for a special role to play in international affairs. The idea of Canada as a middle power resonated with political leaders and the public during this period of great optimism. As a former colony and a white nation acceptable in certain roles to the neutral, nonaligned, and nonwhite nations, Canada was strong enough to influence world events as an “honest broker,” an intermediary in world affairs that posed no new imperialist threat (Bruneau et al. 1978). Canada’s first aid efforts began in the late 1940s, at a time when Canadian universities were struggling to remake themselves to fit larger social and political realities at home.

By the late 1950s, Canada and her Western allies had begun to realize that development assistance, once thought of as a short-term “leg up” for developing economies and peoples, was in fact going to involve longer term efforts. Although there were some disagreements about the ethics of aid at the time, it was generally agreed that aid was the best approach to redressing social and economic inequalities, at home and abroad. This should not be surprising, given that national priorities and programs — such as Mothers’ Allowances, the Canada Assistance Program, and, later, Medicare — arose from the same philosophical beliefs as those underpinning our values and initiatives in international development. Educated people were needed to build a country and to help others to build their nations abroad. Because in the minds of most Canadians the university defined what it means to be educated, education in general and universities in particular were at the heart of development. Given that education and development were synonymous in the minds of Canadians, it seemed like the natural thing to appoint Paul Gérin-Lajoie, then Minister of Education for the Province of Quebec, as the first head of the Canadian International Development Agency (CIDA).

Early pioneers

As the children of returning veterans entered the universities in the 1960s, student numbers increased significantly. Although the federal government was moving to a “Canadians first” approach to trade and

immigration issues, there was a dearth of postgraduate programs in Canada to supply new faculty members. An increased investment of government funds allowed Canadian universities to begin to build their own postgraduate programs in a wide range of disciplines. Nonetheless, by the late 1960s and into the 1970s, the rapidly rising demand for postgraduate education made it necessary for Canadian universities to recruit reasonably large numbers of young faculty members from abroad. To some extent, hiring foreign academics afforded Canadian universities the opportunity to become more cosmopolitan and open to cultural diversity.

But, not long after this large intake of highly educated immigrants, spending on universities began to show real signs of slowing down. It became much more difficult to get a university job. Operating budgets continued to grow, but at a much slower pace. Student enrollment, coupled with a rapid increase in specialization of knowledge and degrees, put enormous stress on the universities to respond to changing external and internal expectations. Such factors may have played a significant role in dampening the enthusiasm of the newly hired foreign faculty, whose diverse backgrounds and disciplinary perspectives might have played a significant role in the internationalization of the institutions nearly 30 years ago.

The faculty's having to do a lot more with a lot less funding drove calls for unionization and, invariably, a reconsideration of the university's mission. It also produced a certain narrowness of thinking and a circling of the wagons around the primacy of the academic department. Despite the contraction of generosity felt across campuses (most academics felt overburdened just teaching and carrying out disciplinary-based research), some professors continued to work to broaden the educational experiences available to themselves and to their students. It wasn't easy.

Resources to enrich teaching were increasingly difficult to acquire. Unlike researchers, who could be expected to apply to the granting councils for external support, teachers had their work funded through institutional budgets, and the amount of funding dispersed in real dollar terms was decreasing. Flexibility in the assignment of duties for faculty also dramatically decreased, and those academics with a continuing commitment to international work were hard pressed to justify this to their overburdened colleagues. But the passions of individual faculty members to pursue their ideas and work abroad, as well as at home, once again resonated with the federal government's belief that education still had to play a central role in development. In 1968, the Canadian government established CIDA,

Box 1

A very Canadian attitude

Interview with Norma Walmsley, OC, March 1999

Why do you think universities have failed to document the many facets of international activities carried out by their academic staff?

If the universities have failed to document international activities of academic staff, it must be because they have not established policies to make this a priority. I find it puzzling that at a time when the gathering and compiling of information has been so facilitated by computers, the information you seek does not appear to be readily available. There seems, too, to be an inherent fear at administrative levels that by joining in a national effort, institutions may forfeit some of their own decision-making powers — a very Canadian attitude!

What was the most important message you wanted to convey to the readers of your 1970 study, Canadian Universities and International Development?

You have to picture the mood of optimism that prevailed in educational circles at the time my report was written. My main message was that educational and government leaders should seize the moment at a time when postsecondary education in Canada was receiving strong support and when many of the developing countries were in the process of establishing their own policies, following their achievement of noncolonial status.

Do universities have a special role to play in internationalization?

I have always maintained that if universities are to fulfill the universal role implied in their name, the encouragement of a global vision should be presumed to be part of their mandate. How this plays out in practical terms today, when multinationals have become such a dominant factor and government (i.e., CIDA) support has decreased so significantly, is anyone's guess.

What should universities be doing to encourage internationalization?

Again, it comes down to priorities and effective application of the tremendous changes that have taken place in technology — communication technology, to mention just one.

I am sure you will have found some outstanding examples of individuals and departments that are making amazing use of the means at hand. And they should be examples of what can be done. In the 1970s, for example, the University of Guelph was a leader in integrating an international approach in all aspects of curriculum. This was the result of a calculated policy decision at the right level. I would think that universities specializing in distance education will now have the edge in encouraging internationalization.

What are the lessons we should have learned from your study?

While the influence of my report cannot be measured, I have reason to believe individuals did learn many lessons from the information that I was able to gather and the recommendations that flowed from that information. I had recommended that a University Council on International Development ... [be established], and comprised of representatives from the universities and professional institutes, but also some members nominated by university-oriented organizations, plus those appointed by government.

The International Development Office at the AUCC, established belatedly in 1978, in response to my study, did not have the authority that might have resided in an interdisciplinary organization dedicated to international development.

The mechanisms for cooperation that were proposed in my report and the recommendations specifically outlined at the end of each chapter were relevant at the time. Your book, I trust, will reveal just how many universities chose to make the necessary commitments. But the truth is that universities probably let financial conditions, instead of goal-directed priorities, drive their actions. I feel strongly that had collective action been taken by the university community as a whole, agreeing on specific centres of excellence, for example (whereby scarce resources could be maximized instead of dissipated by spreading among individual universities, etc.), much more real internationalization could have been achieved.


in an effort to settle the ongoing debate about the importance of having an “arm’s-length” organization for the distribution of development aid. Seen as an integral part of the Canadian government, rather than as an autonomous champion of development activities, CIDA sponsored work by university faculties, as well as by private and public-sector nongovernmental organizations (NGOs) and community colleges.

As the fraction of the gross national product invested by the government in development began to rise CIDA program budgets increased and the variety of fields of study and disciplines broadened (moving beyond the original focus on infrastructure programs to issues of the environment, sustainable development, and gender). The government was committed to broadening citizen participation, including support for volunteer student organizations. The number of new proposals submitted to various CIDA programs by university faculty members grew rapidly (Morrison 1998). CIDA established the International Programmes Division and, later, other branches that focus on building institutional linkages.

A new program in “institutional cooperation” represented the culmination of a lengthy and often frustrating process to find both an appropriate responsive mechanism for funding initiatives from universities and a means of strengthening the Agency’s liason with them.

(Morrison 1998, p. 170)

Monies flowed in many different ways. First, student NGOs received support. Second, funding was given for proposals received directly from individual faculty members. Third, academic units, particularly those in the social sciences with a concentration of scholarly expertise in specific areas of postwar interest to the Canadian government, were beneficiaries of CIDA funding.



The international experience for students, professors, and departments not only benefited peoples and institutions abroad but also increased the potential of ideas and experience to change how we see ourselves and how we think about what it means to be an educated person.

Leading the way: student volunteers

The university may have provided a forum for debate on postwar issues, but as an educational institution it was unable to harness the talents and enthusiasm of Canadian students to learn by doing. Student outreach began to take shape, not within the lecture theatres or academic structures of the university, but in relatively small groups of students meeting at the universities of Toronto, Laval, and British Columbia (UBC), where they were working on such matters on their own, often with visions of education and development quite different from those of the government.

When student volunteers began work in a variety of technical capacities abroad, it became clear that volunteers in the field needed a coordinating body at home. With rare exception, university presidents were overwhelmingly reluctant to commit their institutions or their community, aligned through the Association of Universities and Colleges of Canada (AUCC), to any involvement in such activities. Many warned that "such a project was Utopian, likely to prove troublesome and expensive to manage" (Smillie, interview, 1998¹).

This view was successfully challenged by Lewis Perinbam (formerly General Secretary of the World University Service of Canada [WUSC]) with force of persuasion and by Dr Francis Leddy (then Dean of Arts and Science at the University of Saskatchewan) with force of character, and in a meeting of the AUCC, the members agreed to debate the issues. The records and recollections of the meeting would show that not all interested parties thought alike. The debate centred on two key issues. The first issue was philosophical: Were Canadian students going abroad to become better educated and hence more able to assume leadership in a changing world or were they exporters of Canadian expertise to developing countries? The second issue was strategic: Who, if anyone, should assume responsibility for coordinating and meeting the needs of university student volunteers in the field, so far from home? Among those participating in the debate, consensus was never reached on which worldview best fits the

¹ I. Smillie, development consultant and author, interview with SB, November 1998.

emerging Canadian sense of self, a divergence that has plagued our thinking and policies ever since. To the student volunteers, the debate may have been academic. When the volunteers went off to do "good works," it was they who, on returning to Canada, attested to having a fundamentally different world vision and a sense of themselves that changed their lives and the lives of many others (McWhinney and Godfrey 1968; Smillie 1985).


Over the years, alumni of the Canadian University Service Overseas (CUSO) went on to establish the first international development offices on Canadian campuses; others went into senior-level ministerial and ambassadorial posts; a large number chose to devote their life's work to development and were absorbed into the growing number of government and nongovernmental agencies, including CIDA, the International Development Research Centre, Crossroads, and WUSC (Walmsley 1970). By the early 1970s, most Canadian universities reported that members of their faculties were to some extent involved in the CUSO program (Walmsley 1970). Although CUSO alumni distinguished themselves in the many public aspects of nation-building, regrettably (with all the knowledge, experience, and talent that they possessed), they were not made welcome within the university itself:

Each year a group of approximately 500 CUSO volunteers returns from overseas to Canada but the training and experience of these young people does not appear to have been taken into consideration by very many of the universities: a) when planning for their graduate study needs (university graduate courses with interdisciplinary, international and developing country emphases could be established, perhaps by giving credit for research conducted overseas), and b) for utilization of the invaluable assistance which they could contribute in many ways.

Walmsley (1970)

When members and alumni of student volunteer organizations such as CUSO had the potential to enlarge and enrich the educational arena for undergraduate students, they did so. But the university was mostly disinterested in aspects of learning that were student motivated and occurred outside the traditional boundaries of the classroom. This stance made it easy for the institutions to overlook how CUSO and other similar initiatives may enrich the universities' work and the ways of knowing that such initiatives embrace.

In the 1980s, when university budgets became tight and institutional officers were looking for ways to save or to make money, many CUSO offices, which had been centres of activity for Canadian



students seeking a more internationalized educational experience, were offered a choice: either pay rent or go off campus! Eventually, CUSO offices moved off campus, and the university experienced more than a loss of revenue. The absence of CUSO offices on campuses left a vacuum that has only partially been filled by new, independent student organizations such as the Association for International Exchanges of Students in Economics and Commerce (AIESEC) and smaller institutionally based independent groups, such as the Queen's Project in Development.

The invisible champions: faculty members

The rationale for the internationalization of undergraduate education must of necessity take us back to the meaning we give to liberal education and liberation of the mind. Whatever our definition might be, it is clear that acquiring global awareness and an understanding of the diversity of cultures and societies on our planet has to be considered an integral part of education.

Harari (1992)

Most universities in the period 1960–80 did not share this view. More commonly, administrators assessed international projects in terms of their economic potential for their universities, rather than on intellectual or curricular merit. This reflected some degree of financial opportunism, built on a comfortable sense of self-satisfaction that Canadian universities had little to learn from colleagues and contexts in other, “less developed” countries, a stance that enabled universities to abstain from genuine self-reflection about the changing nature of a liberal education and make only the most minimal investment of institutional funds in such endeavours.

This lack of understanding may have been compounded by the fact that few faculty members and even fewer administrators had themselves engaged in international development activities. Whatever the cause, the failure of informed and thoughtful consideration on the part of many administrators and their departmental colleagues held consequences for undergraduate programs. The enrichment that should have naturally occurred from the exposure of Canadian faculty members to different cultural contexts and different ways of knowing was most often thwarted, even at the departmental level. An “institutional voice” could often be heard to declare that educational projects carried out in partnership with colleagues from other developing countries were clearly secondary to teaching

and other departmentally based activities at home, although they were interesting to the faculty member(s) involved. The reflections of Dr John Burton of Guelph delineate the kinds of tensions that arose in the latter part of the 1970s:

What happens to the career of a person who participates in an international development project? Dr. John Burton, who spent two-and-a-half years in animal science, related his personal experience ... there were problems upon his return. At first it was difficult to utilize fully the experience gained overseas because other faculty did not understand what he had been doing ... the problem then was of reconciling two interests: making a contribution to Canadian agriculture and putting to use the experience gained in Ghana.

Quoted in Shute (1979, p. 61)


These same tensions remain a frustrating reality for faculties 25 years later. Knight, in her 1996 study, *Internationalizing Higher Education: A Shared Vision?* (Knight 1996), reported that 84% of university administrators believed that faculty involvement in international activities is still receiving little recognition in faculty-assessment procedures. One might expect that in the changing contemporary context, recognition of this effort would be the easiest reward to bestow. Curiously, the trend between 1993 and 1996 was in the opposite direction (Knight 1995).

Living and working in cultures other than one's own is a powerful learning experience for those ready to take up the challenge. Many faculty members did. However, in general, the university has failed to embrace, or even formally recognize, international experience as a source of educational reform.

The heart of the problem

At the heart of the problem is an ethnocentric assumption that the university, with its current veneration of disciplinary based paradigms, is the holder of truth. This leads to a simplification of the complex relationship between knowledge and context (Teichman, interview, 1999²). Although allowing for complexity is more exciting and relevant to students and faculty alike, it requires a willingness on the part of faculty members to retool themselves to acquire new knowledge and a deeper understanding of culture; and a reorganization of the protocols and structures that have served universities for

² J. Teichman, President, Canadian Council for Area Studies Learned Societies, Toronto, Ontario, Canada, interview with SB, 14 Feb 1999.



centuries. Student volunteers and members of the faculty engaged in international work have known about complexity and context. So have their hosts and partners. Such experiences have the potential to change the ways in which life and truth are understood.

A more reflective appraisal of such experiences allows one to see the potential they have for transforming all parties. For a very long time, internationalization was a project or consultancy carried out separately from teaching. This separateness may have provided a sense of comfort in that the right of individuals to pursue their own interests was assured without any real substantive change in what it meant to be “educated” at home. But internationalization, as it is coming to be understood, encompasses a change in the ways we think and the ways we educate others and ourselves, a change that has yet to yield fundamentally different courses of action. Mestenhauser (1996), writing about his colleagues at the University of Minnesota and in other American universities, suggested that many faculty members cannot draw on their own repertoire of international experiences when they redesign their courses. Other instructors oppose curricular restructuring on the grounds that it impedes academic freedom, and many regard international or comparative additions to their own disciplines as an intrusion into the purity of their own field or the tight calendar in which they have already so much to include.

It is possible to close one's eyes and to hear the same scenario described in Canada as Mestenhauser described in Minnesota. We are rich in largely untapped resources (volunteer student organizations, faculty members with extensive international experience, fields of study, and institutes) to inform current discussions on internationalization. The marginalization of this type of academic activity has created an environment in which the time and effort that faculty members are prepared to spend on redesigning curricula to catch the spirit of their new knowledge and understanding depend on individual strength of character and the exigencies of the moment. International work has often been seen as an “add on,” a further expenditure of departmental resources in times of restraint, and an expensive activity for the institution. Faculty members could be heard referring to their colleagues engaged in international activities as being “away on junkets.” Although some projects may have been of dubious value, the fact was that unless the institution had a special international mandate, the choice of faculty to be away when they were needed at home to help departments cope with the large numbers of students and the decreasing amounts of resources was an unwelcome choice to have to make. With some notable exceptions,

departmental tenure and promotion committees tended to minimize or flatly refuse to recognize the academic importance of international work. Although this lack of collegial and institutional recognition kept the international experiences of faculty on the margins of academic life, it failed to curtail enthusiasm for being a part of such work.

This may be explained in several ways. Most professors who had the opportunity to live and work abroad had likely reached a stage in their career at which they were insulated from peer criticism. In addition, the satisfaction derived from doing something worthwhile and building (institutions, departments, and relationships) at a time when Canadian universities were losing their sense of excitement and purpose was and remains compelling. The personal or professional need for recognition often paled beside the prospect for meaningful, good-natured relationships and good works abroad. It was also a testing ground, a place where one found extraordinary challenges and opportunities to clarify one's ideas and beliefs.

Institutional champions of internationalization

The first major disciplinary program specifically focused on international study appeared at UBC as early as 1947 (Hamlin 1964), but growth in the numbers of academic programs directed to understanding different places and different cultures was slow to emerge. Political scientists, sociologists, geographers, and others working in the social sciences built academic programs at the undergraduate as well as the postgraduate levels that focused on specific regions and languages. Beginning in the early 1950s, these programs continued to spread through the 1960s into the 1970s. Area-studies programs enlarged their scope to include European, Soviet, and East European studies, as well as Asian, Latin American, and African studies (Shute 1996). Such programs work toward building a comprehensive understanding of geographic regions and languages, especially regions in which postwar governments saw either a threat or an arena for trade and political influence (O'Neil 1998). In Canada, area studies appear to have other origins as well. Some missionaries, after having spent much of their lives in developing countries, return to Canada to take up faculty posts.

For a variety of reasons, some related to defence and some related to deep-felt moral convictions and intellectual perspectives, area-studies programs grew across the country. Students who enrolled in these programs were exposed not only to knowledge of different

Box 2

The "mish-kid"

According to a sociological survey done several years ago, the children of former missionaries have acquired a high level of academic achievement and a significant number concerned went into service occupations, with education being high on the list. York University has gained much from that small but talented group. Vice President Bill Small provides an example representative of the scope of influence which this group has exerted. In addition to holding a senior administrative post, over many difficult years and several presidents, he found time to serve as a founding member and long-time President of the Canada–China Friendship Association and for several years voluntarily taught a college tutorial for Founders College on the rise and nature of the Chinese Revolution. The "mish-kid's" course was joined by several others of similar inspiration, all of which helped greatly in the emergence of the East Asian Studies Programme, now approaching its 30th year of service to the students of Ontario.

Source: Interview with Maria Cioni, Director, York International, York University, November 1998.

places but also to multidisciplinary teaching methodologies. The "what" was taught differently than in disciplinary programs, and differences could also be found in the preferred methodology of teaching. On many campuses, area-studies programs were the centre of an internationalized education. Sometime in the mid- to late 1980s, as a result of differing intellectual perspectives and the withdrawal of federal funding and the failure of institutions to fully fund programs coming off "soft" money, area-studies programs ran into difficulties. The number of programs declined, and those that survived had to be reconceptualized. Despite their rather rocky road over the years, a current scan of the universities that continue to have departments for area studies, international studies, development studies, or comparative studies reveals that the number of programs is substantial. For example, 15 Asian-studies programs are offered in universities from the University of Victoria on the west coast to Saint Mary's on the eastern seaboard. Although there are only a few African-studies programs, Slavonic studies is offered by at least 14 institutions, including the universities of Alberta, Manitoba, Waterloo, Wilfrid Laurier, and McGill. International and cultural studies each have more than 10 programs for undergraduate students at the University College of Cape Breton, King's College, Université Laval, Université du Québec à Trois-Rivières, and the University of Northern British Columbia.

In addition to offering academic programs with a multidisciplinary approach to the study of regions, a few institutions changed the nature of the undergraduate education experienced by larger numbers of students. In these special places, such as the University of Guelph,

Université de Montréal, and the Coady International Institute, an internationalized sense of education began much earlier than elsewhere. Over time, aided no doubt to some extent by the Canadian government's changing international priorities and those of the business sector, the collective experience within the universities (including that of student volunteers, faculty, and institutional champions) produced a grass-roots movement that succeeded in prodding the universities to think more broadly about their educational mission and what it means to be "educated."



Slow metamorphosis of the institutional mission

Canada possesses resources of expertise and experience that we wish to share more fully with the developing countries. The universities have an unusual opportunity to demonstrate the practical role they can play, their ability to harness ideas and knowledge to the needs of an emerging world, and to take initiatives of the sort that governments are usually incapable of taking. What will be the quality and the direction of your response?

Dupuy (1980)

Nudged along by the volunteer experiences of students overseas, the accumulated impacts of international experiences of faculty, and the efforts of a small number of disciplines and institutions to champion internationalization, the level and diversity of international activity were by the late 1960s clearly on a rapid rise. At the national level, the AUCC was taking notice of the increasing interest and effort made in these areas. But having taken the position that the participation of students and faculty in international activities was something best left to the discretion of member institutions, the AUCC maintained no records of these activities. Without reliable information about the largely uncoordinated activities of students and faculty, discussing internationalization was nearly pointless. To remedy this, in 1970, the AUCC commissioned Norma Walmsley to carry out the first national survey on internationalization.

Although the universities in Walmsley's (1970) study reported becoming more thoughtful about international development, the AUCC's CUPID database (Canadian University Projects in International Development), which it began to keep after the Walmsley study, shows that the number of institutions acknowledging receipt of international cooperation contracts was in reality very small. In

1979, the first year the database was kept, only five universities (UBC, Laval, Guelph, Ottawa, and Manitoba) reported receiving outside funding to support the work of their academic staff abroad. It seems likely that the actual number of institutions receiving such outside funding was larger than reported to the AUCC, but such work was clearly not widespread. The potential for international exposure to basically change the nature of the undergraduate education of students was further circumscribed because not all disciplines were likely to be beneficiaries of external support. The CUPID database illustrates this point, subject to the caveat that it is only as good as the information it receives. From 1979 to 1998, the 10 fields or disciplines receiving the most external funding in support of international cooperation tended to be professional faculties (Table 1).

In most universities, with some notable exceptions, development activity was not something the "institution" set out to do. Development activities, other than those directly and independently engaged in by students, depended heavily on the energy, enthusiasm, and commitment of individual professors, who sought support, not through the university, but directly through CIDA (and others), as when they agreed to work as consultants and project coordinators. Arising in large measure from a vigorous intellectual curiosity and built on relationships with colleagues in other countries, faculty involvement increased significantly through the middle of the 1980s.

Given that the original collection of data presented in Table 2 was limited to PhD theses that specifically named countries or regions in the title in selected years, it is possible that more effort at the post-graduate level is being directed to research questions pertinent to the international domain than is reflected in the data. Nonetheless, it is

Table 1. Ten fields or disciplines receiving the most external funding for international cooperation, 1978-98.

Field or discipline	Number of projects
Higher education teacher training	356
Business administration and management	175
Development studies	130
Educational administration	101
Higher education	95
Agriculture	83
Curriculum and instruction	80
Distance education	68
Soil and water science	64

Source: CUPID database, 1999.

Box 3

Table 2. Canadian PhD theses with an explicit international focus in selected fields, compared with total number of PhD theses in the subject area, 1988, 1992, and 1997.


Subject	International total (total in subject)		
	1988	1992	1997
Agriculture	3 (26)	4 (118)	1 (32)
Biology	1 (83)	1 (300)	1 (70)
Business	1 (8)	9 (55)	1 (8)
Economics	4 (18)	8 (73)	0 (16)
Education	6 (50)	5 (161)	2 (14)
Engineering	0 (88)	2 (289)	0 (36)
Geography	2 (11)	10 (29)	2 (3)
Political science	8 (14)	4 (54)	4 (9)

Source: Dissertation abstracts (UMI 1997).

The data in Table 2 suggest that in the disciplines surveyed the number of PhD theses is small. It is clear, however, that the interest varies significantly by discipline. Given that education (higher education teacher training, administration, curriculum, and instruction) received more external funding in support of international cooperation efforts than other fields, it might reasonably follow that the number of PhD theses in education would reflect such depth of faculty involvement. The findings do not support this hypothesis. Only 5% of PhD theses completed in education fall into the "international" category (as it was defined by the survey), far below the level of PhD theses completed in business (15%), economics (11%), geography (30%), or political science (22%). It is not surprising to find that geography and political science, with their historic associations with area studies and international issues, should produce more international theses than any of the other disciplines. Source: CUPID database.

surprising that, with the exception of political studies, the overall work appears to represent so little of the postgraduate effort.

Unlike postgraduate students who, in some fields, were able to work on international projects or write theses based on international collaboration, undergraduates were rarely made aware of the international activities of their professors. Except in the case of area, cultural, and development studies, there is little evidence that the educational programs of students or the graduates themselves were in any significant way changed by the international experiences of faculty. Students were, and most likely still are, only tangentially exposed to that aspect of the life and work of their professors. For undergraduate students, the benefits of having their professors working on international projects could be said to "trickle down" into the curriculum and into informal discussions when they occur in the halls or in cafeterias on campus.



A continuing lack of documentation, noted first by Walmsley (1970) and subsequently by other researchers and practitioners who have looked at such questions, makes it difficult to assess not only the success of the projects but also the degree to which our own Canadian institutions have been changed by the experience. It also reveals a systemic institutional bias. In institutions that stress the importance of communicating knowledge, documentation of valued work is essential. The lack of institutional self-knowledge concerning international activities is a silent scream; no one cares because it is not really seen to be important to the institutional or scholarly mission.

Retrenchment and reexamination: 1975–95

In times when both human and financial resources are in short supply, people and institutions reexamine at least some of the assumptions on which they organize their lives and work. As with most such challenges, the one facing Canada's universities during the late 1980s was affected by a rich mix of environmental variables. First, the country was changing. The period 1945–75 saw the growth of the social-welfare state in Canada. But by 1975, all that began to change. During a national review of social-welfare policy, federal and provincial governments could reach no consensus about future directions. Some felt the social-welfare state was the appropriate model but that it needed some tinkering; others argued for a more fundamental restructuring of how services were accessed and delivered. And, for the first time, some voices were raised in favour of pulling back the outer boundaries of the welfare state, with a much more restricted view of the state's roles and responsibilities. By the mid-1980s, Canada and several of its provinces had fully joined New Zealand, the United Kingdom, and the United States in implementing public policies designed to drastically reduce public expenditures.

At the same time, the global economy continued to be in great flux. Canada was already beginning what would later become a full-scale commitment to freer trading partnerships in North America and globally. As the 1990s neared, there were signs of cracks in an overheated domestic economy (which varied dramatically among and within regions), and the government braced for severe recessionary changes. For universities, once collaborators in defining and building nationhood, the market-economy mind-set of the government produced tensions between itself and the academy community and within academe itself. The public language of education changed, further promoting the idea of education as a commodity to be traded


and sold at home and abroad. Although academics have embraced their role as educators, they have not been so prepared to be seen as producers of goods and services. The changing external environment for universities meant tighter budgets, rumblings about accountability, but continued growth in enrollments (bringing students of many more varied cultural and experiential backgrounds) and government emphasis on accessibility.

Faculty members who could do so continued their international work, but it was increasingly difficult to get CIDA support, and the continuing real-dollar cuts to faculty budgets increased the likelihood that time spent away from the campus would be seen as an unacceptable "drain" on institutional resources in tight times. Up until the mid-1990s, no major new activity or philosophical development took place regarding Canadian universities and their global involvement. New creative impulses for educational change only arose outside the traditional structures, and they operated on the margins of the academy.

This continuing transition period heralded even greater environmental changes in the 1990s, during which it became clear that the entire knowledge paradigm was changing in the latter half of the 20th century. New ideas began to take shape, and the language of the academy began to become much more diversified. Paradigms of learning and knowledge started to catch up with what the faculty and the students were learning about the natural and physical world. Increasingly, knowledge was seen as less hierarchical and linear and more interconnected and relational. The fiercest academic debates of the day were often about the unity of knowledge versus its diversity. Words like *rhythms*, *cycles*, *networks*, *readiness*, *collaboration*, *problem-centred multidisciplinary perspectives*, and *participation* were entering the curriculum-development discussion, undermining canons, prerequisites, arbitrary definitions and rules for access, and single-discipline perspectives in course syllabi. In universities, where changes appear to occur slowly, an idea is powerful and can generate not only academic debates but also educational change.

The growing interconnectedness of the world and the rapid interconnection of knowledge would most likely present very different career patterns, requiring change, refocus, and reeducation. The standard approaches to knowledge generation and dissemination began to diversify. A comparison of mission statements from 1995 to 1996 (Knight 1996) would show that more than 80% made reference to the importance of the international dimension in their teaching and that the language used began to include such words as *transnational*, *interdisciplinary*, and *experiential learning*.





It is, however, important not to confuse the appearance of change with the real thing. Knight, in her studies (1995, 1996), sought to clarify how perceptions and policies were changing across the country. Her data indicate that 35% of the senior institutional representatives responding to her survey gave internationalization of their institution a "high priority"; 47% ranked it as a medium priority; and only 4% indicated that no priority was given to internationalization. The 82% of the respondents who ranked internationalization as a medium-to-high priority indicate a sense of optimism about real change, at least at the level of institutional commitment.

A general consensus among university presidents and their representatives emerged by the mid-1990s. While envisaging the diverse ways in which it might be accomplished those at the senior level increasingly accepted that the purpose of higher education was to prepare university graduates for the 21st century and that internationalization would require internationally and interculturally competent graduates (Knight 1996).

The extent to which the language of mission statements and policies has been translated into changed educational practices can be looked at from different vantage points. Universitas 21 (UBC 1998) suggested that the degree to which a university is internationalized depends on several factors, including who is admitted; how ideas, values, and paradigms are embraced; and how the curriculum is designed and delivered. If we accept these as valid indicators, then it becomes critically important that faculty be committed to change. This makes a piece of data in Knight's study worrisome (Knight 1995). Senior administrators reported that only 11% of faculty were increasingly interested in internationalization. If this portrayal of faculty is accurate, then either (1) the faculty have always been more convinced about the merits of internationalization or (2) the degree of commitment to an internationalized education may be too low on many campuses to support substantive change.

Whereas Knight's work and that of others point to the importance of having the support of presidents and vice presidents, the faculty members are the ones who hold the key to change. The faculty members are the ones whose perspectives on knowledge generate the design and structure of the curriculum, and it is the curriculum that still shapes the educational experience of students. Judgments about knowledge are often the subject of debate and are not immune to the effects of the broader social context within and external to the university, but the most powerful features of the arguments will be found in their intellectual merit, rather than in the political will for their acceptance.

From cooperation to reconceptualization: a cognitive shift

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.


AUCC (1995a)

The cognitive shift implied in this AUCC statement comes more easily to some than to others. No longer to be seen solely as a set of unrelated and uncoordinated activities added to the menu of learning opportunities for students, internationalization is moving deep into the heart of the academy, affecting the nature of knowledge, defining, for example, what it is, how it is structured, and how it is expressed in the curriculum. This is the domain most fiercely protected by faculty. Nonetheless, if we look at what internationalizing the curriculum might entail (see below) and the experience of academic groups such as those at the Institute of International Studies and Programs at the University of Minnesota (Ellingboe 1996; Morris 1996) and the British Columbia Council on International Education (Whalley et al. 1997), it becomes clear that a shared understanding of the concept and the process is beginning to take shape:

- ♦ Infusing an international dimension throughout the curriculum;
- ♦ Using an interdisciplinary approach to explore a field of study;
- ♦ Emphasizing experiential and active learning;
- ♦ Integrating and coordinating with other international activities;
- ♦ Enriching readings with material that promotes comparative thinking;
- ♦ Broadening knowledge of at least one other country or culture (at home or abroad); and
- ♦ Encouraging self-reflection on our own culture and the way it influences our cognition.

Internationalization requires an openness to different cultures, values, and ways of knowing. Teaching and learning strategies, particularly those for undergraduate students, would necessarily become more





contextualized and more interdisciplinary. One would think that internationalization would open up the disciplines to new ways of knowing. Unfortunately, there is early evidence to the contrary. A strong tendency is apparent in some disciplines for the nearly internationalized faculties to promote “intellectual tourism,” applying traditional knowledge and practice to new cultures without a thorough understanding of those cultures, an understanding that comes over time by living and working in a culture (Teichman, interview 1999³). The potential danger of the belief that all faculty can easily become “internationalized” is that it oversimplifies the process by which teachers becoming learners. The implications for faculty, therefore, are wide ranging; we will need to reexamine accepted structures of knowledge, course curricula, program requirements, duties, and the process for recognition of merit for the purposes of promotion and tenure.

While attitudes and practices are changing unevenly across the country the vision statement proposed by the President of UBC may become a beacon for others:

The trend of “internationalization” reflects the increasing awareness that we are entering a truly global environment. Hence, universities are charged with the preparation of the future citizens of the world ... individuals who will live and work in an international environment, rather than a regional or even national milieu. The creation of an optimal undergraduate learning environment should incorporate the three “I’s” (internationalization, interdisciplinary and information technology).

UBC (1997)

It is clear that some Canadian universities are more prepared than others to embrace internationalization, together with all of its demands for diversity, and we can get a sense of what is happening from studies that look at the issues nationally. Such studies are relatively few. Knight’s work in *Internationalizing Higher Education: A Shared Vision* (Knight 1996) suggested that senior university administrators are increasingly seeing a potential link between internationalization and the nature of the undergraduate experience. The data in her 1996 study give a new sense of value to the following strategies, although these strategies have all been around the university for quite some time. Ordered by degree of their perceived importance they are as follows: the presence of international students

³ J. Teichman, President, Canadian Council for Area Studies Learned Societies, Toronto, Ontario, Canada, interview with SB, 14 Feb 1999.

or scholars (75%), participation of students in overseas international development activities (68%), faculty exchanges (62%), Canadian students with diverse cultural or ethnic backgrounds (56%), international development education activities (53%), Canadian students with international experience (54%), and research policy analysis or area-studies initiatives (48%).

Knight's study (1996) also points to the ways in which institutions have sought to enrich the educational experiences of students through student mobility (exchange), curricular changes, international students, faculty exchange, and international development projects and research. However, what institutional representatives say and what people at the institutions actually do may differ. In fact, the process of reconceptualizing education is barely beginning. Given the diverse histories and contexts of Canadian universities, it is not surprising that change is not everywhere occurring in the same way or at the same speed. UBC, one of the first universities to send student volunteers overseas and the first to offer a program focused on international studies, is one of the very small number of institutions approaching internationalization as a process of institution-wide renewal. Most of the recent initiatives have originated within a faculty, such as the following two:

- ♦ *The Faculty of Education, University of Prince Edward Island* — Undergoing a change in programmatic structure and curriculum renewal provided members of the Faculty of Education, University of Prince Edward Island (UPEI), the opportunity to define and embrace a concept of internationalization that generates faculty renewal through the provision of an enriched educational experience for students. It began when the faculty decided to offer a specialization in international education. Its purpose was twofold: to prepare UPEI students to be internationally knowledgeable and interculturally competent; and to understand, through study, the increasingly interdependent nature of the world. While preparing the new specialization the faculty also developed a new core course, "Culture and Society in Education," which introduces all students in education to the ways cultural, moral, and social issues impact on education and offers strategies for dealing with these issues in the classroom. To help with the important curricular changes, a research assistant was hired to work for 1 month with each faculty member. To enrich the experience of the faculty members, travel grants have been made available for every faculty member to go abroad and work in their field. The faculty of

education takes the view that its members thereby acquire the information needed to infuse courses with an international perspective and that this perspective is most effectively derived from direct experience with other cultures and educational systems. It also established a hiring policy, according to which any new member should be able to contribute through his or her experience or research in this specialization (Timmons, interview, 1999⁴).

- ♦ *School of Architecture (Rome Programme), University of Waterloo* — Building on its strengths in design, culture, and cooperative education, the School of Architecture, University of Waterloo, established a program of studies in Rome, Italy, for fourth-year students. Founded in 1979, it has been a cornerstone of the curriculum in architecture ever since. The initiative is intended to provide students the opportunity to live and design in one of the richest cultural and architectural environments on Earth. More than an experience in cultural tourism, this program has, from the onset, been intended to constitute a piece of the fabric of architectural and intellectual culture in Italy and a bridge between Canadian and Italian students, academics, and practitioners of architecture. More than 800 Canadian architectural students have spent 4 months in what, by their own accounts, was their most valued educational experience. The program has spawned a series of academic, cultural, and professional collaborations and exchanges, including an exchange with the University of Chieti-Pescara, which offers the only formal opportunity for Italian architectural students to gain experience in a North American school of architecture (Knight 1999⁵).

In these examples, the move to internationalize undergraduate education (as reflected in the curriculum and field-based learning) was part of a strategy to reconceptualize an entire program of study. Other conclusions can be drawn as well. It appears that successful strategies embody important elements, such as (1) the preparedness of faculty and students to think differently about program content and approach; (2) the willingness of faculty and students to be open to

⁴ V. Timmons, University of Prince Edward Island, Bachelor of Education with a Specialization in International Education, interview with SB, 5 Feb 1999.

⁵ Knight, D. 1999. The Rome Programme of the School of Architecture, Faculty of Environmental Studies, University of Waterloo, Waterloo, ON, Canada. Personal communicate, 19 Jan. 9 pp.

(and live or work in) other cultures and societies; (3) the availability of resources to support the development of new curricular materials and travel; and (4) a clear understanding of how such work enriches the educational experience of students and faculty.


It is clear that there are exemplars in increasing numbers (such as those mentioned above) but that there is also work to be done. The challenges of internationalizing undergraduate education reflect the state of the academy and the professorate. When politicians and employers become frustrated by the seeming inability of universities to see the merits of education as a trade commodity or as a way to prepare graduates for jobs in an interconnected society, it is because this argument often fails to excite academics in the way desired. Internationalization, when expressed in terms that excite the mind, must challenge faculty members to open themselves up to more diverse ways of thinking and educating. Such magnitude of change comes slowly.



A modest embrace: internationalization of undergraduate education in the 21st century

Canadian universities have demonstrated a varied, if somewhat subdued, enthusiasm for the many aspects of internationalization. This is in part due to widely varying interpretations of what the term itself means, but equally important is the vantage point from which one views the assumptions and implications of the concept. Not surprisingly, a rather pluralistic approach to internationalization is reflected in the various sectors' values and priorities. The NGO community has stressed social and economic processes; business has emphasized the importance of entrepreneurship and trade; and Canadian universities have focused on the special role they can play in human-resource development, both at home and abroad: "Canadian universities are important players in this field, and regardless of Canada's future abroad, they will remain a permanent feature of the landscape" (Strong 1996).

Maurice Strong's statement appears to give Canadian universities the benefit of the doubt when it comes to the various ways in which they may choose to engage in a process of internationalization. Such engagement, it would appear, is only warranted insofar as these efforts are integrated into the university fabric. Despite our history of student volunteerism and the continuing presence of faculty and institutional champions, it remains true that many faculty members



ignore internationalization completely; some embrace it as a welcome friend; and others are sceptical and ask where the new money is to achieve it. Even on a single campus, one can expect a varied reception to both the ideas embedded in the language of internationalization and the actual institutional transformations needed to achieve it.

70 The lack of documentation continues to hinder our ability to understand ourselves and think critically about the changes, if any, needed in what and how we teach and in what and where learning can occur. Such research, where it exists, is ad hoc and not widely read. We have very limited ways of knowing the extent to which the education of students today is more internationalized than it was 5 years ago. And we are nearly at the point of losing the opportunity to document, through first-hand accounts, the impacts of the international experiences of the early pioneers on themselves as people and on their students. There is no systematic body of knowledge to draw on. This lack of documentation does not, however, mean a lack of experience to build on.

And, for a host of reasons, some Canadian universities are beginning to tackle the fundamental issues involved in internationalizing education. Some of these institutions are affiliated with the older, "established" institutions, such as Dalhousie, Université de Montréal, and UBC. Others have a special connection to their communities at home and abroad (the University of Calgary, the Coady International Institute, and the University of Waterloo). Still others were, from their inception, fundamentally different (Open Learning Institute, Athabasca University). Some are still shaping the types of teaching and learning relationships needed to enable them to pursue their ideas and shared interests (University of the Arctic, College of the Americas).

The challenge of internationalizing undergraduate education is complex. Consider one of many possible scenarios as an example. To begin with, the volunteer student movements that played such a critical role in the early internationalization of education have for a variety of reasons moved off campus and assumed responsibility and control of their own efforts. Although this is understandable, given the course of events over the last 25 years, the absence of their leadership is a loss, notwithstanding the outstanding efforts of AIESEC and other independent student volunteer groups. Particularly in their formative years, they provided an energetic and optimistic balance to the conservatism of university senates and faculty councils. So, how do students today engage in international activities?

Box 4

New voices, new perspectives

David Hughes, President and founder of the Impact Group, and Darin Rovere, President and founder of the Centre for Innovation in Corporate Responsibility, were chosen to address a range of questions raised in this book, because they saw themselves as aligning their future with these important issues and because they had had some contact, during their years as students, with international development. Both David and Darin had completed university degrees within the previous 7 years at Canadian universities. Both had held top leadership positions within the Association for International Exchanges of Students in Economics and Commerce (AIESEC), provincially, nationally, and internationally. Both had worked with NGOs in Africa, Canada, Europe, and more than 50 countries around the world. Their work as student leaders and as young entrepreneurs had taken them throughout the world. Both saw themselves as committed to working on important world issues as members of the rising third sector. Their views are expressed below.

Do you think the career you have chosen falls into the field of international development?

In this day and age, the conventional wisdom is that most individuals from the baby-boomer generation and beyond will go through several distinct careers in the course of their lifetime. Both agreed that their first careers had indeed been in international development. Now on their second careers, as young entrepreneurs, they focused on promoting the interests of the third sector. More specifically, they concentrated their efforts on an emerging field referred to sometimes as "compassionate commerce," "social entrepreneurship," "venture philanthropy," or "corporate social responsibility." "While this career is not exclusively within the field of international development, it does overlap into this field and is most certainly founded on the skills and principles inherited from prior involvement in international development." Although they acknowledged that their careers might lead them again into quite different fields, both had been driven by one common motivation — "to have a positive impact on those who, through circumstances beyond their control, are disadvantaged, disabled, and disenfranchised." Given the increasing scope of Canadian companies with operations in developing countries, they perceived this involvement in international cooperation as a huge opportunity to give others the benefit of our mistakes. "We simply can't do what we did here, and ... new technologies not only allow us to do it better but to do it quite differently." A leap-frog effect in the developing countries would lead to a big payoff for Canada and Canadian companies. "What we see is a transfer of new knowledge and infrastructures back to North America to enable us to work on where the real problems are."

What are the big issues you think the world has to deal with over the next decade?

Although everyone has their own perspective, area of specialization, and vested interest, for David and Darin the "top-of-the-pops" in the big issues category were the environment (global legislation, consumerism, corporate production practices, food production, eating habits, global warming), military arms, technological innovation, human rights, the imbalance of wealth and power, humanity's use and abuse of all these, and more. Whereas all these are important issues, "they are all symptoms and bi-products of a much larger problem related to how individuals, organizations, and nations govern themselves — locally, nationally, and internationally." They each felt that fundamental questions demanded their attention and that they needed to spend more time addressing issues such as the following: How do we set priorities and make decisions within our families, our communities, our public institutions? How do we divide up the boundaries and territories over which we are able and willing to be responsible

and accountable? Who should make which decisions? How do we share our resources and finance our common initiatives, and how do we ensure the safety, security, development, education, health, and well-being for all in our community — rich and poor, young and old, sick and healthy?

What factors (people and circumstances) either help you engage in the issues that concern you or hold you back?

Critical success factors for making a difference — making an impact — on any range of issues would have to include the following:

- ◆ *Knowledge—expertise in a given area* — Ignorance is the greatest hindrance.
- ◆ *Trust, lack of biases, and a willingness to cooperate* — Successful involvement in any issue requires open and honest communication between people.
- ◆ *Information and communications technology* — Developments in this area are profoundly improving and facilitating the knowledge, expertise, trust, and cooperation, mentioned above. Failure to embrace such technology will lead to growing ignorance and breakdowns in communication that will ultimately be detrimental to the discussion and resolution of “the big issues.”
- ◆ *Clear lines of authority and accountability* — The hierarchical organization is a thing of the past, and today we are surrounded by “teams-based management,” “virtual organizations,” partnerships, and alliances. These models bring with them many great benefits, but an effort must be made to retain clear lines of authority and accountability.

How does the phenomenon of globalization or internationalization impinge on your life and aspirations?

In no way! Both of these men believed that they had become global citizens in every sense of the phrase — with regard to career, education, friendships, recreation, interests, daily communication, financial transactions, and entertainment. “It is precisely the phenomenon of globalization and internationalization that has enriched our past and will continue to influence our future.”

Did the university prepare you for the world you have to live in?

Overall, the university experience prepared them well for what they encountered in business, both in Canada and abroad. However, both acknowledged that only a small portion of this preparation was due to lectures or class assignments. For Darin, not much critical thinking was taught at university and not enough time was devoted to world issues beyond those of his discipline. They learned much more, each agreed, through their involvement in AIESEC and through ancillary discussions on many issues with fellow students outside the official curriculum.

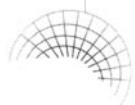
What really matters to your generation when it thinks about the world in which it has to live and work? What really matters to you?

Acknowledging the risk of making an unfair generalization, David and Darin felt that what really mattered most to their generation, sadly, was social status and material wealth: the house, car, summer cottage, and position. “All too many of my contemporaries have set this as their life target and only now are beginning to reassess whether this pursuit has ultimately made them happy, secure, and fulfilled.” Both reported that they, as founders and presidents of their own companies, and their colleagues at work “have been concerned much less about such issues and placed emphasis on other issues

related to public service, concern for our communities, and the need for stimulating and rewarding careers." They found it had not been easy to stick to their principles. "In the end, we will probably obtain the same level of wealth and prominence as our contemporaries but will have taken quite a different path to getting there." When asked to comment on the reasons for their values, both young men saw their earlier work in international development as a strong influence on their choices.


Do you feel that the new information and communications technologies really do make your generation very different from your parents' generation? If yes, what is the evidence?

We are hardly friends with our neighbours, yet we have daily conversations with people around the world, and that has changed both our neighbourhoods and our perspectives. In addition, the information and communications revolution has forced this generation to respond more quickly to more information and to a seemingly faster changing world. Response times are quicker, and less time is available to reflect on issues and circumstances. This has had its advantages with regard to productivity and efficiency, but it may have had its disadvantages in terms of the quality of those responses.



According to the senior university administrators in Knight's study (1996), overseas student exchanges rate high on their list of strategies to change the institution. But for university students at the beginning of the 21st century, who are more likely older, female, and employed in at least one part-time job (Bond 1998), the current economic context makes it difficult to pursue the type of experiential learning offered by overseas exchange programs. The pressing concerns of a great many students will continue to be the cost of tuition, the cost of living, and for some (men and women) the responsibilities of supporting a family. In reality, unless funding is made available to help students pay for the higher than average costs of international study, universities will be unable to rely on overseas exchange programs to make a significant difference in the educational experience of most students. It also means that the responsibility for providing an enriched and diverse educational experience for the majority of students will reside with the faculty members who remain at home.

If this scenario is representative, then we need to ask an important question: How knowledgeable and informed are faculty about cross-cultural and interdisciplinary issues in their own field or discipline and in the university context? Although we have only anecdotal evidence to answer that question, it is not unreasonable to expect institutional centres with the responsibility for faculty development to think carefully about designing programs to help faculty acquire new types of knowledge and integrate it into their educational practice. If, as some instructional-development professionals contend, the



already “converted” attend such continuing professional education courses, how, one might ask, do universities reach faculty who are clearly sceptical? A good starting point would be for universities to publicly recognize and reward the efforts of those who try to internationalize their courses. UPEI, Saskatchewan, and Calgary have already, or will shortly, include in their collective agreements with the faculty associations specific wording to recognize international activities for the purpose of tenure (Timmons, interview, 1999⁶). In addition, it should be possible to acquire special funding to support research programs to identify the dilemmas, document the outcomes, and widely communicate the results.

Arguably, the most important decision a university can make is the one about who to hire for a tenure-track position. It is, therefore, important that the criteria for appointment reflect the changing needs of the university. At the beginning of the 21st century, as the result of large numbers of retirements (in selected fields), the exercise of clarifying the desired qualities of candidates will be enacted many times over as universities find themselves in the position of having to make a substantial number of new appointments. Not since the late 1960s has such an opportunity to diversify the body of knowledge and experience in the academy been encountered. Is it unreasonable for a university to recognize the special merit of candidates who have studied or even just lived overseas or who have otherwise demonstrated their ability to enhance the internationalization of the academy? Recent notices in *University Affairs* would suggest that this opportunity is not being overlooked, at least not by some.

Canadian universities are about to be in a unique position. Many of the early pioneers are still among the ranks or still living close by. At the same time (or very nearly so), the opportunity will become available to appoint fairly large numbers of new staff. The argument that the continuing underfunding of the university would make all these efforts to change more difficult, as valid as it may be, cannot in and of itself mask the potential for most institutions to deliberately reshape themselves, if they wish to do so. Although some institutions and some areas of specialization may be seized by the “idea” of internationalization because of its potential economic benefit to students and to Canada, it is unlikely that members of the academy will fully embrace internationalization and call it their own until they see that the driving force behind it is not jobs, or the economy, but

⁶ V. Timmons, University of Prince Edward Island, Bachelor of Education with a Specialization in International Education, interview with SB, 5 Feb 1999.

an invigorating intellectual opportunity to enrich their own lives and those of their students. When and where that happens, the universities will in much greater numbers provide the intellectual leadership that is rumoured to be missing from the current dynamic of the universities.

