



INTERNATIONAL CENTRE

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Dr. Daniel Woolf
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Dear Principal Woolf:

I wish to thank you for the invitation to comment on your vision document, *Where Next? Toward a University Academic Plan*. I have used this exercise as an opportunity to consult with the staff at Queen's University International Centre (QUIC) in order to bring all of our ideas on your paper together in this letter.

I also appreciate your call for the Queen's community to think outside the box – to think “broadly and imaginatively” – about our situation and to make “bold - even transformative” suggestions for you to consider. Interestingly, as the Director of a non-academic unit charged with providing programs and services to students, and support for central international programs and activities initiated through the Office of the AVP (Academic/International), I am in a unique position to think broadly and imaginatively about your vision and proposed future priorities for Queen's academic plan. I say this because on several occasions in the past, QUIC has been instrumental in providing academic departments and the central administration with support for their efforts while, due to our non-academic mandate, for the most part remaining on the margins of the resulting activities. Being on the periphery has some advantages, in that this perspective enables one to see life in the Queen's community with different eyes and allows for the freedom to be more aggressively innovative than might be the case if one is bound by the rigor of departmental and faculty systems. It is from this unique vantage point that I hope QUIC will be able to offer some diverse and provocative suggestions for you to consider.

Given the mandate of QUIC¹ which focuses on “creating an internationally informed and cross culturally sensitive community at Queen's”, my comments will focus mainly on the theme of “internationalization” that you have included both as one of *four fundamental principles* and in

¹ QUIC mission statement can be found at <http://quic.queensu.ca/about/mission.asp>

your list of *ten proposals for consideration* - an effort that will culminate in the development of an internationalization plan. The fact that you have included internationalization as a fundamental principal for the University is in itself reason to be optimistic about the future of Queen's and that our comments will bear fruit.

From my reading of the vision document, the main focus of the proposed international activities for Queen's lies in "providing international education experiences for our students, research collaborations for our faculty, and service beyond our national borders". These activities certainly capture the historic themes of Queen's involvement abroad. The early establishment of our link to St. Andrew's University through a prestigious exchange program, our attraction of the best international students through scholarship programs, and our traditional departmental linkages through foreign language exchanges, area studies, and individual faculty member research linkages, gave Queen's a solid foundation for the growth of our international profile in the 1990s. Since that time we have increased our linkages with international partner universities, mainly to expand student mobility, cooperative research and more recently, international student recruitment efforts. Overall our track record is solid when compared with other Canadian universities, and in some aspects, we set the standard for institutions across the country.

With the creation of the Bader International Study Centre (BISC), we have added a unique dimension to our internationalization mix. However, from the vantage point of those at the cutting edge of internationalization research and practice, Queen's is still very much functioning at the basic level of internationalization in which the institution focuses most of its efforts on increasing numbers of linkages abroad and attracting increased numbers of international students. There is much more that can and should be done.

I would therefore encourage you to think about internationalization in the context *Internationalization at Home*².

The concept "Internationalization at Home" was introduced by Bengt Nilsson at the 1999 annual meeting of the European Association for International Education. Nilsson was responding to what he saw as the failure of the European Union's Erasmus to achieve its objectives of enabling "the higher education sector to adopt new methods and commit itself wholeheartedly to the provision of lifelong learning" in order to educate students for citizenship in a Europe that increasingly would demand new competencies and qualifications in response to increasingly changing needs.

Not only was the Erasmus goal of 10% of European students studying in another European university

² The term 'Internationalization at Home' was first used by Bengt Nilsson of Lund University in Sweden (currently Malmo University) in his paper "Internationalisation at Home – Theory and Praxis," <http://www.eaie.org/pdf/intathome.asp#liherg>. European Association for International Education Forum, Spring, 1999. Also a good summary of the history and research surrounding Internationalization at Home was developed by the 2009 QUIC intern, Andrew Crosby in his paper "Linking the Intercultural and Anti-racism Aspects of Internationalization at Home". QUIC. 2009. [http://quic.queensu.ca/resources/resource/files/Linking%20IaH%20at%20QUIC%20221009\(1\).pdf](http://quic.queensu.ca/resources/resource/files/Linking%20IaH%20at%20QUIC%20221009(1).pdf)

unrealistic, but the reliance on student mobility as a vehicle for international education left institutions off the hook. Faculty did not need to change what they were doing, the curriculum did not need revision, nor did institutions need to commit resources to internationalization. Further, why were only 10% of the students to benefit? Were the remaining 90% not to be educated for citizenship in a Europe constantly facing new challenges? Were they not to gain the intercultural communication skills that would enable them to effectively interact with people from other countries?

Internationalization at home is an intensely individual matter. That is, each institution will have its own approach, based on its history, mission, location, resources and the composition of its faculty, staff and students.... At the same time, some commonalities will exist across campuses. No matter where internationalization at home takes place, it will require

- *opportunities for faculty and staff development,*
- *resource development to deliver international education,*
- *a curriculum rich in international and domestic content, and*
- *vehicles for the development of intercultural communication competencies (including but not limited to language).*

Above all, internationalization must be intentional and purposeful.³

Internationalization at Home includes all of what Queen's currently does, and more. Expansion in our current international activities would continue. However, this would be in balance with the work of *Internationalization at Home* which emphasizes internationalizing Queen's campus proper where the vast majority of Queen's students will spend the whole of their study time, and to where our students studying abroad must one day return. Essentially, the stronger *Internationalization at Home* at Queen's becomes, the more successful we will be with regard to international partnerships, exchange agreements, and research collaborations. By improving the intercultural dimension of the Queen's campus proper, we are not only providing a better educational environment to the wider student body but also improving the reputation of Queen's and Kingston as an international education destination worthy of consideration. This point serves to characterize *Internationalization at Home* and the broadening of international linkages as existing in a positive feedback relationship, and not necessarily as a choice of one over the other.

Creating an internationally minded community at Queen's means turning international on its head. In a sense, it means that the same amount of focus and resources that BISC has received over the past 15 years, would be invested on Queen's campus in the work of the faculties, departments and support units such as QUIC and the internationally related offices of the faculties.

To be certain, implementing *Internationalization at Home* would require dedicated resources; however, these resources would be allocated to areas where additional resources are already required – the classroom, curriculum, faculty research, creating programs that integrate learning at home and abroad, and support for service units that make the ethos of Queen's attractive to an

³ Brewer, Elizabeth. Director, International Education, Beloit College "New Directions in International Education: Building Context, Connections and Knowledge," Beloit College, October 29-30, 2004.

international and intercultural community, and more so, prepare students for the needs of a diverse and changing world and workplace. Specific to the allocation of these resources under the guide of *Internationalization at Home* would be their focus on student support units, faculty members, departments, and faculties that are willing to develop the international dimension on campus.

I am recommending this approach for two reasons. First, it will deepen the international/intercultural ethos of campus. The internationalization of the “at home” dimension of Queen’s will expose all students at Queen’s to the world of diverse beliefs and values and that in turn will enable them to more successfully engage the world of the 21st century. It will also go a long way to making Queen’s attractive to a wide range of faculty, staff and students from diverse backgrounds and with multiple cultural perspectives. Second, Queen’s has already begun to develop expertise in the area of intercultural/international communication and building community for mutual exchange of ideas which are the foundation of *Internationalization at Home*.

With reference to the first point, *Internationalization at Home* has evolved out of what was known as the “ethos approach” to internationalization. Both Maurice Harari, who is considered to be the Dean of internationalization⁴, and Jane Knight, Canada’s preeminent researcher in internationalization refer to the “ethos approach” in their writings. Knight includes this approach under the “at home” classification in her recent article “Internationalization Remodeled”⁵. They comment that by deepening the cultural sensitivity of the university community, we can build a community that is able to perceive different ways of seeing and valuing the world. Hence our students will be better prepared to be global citizens upon graduation.

Harari notes that

*In short, what creates a genuine international ethos on campus relates in part to the curriculum and calls for the sustained attention of the faculty to the truly international content of their disciplines in particular, and the curriculum in general. This needs to be combined with another non-curriculum part, namely the sustained personal ‘human concern’ of faculty and staff for students of all nationalities and ethnic backgrounds, and the sustained and genuine efforts of the faculty and staff to create and promote continuous opportunities for international and American students and scholars to address world and intercultural issues and to interact intellectually, socially and culturally with each other in an atmosphere of mutual appreciation and respect.*⁶

⁴ Harari, Maurice. “Internationalization of Higher Education: Effecting Institutional Change in the Curriculum and Campus”. Long Beach, California: Center for International Education, California State University, 1989.

⁵ Knight, Jane. “Internationalization Remodeled: Definition, Approaches, and Rationales”. *Journal of Studies in International Education*. 8; 5. 2004.

⁶ Harari, Maurice. “Internationalization of the Curriculum”. *Bridges to the Future: Strategies for Internationalizing Higher Education*. Klasen, Charles B. Ed. Association of International Education Administrators. Carbondale, IL. p. 76, 1992.

Another leader of note in this area is Josef Mestenhauser, Professor Emeritus at the University of Minnesota. For Josef Mestenhauser⁷ ‘internationalization’ is the process of knowing how we know, how we make sense of our world, and, when we encounter the worlds of others, being able to shift our modes of thinking as required to understand our new context. In other words internationalization is not just being exposed to other cultures but learning how those cultures function and how to function in and with those cultures. This requires rethinking how we bundle the learning and knowing process over the whole period of a student’s and more importantly a faculty member’s time at Queen’s⁸.

Why is this “on campus” orientation to internationalization important? Embracing *Internationalization at Home* means that our student population that is mobile, either coming to Queen’s or going abroad to study, has a learning environment that provides safe and engaging spaces and forums here at Queen’s within which they can make sense of their international and intercultural experiences. This learning environment offers them both formal and non-formal approaches to their education, and gives them the academic direction and supervision they require to frame their new consciousness of the world.

Here it is also important to recognize not only the role that the non-formal aspects of academic life contribute to the student experience of things international and intercultural; but also, the role that non-academic student services play in ensuring the success of students in making the links required to bridge the gap between academic learning about things international and intercultural and real life engagement in those areas. For this purpose, Queen’s has provided units such as QUIC to provide a “home away from home”, to build a welcoming community for students from various cultural backgrounds and to engage students in learning intercultural skills to manage the process of acculturation.

The second reason for recommending that Queen’s embrace *Internationalization at Home* as its approach to internationalization is the level of expertise that we have already developed in this area. QUIC is the Canadian leader in many aspects of this work. Since 1985, following a visit by Maurice Harari⁹, sponsored by Emeritus Principal Ron Watts on the recommendation of QUIC, we have been involved in enhancing this aspect of the campus. We crafted our initial mission statement in 1985 and it remains intact today.

The Queen’s University International Centre (QUIC) is an international education support service for students, faculty and staff at Queen’s. Through its activities the Centre promotes an internationally informed and cross culturally sensitive university community.

⁷ Yershova Y; DeJaeghere J; Mestenhauser J. “Thinking not as usual : adding the intercultural perspective”. *Journal of Studies in International Education* v.4 n.1 p.39-78, Spring 2000.

⁸ Paige, R. Michael and Mestenhauser, Josef A.. “Internationalizing Educational Administration”. *Educational Administration Quarterly*. 35; 500. 1999.

⁹ Coincidentally, it was upon the recommendation of Maurice Hariri during this visit that Principal Watts created the Principal’s Development Fund with its international dimension.

Our annual report notes that we are directly involved with the lives of approximately 3,500 students moving to and from Queen's. In addition we provide services for another equal number of students from diverse ethnic backgrounds and students interested in going abroad. From this work we know the present fabric of the Queen's cultural community. However, because the emphasis for internationalization at Queen's has been, for the most part, looking outward to partnerships and linkages abroad, our work has not been fully recognized or integrated into the strategic approach for internationalizing Queen's.

As I mentioned earlier in this letter, QUIC from its unique perspective has been able to take an innovative approach to our work in the international education field, often in advance of the awareness of the university in these matters. I would propose that it is now time for QUIC to take a more central role in the internationalization process at home.

We can help you achieve your internationalization goals in three ways. First, QUIC can help to build the strong internationally minded and cross culturally sensitive ethos on campus required to implement *Internationalization at Home* by

- providing community-building programs and activities for newly arrived students on campus
- providing advising and support for students during their sojourn on campus or abroad
- providing support for faculty, staff and students as they transition to the cultural of Queen's and other Canadian institutions.

Second, QUIC can develop and deliver the essential services needed to support a central office of international affairs at Queen's – Queen's International - by

- hosting the increasing numbers of students, staff, visiting researchers and faculty on campus with diverse cultural backgrounds
- continuing to deliver services in support of such programs as: the University Health Insurance Plan (UHIP), the Emergency Support Program (ESP) for students and faculty working/studying/travelling abroad, the Off Campus Activity Safety Policy (OCASP), and the intercultural orientation for the growing numbers of international students and students preparing to study abroad
- providing program and project support for the central international activities of Queen's including programs for internationally focused staff exchanges and on-line international resource sharing.

Third, QUIC can provide intercultural and international training for faculty, staff and students to assist in developing the intercultural competencies that form a solid foundation for global citizenship by

- delivering intercultural training programs in cooperation with Human Resources, the Centre for Teaching and Learning, faculty offices, student governments and faculty societies, and volunteer training sessions

- making available to various campus groups both in class and co-curricular sessions for intercultural learning including:
 - the Intercultural Developmental Inventory (IDI)¹⁰
 - SocioCultural Competency Training (SCT)¹¹
 - use of the D.I.E. Model¹²
 - intercultural simulation games such as Barnga¹³,
 - the Certificate for International Education Professionals offered jointly by the Faculty of Education and QUIC¹⁴, and
 - QUIC courses through the International Educators Training Program (IETP)¹⁵.

The area of intercultural training is critical to implementing the *Internationalization at Home* approach. As our international student population continues to grow and our campus gains a larger percentage of students from diverse cultural backgrounds, we will need a campus populated by faculty and staff members who are both knowledgeable and skilled in intercultural communication. The intercultural courses offered by QUIC and other key units on campus, will expose members of the Queen's community to the theory and knowledge underlying cultural diversity and intercultural communication. These courses, sessions and workshops, will address concerns and apprehension around cultural difference and will increase the sense of owned cultural values and practices, making the campus community feel more secure when dealing with intercultural and international difference. This heightened awareness and acceptance of cultural difference throughout the campus, will also invigorate the mutual exchange of diverse perspectives in all aspects of campus and academic life.

While the basics for moving toward a strategic approach to *Internationalization at Home* are in place at Queen's, the work at two other campuses is worth noting as we chart our course forward – the University of British Columbia¹⁶ and Thompson Rivers University¹⁷. Both of these universities have begun to address the challenges of *Internationalization at Home* at all levels across their institutions. As such they are becoming the leaders in this area in Canada.

¹⁰ Intercultural Development Inventory (IDI). <http://www.idiinventory.com/about.php>

¹¹ Mak, A.S. [Extending Social Skills for Success in International Education: the Excell Program](http://www.excellinterculturalskillsprogram.com/f/SOCIALSKILLS.doc). (known as SocioCultural Competency Training (SCT) in Canada) (2004) <http://www.excellinterculturalskillsprogram.com/f/SOCIALSKILLS.doc>

¹² The Description, Interpretation, Evaluation Exercise. (D.I.E) <http://www.intercultural.org/die.php>

¹³ Barnga Simulation Game. <http://www.lancs.ac.uk/users/interculture/pcat6.htm>

¹⁴ Certificate for International Education Professionals. http://quic.queensu.ca/training/ietp_certificate.asp

¹⁵ The International Educators Training Program (IETP). <http://quic.queensu.ca/training/ietpnew.asp>

¹⁶ UBC – Road to Global Citizenship: An Educators Toolkit <http://olt.ubc.ca/community-learning/projects/global-citizenship-toolbook/>

¹⁷ Thompson Rivers University. Internationalization Plan. <http://www.truworld.ca/internationalization/internal.html>

In concluding this letter, I would like to emphasize the willingness of QUIC to participate in your efforts to meet the challenges facing us in the years ahead. We have been diligent in building our Centre as a centre of excellence through our programs and activities and as a source of inspiration and support for faculty and students who either bring to Queen's diverse cultural values and practices, or who are working at the departmental and classroom level to introduce and invigorate the international/intercultural learning environment. We are prepared to make both the changes and the concerted effort required to create at Queen's a unique intercultural environment that will make us the Canadian leader in global education.

Sincerely yours

A handwritten signature in black ink, appearing to read 'Wayne Myles', with a long horizontal flourish extending to the right.

Wayne Myles
Director