Internationalization White Paper for Memorial University

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Acronyms

ACCC Association of Canadian Community Colleges
ACOA Atlantic Canada Opportunities Agency
ADB Asian Development Bank
AfDB African Development Bank
AP Aboriginal Peoples
ANR Arctic and Northern Regions
AR Annual Report
AUCC Association of Universities and Colleges of Canada
CCRED Community, Regional and Enterprise Development
CACH Creative Arts, Culture and Heritage
CDB Caribbean Development Bank
CDEL Career Development and Experiential Learning
CIAP Centre for Institutional Analysis and Planning
CIDA Canadian International Development Agency
DEIF Diversity and Intercultural Education Fund
DELTs Distance Education, Learning and Teaching Support
EAB Education Advisory Board
EENR Environment, Energy and Natural Resources
FBA Faculty of Business Administration
GEG Global Engagement Grant
GGG Going Global Grant
GPP Governance and Public Policy
HRDC Human Resources Development Canada
HRSDC Human Resource and Skills Development Canada
IC International Centre
ICG Illuminate Consulting Group
ICT Information and Communication Technology
ICS Intercultural Conflict Style
IDI Intercultural Development Inventory
IFI International Financial Institution
MI Marine Institute
MII Marine Institute International
NL Newfoundland and Labrador
OCP Office of Research and Collaboration
OFA Oceans, Fisheries and Aquaculture
ORS Office of Research Services
PNG Papua New Guinea
RDC Research & Development Corporation of Newfoundland and Labrador
SGS School of Graduate Studies
SIF Strategic Internationalization Fund
SJ Social Justice
SP Strategic Plan
UK United Kingdom
WHBD Wellbeing, Health and Biomedical Discovery
1.0 Introduction

1.1 Aim

This White Paper aims to assess the state of internationalization at Memorial. The scope includes current international activities, the relationships and planning around these (and future) activities, and the structures in place to administer them.

The Paper provides recommendations as a precursor to and framework for the creation of a pan-University internationalization strategy that will guide Memorial’s planning in various spheres of activity (e.g. research, teaching & learning, public engagement, recruitment, student services, training delivery). The strategic planning process will include broad consultations encompassing all academic units, campuses and senior leadership portfolios.

The White Paper seeks to address a number of questions, including:

- What is Memorial’s current understanding of “internationalization”?  
  o How has Memorial evolved in its approach to internationalization?
- What rationale(s) has Memorial articulated for internationalization?
  o What motivates Memorial in its internationalization efforts?
- How has Memorial articulated its priorities for internationalization?
- What structures (administrative, academic, other) support the internationalization of Memorial? How are international offices structured at similar universities across Canada?²
- What activities, relationships and plans facilitate the University’s internationalization?
- What strengths, weakness, opportunities and threats exist with respect to Memorial’s internationalization?
- What next steps are recommended for Memorial in its internationalization efforts?

The White Paper does not purport to:

- Review University policies and procedures related to internationalization
- Describe incentives for internationalization
- Articulate specific goals; strategies; desired inputs, outputs and outcomes; or performance measurements (these are “next steps”)
- Map current funding for internationalization

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² Education Advisory Board’s November 2013 report *International offices organizational structures at Canadian institutions* was received by the consultant just prior to finalizing this report.
• Assess Memorial’s culture vis-à-vis internationalization
• Assess potential target markets (as these situations constantly change).

1.2 Process for developing white paper

The three-person working group established for developing this White Paper consisted of one representative each from the International Centre (IC), Marine Institute International (MII) and the Grenfell Campus. The working group collaborated with Sarah Mills, a consultant from Goss Gilroy Inc (GGI). In addition, the Education Advisory Board (EAB) was engaged to carry out an environmental scan of international offices across Canadian universities.

From August through November 2013, the working group, along with the GGI consultant, undertook limited consultations with senior administrative staff and the four student unions\(^3\) from three campuses – St. John’s, Grenfell, Marine Institute. The group also met with the Interim Director of the Harlow Campus.\(^4\) In addition, the consultant conducted a document review to capture the current status of Memorial’s internationalization with respect to structures, research, and teaching and curriculum; as well as ongoing activities (e.g. technical cooperation and international development; international mobility of faculty, staff and students; international agreements). The consultant identified key findings from previous reviews/reports on internationalization at Memorial, including significant components, benefits and challenges. The consultant also conducted a review of key literature concerning internationalization within the higher education sector, and used relevant concepts to analyze Memorial’s past and present thinking around internationalization.

Informed by the consultation sessions, existing University frameworks and plans, and the many previous reports on internationalization, the consultant drafted this White Paper for review and refinement by the working group. As mentioned, further broad consultations are planned for Phase 2, as part of Memorial’s internationalization strategy development.

1.3 Challenges in developing White Paper

Challenges encountered in developing this White Paper revolved largely around the lack of accessible data. This was also a major finding of The Illuminate Consulting Group (ICG), which developed similar strategic-planning background documents in 2011. While various units gather

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\(^3\) These are the Graduate Students’ Union (GSU), Memorial University of Newfoundland Students’ Union (MUNSU), Marine Institute Students’ Union (MISU) and Grenfell Campus Student Union (GCSU)

\(^4\) Memorial has a multi-campus arrangement: St. John’s Campus, Fisheries and Marine Institute, Grenfell Campus and Harlow Campus and several Institutes.
information on (and in some cases publicly report) various aspects of internationalization\(^5\), Memorial has yet to define what types of internationalization data should be collected, and to establish processes for and reporting on such collection.

Particular issues include:

- **Research:** While the Office of Research Services collaborated in retrieving data on foreign-funded research, this data gave an incomplete picture of the volume of Memorial’s international research activity. Similarly, while the Yaffle database serves as a useful source of information about international collaborations, contributions to this database on the part of faculty, staff or students are voluntary. As such, it is fair to say that the number of Memorial’s research collaborations with international partners is under-reported.

- **International development and technical cooperation:** While MI International records information about all of MI’s international development and technical cooperation activities, similar undertakings on the part of the St. John’s Campus are not easily identified. This is at odds with Memorial’s goal (articulated in its *Strategic plan submission to the Department of Education, Government of Newfoundland and Labrador 2011-2014*) of increasing the number of students involved in international development projects at home and abroad.

- **Faculty, staff and student mobility:** No pan-university data was available about the international movements (inbound or outbound) of Memorial faculty and staff. Moreover, while Memorial has been routinely collecting and reporting on international student enrolments, statistics on Memorial’s outbound students (who travel as part of academic programs for study, work or research) are neither centralized nor commonly reported.

- **Agreements:** While the IC tracks international agreements signed by the University and international bodies, and has proposed an assessment tool for renewal decisions, no approved mechanism exists for evaluating the effectiveness of these partnerships. In fact, what makes for an “effective” agreement has yet to be determined. Another issue is that units may not always forward information on international agreements to the IC and, as such, the database of agreements may be incomplete.

- **Teaching and curriculum:** Apart from surveying the selection of Memorial courses with “international”, “world”, “global”, “foreign” and/or “comparative” in the title or course description, it is difficult to ascertain the extent to which Memorial has internationalized its teaching and curricula, including ensuring that teaching and curricula are culturally appropriate/sensitive. No such evaluations of Memorial’s curricula have apparently been undertaken.

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\(^5\) For example, the Centre for Institutional Analysis and Planning [CIAP] gathers and analyzes information on international student enrolments. Similarly, the IC acts as repository of international agreements, the Department of Human Resources records the number of participants in diversity and intercultural training, and MII tracks details pertaining to its international projects.
2.0 Memorial’s history and thinking around internationalization

Memorial’s presence on the international scene was solidified with its 1969 acquisition of the Harlow Campus (Memorial University, Undated-b), which established a formal international component for the University. This presence was heightened in 1992 upon Memorial’s affiliation with the present Marine Institute, which since that time has implemented over 200 projects in some 50 countries (Marine Institute International, Undated). It is seemingly the case, however, that the internationally based activities of these campuses have been somewhat removed from many of Memorial’s other operations. Similarly, the spirit demonstrated by many other units with a track record of international forays (see Section 3.0 on “Status of Memorial’s internationalization efforts”) has not yet permeated the University as a whole.

2.1 Publications addressing Memorial’s internationalization

Memorial’s formal, system-wide considerations around internationalizing began with the Best report (1993). Based heavily upon the University of Calgary’s experience, Best recommended the formation of an International Centre (IC) to bring together Memorial’s heretofore “dispersed efforts” in the area (Blake, 2001). While the Best report was later seen to have been “the catalyst” for the 1997-1998 establishment of Memorial’s International Centre, more noteworthy perhaps is Best’s comment that outweighing the IC’s formal organizational structure in significance would be its values and roles (Best himself envisioned the IC as coordinator/facilitator, rather than as centralized institution or implementer). Beyond this statement, however, there are no indications of how Best or Memorial administrators of the period viewed the concept of internationalization.

In the later 1990s, following “a broad-based consultation” (Blake, 2001, p. 14), the International Centre presented its proposed framework for the internationalization of Memorial University.

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6 In the case of the Harlow campus, its strategic positioning seems to have been rarely addressed until quite recently, when it was identified in AR 2011-2012 as one of three key elements in the formulation of a new strategic plan regarding Memorial’s internationalization. Harlow was cited specifically as the site of a pilot project on expanding delivery via “distance and hybrid models”, aimed at providing UK and EU students with access to Memorial courses/programs (AR 2011-2012, pp. 33, 36; see also AR 2012-2013, pp. 28.). The Grenfell Campus has also only recently become involved in strategizing around internationalization, having authored its own plan in 2012, which incidentally considers enhancing Grenfell’s use of the Harlow campus.

7 For timeline of key documents related to Memorial’s internationalization, refer to Appendix A.

8 The IC was formed by merging three offices located in Spencer Hall: the Office of International Co-operation, generally responsible for “international activities” at Memorial; the International Programs Office, which focused on international development and technical assistance projects; and the Canadian Centre for International Fisheries Training and Development, a joint operation between Memorial and the Fisheries and Marine Institute, which focused on planning and managing fisheries and marine-related international development projects. (The Gazette, 1996a, 1996b) While the IC was established in 1996, the IC was not formally launched until 1997-1998 (Blake, 2011, p13).
outlined as a series of 16 goals (plus associated actions). These goals appear in a booklet published by the International Centre entitled *Reaching out to the world* (1998), nested under the following ten headings:

- Commitment to internationalization
- International students
- Domestic student enrichment
- International development
- Institutional co-operation
- Private sector co-operation
- International research and partnerships
- English –as-a-second-language programs
- Program marketing
- Projects and project funding acquisition

Blake (2001, p. 15) noted, without being specific, that (as of 2001) “these goals have been achieved to varying degrees, and some have yet to be adequately addressed.”

Two subsequent publications addressed the organizational structure of the IC. The Office of Student Affairs in *The perceptions and expectations of Memorial’s international student: A focus group discussion* (1998) argued for the centralization of international student support services, to allow better access by students, as well as more efficient marketing of international student services by the university. Keough (2000) suggested an entrepreneurial basis to IC operations and that, accordingly, the IC assume responsibility for student recruitment. In particular, Keough recommended that support for international students be expanded, providing for their needs “from recruitment to graduation”, and pointed out that continued contact with alumni could contribute significantly to recruitment efforts, especially toward establishing/nurturing in-country relationships and partnerships. Aside from his comments about “students in the international arena,” Keough highlighted what he saw as two other “major areas” of activity for the IC: international development projects and international research opportunities.

Blake (2001) took on the issue of internationalization in even broader fashion. He recommended installing internationalization as a “core activity” (p.28), one that needed to be duly clarified (with respect to “what we are doing and for what reasons” [p.27]) and sufficiently resourced. Recognizing the importance of generating revenue for international activities, he named the two key thrusts of Memorial’s internationalization as student recruitment and alumni development. Other activities (e.g. student/faculty exchanges, collaborative research, development projects, curriculum review) were seen as a financial drain and, therefore, as lower priority for the moment. Blake viewed the development of appropriate and centralized/coordinated student services (including staff training) as critical to international student recruitment/retention. The role of the IC was to “coordinate, stimulate, facilitate, and disseminate information” (p.30).

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9 The then President endorsed this initiative (Muzychka, 1998).
In the mid to latter half of the decade came four publications which, in turn, advocated for a re-visioning of the IC’s mandate. Gogan et al. (2004), Working Group on Internationalization (2005), Task Force on the International Centre (2008) and Greenwood (2010) raised a number of common issues about Memorial’s internationalization:

- Lack of institutional commitment/progress (Gogan et al.; Working Group on Internationalization; Task Force on the International Centre)
- Existing fragmentation and lack of coordination (Gogan et al.; Working Group on Internationalization; Task Force on the International Centre)
- Need for increased funding (Gogan et al.; Working Group on Internationalization; Task Force on the International Centre; Greenwood)
- Need for revamping IC Executive Director position description (Gogan et al.; Greenwood)

Each publication made recommendations regarding the IC’s mandate and its position within Memorial’s organizational structure. Some of the recommendations targeted issues such as student mobility, internationalization of the curriculum, technical cooperation, and so forth.

ICG’s 2011 International strategy discussion opened with noting the lack of impact or relative change to longstanding issues that had come out of the studies of the past decade, attributing the lag to an institutional culture fixated on past policies/practices and unaccommodating to change management (pp. 5-6). The document described Memorial as lacking guidance as to its overall strategy of internationalization, and as having an approach to the attraction of international students from awareness to admissions that was based on Memorial’s domestic efforts and was insufficiently distinct or cognizant of the particular needs and preferences of international students. Recommendations were presented in five key areas:

- Awareness and attraction
- Application and admissions
- Student services (and educational experience)
- Graduation and alumni status
- Migration.

2.2 Publications addressing particular aspects of Memorial’s internationalization

Three publications from the period 2000-2002 addressed the matter of services for international students. Parsons (2000) identified the pre-entry and entry needs of students, chief among them being the desire for information about Canada and Memorial prior to home-country departure. Koenderman (2000) pointed to the problem of decentralization, and assessed staff training around service coordination and delivery to be insufficient. Burnaby (2002) highlighted the importance of increasing student recruitment and flagged many of the systemic issues named in
other papers as having hampered Memorial’s internationalization efforts. She stressed the need for “clarity of vision concerning the overall scope of internationalization” and for “a strategic plan specifying timelines and resource commitments” (p.36).

In 2007, consulting firm GGI presented its *Evaluation of the International Student Recruitment Project*. The study documented the economic benefits international students imparted to the province, including as a potential pool of human capital, and noted how these students contributed to cultural diversity of Newfoundland and Labrador (NL) institutions/society. Among its key findings about recruitment, this study identified barriers, approaches and target markets, as well as in-demand academic areas.

In that same year, the Faculty of Business Administration presented its vision for the internationalization of that department. This took the form of a slideshow presentation entitled *Internationalization Strategy* (2007).

### 2.3 How internationalization has been conceptualized

Brandenburg and de Wit (2011) note that “[o]ver the last two decades, the concept of the internationalization of higher education [has] moved from the fringe of institutional interest to the very core” (de Wit, 2013, slide 10). This has clearly been the case at Memorial. It is evident simply from cursory scans of Memorial’s collection of Strategic Plans (SPs) and Annual Reports (ARs), for example, that interest in internationalization has been growing.\(^{10}\)

Within the higher education sector, internationalization has been conceptualized in a variety of ways. Three such lenses for viewing internationalization are considered here, along with how Memorial’s perspective aligns with each:

i) **Internationalization may be defined in terms of levels** (Knight, 2004, pp. 9-12), with *national/sector level* actors (e.g. government departments, non-governmental organizations ) shaping higher education through policies, programs, regulations, etc. and *institutional level* actors (e.g. public colleges, media companies) providing delivery of educational programs/content. Befitting its status as institution, Memorial certainly engages in many of the “institutional” approaches to internationalization outlined by

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\(^{10}\) Based upon mentions of the terms "international" and "internationally", Memorial's move to internationalization seemed to be of modest priority as recently as the mid-2000s: those terms appeared a total of only 9, 16 and 18 times, respectively, in the 2006-2008 SP, 2006-2007 AR and 2007-2008 AR (and merely with reference to recruitment, competitiveness, ventures and impact of research). From 2008 onwards, the notion of internationalization becomes increasingly prominent: 47, 68 and 67 mentions of "international(ly)", respectively, in 2008-2011 SP, 2008-2009 AR and 2009-2010 AR (this time in relation to an expanding field of references, e.g. student support services, partnerships, development projects, and curriculum and domestic programs). Similarly, "international" appears relatively recently in Memorial's goals (2008-2011 SP, Goal 6; 2008-2009 AR, Goal 6), with respect to increasing international student enrolment and enhancing Memorial's international profile. The 2010-2011 AR makes no less than 80 mentions of "international(ly)", plus the term "internationalization" is used several times in reference to a strategic plan/process. In this and the subsequent AR, the activities of the International Centre are also prominent.
Principal among these, perhaps, are framing internationalization as a) a set of activities, and b) the process of integrating an international/intercultural dimension into Memorial’s teaching, research and/or service functions. While Knight is clear that the approaches on an institution’s palette are not mutually exclusive and that there exists “no right approach,” her notion of approaches is useful toward assessing the manner(s) in which a given actor would prefer its internationalization to proceed, and as a consistency check against other values and rationales it has espoused (pp. 18, 21).

It is interesting to note that Memorial frequently references what Knight posits as an intermediate position between the institutional level and the national/sector level, wherein the institution aims to be responsive to an external force (globalization is frequently named). Blake, for instance, makes reference to globalization and to preparing students for “an increasingly interdependent and diverse world” (2001, p. 27). As the sole university in the province, opportunities certainly exist for Memorial to expand its engagement beyond an “institutional” level and into sectors as varied as education, immigration, trade, culture, and so forth – including opportunities for tangible input into policies and strategies applicable to the province, Atlantic region or the country. With its raison d’être to serve the population of NL, Memorial expects to play an important role in the attraction and retention of newcomers to the province through the population growth strategy. Memorial’s ‘roadmap’ documents should consistently acknowledge its dual role at both the institutional level and the provincial/national/sector level, and be explicit about “the relationship and integrity between them” (p.11).

Internationalization may be viewed as either outcome or means, specifically in terms of the services an institution aims to provide to its clientele or to broader society (Hudzik, 2011, p. 8). Internationalization may be expressed as outcomes such as increased security (home or abroad), economic development, social development, cultural development, enhanced reputation/prestige, or increased research capacity. Or internationalization may stand as a means to prepare graduates for life and work (in the global marketplace of products, services and ideas); to connect an institution to this same global marketplace; to enhance the quality of teaching and research, along with the quality of their service to society; etc.

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11 Possible approaches include: Activity, Outcome, Rationales, Process, At home, and Abroad (cross-border). See Table 4 of Knight (2004, p.20), for a description of each approach.
12 This Activity approach is reflected, for instance, in many of the goals listed by the International Centre (1998).
13 For this Process approach, see the definition of internationalization adopted by the Working Group on Internationalization (2005).
14 Reaching out to the world (Gazette article, 1996) references Memorial’s role in the economic/social development of the province.
In Memorial’s case, internationalization appears to be viewed predominantly as outcome, with economic development frequently at the forefront. There are occasions, though, where Memorial embraces internationalization as a means – in particular, with respect to preparing students to enter the global marketplace.

### iii) Internationalization may be viewed in terms of the focus (or foci) of an institution's international engagement (Hudzik, 2011, p. 8). Examples of such focal points include:

- student mobility, either study abroad (outbound) or international students on campus (inbound)
- curriculum, e.g. internationalizing a liberal arts or engineering program
- research (and/or graduate-level education), via increasing capacity, cross-border access/opportunities, or expertise in international subject areas (perhaps around a particular culture, language or region)
- engagement abroad and/or formation of global partnerships, e.g. joint degrees, branch campuses, partnering with NGOs.

Memorial publications point to a number of focal points for its internationalization aspirations. Prominently mentioned is student mobility, as is research. Also receiving significant attention are engagement abroad/partnerships and curriculum. Accordingly, Memorial's version of internationalization has the potential to be reasonably comprehensive, leaning even towards what Hudzik formally labels as “comprehensive internationalization,” a process that potentially permeates all aspects of an institution.

### 2.4 Rationales for internationalization

Beyond how internationalization is conceptualized, a variety of motivations exist for higher-education institutions to pursue international involvement. Commonly, a number of different drivers operate simultaneously.

Four categories of rationales for internationalization have been put forward (Hudzik, 2011; Knight, 2004). They are amplified here with examples after Green (2012):

- **academic**: search for knowledge/truth, e.g. enhance quality of teaching and/or research, contribute to knowledge production
- **socio-cultural**: cross-cultural knowledge/understanding, e.g. prepare students for global citizenship, increase international understanding, address global issues, promote peace

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15 Keough (2000) and Blake (2001) are illustrative, as is GGI’s (2007) evaluation.
18 E.g. International Centre (1998), Keough (2000) and ICG (2011)
20 E.g. Working Group on Internationalization (2005)
• **political**: maintain/expand influence, e.g. strengthen institutional capacity, enhance prestige/visibility, generate revenue

• **economic**: e.g. improve local/national competitiveness, prepare students for global workforce, contribute to local/regional economic development.

Knight (2004, p.21) has also entertained the addition of a fifth category, namely, **branding**. This category recognizes the push to develop a reputation through a strong international presence, an attribute increasingly seen as necessary to the competitive advantage of a higher-education institution.

Memorial’s drivers for pursuing internationalization have tended to fall under the political category, at least as indicated by the prominence of themes within some of its aforementioned documents, e.g. revenue generation\(^{21}\) and capacity building\(^{22}\). However, socio-cultural\(^{23}\) and economic\(^{24}\) motivations have certainly been expressed in these documents, as perhaps has some measure of branding motivation.\(^{25}\)

It is worth noting that these rationales for Memorial’s internationalization are, according to the scheme advanced by Knight (2004, pp.22-28), more closely associated with the institutional level (i.e. student and staff development; income generation; linkage/network formation toward benchmarking, curriculum development, research initiatives, etc.; knowledge production; international profile and reputation) rather than the national/sector level (i.e. human resources development or “brain power”; strategic alliances in the service of economic development; commercial trade; nation building; social and cultural development). This is consistent with Memorial’s positioning at the institutional level. Nonetheless, no matter the particular set of motivations that apply to Memorial, or how it chooses to frame the notion of internationalization, Memorial would be astute to be clear in identifying and articulating its motivations, “as policies, programs, strategies, and outcomes are all linked and guided by explicit and even implicit rationales.” (Knight, 2004, p.28)

### 3.0 Status of Memorial’s internationalization efforts

This section considers the progress of Memorial’s internationalization to date, examining the current state of various aspects of Memorial’s international process.

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\(^{21}\) E.g. Keough (2000), Blake (2001) and Faculty of Business Administration (2007)

\(^{22}\) E.g. International Centre (1998) and Working Group on Internationalization (2005)

\(^{23}\) For instance, Blake (2001). See also *Teaching and learning framework* regarding objectives about students being responsible citizens, etc.

\(^{24}\) E.g. Faculty of Business (2007)

\(^{25}\) Memorial’s connections to the international arena are on display in its *Five Pillars Summary Brochure* (Memorial University, 2007) and *Dare or Truth Report* (Memorial University, 2013a).
3.1 Structures

Responsibility for Memorial’s internationalization is shared among various administrative, academic and executive units. Among administrative units, some are of a more specialized nature with respect to internationalization, while others are of a more general service nature.

The following sub-sections include descriptions of these structures and reporting relationships, including examples (by no means an exhaustive list) of how their roles have components of international activity. Units are generally located on the St. John’s Campus but may have staff located on, or functions related to, Grenfell campus, the Marine Institute, or the Harlow campus (exceptions are noted).

3.1.1 Specialized administrative units

The following “specialized” units provide key support for international programming at Memorial:

- The International Centre (IC) manages student mobility, which involves developing and maintaining services and programs for both inbound and outbound students. It liaises with provincial, regional, national and international associations and government bodies, staying abreast of internationalization trends and securing external funding for strategic initiatives. In addition, the IC manages the development and maintenance of relationships with partner institutions, including the coordination of visits from international delegations. In collaboration with Student Affairs and the Department of Human Resources and funded by the Strategic Internationalization Fund (SIF), the IC also manages intercultural training (e.g. diversity awareness and sensitivity). Moreover, the IC director acts as International Liaison Officer, communicating with Memorial stakeholders about international opportunities and promoting internationalization through a variety of on-campus activities and events. (International Centre, 2013d, Undated).

- The International Student Advising (ISA) Office is responsible for international student support on the St. John’s Campus (as well as some services to international students at the Marine Institute), providing information on visas and immigration, health insurance, accommodation, work permits, and the like. The ISA Office also offers mentorship and peer assessment programs, as well as counseling services, and organizes social activities for students and their families (The Illuminate Consulting Group, 2011, p. 48). ISA staff members participate in many inter-cultural and immigration-related committees, associations, and government departments locally, regionally, and nationally. The Department of Student

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26 SIF was established in 2007 and continued through to March 31, 2013. Funded through undergraduate tuition fees, it supports initiatives contributing to the University’s internationalization. Standing as a complement to the Campus-specific Support Services Fund, SIF-supported exchange programs and unit-operated projects run across all campuses.
Services at Grenfell Campus, which serves as that Campus’s counterpart to the St. John’s Campus’s International Student Advising Office, employs an international student coordinator, who provides support to international students, as well leadership development for all students on the Grenfell Campus (Department of Human Resources, 2013b, p. 14; Grenfell Campus, 2013). Academic and Student Advising at the Marine Institute provides services to MI’s international students.

- Marine Institute International (MII) at the MI Campus serves as focal point for international activities at the Marine Institute. Its involvement encompasses three primary areas: i) international consulting and project management, ii) building partnerships with international institutions, including international mobility opportunities, and iii) recruiting international students and providing international student services (in collaboration with MI’s Academic and Student Advising). MII's multifaceted mandate includes creating overseas work/study opportunities for faculty, staff and students; servicing the needs of its international partners; enhancing diversity of (and intercultural understanding among) its student population; and providing high-quality service to its international students. MII is also charged with increasing the number of MI projects/consultancies, the aim being both revenue generation and provision of international experience to faculty and staff. Through MII, MI’s international undertakings vary in scope from short-term consultancies to multi-year, multi-partner development projects. (Marine Institute International, Undated)

- The Office of Internationalization at Grenfell Campus grew out of Grenfell’s 2012 Strategic Plan on Internationalization and is currently in its initial stages. At present, a Grenfell faculty member acts as Facilitator of Internationalization, bringing a useful perspective to the international files (alongside those of staff from other units). The position of International Coordinator will eventually be filled, creating a Grenfell champion for (and voice of) internationalization for the Campus (Grenfell Campus, 2012b).

- The Office of Student Recruitment conducts a range of recruitment and outreach activities targeted at prospective undergraduate students from around the world (including other regions of Canada). (International Centre, Undated). The Office of Student Recruitment at Grenfell Campus employs an international student recruiter. MI International handles international recruitment for the MI campus.

- The Office of the Registrar reports to the Deputy Provost and “provides support services and systems to prospective and current students” through to graduation (Office of the Registrar, Undated). The primary internationalization role of the office is through International Admissions which handles the applications of international students at the undergraduate level. In addition the office manages the growing number of exchange student applications, course credit transfer and other responsibilities related to international student activity both inbound and outbound. In addition to the above responsibilities, the Office of the Registrar at Grenfell Campus is involved with the national student exchange (chiefly U.S.-based) on behalf of the Grenfell Campus.
The Go Abroad Office, housed within Career Development and Experiential Learning (CDEL), advises both inbound and outbound Faculty of Arts students (International Centre, Undated) on opportunities in the UK (Harlow), France (mainland, as well as Saint Pierre and Miquelon), Germany, Sweden, Ireland, Spain and Russia on behalf of the faculty (Faculty of Arts, Undated; Go Abroad, Undated; International Centre, Undated; Memorial University, Undated-h). In addition, CDEL has several shared staff that provide career and entrepreneurship programming specifically to international students.

The Division of Co-operative Education As one of Memorial’s “partners in mobility” (Memorial University, Undated-h), the Division of Co-operative Education develops quality learning environments for students (including international students) enrolled in co-operative education programs at Memorial. This includes the development and monitoring of a wide spectrum of overseas placements. (The Division of Co-operative Education, Undated). The unit also manages the UK biometrics and visa acquisition process on behalf of interns and co-op students that wish to be placed in the UK.

The Scholarships and Awards Office offers scholarships pertaining to international study, e.g. the Killam Fellowship supports stints at partnership institutions in the United States (Memorial University, Undated-c)), including for Harlow-bound students (Memorial University, Undated-j). Scholarships also exist for international exchange, e.g. Arthur and Sonia May Scholarship, Coca-Cola Scholarship for International Studies (Memorial University, Undated-i). In addition, the Office administers Global Engagement Grants (GEG, which support international initiatives on-campus through the funding of events, projects, training sessions, etc. (Memorial University, Undated-a).

English as a Second Language (ESL) Program (St. John’s) provides intensive English courses and a bridging program (International Centre, Undated). The role of the unit is to provide language training to pre-degree undergraduate and graduate Memorial students (who are generally provisionally admitted to their degree program). All students enrolled in the program are considered full-time Memorial students, and thus are offered access to the full range of student services available on the campuses. The director of the ESL Programs also serves as an advisor to the Department of English on credit courses targeted at ESL degree students. The Professional English Program (PEP) is an online initiative managed by the ESL Programs office, aimed at foreign-educated engineers and focused on “development of communication and soft skills for the Canadian workplace” (English as a Second Language, Undated). The Coordinator at the ESL Program at Grenfell Campus oversees an intensive English Bridge Program at Grenfell (IEBP-G) (Grenfell Campus, Undated). The ESL Coordinator is responsible for all program promotion, recruitment and administration, including the development of specialized training (Grenfell Campus, 2013).

The Harlow Campus is a UK-based facility where Memorial’s professional schools and other academic departments deliver credit and non-credit courses and special programs. Over the years, the Faculties of Business Administration, Education, Social Work, Arts, and
Science, as well as the School of Pharmacy and Division of Fine Arts (Grenfell) have offered courses, internships and programs at the Harlow Campus over the years, providing international learning and professional development opportunities for students. The Campus is also used as a base for faculty and graduate students conducting research in the United Kingdom. A number of scholarships and bursaries are available to undergraduate and graduate students to cover travel- and study-related expenses while at Harlow. Currently Harlow is undergoing business development exploration to broaden its possibilities for revenue generation.

- Operating since 2001, **Distance Education, Learning and Teaching Support (DELTS)** conducts overseas project-work (e.g. program development, eLearning delivery, training, etc.), for instance in the Caribbean, Ukraine, Kenya, Senegal, Malawi and Uganda (Distance Education, Undated). With the Marine Institute International and the International Centre, the unit has a new pilot project to develop capacity for projects and consultancies on the St. John’s and Grenfell campuses. DELTS has expanded its course offerings so as to be more accessible to international students (Memorial University, 2011a). In 2012, 42 of Memorial University’s 1,575 undergraduate distance-education students resided outside of Canada (Centre for Institutional Analysis and Planning, 2013a). DELTS recently collaborated with the IC on a Desire2Learn module intended to serve as pre-departure orientation for foreign-bound Memorial students (Memorial University, 2012a). In addition, the unit has an Associate Director who has been tasked with business development for the Harlow campus as Interim Director, Harlow Campus.

- The **Centre for Nursing Studies – international** works closely with nursing schools, professional associations, community agencies and health ministries in developing countries to improve citizens’ health status and strengthen health systems. The Centre manages and implements development projects, and provides technical expertise to initiatives in the fields of nursing management, education and training (Centre for Nursing Studies, Undated).

### 3.1.2 Academic units

While Memorial’s internationalization encompasses all faculties and schools, a number of units are more centrally involved:

- In administering all master’s and doctoral programs at Memorial, the **School of Graduate Studies (SGS)** admits international students to graduate programs, facilitates international (research) collaboration, joint programs, joint supervision and short-term visits (International Centre, Undated). SGS has been engaging in international outreach through collaboration

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27 Harlow Campus has played a central role in Grenfell Campus’ Fine Arts degrees, as both Theatre Arts and Visual Arts students generally spend a term studying there.

28 Although, strictly speaking, the Centre is operated by Eastern Health, it bears close ties with Memorial (to the point, for instance, that Centre students have @mun.ca email addresses).
with many other units, e.g. the IC on missions abroad and international student programs, and with the Division of Marketing and Communications on a webinar presentation targeting international students (Memorial University, 2011a).

• As one of Memorial’s “partners in mobility” (Memorial University, Undated-h), the **International Programs Office** with the **Faculty of Business Administration** (FBA) is responsible for the management and administration of the student and research partnerships undertaken by FBA (International Centre, Undated) (The Illuminate Consulting Group, 2011). FBA achieved international accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in 2013 (White-MacPherson, 2013). The Faculty’s Gardiner Centre also partnered with the International Personnel Management Association of Canada (IPMA-Canada) in 2011 to provide IMPA-CP and IMPA-CS training credits (Memorial University, 2011b).

• The **Faculty of Arts** features a Go Abroad program, which has a Coordinator, as a shared position with Career Development and Experiential Learning and the International Centre (Faculty of Arts, Undated). They offer foreign language study, manage programs at Harlow campus, offer field schools and oversee the ESL program.

• The **Faculty of Education**’s Field Services Office arranges international internships for undergraduates, many of them through Memorial’s Harlow Campus. The Faculty employs a field services co-ordinator. (Memorial University, Undated-h)

Other faculties host significant internationalization components:

• The **Faculty of Medicine** hosts a **Global Health Office**, which “supports global teaching and learning in undergraduate and postgraduate medical education in the Faculty of Medicine and graduate programs in the Division of Community Health and Humanities” (Faculty of Medicine, 2012). The Office’s Global Health Coordinator provides pre-departure training and information to students participating in international electives. The Office has forged partnerships throughout the world, with the aim of facilitating “service learning, research, and experiential opportunities that enhance knowledge about the relationship between health and social justice” (Faculty of Medicine, 2012). The Faculty of Medicine is also home to a student group, the Global Health Interest Group, which remains active. On top of this, the Faculty hosts international practitioners for clinical electives.

• The **Faculty of Engineering** features a co-operative program for undergraduate students, through which students can undertake work terms abroad. These are enabled through the Division of Co-operative Education and various co-op coordinators at the Faculty of Engineering. The Faculty receives frequent visits from overseas institutions and researchers interested in partnerships (research, faculty and student mobility, etc.). Moreover, the Faculty hosts the American Bureau of Shipping (ABS) Harsh Environment Technology Centre, a research initiative jointly funded by the Research & Development Corporation of Newfoundland and Labrador (RDC) and Texas-based ABS (Memorial University, 2012b).
The following faculties/schools have some degree of international involvement (this list is by no means comprehensive, but represents publicly available information):

- The Faculty of Social Work is involved in international project work and organizes internship placements at the International Student Advising Office.
- The School of Pharmacy organizes six-week international clinical placements.
- The Faculty of Science is engaged in international activities across the departments. Short-term international students undertake research placements under funding agreements with other countries or organizations, for example, MITACS, SWB (Brazil), and DAAD (Germany). The Department of Chemistry has featured a SIF-supported International Student Research Experience Program in Chemistry (ISREP-Chem), bringing international students to Memorial for short-term placements (Memorial University, Undated-d). The Department of Earth Sciences has engaged in consulting and development work in African countries.
- The School of Human Kinetics and Recreation has enjoyed a partnership with the University of Kassel (Germany) since 2007. Together, they organize exchanges that involve teaching, publishing and/or research (School of Human Kinetics and Recreation, Undated). Recently the School has connected with a partner institution in Brazil, opening new funding opportunities for research and faculty and student mobility.
- The Division of Fine Arts at Grenfell Campus, has consistently utilized Harlow (and points beyond) since the early 1990s. The Division has done much work on preparing students for study in the UK and offers advice on how to use the Harlow experience as a jumping point for travel throughout Europe.

### 3.1.3 Senior Executive units

Various senior executive units play key roles in Memorial’s internationalization:

- The Office of the Provost and Vice-President (Academic) is active in internationalization, including having commissioned this White Paper and oversight of the Office of the Deputy Provost. In particular, the Office ensures that Memorial’s activities, operations, budget, policies, international agreements and administrative structures align with the University’s strategic goals regarding internationalization (Memorial University, Undated-h).
- The Office of the Deputy Provost is home to all student affairs and services on the St. John’s Campus; as such, it provides comprehensive programs and services which encompass the needs of international students. Within the Office of the Deputy Provost are several units with an international focus, in particular the ISA office and the International Centre.
- The Office the Vice-President (Administration & Finance), leads the administrative portfolio of the university which includes the functional areas of human resources, finance, information technology, facilities, risk, and information access and privacy (Memorial University, Undated). As such, it houses the Chief Risk Officer, concerned with the risk and...
emergency management of Memorial students, staff and faculty that travel outside of Canada as part of work, study, or research.

- The **Office of the Vice-President (Research)** supports partnership development and identifies collaborative opportunities with overseas universities, research organizations and industries in other countries (and other parts of Canada) (Memorial University, Undated-g). The office holds memberships in several funding agencies which support internationalization, e.g. the Canada-France research fund, the Shastri Indo-Canadian Institute, etc.

- Responsibilities of the **Office of the Vice-President (Grenfell Campus)** include establishing internationalization priorities, collaborating with other Memorial campuses on joint international initiatives, engaging in final negotiations on MOUs with other academic institutions, hosting high-level international visitors, and issuing public statements concerning internationalization of the Grenfell Campus (Grenfell Campus, 2012b).

- The **Office of the Vice-President (Marine Institute)** is deeply engaged in the support of international activities on the campus, and has endorsed the sharing of MI International’s expertise in projects and consultancies to build capacity on the other campuses.

### 3.1.4 Other units

A number of other units are involved in supporting internationalization:

- **Department of Human Resources** supports the University’s commitment to faculty/staff diversity and cultural understanding. The Department manages the Diversity and Intercultural Education Fund (DEIF), which aims to “continue building an inclusive working and learning environment.” As such, the DEIF provides learning opportunities for staff, toward improving interactions between members of the university community in contexts “where diversity and cultural differences are a factor” (International Centre, 2013a).29

- The **Research Grant and Contract Services (RGCS)** focuses “on building collaborative research relationships with industry and government that advance Memorial's research agenda”30. The unit acts as Memorial’s primary point of contact for various professional associations and funding agencies. (Memorial University, Undated-e) and liaises with various funding organizations to secure and support external funding for research and graduate-student training (Memorial University, Undated-f).

- **General Counsel** provides support to partnership development at the university through the vetting of international agreements for student, faculty and knowledge mobility and research.

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29 The Manager of Organizational Development in the Department of Human Resources and the Director of the IC serve as contact persons for this fund.

30 Other organizations for which it acts as primary point of contact: The Canada Research Chairs program; the Atlantic Canada Opportunities Agency – Atlantic Innovation Fund, the Research & Development Corporation of Newfoundland and Labrador (RDC), and Petroleum Research Newfoundland and Labrador.
• The **Office of Public Engagement** “provides support to Memorial's publically engaged students, faculty, staff and units” (Office of Public Engagement, Undated) and works with the University’s external partners/collaborators in an effort to increase the accessibility of Memorial resources and expertise. Part of its responsibility was to coordinate development of the Public Engagement Framework, and the Office is currently working to advance Framework objectives, several of which naturally have international contexts.

• The **Harris Centre** has a pan-university mandate supporting responsible social and economic development in the province and providing opportunity for debate and collaboration between all stakeholders to strengthen Memorial’s role in the province (Harris Centre, undated). In terms of internationalization, the unit has provided support through participation in community working groups and workshops focused on immigration. The Harris Centre’s Director developed the model for the structure of the International Centre adopted in 2010. Finally, the Harris Centre supports Yaffle, an integral tool for the tracking and management of international research activities at Memorial.

• **Student Services** at Grenfell Campus employs an international-student support person to assist with logistics, health insurance, student settlement and outreach programs, and so forth.

• The **Writing Centre**, as part of its writing-assistance services, provides ESL sessions, which are taken in by a large proportion of the Centre’s graduate-student clientele. The Writing Centre recently carried out research that clearly demonstrates need for improvements to the support of Memorial’s graduate students that have writing issues related to language and culture. 31 Writing Centre staff point out the needs are as critical at the undergraduate level.

While not specifically tasked with internationalization, it is important to mention the **Labrador Institute**’s role with the University of the Arctic, which is a consortium of higher education institutions devoted to education related issues of the Arctic region (www.uarctic.org). the Director of the Labrador Institute is currently serving a term as VP Indigenous on the UArctic Executive.

3.1.5 **Debate over decentralization**

The issue of whether internationalization should be centralized or decentralized has been much debated among post-secondary institutions around the world. Certainly, the matter has been raised at Memorial, beginning as early as Best (1993).

An environmental scan commissioned by Memorial has been completed by the Education Advisory Board on *International organizational structures at Canadian institutions*. It examines

31 Griffiths, Chad. (2013). Improving support of MUN’s ESL graduate students’ academic writing via the Writing Centre.
organizational models for international activities at five Canadian universities, positioning these administrative models along a spectrum of less centralized to more centralized. The report discusses the advantages and disadvantages of these models, as well as strategies for overcoming the disadvantages of each. This November 2013 study will help to inform University stakeholders in the next stage of the international strategy development, when they discuss models which would best serve Memorial’s needs, given its history, culture, multi-campus organizational structure (see Section 7.0 “Recommendations for next steps”).

Hudzik (2011) suggests that there are practical benefits to occupying a location towards the centre of the spectrum of decentralization-centralization. He says “[a] middle ground rests in thinking about matrix organizational structures that have elements of hierarchy, decentralization, and significant direct collaborative crosswalks among contributors. Versions of a matrix organizational structure characterize how some of the largest and most complex institutions are organized to support [Comprehensive Internationalization].”

In any event, what is clear is the importance of an international office with defined relationships to other units and appropriate reporting structure (Knight, 1994, p. 13). As such, Memorial is well on its way, with international offices that encompass all aspects of international activity. The key will be determining the most effective model and/or mechanisms to ensure strategic targets for internationalization can be met.
3.2 International agreements

The IC maintains an updated database of exchange agreements and partnerships in place at Memorial. As of October 8, 2013, the University held 121 international exchange agreements with 110 institutions. The vast majority (~90%) are general exchange agreements or MoUs, intended to cover a broad range of activities on all campuses. (International Centre, 2013e) (International Centre, 2013e). Figure 1 below demonstrates the share of these agreements among geographic regions.

Figure 1. International exchange agreements by region 2013

The majority (83.5%) of agreements are with universities in Europe (56) and Asia (45). The remaining 16.5% are distributed among North America (6), South America (5), Pacific Oceania (4), the Middle East (3) and the Caribbean (2).

The IC has developed an approach/model for evaluating these agreements, but it has yet to be fully implemented. It is being piloted on an ad hoc basis upon request by academic units.

It is worth noting here that, as Knight (2004) has pointed out, one of the benefits of such agreements is that they connect institutions (rather than individuals).

During the early stages of internationalization, institutions are often reacting to the multitude of opportunities to establish international institutional linkages. […] It is often the case that institutions cannot support a large number of agreements, and thus, many are inactive and [exist largely as] paper-based arrangements. As institutions mature in their approach to
internationalization, there is more effort put into developing strategic alliances with clear purposes and outcomes articulated. (Knight, 2004)

A fruitful agreement will thus align with an institution’s long-term goals and be robust enough to survive initial periods of acclimation or over-exuberance, along with changes in affiliated personnel.

### 3.3 Internationalization of research

Memorial’s involvement in research is considerable, with a significant amount of this activity being international in scope. This includes research that is either conducted abroad and/or conducted in conjunction with foreign-based individuals/entities. As ICG (2011) noted, “[e]ach faculty and school independently carries out international partnerships, research projects, and collaborations with Canadian and international institutions” (The Illuminate Consulting Group, 2011). The University’s recent *Research strategy* (2011) aims to build internationally recognized research capacity. Among other things, it sets out ten priority themes (below) and encourages international research collaborations.

As mentioned, Memorial holds no less than 121 international agreements with 110 international institutions, most of which are broad in nature so as to potentially include research-related endeavors. Information is limited as to the number of Memorial faculty/staff/students involved in MOU-affiliated research activity on a year-by-year basis (The Illuminate Consulting Group, 2011), and it was beyond the scope of this White Paper to determine the extent to which these agreements are actively utilized. Nonetheless, the geographic spread of these agreements is illuminating. As illustrated in Section 3.2, most agreements are with universities in Europe and Asia. A small fraction is distributed among North America, South America, Pacific Oceania, the Middle East & North Africa and Latin America & the Caribbean.

Searches for “international collaboration” on Yaffle and on individual Faculty databases as of November 6, 2013 showed evidence of Memorial’s involvement in at least 412 research projects, either recent (since Fall 2008) or ongoing. Activity spanned at least 64 countries and 45 overseas faculties/institutions. As seen in Figure 2 below, 40.1% of collaborations involved institutions in Europe (200 projects), with North America a close contender at 27.5% (137 projects, all with the United States). The remaining 32.5% of collaborations covered (in

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32 Sources included: webpages from St. John’s Campus (6 faculties, 5 schools), Grenfell Campus (3 divisions) and MI; faculty member profiles/webpages; and Google Scholar searches (“Memorial University of Newfoundland” + faculty/department name).

33 As the Yaffle database is used voluntarily, it fails to capture all research indicative of internationalization. The volume and spread of such research is likely higher.
descending order) Asia, Pacific Oceania, Middle East & North Africa, Sub-Saharan Africa, and Latin America & the Caribbean (162 projects in total).34

Figure 2. Share of international research collaborations by continent (Fall 2008 - Fall 2013)

![International research collaborations by continent 2008-2013](chart)

(Yaffle, faculty-affiliated webpages, faculty member profiles/webpages and Google Scholar searches, 2013)

These 412 research collaborations were distributed among all ten priority themes, as follows:

- Environment, Energy and Natural Resources (EENR): 153
- Well-Being, Health and Bio-Medical Discovery (WHBD): 96
- Oceans, Fisheries and Aquaculture (OFA): 74
- Community, Regional, and Enterprise Development (CCRED): 58
- Information and Communication Technology (ICT): 43
- Governance and Public Policy (GPP): 41
- Creative Arts, Culture and Heritage (CACH): 25
- Social Justice (SJ): 21
- Arctic and Northern Regions (ANR): 16
- Aboriginal Peoples (AP): 2

34 Electronic tools that allow faculty/staff to enter front-end data would facilitate analysis of the correlation between geographic spreads of international agreements and research collaborations. Such tools are not currently available at Memorial.
Figure 3 below demonstrates the percentage share of these collaborations by research theme.

Figure 3. Share of international research collaborations by Research Framework theme (Fall 2008 - Fall 2013)

(Yaffle, faculty-affiliated webpages, faculty member profiles/webpages and Google Scholar searches, 2013)

In addition to conducting research, faculty/staff/students also travel abroad to participate in research-related workshops, conferences and other meetings. Comprehensive, pan-University data on the magnitude of these activities was not readily accessible to the consultant. It is known, however, that the Going Global Grant (GGG) program has, since 2011-2012, awarded 21 graduate students up to $3,500 to attend such events (International Centre, 2013c). ORS also administers a fund for faculty who present at international conferences.

3.4 International technical cooperation and international development

Among Memorial units, MI International has been particularly active in international development and technical cooperation, having implemented more than 200 projects in 50+ countries during its 25-year history (Marine Institute International, Undated). Figure 4 below portrays the geographic distribution of MII major projects since 2004.
Figure 4. MI International projects by region 2004-2013

The largest share (46.2%) of these projects falls within African countries (12 of 26 projects, including six in Tanzania). The high number of projects in Africa reflects the priorities of funding agencies that in the early 2000s had prioritized funds for sub-Saharan Africa. Profiles of the 26 major projects and consultancies are provided in Appendix C. MI International has also been active in other countries and regions including having completed 16 projects in Vietnam and 25+ projects in the Caribbean and Latin America. In addition to such large-scale project work, MII regularly sends MI and Memorial faculty, staff, students and graduates on short- and long-term international placements.

Recognizing MII’s strengths in managing international projects, Memorial has recently approached it to assume a more formal role in supporting the acquisition and management of international projects/consultancies on a University-wide basis (The Barrington Consulting Group, 2013).

Of course, faculties/schools outside MII have also engaged in various international development and knowledge transfer projects. During its previous incarnation, the International Centre (i.e. prior to September 1, 2010) was active in international development projects, particularly those funded through the University Partnerships for Cooperation and Development program of Association of Universities and Colleges of Canada (AUCC) / Canadian International Development Agency (CIDA). Locations included Chile, Brazil, Indonesia, Kenya, and Tanzania. The Centre for Nursing Studies - international has also been active, receiving “almost $7 million dollars to complete needs assessments, technical studies, development projects and program brokering”, chiefly in Latin America & the Caribbean and in Africa (Centre for Nursing
Studies, Undated). The School of Nursing has been quite active as well, doing international development work, specifically in Vietnam through the AUCC/CIDA University Partnerships in Cooperation and Development program. Furthermore, since 2011-2012, the GGG program (referenced in “Internationalization of Research” section above) has supplied travel grants of $3,500 to Memorial researchers active in developing countries. Since 2011, there have been seventeen masters- and PhD-level recipients from Memorial, from more than ten disciplines, who have travelled to Asia, Sub-Saharan Africa, Latin America & the Caribbean, Europe, the Middle East, South America, and the United States (International Centre, 2013b).

Comprehensive, Memorial-wide data regarding international development and technical assistance projects was, however, not readily available to the consultant.

Memorial’s Public Engagement Framework stresses the importance of “mutual respect, mutual contributions and mutual benefits for all participants.” This certainly applies to international development and technical cooperation. As articulated in this Framework, Memorial also endeavours “to understand the priorities and realities of our partners, collaborators and the public at large. We will value and work collaboratively with the capacity, knowledge, and expertise they bring.” (Memorial University, 2012c) In its Strategic plan submission (2011-2014), Memorial has indicated its intention to increase the number of students involved in international development projects at home and abroad. However, comprehensive data on this involvement was not readily available.

3.5 International recruitment

3.5.1 Faculty/staff recruitment

Recruitment of foreign-trained faculty and staff (including foreign post-doctoral students) represents another avenue of Memorial’s internationalization. Such personnel provide an immediate influx of diversity with respect to training, experience, cultural knowledge, languages, and so forth.

Data regarding international faculty/staff recruitment was largely unavailable, though it is known that Memorial hosted 45 post-doctoral students in 2009-2010, most of whom came from other countries (Memorial University, 2010).

3.5.2 Student recruitment

Recent trends in enrolment

International student numbers at Memorial, both undergraduate- and graduate-level, have increased between 2009 and 2013 (see Table 1 and Figure 5 below).
Table 1. International student enrolment 2009-2013

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Year-over-year percentage change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate full-time</td>
<td>616</td>
<td>667</td>
<td>681</td>
<td>812</td>
<td>848</td>
<td>7%</td>
</tr>
<tr>
<td>Undergraduate part-time</td>
<td>62</td>
<td>76</td>
<td>96</td>
<td>91</td>
<td>115</td>
<td>13%</td>
</tr>
<tr>
<td>Graduate full-time</td>
<td>462</td>
<td>521</td>
<td>634</td>
<td>775</td>
<td>888</td>
<td>14%</td>
</tr>
<tr>
<td>Graduate part-time</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>16</td>
<td>21</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>1,143</td>
<td>1,273</td>
<td>1,423</td>
<td>1,694</td>
<td>1,872</td>
<td></td>
</tr>
</tbody>
</table>

(Centre for Institutional Analysis and Planning, 2013b)

Memorial’s international students represented 8% of its total student population in 2012 (1,694 of 19,163) (Centre for Institutional Analysis and Planning, 2013a). This is comparable to the pattern in international student numbers across Canada’s post-secondary education sector, where international students comprise 6.5% of the total student population (Canadian Bureau for International Education, 2013) While all categories of international students at Memorial saw increases during the 2009-2013 period, the greatest percentage increase was at the graduate part-

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35 Includes enrolment at St. John’s, Marine Institute and Grenfell Campuses. It is unclear whether this includes students on exchange and/or ESL students.
time level, with a year-over-year increase of 48%. However, due to study permit requirements, numbers of part-time international graduate students remain low.

Figure 6 illustrates the past ten years of international-student increases by relative regional share.

**Figure 6. International student enrolment by area of origin 2003-2012**

Over the past decade, students from Asia have consistently comprised the majority of the University’s international student population, representing over half (57.8%) of Memorial’s international student population in 2012 (979 of 1,674). Greatest growth between 2003 and 2012 has been from the Middle East & North Africa and from Sub-Saharan Africa, 538.2% and 573.3% respectively (Middle East & North Africa: from 30 students to 202; Sub-Saharan Africa: 34 to 217).

At the level of individual countries, Figure 7 indicates the ten-year changes among the five top international-student source-countries.

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36 Includes both full-time and part-time students.
Unsurprisingly, three of the top five source-countries are Asian, namely China, India and Bangladesh. Over the past decade, China has been by far the top source-country for international students at Memorial, as is seen in the rest of Canada. In 2012, over one-third (36.7%) of all international students hailed from China (614 students). Others among the top source-countries have shown greatly increased international-student numbers for Memorial. For example, the 2003-2012 period saw a 600% increase in students from Nigeria (from 12 students to 91).

Recruitment measures

One of Memorial’s current goals explicitly relates to increasing international-student enrolment (Goal 5 in Memorial’s Strategic plan submission for 2011-2014). In pursuit of this goal, one of the approaches employed by Memorial, through a number of its units and campuses, is the use of education agents, who promote University programs and provide application support services to prospective international students in their home countries.

- The Office of Student Recruitment oversees recruitment of students for undergraduate programs at the St. John’s and Grenfell Campuses. The majority of undergraduate recruits engaged through the Office’s interactions with agents come to Memorial for engineering, business, sciences and selective arts programs (Office of Student Recruitment, 2013a, 2013b). As of the end of October 2013, the Office held contracts
with eleven agents, located in Zimbabwe, China, India, Bangladesh, Belize and Tanzania (Office of Student Recruitment, 2013a).

- Grenfell Campus’ Office of Student Recruitment actively recruits students for the Grenfell campus, as well as for other University campuses (depending on the interests of the prospective students). One of the recruiters is focused on international student markets. As of the date of writing, this Office was set to engage six agents (one each for Colombia, Mexico, Russia, Ukraine, Japan and Taiwan), specifically to recruit students to the Grenfell Campus. The Office is also currently vetting two additional agents. (Grenfell Campus, 2013)

- MI International recruits international students on behalf of MI. MII works closely with MI’s Academic and Student Affairs and the School of Maritime Studies, School of Fisheries and School of Ocean Technology in the provision of international student services. MII recently began using international recruitment agents to represent MI’s niche programming areas. As of October 1, 2013, MII had one signed agent (from India). It was in the process of signing with a second agent and screening several others (MI personal communication). As of November 2013, there were 63 international students: 49 “regular stream” international students and 14 Chinese BTech students.

- Faculty of Engineering engages agents in China and India (numbers were unavailable to the consultant). (Faculty of Engineering and Applied Science, Undated).

- ESL also engages agents; however, numbers were unavailable at the time of writing.

None of Memorial’s units track the *total* number of agents who work with the University. However, it is known that Memorial (including Grenfell Campus and the Marine Institute) currently contracts at least eighteen agents, who work in a total of at least twelve countries.

### 3.6 International mobility

Mobility refers to the ability of students/staff/faculty to avail of study/work opportunities beyond their home institutions. For instance, in the case of students, academic mobility would specifically allow them to earn degree credits at more than one institution. Certain mobility options could, however, be less formal, designed entirely toward broadening one’s exposure to different cultures or societies.

As noted previously, Memorial holds agreements with at least 110 institutions worldwide that potentially allow for bilateral movement of faculty, staff and students. A portion of these are dedicated exchange agreements, which specify the roles of parties involved in a prospective exchange.
3.6.1 Faculty and staff mobility

Staff and Faculty travel abroad for a number of reasons, participation in field schools, conferences, fairs, and for their own research. While Memorial holds agreements with other institutions that would potentially cover the exchange of faculty/staff, no pan-University data was available on the international mobility (either inbound or outbound) of Memorial faculty and staff.

3.6.2 Student mobility

Inbound

Memorial serves as a study-abroad destination for partner universities through a range of exchange and partnership programs. The Faculty of Business Administration (FBA) is one Memorial unit that has been particularly active in facilitating exchanges. Between 2008 and 2013, 248 foreign-based students\(^{37}\) participated in FBA exchange programs (Faculty of Business Administration, 2013). Over half (60.5\%) of these students originated from Europe and approximately one-third (31.5\%) from Asia. The remaining 8.1\% came from Latin America & the Caribbean and from Pacific Oceania. As for country of origin, students primarily came from China (57 students), France (37) and Ireland (33).

In addition, the Grenfell Campus hosts the Belize exchange program, which provides bursaries for Belizean students to take courses at Grenfell (Memorial University, 2011a, p. 38 (Grenfell Campus, 2012a). The program was funded by the Strategic Internationalization Fund (SIF).

MI International engages in exchange agreements in several jurisdictions, including China, Brazil and the Arctic region (North 2 North, in collaboration with IC). Numbers of inbound students/faculty tend to be small, totaling a maximum of five per agreement per year.

Outbound

Memorial University engages in a variety of study-abroad programs, including group study and exchange opportunities (Memorial University, Undated-k).\(^{38}\) In 2011, Memorial offered 68 study-abroad programs with Canadian universities and international universities in Europe, Asia, the Americas and Oceania (The Illuminate Consulting Group, 2011). Figure 8 below indicates how numbers of Memorial students undertaking study abroad have increased over a recent five-year period.

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\(^{37}\) This number does not include visiting (i.e. fee-paying) students from Memorial's partner institutions.

\(^{38}\) A group study program typically involves a Memorial student participating in a program abroad with other Memorial students. An exchange program typically involves an individual Memorial student from Memorial travelling to a partner institution to take courses related to his/her academic discipline. (Memorial University, Undated-k)
At face value, these 2008-2012 numbers represent a 14.5% year-over-year increase in the number of domestic students at Memorial undertaking study abroad.\(^{39}\) Still, in 2012, these students represented only 1.6% of the total student population (314 of 19,163 students) (Centre for Institutional Analysis and Planning, 2013a). According to an Association of Canadian Community Colleges (ACCC) student survey in 2006, an estimated 2.2% of all full-time Canadian university students participated in some form of for-credit study-abroad program (Association of Canadian Community Colleges, 2010).

Again, the FBA has a considerable track record of sending Memorial students on student exchanges. For example, most students in the International Bachelor of Business Administration program are required to participate in a study-abroad stint, and many Bachelor of Commerce (Co-operative) students, plus a smaller number of Bachelor of Business Administration students, study at the Harlow Campus. Another FBA initiative, the Malaysia program (similar to that of Harlow’s), operated for two semesters (Winters 2010 and 2011) with approximately 20 students each time, largely from the Commerce or Business Administration programs. (Faculty of Business Administration, 2013)\(^{40}\) Altogether, between 2008 and 2013, at least 206 students participated in traditional FBA exchange programs (either Harlow or Malaysia). Over half (58.1%) of these travelled to European destinations, and approximately one-third (33.2%) to Asian destinations. The remaining 5.8% travelled to Latin America & the Caribbean or to Pacific

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\(^{39}\) Note that this data is based on self-reported information, recorded by students on Memorial’s Banner system. As such, the students who participate in group study programs (e.g. Harlow Campus, North2North, Summer Sessions in Korea) and exchange programs may not be included in Figure 8 numbers. That is, these numbers may under-represent study abroad by domestic students.

\(^{40}\) The Malaysia program ceased because the Malaysian university changed its semester start and end dates and was no longer compatible with Memorial’s semester timeframe.
Oceania. The most popular destination-countries were France (52 students) and Malaysia (51). (Faculty of Business Administration, 2013).

Grenfell’s Belize exchange program, mentioned earlier, also provides bursaries for Grenfell students to take courses at Galen University (Grenfell Campus, 2012a). Virtually all of the Visual Arts and Theatre Arts students at Grenfell attend Harlow during their program.

Students travel abroad for many reasons other than study opportunities. The Division of Co-operative Learning manages work abroad opportunities for all Co-op students at Memorial. Many graduate students travel abroad for short term research projects, though numbers are difficult to determine, unless the student self-identifies for risk management purposes.

In addition, the University promotes student participation in a variety of short-term and/or non-credit study/work programs provided by third parties, such as international youth programs, English teaching and summer schools. For example, AIESEC Memorial, an official chapter of AIESEC Canada since January 2012 and supported by the Faculty of Business Administration, fosters global citizenship. It connects Memorial students to leadership/internship opportunities in over 113 countries, geared largely to helping develop skills in accounting, human resources, marketing, etc. MI International manages MI’s International Mobility program and while MI does not offer any formal “semester abroad” programs, there are several opportunities for MI (and other Memorial and even non-Memorial) students and graduates to participate in overseas placements ranging in duration from 1 week to 6 months.

3.7 Internationalization of teaching and curriculum

Internationalization of a university’s curriculum is recognized as a significant component of an institution’s internationalization process (Knight 2004; Hudzik, 2011). As Hudzik writes, “[t]he world knowing more about us than we about them creates an unlevel playing field in economic and geopolitical terms; internationalization of learning and curriculum is part of the solution” (2011). At Memorial, the intention to internalize curricula has been expressed. For instance, Annual report 2011-2012 contains the output “[i]ncreased international components in curriculum and programs as appropriate” (Memorial University, 2012a, pp. 35-36), as part of the University’s goal to enhance its international profile and undertake activities/initiatives to increase international student enrolment. Similarly, Memorial’s 2012 Teaching and learning framework references “diversity” (see “Current internationalization plans” section below). But to what extent has Memorial’s curriculum been internationalized?

One indicator of the degree of internationalization is the number (and range) of programs that feature an international focus. Memorial offers a modest number of these, e.g. International Bachelor of Business Administration. Another indicator is the number of individual courses that
contain “international”, “world”, “global”, “foreign” and/or “comparative”\(^{41}\) in a title or course description. Memorial’s 2013/2014 University Calendar lists over sixty such courses, distributed over four faculties and two schools at its St. John’s, Grenfell and MI Campuses (Office of the Registrar, 2013).

Another indicator of opportunity to learn about different cultures is through the study of languages other than English. There are 79 language courses listed in Memorial’s 2013/2014 University Calendar. Languages captured in this search included: Greek, Latin, English, Middle English, Old English, French, Italian, Spanish, German, Russian, Irish Gaelic, Japanese, Chinese (Mandarin) and Hebrew. (Appendix D)

It is important to highlight the fact that various Aboriginal languages (Eskimo- Aleut [Inuttitut] and Algonquian [Innu-aimun, Mi'kmaq, Maliseet- Pasmaquoddy and Beothuk] and Iroquoian [Mohawk]), are taught at Memorial. The issue of language loss of indigenous peoples is global in scope, though obviously the languages themselves are rooted in aboriginal communities in North America.

In addition, as indicated previously, some professors arrange for international experiences for their students, such as the courses offered at Harlow. Short-term language programs in other countries are offered by some professors (Russian, Spanish, German, and French, and others) as well as short term programs abroad in other disciplines. These are usually advertised within the academic unit and are not mandatory.

Beyond such (rudimentary) indications, the extent to which Memorial provides opportunity for students to gain an understanding of international issues and contexts through its teaching and curriculum is unclear. Information on specific measures are unavailable. While other Canadian universities have adopted formal approaches for internationalizing their curriculum\(^{42}\) and while some faculty undoubtedly have been proactive about injecting international aspects into their courses/programs, there is no evidence of a systematic approach by Memorial to do the same.

4.0 Current internationalization plans

Aspects of Memorial’s approach to internationalization have been voiced through various recent documents, including vision and mission statements (Memorial University, 2013b), strategic plans, and strategic frameworks (Memorial University, 2011c).

\(^{41}\) The results for “comparative” were scrutinized to ensure that the courses utilized in this data analysis included an examination of subject matter outside of Canada.

\(^{42}\) See, for example, Todd Odgers’ Vancouver Island University M.A. thesis on Interculturalizing the internationalized curriculum: A faculty development approach, along with his co-presentation of Internationalizing faculty: A phased approach to transforming curriculum design and instruction. VIU also hosts an Internationalization of the Curriculum Committee.
Vision and mission

Memorial University envisions itself to be “one of the most distinguished public universities in Canada and beyond, and will fulfill its special obligation to the people of Newfoundland and Labrador.”

For its mission, the University sees itself as “an inclusive community dedicated to innovation and excellence in teaching and learning, research, scholarship, creative activity, service and public engagement.”

Strategic plans

Memorial’s institution-wide Strategic Plan submission to the Department of Education, Government of Newfoundland and Labrador 2011-2014 contains a single goal pertaining explicitly to internationalization. Goal 5 states that by March 31, 2014, Memorial will have enhanced its international profile and undertaken activities/initiatives to increase student enrolment. The chief objective under this Goal is to develop and implement an international strategic plan (to which this White Paper constitutes a key stepping stone). The indicators for measuring achievement of this goal are:

- Activities and initiatives in support of increased international student enrollment
- Enhanced focus on opportunities with the development of an international strategic plan
- Increased services and support provided for international students
- Increased number of programs with an international component
- Increased number of students involved in international development projects

In addition to such university-wide documents, certain campuses have drafted their own directional statements and plans, which deal, in whole or in part, with internationalization of their campuses. 43

Some campuses have outlined their own set of strategic goals. These are in various stages of development, with certain of the goals subject to refinement. Nonetheless, following is an overview of key directions as outlined by each of the external campuses.

Grenfell Campus features these strategic goals in its 2012 Internationalization plan:

- Increased number of students with international experience
- Greater involvement of faculty in international scholarly activity

43 Grenfell Campus: (Higgs, 2012) Towards a strategic plan for the Grenfell Campus (2013, version 2.1); Internationalization on the Grenfell Campus (2012)

Marine Institute: (Marine Institute, 2010). Vision 2020: Strategic Plan; A strategic process map for expanding MI International’s contract activity (2013); Internationalization at MI (2013)

Harlow Campus: Harlow Campus study interim report (2011)
• Internationalization of curricula.

The Marine Institute’s Vision 2020: Strategic Plan (2010) deems internationalization as an institute-wide priority and identifies these strategic initiatives:

• Developing a comprehensive internationalization strategy
• Identifying international target markets for a research and development strategic plan
• Enhancing the recruitment of students internationally
• Increasing faculty, staff and student participation in international initiatives
• Involving faculty, staff, students and international associates in an “expanded array of international projects and initiatives”
• Establishing strong collaborations with international industry partners
• Strengthening an institutional culture which promotes global awareness
• Enhancing global content within educational programs
• Enhancing cross-cultural training capability and delivery
• Integrating international mobility into programs

On top of this, MI International, in A strategic process map for expanding MI International’s contract activity (The Barrington Consulting Group, 2013), identifies additional strategic goals for MII, in the following categories:

• Creating an enabling environment
• Partnership building
• Revenue generation and diversification
• Business development and marketing of MI capabilities
• Building sustainability and capacity

Harlow Campus is in the process of developing its strategy. For the present, it has identified the following “first steps” in its 2011 Harlow Campus study interim report:

• Conducting detailed market analyses
• Boosting awareness of Harlow among Memorial academic units
• Engaging in networking (e.g. join UK-branch of Association of American Study Abroad Programs)
• Researching regulatory implications for proposed distance/hybrid delivery models.

Strategic frameworks

The three strategic frameworks (namely, 2011 Teaching and Learning Framework, 2011 Research Strategy and 2012 Public Engagement Framework) each reflect institutional goals and
priorities related to internationalization. Below are the three frameworks with relevant internationalization components or objectives extracted as examples.

*Teaching and Learning Framework:*

- Outlines the qualities of a Memorial graduate directly related to internationalization:
  - Be responsible citizens;
  - Demonstrate ethical, moral and intellectual integrity;
  - Appreciate diversity and promote equity;
  - Be supportive collaborators with particular regard to diversity of interests;
  - Communicate effectively with others.

*Research Framework objectives directly related to internationalization:*

- Facilitate external engagement activities (objective 3.2)
- Encourage local, national and international research collaborations (3.3)
- Increase opportunities for Memorial researchers to communicate and collaborate with one another and with external partners and collaborators on research related to the Strategic Research Themes (4.3).
- Secure funding in support of initiatives that advance the Strategic Research Themes (4.4).

*Public Engagement Framework objectives most directly related to internationalization:*

- Mobilize knowledge, expertise and resources in support of the public good: social, health, economic, cultural and environmental (1.3).
- Support, encourage and celebrate undergraduate and graduate student public engagement activities (2.5).
- Enable sustained, responsive and coordinated public engagement partnerships (4.1).

Conceptions of internationalization expressed within recent vision and mission statements, strategic plans and strategic frameworks are varied. Harking back to some of the lenses introduced in Section 2.0, Memorial’s current version of internationalization is viewed as both *outcome* (e.g. professional/personal development of students and researchers44, Memorial graduates as responsible citizens45, making the world a better place46) and, occasionally, *means* (e.g. enabling public-engagement partnerships47, increasing collaboration opportunities for

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44 Research Strategy Framework, p.1  
45 Teaching and Learning Framework, p.8  
46 Vision, Mission, Values and Key Ideas, p.2  
47 Public Engagement Framework, Goal 4.1
researchers\textsuperscript{48}). Memorial’s expressions of internationalization also encompass a number of \textit{focal points}, e.g. student mobility\textsuperscript{49}, research\textsuperscript{50}, engagement abroad\textsuperscript{51} and curriculum\textsuperscript{52}.

In addition, these documents voice a number of \textit{rationales} for internationalization. Socio-cultural motivations are prevalent, as indicated by references to “public good,”\textsuperscript{53} “integrity,” “equity,”\textsuperscript{54} and the like. Academic motivations (e.g. importance of diversity “in the creation and dissemination of knowledge”\textsuperscript{55}) and economic motivations (e.g. development of NL fisheries and offshore, and participation of citizens in the marine industry “nationally and internationally”\textsuperscript{56}) are also common. Political (or even branding) motivations are suggested by phrases such as “international significance” and “international caliber”.\textsuperscript{57}

Most notable here, in spite of Memorial’s considerable international involvement, is the absence of a \textit{dedicated} pan-University strategy to guide and support internationalization. This signals how internationalization is not embraced as a core aspect of the University.

5.0 \textbf{SWOT analysis}

Through the course of its ongoing strategic planning around internationalization, it is important for Memorial to recognize, protect and build upon its strengths, but at the same not lose sight of areas that can benefit from strengthening. In particular, Memorial needs to stay attuned to ever-changing international opportunities and remain aware of any external threats to its efforts.

Following are the key points from a Strengths, Weakness, Opportunities and Threats (SWOT) analysis of Memorial University’s efforts to internationalize (expanded version is attached as Appendix E). In addition to reviewed documents, fruitful input was received from group and one-on-one consultations with stakeholders from all four campuses.

\textbf{Strengths}

\textit{Capacity}

\textsuperscript{48} \textit{Research Strategy Framework}, Goal 4.3
\textsuperscript{49} E.g. Grenfell’s \textit{Vision, Mission, Values and Key Ideas} names international exchanges and expanding international student numbers.
\textsuperscript{50} E.g. \textit{Research Strategy Framework} Goals 3.2, 3.3 and 4.3, for instance, are relevant to internationalization.
\textsuperscript{51} E.g. See \textit{Public Engagement Framework}, Goals 1.3, 4.1, etc.
\textsuperscript{52} E.g. \textit{Teaching and Learning Framework} describes a “renewed” curriculum as one of the supports for Memorial’s “21st century explorers” (p.7).
\textsuperscript{53} \textit{Public Engagement Framework}, Goal 1.3
\textsuperscript{54} \textit{Teaching and Learning Framework}, p.8
\textsuperscript{55} \textit{Teaching and Learning Framework}, p.11
\textsuperscript{56} From Marine Institute’s Mission (\textit{Vision 2020: Strategic Plan}, p.6)
\textsuperscript{57} \textit{Research Strategy Framework}, p.1
• De facto centralization of primary internationalization services in the International Centre and its close relationship with the International Student Advising Office.
• Distance education experience, plus international reputation (DETS)
• Extensive project experience in international development and technical cooperation (MI International, DELTS and other faculties/schools)
• Increasing numbers of international students over the past decade and recent targeted success in graduate student recruitment.
• Strength of English as a Second Language programs as a pathway to credit courses, in particular on the Grenfell campus.

Policy and practice
• Relatively low tuition fees makes Memorial attractive/accessible to international students
• Growing culture of collaboration between offices with international responsibilities such as IC, ISA, MII, DELTS, etc.

Marketing
• One of only two Canadian universities with a UK campus (Harlow)
• Good reputation abroad (both the institution (where known) and Canada)

Weaknesses

Organizational structure
• IC and ISA operations located in different buildings on opposite sides of the campus.

Capacity
• Supports for international students are often based on soft funding (internal and external).
• Growth in numbers of international students not tied to increase in student services staff (using the term services broadly to cover all staff that provide services to international students), leading to insufficient supports at all campuses.

Policies and practice
• No risk management policy for international travel exposes Memorial to a wide spectrum of risk.
• Procedural barriers, e.g. internal timelines incongruent with growing competition for talent, distribution of tuition revenue to service units to support international students.
• Multiple barriers to study/work/research abroad participation by students.
• Lack of formal or informal recognition of faculty international engagement.
• Though also considered a strength, low tuition is sometimes perceived by prospective
students and their parents as indicative of low quality programming.

Organizational culture
• NL-centric culture pervades Memorial
• Silo tendencies across Memorial in planning and implementing internationalization
efforts

Marketing
• Newfoundland and Labrador lacks global reputation, economic and familial draw of
Canada’s large urban centres.

Monitoring and evaluation
• Insufficient monitoring, evaluation and reporting of internationalization efforts

Opportunities

Capacity
• Expansion of distance/blended learning offerings
• Growth of some programs popular in international markets.
• Experience of Memorial’s various international units and personnel

Policy and practice
• Closer alignment with NL’s population strategy
• Developing system-wide approach for internationalizing teaching and curricula, and
supporting faculty in its implementation
• Facilitating collaboration across Memorial, as well as externally

Organizational culture
• Increasing the participation rates in intercultural sensitivity and diversity training for
students, staff and faculty

Marketing
• Increasing promotion and funding support for study, work and research abroad programs

Monitoring and evaluation
• Designing an integrated planning approach, performance measurement framework, and monitoring and evaluation strategy

Threats\textsuperscript{58}

Capacity

• External funding opportunities for all components of internationalization continue to decline, including cuts in provincial funding due to fiscal restraint.
• Challenges around supporting increasing numbers of international students whose home countries are in turmoil.

Policy and practice

• Citizenship and Immigration Canada (CIC) prohibition on university staff (or any non-certified employer or service-provider) deemed to provide immigration advice and consultation to international students, staff and faculty.

Marketing

• Increasing competition from other post-secondary institutions and countries
• Political instability in foreign regions
• Increasing competition on International Financial Institution (IFI)–financed projects from players in borrowing member countries

6.0 Summary

The history of internationalization at Memorial stretches at least as far back as to the establishment of the Harlow Campus in 1969. From 1993 to the present, at least fifteen studies have addressed the University’s internationalization. The focus of some of these was broad, while others zeroed in on particular units (e.g. International Centre) or functions (e.g. student recruitment, student services). Within these studies, as well as in recent Strategic Frameworks and Strategic Plans, Memorial has displayed both an Activities approach and a Process approach to internationalization (recall Knight, 2004). Similarly, the University has expressed multiple rationales for internationalizing, many political in nature, but also socio-cultural, economic and academic, along with elements of branding (Knight, 2004; Hudzik, 2011).

Memorial features a number of units that support internationalization. These may be categorized as either specialized service, executive, academic or other services. Perhaps central among these

\textsuperscript{58} Although threats are forces external to an organization, note that these categories have been assigned from the perspective of Memorial, i.e. as if the University was asking, “In the face of this given threat, what is required of the University by way of response?”
units is the International Centre, operational since the late 1990s. The Centre’s change in mandate and leadership in 2010 has allowed for strategic exploration of new opportunities and organization, but is not led by an overall international plan endorsed by the university. Similarly, while Memorial supports more than 110 agreements with other institutions, no overall strategic document guides their effectiveness and informs discussions around renewals. The international offices of the university are indeed active and nationally well-known and well-respected for their international programs and services, but would be better served through support by the overall guidance of a strategic plan.

A significant amount of Memorial’s research is international in scope. Comprehensive data on the scope of international research activity is not available. A limited-scale review indicated that a significant portion of international collaboration occurs with European universities and on the theme of Environment, Energy and Natural Resources (EENR). While the University promotes international research collaboration through, *inter alia*, its Research strategy, there is currently no centralized mechanism to comprehensively capture and report information on this activity.

Among Memorial’s players, MI International has been the most active in international development and technical cooperation. Recognizing MII’s experience and expertise, Memorial has approached MII to support the pursuit and management of this type of activity on a University-wide basis. While Memorial has indicated its intention to increase the number of students and faculty involved in international development projects at home and abroad, it does not track this involvement on a pan-University basis. With the guidance of MII, the potential for more academics, staff and students to become involved is considerable.

International student numbers at all levels – graduate and undergraduate, full-time and part-time – have been increasing over the past decade at Memorial. Latest statistics show the University closely following the patterns of other Canadian post-secondary institutions. Over the past decade, students from Asia have comprised most of Memorial’s international student population, with China by far the leading country. A number of Memorial units contract overseas agents to recruit prospective students, and this and other opportunities to increase international student enrolment (including through DELTS-delivered blended/hybrid programs) are vast. The Government of Newfoundland and Labrador, highly interested in increasing the provincial population, represents a strong ally in these efforts.

A high percentage of Memorial’s international agreements provide for academic and student exchange. A number of faculties employ dedicated personnel to connect students to study-abroad programs, with FBA running programs for its students since the early 1990s. Harlow has been a popular destination for Memorial students since 1969. Although the number of Memorial students studying abroad has been increasing in recent years, the percentage of students undertaking these programs remains below the Canadian university average. Assorted barriers
may account for this, including access to funding, foreign credit recognition and inadequate promotion of these programs. While Memorial espouses international experience for its students, encouraging them to become global citizens and “mak[e] the world a better place”, much remains to be done to facilitate these experiences.

Although a number of Memorial courses feature an international focus, no comprehensive internationalization of the University’s teaching and/or curricula has been undertaken. As Hudzik notes, “Comprehensive Internationalization cannot occur without the willing and meaningful collaboration of academic departments” (Hudzik, 2011). Knight, in a similar vein, adopts a forward-looking stance when she states, “[e]xperience has shown that when faculty and staff members have had an opportunity to be directly involved in international and intercultural work there is more likelihood that they will want to introduce international perspectives into curriculum and research activities” (Knight, 1994). In this light, Memorial’s academic exchange agreements, international development and technical cooperation projects, and training can have a positive future effect on the internationalization of teaching and curricula.

The MI, Grenfell and Harlow Campuses have each drafted plans, at various stages of progress, which focus more or less on internationalization (dated 2013, 2012 and 2011, respectively). Once Memorial adopts a University-wide internationalization strategy (i.e. after wider consultation on this White Paper), that strategy will build on the existing strengths and opportunities of each of these Campuses, as well as assist all Campuses to contribute to harmonized, co-reinforcing pan-University internationalization efforts.

### 7.0 Recommendations for next steps

Based on the review of documents/literature and limited consultations with faculty, staff and students of Memorial University, the following next steps are recommended:

1. Create a task force which will:
   - Adopt and promote a (workable) definition of internationalization. As Knight (1994) states, “[a] clear and focused definition [of internationalization] is needed in order to effectively advocate for and achieve internationalization.”
   - Recommend a structure and leadership structure that will support pan-university internationalization activities, appropriately contextualized in Memorial’s culture with reporting lines (at each campus and across the University) that will allow flexible responsiveness to the changing landscape of internationalization.
   - Develop a pan-University internationalization strategy that integrates the three frameworks (research, teaching & learning, public engagement) and that will guide the development of international plans and activities within campuses, academic units, support units, and senior leadership portfolios for the period 2014-2020. The
strategy should be tailored to Memorial, incorporating the strengths and diversities of its multiple campuses, and building on the University’s specific interests, characteristics and objectives (rather than general purpose in nature) The strategy should include:

- Vision statement regarding Memorial’s internationalization. That is, what will Memorial look like vis-à-vis internationalization by 2020?
- Broadly stated goals: What will Memorial do by when? (including rationale for each)
- Define a process for implementing and evaluating international initiatives, e.g. opportunities that Memorial can capitalize on (or expand). How can Memorial further engage all stakeholders (internal and external) in internationalization? How can Memorial’s organizational culture for internationalization be strengthened? How can Memorial’s four campuses further integrate and support each other in internationalization?
- Outline of a communication strategy to help promote synergies and inter-faculty/school/unit and multi-campus collaboration.

- Practical and doable performance monitoring and evaluation strategy, including:
  - small number of key input, output and outcome indicators (e.g. targeted numbers of outbound students, effectiveness of international agreements)
  - tracking/reporting mechanisms (supported by technology)
  - Identification of individual/department(s) responsible for providing regular reports (and to whom), for all of the campuses.

2. Develop, implement and resource a Travel Outside of Canada policy and processes to manage pre-departure, post travel, and emergencies related to ongoing travel for students, faculty and staff.

3. Develop a policy on the use of the differential tuition from international students that is strategic, transparent and evaluated. The fund should provide increased resourcing to international services and functions (as an example, support of international students in financial or other crises) and also provide seed-funding for strategic internationalization initiatives (for example, faculty members engaging in strategic internationalization activities on behalf of Memorial).

4. Review the roles of the various offices that support the English as a second language needs of within-degree students (ESL programs, Writing Centres, International Student Advising office, etc) to ensure such students are adequately and appropriately supported.

5. Review the role of English academic preparation (carried out by ESL Programs offices on the St. John’s and Grenfell campuses) at Memorial in terms of function and mandate as part of a well-defined pathways model to diploma and degree programs, and relationships to other academic and administrative units.

6. Develop and resource an international student and faculty mobility strategy that will guide the design and coordination of international mobility agreements. The strategy should recognize for the unique nature of faculties, schools, institutes and units at Memorial.
7. Establish project and consultancies office for the university to develop opportunities for faculty, staff and students to become involved in development (and other) project work.
8. Ensure that Strategic Enrolment Management plans of the campuses adequately address the challenges and opportunities of international student recruitment, enrollment and retention.
9. Generate a catalogue of metrics and performance criteria which aim at enhancing the international student experience at home or abroad while at the same time contributing to MUN’s performance objectives.
10. Support the provision of high quality intercultural and diversity training for Memorial faculty, staff and students.
11. Improve and/or create the ability to gather, store, process, and analyze relevant international student data and connect these data into a feedback loop from application to graduation to inform strategic decision-making.
12. Develop a mechanism and strategy to coordinate engagement of international alumni.
13. Develop career and entrepreneurship opportunities for international students at MUN in order to improve outcomes related to study-to-career transitions.
14. Identify means to leverage partnerships with other institutions or networks (such as the University of the Arctic, EU, and other global institutional partners) to meet current interests and needs of researchers faculties, schools, institutes and units at Memorial.
15. Enhance collaboration between units in the VP Research portfolio to support international components in research and research mobility.
16. Align internationalization strategy with the needs of the province, in particular around the Population Growth strategy (2014-15)
Appendix A: Timeline of key documents concerning internationalization at Memorial

1993

1998

2000

Koenderman, M. (2000). *Towards a model for international students services at Memorial University of Newfoundland.*

Parsons, T. (2000). *Retaining international students: Identifying the needs of international students attending Memorial University of Newfoundland.* (MEd), Memorial University.

2001

2002
Burnaby, B. (2002). *Where the rubber hits the road: Services for international students at Memorial University.*

2004

2005

2007
Faculty of Business Administration. (2007). *Developing an internationalization strategy.*

2008

2010

2011
The Illuminate Consulting Group. (2011). *International strategy discussion*
2012
Grenfell Campus. (2012). *Internationalization plan for Grenfell Campus*.

2013
Appendix B: Education Advisory Board’s International offices organizational structures at Canadian institutions: Executive Summary

Although office names vary between institutions, the following brief will employ the terms international student services office to refer to international student support offices located in student affairs, international center to refer to strategic international offices located outside of student affairs, and international offices to refer to both types of offices broadly and to other offices outside this binary that engage in international activities (e.g., international research offices, international admissions offices). The following brief will also employ senior international officer (SIO) to reference the most-senior administrator in the international center.

Profiled institutions organize international efforts into two separate offices: an international student services office, which houses student mobility and support services and an international center, which houses international strategy and engagement activities. More decentralized models feature multiple international offices within different vice-presidents’ portfolios while more centralized models incorporate many research, academic, and student support activities in one office under the SIO. Contacts report advantages and disadvantages to all models; the dual-office structure provides sufficient incorporation to facilitate strategic planning and prioritization as well as sufficient separation to maintain clarity of roles and operational flexibility.

Institutions select senior international officer titles and reporting lines to clarify the international center’s mission, improve its profile, and facilitate operations. Institutions define the international center role broadly and emphasize its function as a knowledge source and facilitator for international activity. SIO titles reflect the breadth of the international center’s activities and signal institutional emphasis on and support for internationalization. While reporting lines can facilitate international center operations within certain areas, such as research, academics, or external relations, contacts suggest that reporting lines most significantly impact the international center’s reputation with institutional constituents. International centers receive province and institution funding as an administrative support unit with between three and nine full-time staff members, interns, and temporary part-time staff.

SIOs develop informal structures that facilitate collaboration (e.g., communications channels, advisory boards) to overcome operations and strategic planning challenges caused by the inherent decentralization of international activities. Regardless of international structure, institutions house international recruitment and admissions, international graduate student activities, and English language programs separate from the international office. SIOs facilitate inter-office communication and coordination through international advisory boards to engage administrators in these offices. Faculty also execute critical roles in the international agenda through international research activities, field schools, and intercultural teaching practices. SIOs engage faculty in internationalization through relationship-building and solicitation of feedback during strategic planning, prioritization, and organization transition discussions.
Appendix C: MI International projects

MI International projects (2004-2013)\(^{59}\)

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Country/Region</th>
<th>Research Strategy</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">SUB-SAHARAN AFRICA</a></td>
<td></td>
<td></td>
<td>AP ANR CRED CACH EENR GPP ICT OFA SJ WHBD</td>
<td></td>
</tr>
<tr>
<td>Botswana International University of Science and Technology (BIUST)</td>
<td>2008-2009</td>
<td>Botswana</td>
<td>x</td>
<td>Government of Botswana</td>
</tr>
<tr>
<td>Coastal Resource Management through Enhanced Stewardship</td>
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<td>Mozambique</td>
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\(^{59}\) MI International. (2013). Project links. Retrieved August 20, 2013 at [https://www.mi.mun.ca/departments/miinternational/projectsandconsultancies/projectlinks/](https://www.mi.mun.ca/departments/miinternational/projectsandconsultancies/projectlinks/), with supplements from MI International Director on September 6, 2013. Note that this is not a comprehensive list but a sample of major projects and consultancies undertaken during the period referenced.
<table>
<thead>
<tr>
<th>Title</th>
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<th>Country/Region</th>
<th>Research Strategy Theme</th>
<th>Funding Source</th>
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<td>Students for Development: Institutional Capacity Building in Support of Agricultural and Community</td>
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<td>Development in Tanzania</td>
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<td>Maldives</td>
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<td>Curriculum Development and Accreditation for Maldivian Fish Processing Workers</td>
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<td>Community Water Transport Project</td>
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<td>Distance Education for Seafarers</td>
<td>2008-2011</td>
<td>Philippines</td>
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<td>Education for Knowledge Society (EKSP)</td>
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<td>2012-2016</td>
<td>Guyana</td>
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<td>EFE Caribbean Suriname TVET</td>
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<td>Suriname</td>
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<td>EFE Caribbean Antigua State College</td>
<td>2013-2017</td>
<td>Antigua</td>
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<tr>
<td>UWI Single Virtual Campus</td>
<td>2009-2010</td>
<td>Caribbean (West Indies)</td>
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<td>NORTH AMERICA</td>
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<td>North American Mobility Program</td>
<td>2004-2009</td>
<td>Canada, United States, Mexico</td>
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<td>EUROPE</td>
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<td>Centre for International Maritime Education and</td>
<td>2003-2006</td>
<td>European Union</td>
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<td>Training (CIMET)</td>
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<td>The Food Link: Quality Systems, Safety, and International Trade</td>
<td>2007-2010</td>
<td>European Union</td>
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<td>Adapting the Navigation and Stability Module for Web-based Delivery</td>
<td>2004-2005</td>
<td>Ireland</td>
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</tbody>
</table>
Appendix D: List of languages taught at Memorial

Department of Classics:
- Greek
- Latin

Department of English Language and Literature
- English
- Middle English
- Old English

English as a Second Language
- English as a Second Language

Department of French and Spanish
- French
- Italian
- Spanish

Department of German and Russian
- German
- Russian

Department of Linguistics:
- Algonquian (Innu-aimun, Mi'kmaq, Maliseet- Pasmaquoddy and Beothuk)\(^6\)
- Eskimo-Aleut (Inuttitut)\(^6\)
- Irish Gaelic
- Iroquoian (Mohawk)\(^6\)
- Japanese
- Sanskrit

Department of Religious Studies
- Chinese (Mandarin)
- Hebrew

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\(^6\) This language does not have a designated course, but is taught under another course.
\(^6\) Ibid.
\(^6\) Ibid.
Appendix E: Highlights of consultations that informed SWOT analysis: expanded version

**Strengths**

**Organizational structure**
- Long-term existence of IC and ISA
- As MII’s business model requires a degree of revenue generation, this drives an entrepreneurial approach.

**Capacity**
- International recruitment efforts steadily increasing
  - MI has been proactive (e.g. scholarship programs, partnerships, incorporation of recruitment strategies into mobility programs and project initiatives) (Memorial University, 2012a)
  - Office of Student Recruitment maintains successful relationships with a number of recruiting agents
- Technological innovation:
  - DELTS enjoys a “highly successful 40-year history of offering credit-based distance education solutions” (Distance Education Learning and Teaching Support, 2011, p. 4), as well as vast experience with overseas projects (program development, eLearning delivery, training, etc.)
  - DELTS began administering exams electronically via password-protected PDF files in 2011-2012 (Memorial University, 2012a).
  - SGS’s award-winning eDefense program allows remote access to PhD defenses, significantly reducing travel costs and increasing the pool of contributing scholars (School of Graduate Studies, Undated)
- Large contingent of Memorial faculty upon which to draw for project work
- Marine Institute:
  - Stands as “one of the most internationally active institutes in Canada” (Memorial University, 2012a)

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63 IC was established in 1998.
64 Correspondingly, enrolments by international students have increased. Fall Semester numbers for international students (undergraduate and graduate) were 1,273 in 2010; 1,423 in 2011; 1,674 in 2012 (Centre for Institutional Analysis and Planning, 2013a).
School of Graduate Studies alone is up 231% in international applications and 92% in international enrollments from 2008-2012 (Cook, 2013).
International student numbers at MI have likewise shown rapid growth, from less than 10 students five years ago to over 50 in 2013 (Memorial University, 2012a, p. 34).
65 DELTS has been recognized for leadership in distance education on numerous occasions. (Distance Education, Undated); (Alcock, 2013)
Extensive project experience
- 50+ countries
- 130 (of 400) staff have international experience
- Growing number of international activities, increasingly integrated into MI (MI consultation 2013)

Extensive networks
- Maintains numerous international partnerships
- Industry linkages drive partnerships and opportunities
- Strong relationships with Canadian trade and aid network (e.g. CIDA, DFAIT)
- Good understanding of how to identify international partners
  - Dedicated resources
  - Atlantic Canada Opportunities Agency- (ACOA-)financed International Program Officer position over the next 2 years

Harlow Campus:
- Significant base of alumni
- Holds Tier 4 Highly Trusted Sponsor designation with UK Border Agency, enabling it to sponsor migrants (Home Office, 2013)

Policies and practice
- Marine Institute:
  - Strong administrative practices
    - Limited bureaucracy provides flexibility to respond to opportunities
    - Finance office adept at processing international (travel) claims (Memorial University, 2012c, p. 5)

Organizational culture
- Large number of countries represented in faculty and student body
  - ~25% of faculty (at least for Grenfell Campus) come from outside Canada
  - 24 different countries represented by Grenfell students alone
- Student-led organizations are rich in international experience/connections, e.g. Global Citizenship Initiative, MUN Engineers Without Borders, MUN Amnesty International, MUN Oxfam, Free the Children, MUNHOPE, United Nations Society, War Child MUN, plus several country-specific societies (Memorial University Students' Union, Undated-a) (Memorial University Students' Union, Undated-b)
- Progress made on equality/equity (e.g. accessibility), including for international students (MI consultation)
• Between 2008 and 2013, participation of over 1,600 staff and students in intercultural and diversity training sessions, to which DEIF was a major contributor (Department of Human Resources, 2013a).

• Grenfell Campus:
  o ~24 different countries presented by ~70 international students.
  o Grenfell seen as a smaller, safe, welcoming, diverse, etc. place for international students.
  o International caucus of the Grenfell Campus Student Union

**Marketing**

• International recruitment efforts steadily increasing
  o SGS recognized for international recruitment efforts by National Association of Graduate Admissions Professionals (NAGAP) (Cook, 2013)

• Particular programs are especially attractive to international students
  o Faculty of Business 2+2 program allows Chinese students to complete two years of study at a Chinese institution before completing a further two years at Memorial (Memorial University, 2012a)

• Relatively low tuition fees make Memorial attractive/accessible to many (Goss Gilroy Inc., 2008)

• IC Director currently sits on Canadian Bureau for International Education board

• ISA Office has earned a strong Canada-wide reputation for innovative programming, including international student integration and retention

• Potency of NL’s resource sectors (oil and gas, marine), along with Memorial’s burgeoning reputation in related disciplines (e.g. engineering, sciences, business) via International Accreditation of Programs (White-MacPherson, 2013)

• Marine Institute:
  ▪ Niche focus and established track-record reduces competition from other technical institutions

• Harlow Campus:
  o Geographic location is strategic; Memorial is one of only two Canadian universities with a UK campus (Distance Education Learning and Teaching Support, 2011)
  o Usage by Memorial faculties, field schools and via collaborations with UK institutions

• Labrador Institute (LI):
  o LI’s director installed (October 2013) as Vice-president Indigenous for the University of the Arctic, a consortia of 150 worldwide universities/organizations committed to higher education and research in the North
Weaknesses

Organizational structure

- Decentralization of international activities/offices
  - Difficulty in coordinating various departmental goals and objectives with internationalization strategy (Phyllis Artiss et al., 2002)\(^{66}\)
  - Existing gaps regarding assisting interested individuals/units with international projects (e.g. proposal writing, managing, travel claims), a role formerly filled by IC\(^{66}\)
  - Operations of the ISA and IC have been largely distinct (The Illuminate Consulting Group, 2011, p. 7), resulting in fragmented delivery/availability of services and burdening students with finding appropriate resources\(^{67}\)
  - This lack of connectivity extends to sharing about best practices (e.g. MI International has knowledge worth sharing) (Office of Public Engagement, 2012, p. 6)
- IC director position has been acting since the formation of the IC
- All IC staff have been contractual, potentially hindering continuity (Deans and directors, 2013)

Capacity

- Memorial University internationalization strategy exists, but suffers from disuse (Office of Public Engagement, 2012, p. 4)\(^{68}\)
  - Lack of baseline data and follow-up with respect to 1998 internationalization plans (e.g. no monitoring or evaluation of 1998 goals/actions)
  - Internationalization not reflected in Memorial’s overall strategic plan until recently
- Insufficient supports for international students (Deans and directors, 2013)
  - Immigration advice unavailable on-campus\(^{69}\)
  - Lack of professional development for faculty/staff (urgently needed)
  - Shortage of language supports for in-degree students (i.e. need extends beyond pre-degree phase)
- A review of Memorial’s English department courses included a critique of credit courses for students with English as a Second Language (Andrews, J. et al 2012)
- Insufficient support for within-degree ESL students (Griffiths, 2013)
- Marine Institute:

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\(^{66}\) For example, SGS has acknowledged need to “define its connection to the cluster of international activities.”

\(^{67}\) (Task Force on the International Centre, 2008, p. 2). The Task force on the International Centre recommended that IC and ISA should co-locate to increase service capabilities.

\(^{68}\) It is unclear to which document the participants of the Office of Public Engagement session were referring.

\(^{69}\) This is due to new legislation regarding certification/membership with the Immigration Consultants of Canada Regulatory Council.
No annual funding for international recruitment
  • Availability of one-off funding seldom allows time for strategic decision-making and planning
Pursuit of projects/contracts limited by:
  • No standard templates or process flowcharts in place to facilitate pursuit of contract training opportunities
  • Insufficient knowledge regarding how to pursue opportunities (The Barrington Consulting Group, 2013)
  • Insufficient human resource capacity to pursue opportunities
Partnering opportunities limited by:
  • No database of existing partners to easily identify and reach out to those that exist

Grenfell Campus:
  • Harlow-bound Fine Arts students must raise money themselves
  • Capacity of international-student services failing to keep up with rapid increase in numbers
  • Only language taught (other than English) is French

Policies and practice
  • Decentralization of international activities/offices
    • Faculty members would sometimes wish to connect with alumni re: international engagement, but contact information is limited due to Alumni Affairs’ controls over contact lists.\(^7\)

  • Barriers to recruitment
    • Excessive application-processing time reduces volume of students that can be attained
      • Processing time of particular concern to Grenfell due to off-campus application processing (Grenfell Campus, 2012b)

  • Insufficient supports for international students (Deans and directors, 2013)
    • Application/acceptance process based on NL K-12 attendance, so inflexible toward other backgrounds

  • Insufficient recognition of international engagement in promotion/tenure decisions (Office of Public Engagement, 2012, p. 7)

  • (Prospective) go-abroad students encounter significant difficulties:
    • Access to funding

\(^7\) According to ICG's report, relations with Memorial's international alumni have “played next to no role” in the university's international engagement (p.9).
Rigidly structured programs/curricula are unaccommodating

- Getting foreign-earned credits recognized
- No transcript credit for international activities, except on ad hoc basis (unlike many universities) (Office of Public Engagement, 2012, p. 7)
  - Shortage of accessible study-abroad programs (Deans and directors, 2013)
  - Inadequate promotion of existing opportunities (Deans and directors, 2013)

- Risk management
  - Inadequate backup systems in place to support faculty/staff/students travelling internationally (Deans and directors, 2013)
  - Inflexibility of risk-management protocols denies Memorial of certain project/contract opportunities (Office of Public Engagement, 2012, p. 5)
    - Despite vastly differing situations across countries, Memorial’s Risk Management assesses risk in the same manner
    - External organizations (e.g. CIDA) apply the same standard university-wide

- Flow of people in and out of NL is unbalanced, i.e. more leave than enter
  - Memorial yet to formally institute NL’s population strategy (to retain international students as permanent residents) (Memorial University, 2012c, p. 6)

- Lack of systematic approach for monitoring that curricula are culturally-sensitive, global in reach, etc.

- Marine Institute:
  - Current accounting system does not easily allow for accurate reporting of revenue generated through international student enrolments
  - Incentive structure discourages some units from sharing information with MII for fear of losing autonomy or credit for initiatives
  - Lack of (system of) communication among MI units regarding international business development or current projects

- Harlow Campus:
  - Barriers to new faculties getting involved, e.g. cumbersome administrative process

Organizational culture

- Memorial is largely NL-centric (vs. culture of internationalization)
  - Many faculty/staff/students fail to see relevance/importance of looking further afield, i.e. beyond “taking care of our own.”
  - Low participation in international activities/placements on the part of Memorial’s Canadian students (MI consultation)
    - Outbound students represent only 1.6% of student population.
• Memorial falls short on bringing knowledge into NL (one of the goals of international engagement), e.g. fails to maximize knowledge transfer from students coming to Memorial or from locals who study abroad (Memorial University, 2012c, p. 6).
• Pervading belief that current curriculum/teaching methods are superior presents a challenge to increasing outbound-student numbers
• With respect to partnering on project work, Memorial’s current focus is short-term, resulting in loss of connections, relationships and momentum (vs. long-term, sustained relationships) (Memorial University, 2012c, p. 6)
• Marine Institute:
  o Limited institutional commitment (i.e. funds) to international student services, compromising both retention and reputation
• Grenfell Campus:
  o Misunderstandings/stereotypes exist about international faculty/students
  o Internationalization is more individual-driven
    • Initiative frequently rests with a few particular faculty members
    • Little cooperation/sharing takes place

Marketing
• Barriers to recruitment
  o Perceptions of NL
    • Small population potentially means fewer academic/cultural opportunities
    • Climate may act as deterrent (Goss Gilroy Inc., 2008, p. 34)
• Low levels of international-student participation in Distance programs
• Memorial’s relatively low tuition fees carry potential downsides:
  o Some international students may equate low tuition fees with poor quality, i.e. perception of a diminished reputation (Higgs, 2012)
  o Low fees paid to international recruiters (often a percentage of students’ first-year tuition) may lessen recruiter interest, adversely affecting Memorial’s recruitment efforts (Grenfell Campus, 2012b, p. 2)
• Marine Institute:
  o Misunderstanding (or lack of understanding) among some units/individuals regarding MII’s activities
  o Pursuit of projects/contracts limited by:

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71 As of Fall 2012, only 42 of 1,575 students enrolled in Distance Education courses resided outside of Canada.
• No strategy, defined criteria or formal processes in place to guide international goals or choices regarding projects and focus regions
  
  o Partnering opportunities limited by:
    • No process in place for deciding on strategic international partner institutions
    • Insufficient international partner firms to match opportunities being explored

• Grenfell Campus:
  
  o Promotional/marketing materials do not reflect a global institution

**Monitoring and evaluation**

• Little follow-up (including monitoring and evaluation) of the IC’s 2008 internationalization goals and plans for action

**Opportunities**

**Capacity**

• Creating sufficient senior administration positions to support internationalization, e.g. V-P International, etc. (Office of Public Engagement, 2012, p. 4)

• Increasing role of technology in higher education
  
  o Memorial can insert itself as a place “that helps people feel connected” (Office of Public Engagement, 2012, p. 6). That is, leverage technology to help overcome NL’s geographic disconnect and to establish Memorial at the forefront of civic leadership and social change.

• Provision of intensive ESL training to Memorial-bound students

• Increasing study-abroad opportunities (Office of Public Engagement, 2012, p. 8)
  
  o Boosting funding, especially needs-based sources
  
  o Creating appropriate program structures (MI, 2013 consultation), e.g. co-op programs developed in conjunction with government departments
  
  o Adopting flexibility to accommodate study-abroad opportunities (with respect to program schedules, program requirements, granting credits, etc.)

• Supporting more international exchange opportunities for faculty

• Broader collaboration:
  
  o Across Memorial (MI consultation)
    
    • Establish clearinghouse for information/ideas around international engagement (include mapping of Memorial’s approach, rationales, principles, focus areas, opportunities) (Office of Public Engagement, 2012, p. 6)
    
    • More international project work (MI consultation)
• Yaffle may aid collaborations (Office of Public Engagement, 2012, p. 6)

• Broader collaboration:
  ▪ Outside Memorial
    • Leverage Memorial alumni for access to networks and knowledge transfer (Office of Public Engagement, 2012, p. 9)

• Marine Institute:
  o Availability of international recruitment and mobility funding for select markets (e.g. India, Brazil)
  o Contract training as avenue for additional revenue generation
  o Increased International Financial Institution (IFI) support for projects in ocean sector and food security
  o Financial support from the Atlantic Canada Opportunities Agency (ACOA), NL Government and internal MI sources

• Grenfell Campus:
  o Expanding language offerings beyond English and French (e.g. Spanish, German)

• Harlow Campus:
  o High attrition rates among UK adult learners
  o DELTS’s “capacity can be leveraged to develop [Harlow-based] hybrid/blended delivery models of learning to increase enrolments, particularly for UK and EU learners” (Distance Education Learning and Teaching Support, 2011, p. 6). Such hybrid/blended models could feature online learning along with a residency component, campus-based sessions and/or various supplemental (face-to-face) supports.

Policies and practice

• Governmental/Regional support
  o Government of NL’s support for post-secondary education
  o Atlantic Canada’s 2012 international education strategy (Sector strategy to grow Atlantic Canada’s education and training exports)
  o Government of Canada’s 2012 international education strategy and support for post-secondary education

• Demographic change:
  o Memorial’s alignment with Provincial strategic goal of international student attraction and retention will help address declining population trend (Government of Newfoundland and Labrador, 2013) also (Office of Public Engagement, 2012, p. 8)

72 International education: A key driver of Canada’s future prosperity.
Offering of government incentives and social services strengthens recruitment efforts (e.g. MCP coverage for international students\(^{73}\)), funding of family program for spouses/children of international students (Memorial University, 2012a).

- **Risk Management**
  - Encouraging Risk Management to assess international projects in a flexible/contextual manner (Office of Public Engagement, 2012, p. 5)
  - Encouraging outbound faculty/staff/students to embrace prudent degree of risk (Deans and directors, 2013)
  - Managing risks associated with international travel (Deans and directors, 2013)

- **Supporting faculty in systematically internationalizing their curricula** (Grenfell consultation)

- **Increasing the recognition of international engagement in process of promotion/tenure** (Office of Public Engagement, 2012, p. 7)

- **Incorporating international work placements into programs**, so as to give students the international experience that many employers are looking for (MI consultation)


- **Broader collaboration:**
  - **Across Memorial**
    - Build knowledge transfer opportunities into programs (e.g. host Q&A sessions for returning Memorial faculty/staff/students) (Office of Public Engagement, 2012, p. 7)
  - **Outside Memorial**
    - *Public engagement framework* sets up Memorial to advocate more widely regarding the value of international engagement (Office of Public Engagement, 2012, p. 6)

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**Organizational culture**

- **Healthy Campus Initiative:** “Diversity” is third stage of Teaching and Learning Engagement Framework. Focus may be on improving ability of domestic Memorial students to study in international/multicultural environments, including Canadian Aboriginal cultures.

- **More wide-spread participation of faculty, staff and students in IC-provided cultural sensitivity and diversity training** (Grenfell and MI consultations)

- **Broader collaboration outside Memorial**
  - **CONA** has worthwhile perspectives (Office of Public Engagement, 2012, p. 6)

- **Marine Institute:**

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\(^{73}\) (Student Affairs and Services, Undated). As of June 2007.
Recent leadership changes at MI mean considerable support for international initiatives (The Barrington Consulting Group, 2013)

**Marketing**

- Memorial can further internationalize its programs, research capacity, brand, etc.
  - More fully embrace global marketing of Memorial (Office of Public Engagement, 2012, p. 6)
- Expansion of oil and gas industry provides opportunities to export programs and expertise, e.g. MI’s harsh-environment training programs (Marine Institute, 2010, p. 31)
- Increasing role of technology in higher education
  - Distance/Online/Blended learning represent avenues for increased international outreach
  - Increased international participation may be enabled via increasing technological capacities, e.g. administering exams in the form of password-protected PDF files, use of e-proctoring software (Memorial University, 2012a)
  - Memorial can insert itself as a place “that helps people feel connected” (Office of Public Engagement, 2012, p. 6). That is, leverage technology to help overcome NL’s geographic disconnect and to establish Memorial at the forefront of civic leadership and social change.
- Many international students are interested in short-term programs for go-abroad experiences (i.e. inbound to Memorial). (Grenfell consultation)
- Rising tuition fees amongst competitors
  - Memorial stands out (from many national and international universities) for its relatively low cost of attendance. This has been identified as a strategy for attracting international students (Grenfell Campus, 2012b, p. 7).
  - 63% of international students cited lower costs as a major motivating factor in choosing a NL education (Goss Gilroy Inc., 2008, p. 22)
- Grenfell Campus:
  - Further marketing Grenfell as intimate, safe, welcoming, diverse place in which to study
- Harlow Campus:
  - High attrition rates among UK adult learners
  - UK government has raised tuition cap on its universities (to £9000), which makes Memorial’s fees increasingly attractive (Distance Education Learning and Teaching Support, 2011, p. 6)

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74 Blake (2001) indicated that internationalization efforts must be sustained by increased revenue from existing programs such as distance delivery (p8).
Few Canadian universities recruit in the UK; Memorial’s past activity and established base in this region give it a substantial leg up.

- Labrador Institute:
  - Potential to be leveraged with respect to access to northern-region languages, culture, environment, industries, etc.

**Monitoring and evaluation**
- Designing an integrated planning approach, performance measurement framework, and monitoring and evaluation strategy

**Threats**

**Organizational structure**
- Marine Institute:
  - MII’s revenue generation mandate conflicts with non-revenue generating support-services mandate

**Capacity**
- Citizenship and Immigration Canada (CIC) strike
- Foreign Affairs, Trade and Development Canada funding continues to decline, despite recommendations arising from the Canada-wide consultations on a pan-Canadian international strategy led by Dr. Amit Chakma, President, University of Western Ontario.
- Potential cuts in provincial funding due to fiscal restraint.
- Marine Institute:
  - Pending responsibility for a “Memorial-wide project mandate” will require considerable resources to fulfill” (The Barrington Consulting Group, 2013)

**Policies and practice**
- CIC prohibition on university staff providing immigration advice and consultation to students may limit scope of international student services
  - Could negatively impact international recruitment, especially in a smaller population center like NL, which has limited access to Immigration Consultants of Canada Regulatory Council-certified consultants (University Affairs, 2013)

**Marketing**
• Rising reputation of other post-secondary institutions (in Canada or elsewhere), along with increased enrolment by international students at these institutions

• Political instability in foreign regions could disrupt Memorial’s recruitment and marketing, requiring re-evaluation of recruitment strategies and recruiter hiring from inside affected regions (Goss Gilroy Inc., 2008, p. 35)

• Marine Institute:
  o Increased competition on IFI–financed projects from players in borrowing member countries
  o Transport Canada presents a major barrier to international students studying in some of MI’s maritime sector programs (from MI consultation)
Appendix F: List of Revisions Made on February 5, 2014

1. Addressed bibliography errors (p 72-73)
2. Corrected the reference and clarified the content of the review of the department of English referenced during the consultations (Appendix E, p 61)
3. Expanded the description of Faculty of Arts and clarified the status of Go Abroad coordinator (p 17)
4. Edited Appendix D to add Sanskrit (p 57)
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