

# MAKING A WORLD OF DIFFERENCE

## **INTERNATIONAL PLAN** | 2017–2022



University  
of Victoria

# Message from the President



As President of the University of Victoria, I am pleased to present UVic's International Plan—a plan that will help our community build stronger intercultural connections here on our own campus and around the globe.

Globalization is among the most important forces shaping higher education, and indeed the world, today. Instantaneous telecommunications, modern transportation, economic and geopolitical integration, the mobility of people and of ideas and the global scale of human impacts on the planet—each of these elements bring with them challenges and opportunities.

By leveraging our international partnerships and embracing the diverse ideas, experiences and people who contribute to our campus community, we are tackling these challenges. We are working together to prepare globally competent students, developing and disseminating knowledge, and making significant contributions to global initiatives that enhance peace, health, environment and prosperity both locally and internationally.

Our vision is to be a university of choice for outstanding students, faculty and staff from British Columbia, Canada and around the world. We aspire to be the Canadian university that best integrates outstanding scholarship, inspired teaching and real-life learning. As members of a diverse and dynamic learning community, we challenge one another to become thoughtful, engaged citizens and leaders, prepared to contribute to the betterment of a rapidly changing global society.

This vision reinforces the importance of a global perspective and commits to enhancing UVic's international leadership in teaching, research, scholarship, community outreach, experiential learning and the development of global citizenship.

The 2017 International Plan takes this commitment a step further by identifying key objectives and strategies to move us forward.

We are grateful for the diversity of our campus community and our partners around the world—together, we will continue to effect positive change on global challenges across borders.

**Jamie Cassels, QC**  
President and Vice-Chancellor  
University of Victoria



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# BACKGROUND

## Our history: building on a strong international outlook

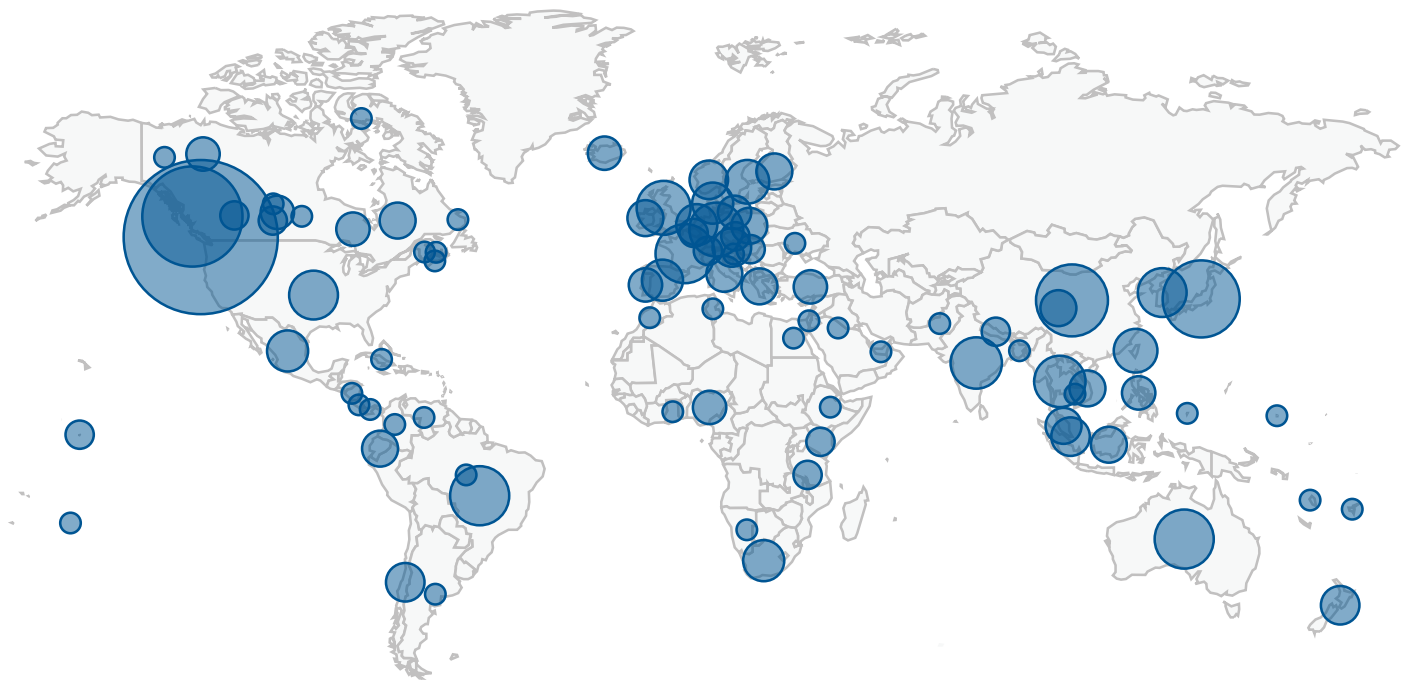
A global perspective and strategy is fundamental to UVic's functioning, identity and achievement of excellence. The university has consistently demonstrated its strong international focus:

- The 2006 *Strategic Plan for Furthering Internationalization at the University of Victoria – Making a World of Difference* prioritized the expansion of international outreach and partnership. UVic has since enhanced its reputation as a globally aware and engaged university through its student support and by making a vital impact across the globe through research, scholarly and creative activities (see Figure 1)
- Since 2006, UVic has enhanced its international partnership programs, recruitment activity and support for international students (including alternative entry pathways and language support) to increase the proportion of international student enrolment from 9% in 2012 to 15% in 2015 (see the Appendix for details)
- UVic continues to increase financial support for student participation in international learning experiences
- We are internationalizing our curriculum, developing new international learning and research opportunities and have developed a Strategic Research Plan that emphasizes the importance of international engagement
- These are just a few of the ways that we are embracing an international perspective, and our efforts have been recognized:
- The *Times Higher Education* World University Rankings for 2015-16 listed UVic as one of the 200 most international universities in the world (UVic scored particularly high in its international outlook and on the proportion of research papers published with at least one co-author from another country)
- In 2015 UVic was recognized in the Leiden University Rankings for the highest proportion of internationally co-authored research of any university in Canada

**UVIC RESEARCH HAS DEMONSTRATED THAT STUDENTS WHO PARTICIPATE IN AN INTERNATIONAL EXPERIENCE, WHETHER IT BE FOR WORK OR STUDY, INCREASE THEIR OWN AND OTHERS' PERCEPTIONS OF THEIR CULTURAL COMPETENCIES (MCRAE, 2015)**

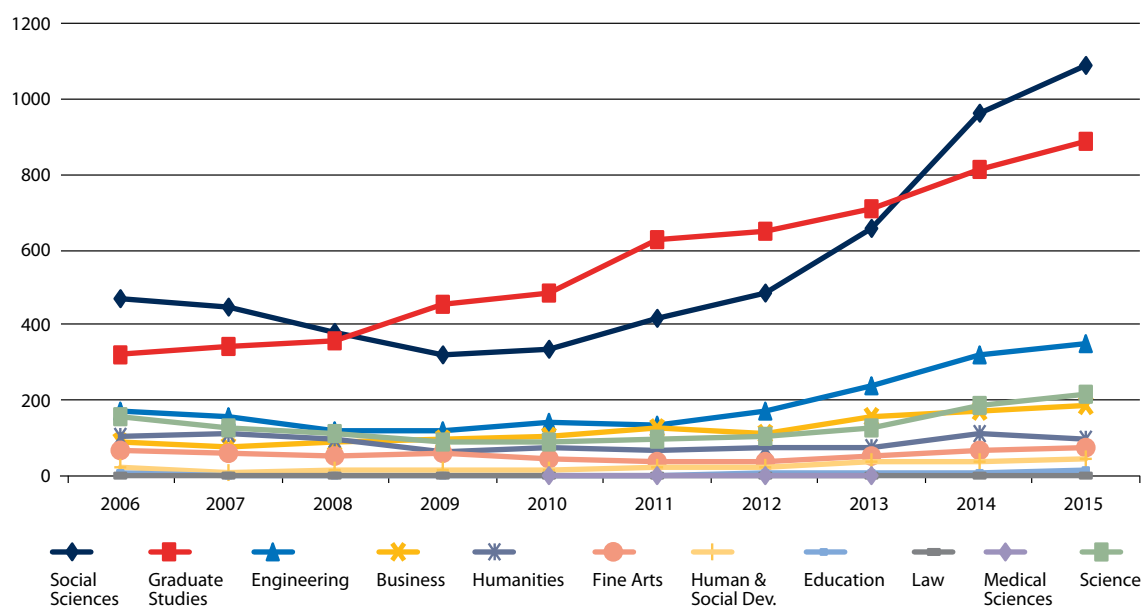
**Figure 1: Map of UVic's international activities**

This map showcases more than 1,000 relationships that UVic fosters with partners around the world through community-university engagement, with additional partnerships being added regularly. An interactive version of the map can be found at [uvic.ca/ocue](http://uvic.ca/ocue) and includes details about each engagement point.



**Figure 2: International students by faculty (2006-2015)**

The Faculty of Social Sciences has the greatest number of international students with more than 1,100 enrolled in 2015, followed by the Faculty of Graduate Studies with 889 international students, the Faculty of Engineering with 350 students, and the Faculty of Science with 200 students. The Faculties of Business, Education, Humanities, Law and Medical Sciences share the remaining 440 international students.



# The International Plan: strengthening the UVic Edge

UVic's International Plan will build on our tradition of excellence in internationalization through hands-on learning, the cultivation of a global perspective that strengthens our local and international community, and through the strengthening of our strong and diverse academic environment and community.

## DYNAMIC LEARNING

Building capacity at home and abroad, we will encourage every student to gain a global experience, which will help them develop intercultural competencies and become stronger global citizens. Through dynamic, hands-on learning opportunities with international communities, students will gain an understanding of global histories, cultures, languages, and social, political and governance structures.


Through these opportunities for community-engaged learning, students will have an impact on issues of critical importance throughout the world. They will have more opportunity to demonstrate their commitment to social justice, to intercultural

understanding, and to environmental and economic sustainability—values at the core of UVic's resolve to support and facilitate meaningful change. These values are reflected in our university-wide Learning Outcomes, which include “informed civic engagement and understanding—from local to global” and “intercultural knowledge and sensitivity.”

## VITAL IMPACT

As an internationally engaged research-intensive university with a longstanding history of excellence in community-engaged research, UVic is committed to employing our strengths to benefit communities across the globe. A commitment to building a thoughtful, internationalized research and education strategy is a core part of UVic's Strategic Plan as well as our Strategic Research Plan.

This international focus will infuse the work of faculties and research centres across campus to address the social, health, and economic challenges that are most relevant to the world today.



Dr. Sonya Bird (right), associate professor with the Department of Linguistics, has been a vital contributor to the international VocaliD Human Voicebank, which helps match those living with a severe speech disorder or limited speech to synthesized speech voices that are closest to their own unique vocal identities. Photo by UVic Photo Services.







Anthropology co-op student Hanna Lewis spent a work term as a trips facilitator with Me to We in Kenya, where she met Faith, a grade four student at Emori Joi primary school. "I learned that it is entirely possible to create change by performing simple acts of kindness and sharing joy." Photo by Hanna Lewis.

## EXTRAORDINARY ACADEMIC ENVIRONMENT

As we further internationalize our campus and academic environment, we will strengthen international research and graduate education, enhance international academic mobility, identify opportunities for meaningful engagement and build deeper global partnerships.

We will employ a targeted and focused international recruitment strategy, and encourage and facilitate the participation of our students in opportunities to study abroad. We will also foster opportunities for cultural exchange and two-way learning between students from all backgrounds. Our diverse student population creates an enriched environment for international education right here on campus.

Our alumni and faculty with international experience will be invited to act as our ambassadors in the international arena. We will build on our commitment to student success and provide enriching professional experiences, world-class curricula and pedagogy, and research intensity in disciplines of global relevance and impact. We will also develop the support structures necessary for students and faculty to work effectively across differences in culturally diverse classrooms and contexts.

Given the university's commitment to Indigenous education and scholarship, we will engage with Indigenous learners, scholars and communities around the globe.

Internationalization of the curriculum and student experience will involve student mobility and will be extended not only through distance education, online learning, and opportunities that link learners across geographic locales, but also through opportunities for cultural exchange here on campus.

Our local, provincial and national communities, including the citizens of British Columbia, want and need us to take this global perspective. Peace and prosperity, social and economic development, and health and safety for all citizens will increasingly depend on our understanding of, and engagement with, our global community, businesses, agencies and governments.

UVic's International Plan will support the *International Education Strategy for BC*, developed under *Canada Starts Here: The BC Jobs Plan*. Designed to position the province and its residents to benefit from the social, cultural and economic opportunities that flow from international education activities, the plan embraces new ways of learning and inviting other cultures and ideas into British Columbia's regions, communities and classrooms.

Cristal Walters (right) was welcomed to campus by Tsartlip Elder May Sam (left) as part of the first ever Indigenous co-op exchange in 2015. This unique co-op exchange saw UVic Indigenous student Kimberly Hanton travel to the University of Newcastle in Australia for a work term, while Walters spent four months taking part in the LE, NONET program and completing a multi-week internship in Victoria. Photo by Cristal Walters.





# A PLAN FOR THE UNIVERSITY OF VICTORIA

## Defining internationalization at UVic

UVic has adopted a definition of internationalization developed by the Canadian Bureau of International Education:

*The internationalization of education is the process of integrating international, intercultural, and global dimensions and perspectives into the purpose, functions and delivery of education. It shapes our institutional values, influences external relations and partnerships, and impacts upon the entire educational enterprise. Internationalization aims to educate students as global citizens, including attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience, and the capacity to value diversity.*

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# Principles of internationalization at UVic

The following principles, based on the definition, support excellence in the policy and practice of internationalization within the university and are consistent with the highest values of Canadian education:

1. **Internationalization is a vital means of achieving global-level civic engagement, social justice and social responsibility;** individuals who develop intercultural competence and awareness ultimately contribute to peace and prosperity across the globe.
2. Given its importance and central role in society, **internationalization aims for the highest quality of learning experiences** as a core element of education.
3. **International students are valued and recognized for all of their contributions,** including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.
4. **Internationalization is inclusive, pervasive and comprehensive,** encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.
5. **Internationalization of the student body and research partnerships is important** to the financial sustainability of the university.
6. **Internationalization that comprises knowledge development and capacity building across borders and cultures must benefit all parties involved.** The university should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships. Internationalization engages the full range of internal and external community members in the design and development of activities, and aims for equitable access to activities.
7. **International research, scholarship and creative activities should engage with partners and communities** to maximize impact and social and environmental benefit.

# International Plan categories

UVic's plan for internationalization is organized into five major categories:

**CATEGORY 1:** Creating a culture of exchange through STUDENT MOBILITY

**CATEGORY 2:** Enhancing the INTERNATIONAL STUDENT EXPERIENCE

**CATEGORY 3:** Providing INTERCULTURAL CURRICULA for a global-ready institution

**CATEGORY 4:** Making a vital impact through INTERNATIONAL ENGAGEMENT

**CATEGORY 5:** Establishing an EXTRAORDINARY ENVIRONMENT FOR INTERNATIONALIZATION

Each of these five categories includes specific objectives, which are articulated below.

## **CATEGORY 1: CREATING A CULTURE OF EXCHANGE THROUGH STUDENT MOBILITY**

This category is divided into two main areas of focus:

**A** – UVic students going abroad

**B** – International students attending UVic

### **A – UVic students going abroad**

UVic's Strategic Plan identifies the importance of expanding "student study abroad opportunities including exchanges, co-operative education placements, field schools, practica and internships for both undergraduate and graduate students." In support of this commitment, UVic offers:

- student exchanges for a term or year abroad
- international co-operative education placements
- study/field schools abroad
- research project involvement
- practica placements
- internships
- independent study
- athletic and cultural tours

At present, approximately three per cent of UVic students participate in formal study abroad programs. The following objectives identify strategies to increase international exchange opportunities and student participation in these exchanges. To be successful, academic units must promote the university's expectation of internationalization, with exchange opportunities as one important way to achieve that goal.

### **STUDENT MOBILITY – Objective 1**

**Over the next five years, double the number of students from UVic having an experience abroad as part of their academic studies.**

#### **Key strategies:**

- a) Develop an international partnerships governance structure to review current international partnerships, new agreement proposals, and agreement renewals
- b) Promote language learning, including enhancement of opportunities for students to gain an international language immersion experience





Anthropology alumnus Devin Tepleski moved to Denmark to study documentary filmmaking and qualitative methodology during an academic exchange. He also pursued visual anthropology classes at UVic and was invited to work as a documentarian and archaeologist in Ghana. "Sena," his photo exhibit of the villagers displaced by the hydroelectric dam in the Banda area of Ghana, was profiled in TIME Magazine. Photo by Devin Tepleski.



- c) Expand and track international experiential and work-integrated learning opportunities (e.g. co-op, practica, internships, service learning, study tours, field work, etc.) that better align with student interests and UVic's learning outcomes
- d) Develop and implement a university student-focused international travel policy and procedures that support students in global activities
- e) Enhance and evaluate students' international education experiences by aligning these experiences with UVic's learning objectives and by preparing these students for traveling abroad with appropriate workshops and handbooks to develop intercultural competencies
- f) Improve appropriate course availability/transferability of international experiences at partner institutions and ensure the smooth transfer of credits earned abroad
- g) Continue the development of career planning services to provide our students with a better understanding of how their international experiences are linked to their programs of academic study, their career goals and opportunities, and their personal development
- h) Explore the role of distance education and online learning in supporting and promoting student participation in experiences abroad
- i) Work with faculties and departments to develop a culture of student mobility that incorporates intercultural knowledge exchange and competency development in support of UVic's learning outcomes

### ***STUDENT MOBILITY – Objective 2***

**Enhance financial support for student mobility by obtaining external resources to supplement internally allocated university resources.**

#### **Key strategies:**

- a) Ensure that potential donors are aware of the needs of students wanting an international experience, the value of such experiences, and the variety of international opportunities potentially available to students
- b) Enhance promotion of available scholarships and other supports for participating in an international experiential learning opportunity

Third- and fourth-year students from all disciplines are encouraged to apply to take part in the Department of History's Colonial Legacies Field School in South Africa. This three-week course brings in community leaders to teach students about the impact of colonial histories on everyday life. Here, UVic student Susanna Peterson plays with Locate Ngoben, the young sister of the group's translator Basani Ngoben, in Nkambako village. Photo by Elizabeth Vibert.





## B – International students attending UVic

The university has been attracting increasing numbers of well-qualified international students to its programs. In 2012, nine per cent of students were international. In 2015, international students accounted for 15% of the student

body. International students represent 12% of undergraduates and 27% of graduate students. This rapid growth in the international student population has required additional resources to support these students from first contact to beyond convocation. Objective 3 articulates methods to address recruitment and retention.

**Figure 3: International students by country of citizenship (2015)**

Figure 3.1: International undergraduate students by country of citizenship, Fall 2015

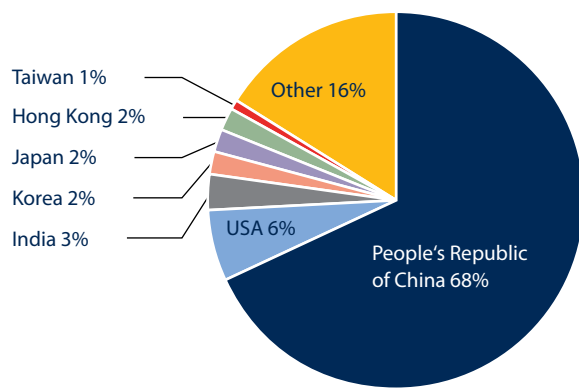
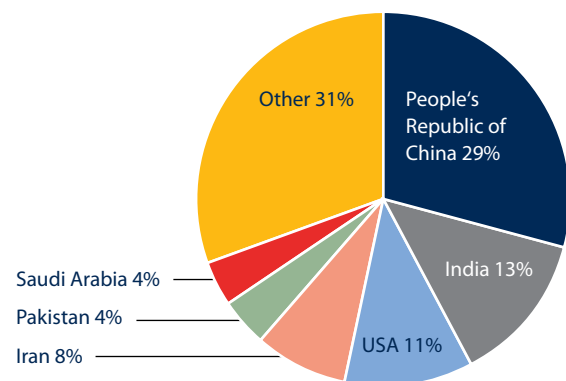


Figure 3.2: International graduate students by country of citizenship, Fall 2015



### STUDENT MOBILITY – Objective 3

Maintain the number of international students at current levels by incorporating international objectives into Strategic Enrolment Management (SEM) to guide a coordinated and integrated approach to enrolment.

#### Key strategies:

- Adjust the international component of the SEM plan to include the following core elements:
- specific enrolment targets and resource allocations
- a retention plan and related resources to support student success
- a goal to diversify the student population and maximize opportunities for cultural exchange
- a plan for distance education and online learning that supports and promotes retention and success of international students
- an assessment plan that both informs the development of international student enrolment strategies and reports on results

## CATEGORY 2: ENHANCING THE INTERNATIONAL STUDENT EXPERIENCE

The international student experience includes all aspects of enrolment and retention, student development theory and broader issues that are specific to international student success. Core components of an effective model include targeted academic and personal support programs and services, immigration and settlement services, and integration and orientation experiences.

The international student experience at UVic aligns with the University Learning Outcomes as well as with the goals and objectives of the broader

institutional student experience. It provides opportunities to enrich the overall campus community and to ensure the mutual benefit of domestic and international students.

The following objectives describe ways to ensure that the international student experience encompasses the educational goals, developmental levels, and the social, emotional, and cultural needs of individual international students and specific populations.



Thai student Pramuk (May) Pongpitpitak came to UVic to study mechanical engineering and spent a work term at Island Health, where he managed research on elevator traffic for the Patient Care Centre at Royal Jubilee Hospital. “To go from working in a small group of classmates to working with so many people with different backgrounds on such a massive project—that’s what made this experience irreplaceable.” Photo by UVic Photo Services.



**INTERNATIONAL STUDENT EXPERIENCE –  
Objective 1**

Implement an effective international student experience framework that aligns with the diverse needs of the international student population.

**Key strategies:**

- a) Complete a comprehensive review of current co-curricular/non-academic programs, services, and spaces across campus (this includes identifying gaps in existing supports, determining opportunities for collaboration and recommending changes to ensure alignment with international student needs)
- b) Develop and offer a wider array of academic support programs, including pre-arrival programs specific to international students about academic learning within a Canadian institution, writing and communication skills, orientation to academic policies and regulations, and assistance with the adjustment to UVic
- c) Integrate academic supports specific to international students with those supporting all students



Education graduate student Xiwen Wang (left) came to UVic from Beijing to complete a Master of Education in Leadership Studies. She quickly became active with the Marnie Swanson International Commons, a hub where international students can access a range of programs and services to ease their transition and support their success. Photo by UVic Photo Services.

- d) Expand services offered by International Student Services (ISS) to align with the role and functions of the Learning Commons (LC), which provides academic support services for international students in collaboration with other units in Student Services, the broader Learning Commons and the Centre for Academic Communication
- e) Develop and offer social and educational programs to the campus community to enhance two-way learning and positive interaction between domestic and international students, and to foster greater knowledge about diversity and the international nature of the university and local community (this includes developing specific opportunities that facilitate international student participation in campus life and the local community)
- f) Develop and offer programs and services that help international students prepare to return home after UVic

## ***INTERNATIONAL STUDENT EXPERIENCE – Objective 2***

Expand and appropriately resource the International Student Centre to make it a central destination for outside-of-the-classroom programming, supports, advising, and services for international students.

### **Key strategies:**

- a) Review specific services related to immigration and government services, financial aid, student employment, health care and insurance, and settlement supports (this includes identifying gaps in related programs, services, policies and procedures and implementing changes that support the diversity of the international student population)
- b) Conduct a space renewal study of the recently launched (August 2015) International Student Centre (ISC) in the University Centre

## **UVIC RESEARCH AND RESEARCHERS HAVE A VITAL IMPACT ACROSS BOUNDARIES AND BORDERS**

- > 1/3 of UVic research partnerships have an international component
- > Leiden University Rankings from 2011 to 2015 placed UVic 1st for the highest proportion of internationally co-authored research of any university in Canada
- > UVic is ranked at world-class level in 29 of 36 subject areas according to the 2015 QS World University Subject Rankings

### CATEGORY 3: PROVIDING INTERCULTURAL CURRICULA FOR A GLOBAL-READY INSTITUTION

UVic is ideally positioned to develop curricula appropriate for a global-ready institution. We can provide educational opportunities for the entire university community to meet the challenges and reap the benefits of learning, working and living in a pluralistic society. Indeed, the university-wide learning outcomes applicable to every student include the development of “intercultural knowledge and sensitivity” and “informed civic engagement and understanding—from local to global.”

Intercultural capabilities are critical for students learning and working in diverse classrooms, communities and workplaces. To support development of intercultural competency, academic units need to include global perspectives within existing and new course content.

Intercultural understanding and effectiveness are also increasingly important for faculty who are teaching and mentoring a diverse body of undergraduate and graduate students and for staff who are responding to an increasingly multicultural student body.

The UVic curriculum must prepare students to be global-ready graduates and enable faculty, staff and students to be open to, and effective in, diverse settings. This curriculum will require the following components: learning objectives, relevant content and curriculum design (including experiential learning), assessment of learning and opportunities for reflection. The following objective outlines ways to develop these components.

Biochemistry student Arwen Barr spent a co-op work term at Aga Khan University Hospital in Kenya, where she collected and analyzed data on epilepsy patients under the guidance of a pediatric neurologist. Like all co-op students who take part in international work terms, Barr assessed her learning in relation to the Co-operative Education Program’s four intercultural competencies, which include intercultural motivation, intercultural knowledge, strategic thinking, and appropriate behaviour. All co-op students are encouraged to consider these competencies in relation to their learning, as all workplaces are culturally diverse. Photo by Arwen Barr.





### ***INTERCULTURAL CURRICULA – Objective 1***

**Assist faculty, staff and students to be effective in culturally diverse settings and experiences by strengthening, developing and making available curricular resources, tools and content.**

#### **Key strategies:**

- a) Develop teaching resources, such as sample course outlines and course modules, that build upon curricula and resources that currently exist and can be freely accessed by any faculty or staff member through offices such as the Co-operative Education Program and Career Services, Global Engagement, Diversity Advisor to the Provost, Human Rights and Equity, and many academic and administrative units
- b) Promote the development of intercultural competence among faculty and staff by facilitating and encouraging participation in workshops, certification and other experiences that build intercultural skills and awareness
- c) Support the Learning and Teaching Centre as it helps UVic units develop their learning outcomes to include an international dimension
- d) Support the Learning and Teaching Centre as it works to internationalize curricula and continues to build a community of practice for faculty and staff engaged in these curricular efforts
- e) Develop an interdisciplinary “Global Citizenship” minor or related courses with content that includes Indigenous, intercultural, and sustainability topics that undergraduates can access at an early stage in their studies
- f) Partially designate grants and awards, such as the Community-Engaged Learning grant, for international community-engaged learning initiatives
- g) Use events such as International Education Week, International Development Week, IdeaFest, and the Teaching Awards to showcase how our internationalized curricula and community of international students build global awareness

Mechanical engineering student Joey Muirhead (centre) spent a work term at Rondo Ganahl AG in Austria as part of the CANEU-CO-OP exchange program. Through this program, European students come to UVic to complete academic terms, where they are supported by their Canadian counterparts. Next, the UVic and European “twin pairs” return to Germany or Austria and complete co-op work terms. CANEU-CO-OP was recently awarded the British Columbia Council for International Education (BCCIE) Award for Outstanding Program in International Education.



#### CATEGORY 4: MAKING A VITAL IMPACT THROUGH INTERNATIONAL ENGAGEMENT

UVic is recognized as an international teaching and research hub—the university makes a vital impact on the world by tackling essential issues that matter to people, places and the planet.

Our extraordinary environment on the west coast of Canada has inspired our educational programs and has led to the longstanding student and faculty exchange programs with China, India and other countries of the Asia-Pacific region, as well as research activities that focus on this region (e.g., Centre for Asia-Pacific Initiatives; the UNESCO Chair in Community-based Research and Social Responsibility in Higher Education). UVic also has a strong commitment to community-engaged research; we are actively involved in projects that work with community to identify issues, develop solutions and work together to make a positive impact.

We also continue to focus our programs, research and service in regions of the world where we have the expertise, the capacity and the partnerships to ensure that those activities resonate and contribute to meaningful change (e.g., Europe, Africa, Latin America, the United States and Oceania). Indeed, our geographical location and breadth of international activity make UVic well positioned to address global issues from very broad perspectives.

UVic also continues to develop international opportunities for students in the form of field schools, academic exchanges and experiential learning as well as faculty exchanges and research partnerships.



Dr. Leslie Butt, visiting scholar at UVic's Centre for Asia-Pacific Initiatives (second from right), attended a health information session for expectant mothers in East Lombok, Indonesia, as part of her Migration and Mobility program research project called "Stateless Children, Parents and Undocumented Migration: An Indonesian Pilot Study". Photo provided by the Department of Anthropology.

## UVIC'S 8 AREAS OF IMPACT

UVic's 2016 Strategic Research Plan identifies eight dynamic research areas where UVic researchers have local, national and international impact:

1. Creativity and culture
2. Data science and cyber physical systems
3. Environment, climate and energy
4. Global studies and social justice
5. Health and life sciences
6. Indigenous research
7. Ocean science and technology
8. Physical science, engineering, mathematical and computer science

Broad principles of social justice, human rights, and economic and environmental sustainability infuse each of these areas of impact, while international partnerships involving researchers, larger research teams and centres, and institutional-level agreements are key to success in each area.

## UVic's areas of international impact

Based on the research strengths described above, and together with UVic's history of international scholarly, artistic and cultural exchanges, we have identified four main areas of international impact and engagement:

- A** – International development, health and education
- B** – Science, technology and sustainability
- C** – Borders, trade, immigration, laws and government
- D** – Arts, language, culture and history

These areas overlap and intersect with the university's areas of research strength.

### **A – International development, health and education**

UVic has demonstrated strengths in child development and child rights, building capacity in healthcare and education, enhancing determinants of health and well-being, global development, human rights and social justice, and fostering ethical and effective leadership in communities, businesses, NGOs and governments. We are committed to fostering the development and application of critical knowledge with respect to the range of factors that shape global development patterns, inequalities, and the conditions and opportunities under which these patterns and inequalities change.

### **B – Science, technology and sustainability**

UVic is a leader in the development of international partnerships that build on its teaching and research strengths in clean energy, the development of transformational technological advances, high energy physics and astronomy, advanced computing science and security, and environmental restoration and sustainability. UVic researchers work with global partners to address pressing issues of climate change, the health of our oceans, medical and biomedical advances, and many other areas through the application of knowledge, skills and ideas to the challenges of our time.

### **C – Borders, trade, immigration, laws and government**

UVic has deep connections with international research partners in Asia, Australia, Europe, and the Middle East that focus on issues of immigration and migration, borders, business and economics, governance, privacy and security, and legal traditions. The research extends from local to global in dimension and incorporates international Indigenous perspectives with an emphasis on human rights and ethical practices.

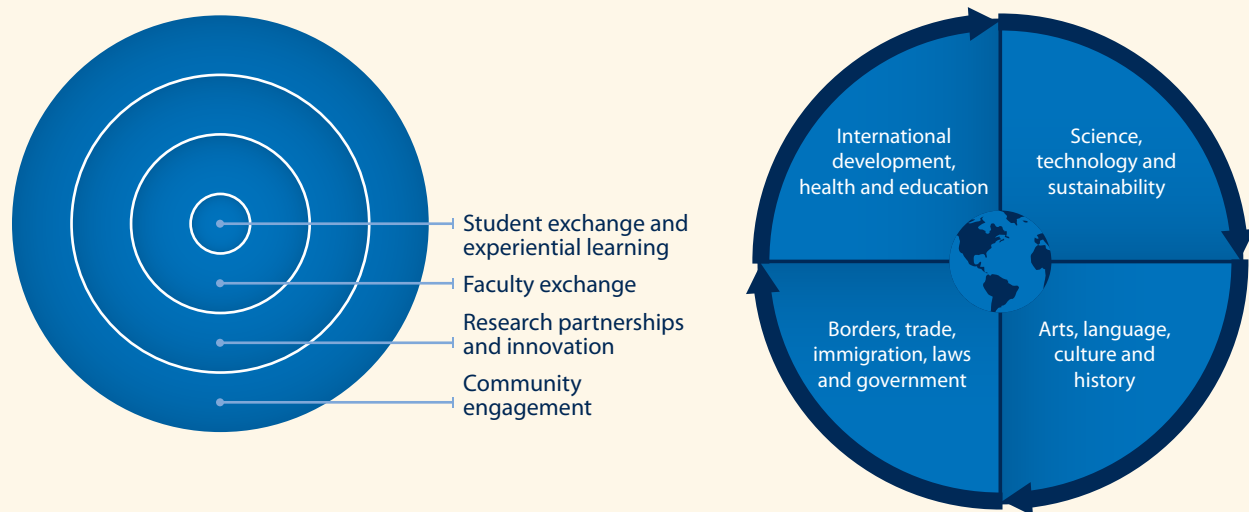


## D – Arts, language, culture and history

Arts, language and culture, from prehistoric times to today, constitute essential elements of the human condition throughout the world. They shape and reflect the values, perspectives, aspirations and struggles of people in every

society. They shed light on the events, movements, triumphs and cataclysms that impact our world. UVic students and faculty work internationally to bring understanding, critical analysis, reflection and celebration of creative activity, and to bring the lessons and cautions of history to all of us.

Figure 4: Areas of international impact



Students participating the Department of History's Colonial Legacies Field School travel to South Africa to learn about the impacts of colonial histories in everyday life, including on rural and urban landscapes, and gender and development. Photo provided by the Department of History.

The following objectives outline opportunities for international engagement related to the four areas of international impact described above.

### ***INTERNATIONAL ENGAGEMENT – Objective 1***

**Promote high-quality and socially relevant research that engages with international partners to maximize opportunities for impact.**

#### **Key strategies:**

- a) Develop processes and mechanisms that allow the institution to respond effectively to opportunities for international partnerships
- b) Provide information, coordination and support for researchers and units in pursuing international research grants, agreements and other forms of partnerships
- c) Develop clear guidelines, policies and procedures for establishing international research agreements
- d) Encourage international partnerships that address the university's commitment to Indigenous research and scholarship
- e) Work with units and offices at UVic to ensure appropriate support of international partnerships.

### ***INTERNATIONAL ENGAGEMENT – Objective 2***

**Enhance opportunities for integrating international educational opportunities and learning experiences with research, scholarly and artistic engagement.**

#### **Key strategies:**

- a) Increasing opportunities for international research placements for graduate students and advanced undergraduate students
- b) Increase opportunities for graduate students and honours undergraduates to present their research at international conferences
- c) Ensure that international dimensions of research, scholarship and creative expression are infused into the curriculum

**UVIC OFFERS OUTSTANDING INTERNATIONAL LEARNING OPPORTUNITIES THROUGH FIELD SCHOOLS AND OTHER FORMS OF EXPERIENTIAL, HANDS-ON AND COMMUNITY-BASED LEARNING.**



## CATEGORY 5: ESTABLISHING AN EXTRAORDINARY ENVIRONMENT FOR INTERNATIONALIZATION

The university will strengthen a culture of global-mindedness, enhancing its international presence and impact by engaging both its internal and external communities in activities, programs and events that deepen and broaden their intercultural awareness. UVic will continue to build partnerships with organizations, community agencies and groups that are internationally focused, and as a result provide engagement opportunities for students, staff, faculty and newcomers.

### **EXTRAORDINARY ENVIRONMENT – Objective 1**

**Provide opportunities for all students, staff and faculty, as well as members of the larger community, to contribute to, benefit from, and celebrate the international nature of the university and the local community.**

#### **Key strategies:**

- a) Promote respect for everyone both on and off our campus, and strive to create a respectful, collaborative and welcoming community for all members
- b) Engage on- and off-campus communities in the ongoing development of international activities
- c) Enhance and promote opportunities for language learning and cultural exchange to both our internal and external communities (this includes the promotion of films, performances, celebrations, lectures, discussions and cultural events that take place on and off campus)
- d) Promote programs for English language learning, newcomer skill development and training, professional upgrading for internationally trained workers and other programs that build on existing strengths in Continuing Studies, and increase opportunities for social and cultural engagement between students taking part in Continuing Studies programming and the broader campus community
- e) Review how programs and services are delivered and how space is used in order to identify opportunities for promoting intercultural engagement and collaboration
- f) Engage with local, provincial, national and international bodies that will assist us in meeting our strategic goals for internationalization
- g) Sponsor, co-sponsor and/or participate in select local events that support intercultural education, exchange and development (e.g., International Education Week, International Development Week)
- h) As a member of the World University Service of Canada (WUSC) provide our students, staff and faculty with opportunities to engage in international development and immigrant resettlement activities in Canada

UVic professor of community development Dr. Budd Hall (left) poses with Dr. Rajesh Tandon (right), a UVic honorary degree recipient and president of the Society for Participatory Research in Asia (PRIA) based in India. Hall and Tandon were jointly appointed as UNESCO Co-Chairs in Community-Based Research and Social Responsibility in Higher Education in 2012, a post that is being renewed in October 2016 for another four-year term.

This UNESCO Chair is the only one in the world jointly hosted by a northern university and a southern non-governmental organization. The focus of the Chair's program is to build research capacity in the field of community-based research and social responsibility in higher education in the Global South and excluded North.



## **EXTRAORDINARY ENVIRONMENT – Objective 2**

Work with government and community partners to develop a shared understanding of the distinctive role and value of international mobility and globally engaged scholarship, education and citizenship in the mission and success of post-secondary institutions, and advocate for policies and public sector practices that support UVic with this aspect of its mission.

### **Key strategies:**

- a) Continue to work with other post-secondary institutions and with organizations such as the Canadian Bureau for International Education (CBIE) and Universities Canada to raise awareness about the impact of policies and practices on international education, research and partnerships, and to ensure that policymakers understand the implications of policy and implementation choices for individual students, faculty and staff, and for the university's international partners
- b) Work with government agencies, other post-secondary institutions and organizations such as CBIE and Universities Canada to strengthen and develop channels of communication between post-secondary institutions and government agencies in all areas that impact the university's goals with respect to internationalization
- c) Work with government agencies, other post-secondary institutions and organizations such as CBIE and Universities Canada to ensure that policy implementation and government services support the government's goals and priorities



The Ethnohistory Field School offered through the Department of History is an extraordinary example of intercultural learning in action. Every second spring since 1998, graduate students, including international students, and faculty spend a month in Stó:lō territory. They work together with Stó:lō mentors, staff and elders on a research project the Stó:lō have identified as important to them. Students not only learn about history and ethnohistorical methods (which are practical and employment skills), their worlds are expanded, attitudes transformed and relationships forged. Photo by Dr. John Lutz.



### **EXTRAORDINARY ENVIRONMENT – Objective 3**

Create a culture of international alumni engagement that encourages all UVic graduates, including Canadians who work around the globe and international students who have returned home after graduation, to become ambassadors and student recruiters in their respective regions.

#### **Key strategies:**

- a) Build closer links with international student groups on campus to encourage contact with colleagues and UVic beyond graduation
- b) Maintain contact with international exchange and ESL students who spend time on the UVic campus but graduate from their home institutions

- c) Encourage UVic staff, faculty, and administrators to share their travel plans with the Alumni and Development offices so that connections can be made with alumni living abroad to further alumni engagement and meet other UVic goals
- d) Coordinate with alumni and interest groups in key regions through Alumni Relations in order to build a base of support that provides programming of benefit and interest to alumni, students, friends and donors in these regions



The UVic Global Community within International Student Services (ISS) brings together international, Indigenous and domestic students, faculty and staff to celebrate diversity, advance intercultural competency and cultivate an inclusive and globally minded campus. Photo provided by International Student Services.

# IMPLEMENTATION OF THE INTERNATIONAL PLAN

This section of the International Plan outlines the two major objectives for implementation.

The development process for the implementation of the International Plan will align with existing and new processes including annual faculty academic planning, integrated planning, fundraising priority-setting, enhanced planning tools, and the UVic Edge. Where needed, the Office of the Vice-President Academic and Provost will work collaboratively with the Offices of the Vice-President Research, Vice-President Finance and Operations, and Vice-President External Relations on development of the implementation plans. Implementation will require continued engagement and guidance from key UVic governance groups, including the Deans' Council, the Research Advisory Committee and the Council of Centre Directors. Initiatives requiring approval by the Senate and the Board of Governors will follow the appropriate policies and procedures. The priorities, objectives and strategies taken up in any given year will be subject to resource considerations, and constraints and opportunities will be balanced over the five-year duration of the plan.

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UVic students Nikki Bell, Aisling Kennedy and Katelyn Clark traveled to India as part of UVic's Applied Theatre field school, where they encouraged seniors and rural youth to perform their own stories. Photo by Laura Buchan.



## Implementation – Objective 1

**Put in place and communicate effective UVic leadership and administrative structures that support internationalization.**

**Key strategies:**

- a) Expand the membership and mandate of the International Research and Academic Planning Group (IRAP) to provide guidance on all elements of the International Plan, including relevant resources, policies and structures required to achieve the goals of the plan
- b) Develop a clear structure for internationalization by identifying the roles and responsibilities of various UVic academic and administrative offices and units with respect to supporting internationalization
- c) Ensure effective communication with all members of the campus community with respect to the structures, policies and plans that underlie internationalization at UVic

## Implementation – Objective 2

**Establish a campus communications and reporting plan related to international strategies.**

**Key strategies:**

- a) Develop a mechanism to track and coordinate international activity through an inventory and enhanced data gathering
- b) Develop a collaborative infrastructure for identifying and leveraging travel by UVic faculty, staff, and administrators and the ways these trips can support strategic initiatives related to student recruitment, employer and alumni relationships
- c) Determine the appropriate way to position UVic's international strategies, actions and all related plans and online reports
- d) Complete refreshing UVic's international website after consulting with stakeholders
- e) Develop mechanisms to report to the campus community on milestones and updates related to the UVic international strategy

**Figure 5: Organizational chart for internationalization**



# APPENDIX

## International enrolment trends and student support

### INTERNATIONAL STUDENT ENROLMENT

As of 2015, 15% of the student population at UVic are international students; 30% are graduate students and 70% are undergraduate students. Only students completing a credential with UVic are included in this report; international students are defined as those with an immigration status of “study permit,” “work permit” or “awaiting verification.”

The number of international students at UVic has been steadily rising over the past four years, from 1,667 in 2012 to 2,979 in 2015 (Table 1). At the same time, the domestic student population has remained relatively stable at roughly

17,500 students. As a result, the proportion of international students at UVic has risen from 9% in 2012 to 15% in 2015.

By degree level, however, the proportion of international enrolment varies greatly. At the graduate level, the proportion of international students far exceeds 15%. In 2015, 27% of the population is international, an increase of 7% since 2012. At the undergraduate level 12% of the population is international. This population increased from 6% in 2012 to 12% in 2015.

**Table 1. Degree-seeking students by immigration status and student level (Fall 2008-Fall 2015)**

IMMIGRATION STATUS AND STUDENT LEVEL	2008	2009	2010	2011	2012	2013	2014	2015
International Graduate	356	456	482	624	651	712	812	889
International Undergraduate	862	776	804	911	1,016	1,352	1,875	2,090
INTERNATIONAL TOTAL	1,218	1,232	1,286	1,535	1,667	2,064	2,687	2,979
Domestic Graduate	2,202	2,369	2,506	2,514	2,537	2,573	2,488	2,409
Domestic Undergraduate	14,228	14,752	15,131	15,164	14,886	15,127	14,996	15,085
DOMESTIC TOTAL	16,430	17,121	17,637	17,678	17,423	17,700	17,484	17,494
GRAND TOTAL	17,648	18,353	18,923	19,213	19,090	19,764	20,171	20,473

### STUDENT SCHOLARSHIPS AND STUDENT MOBILITY SUPPORT

UVic offers a range of scholarships to support students as they gain international experience through community-engaged learning opportunities such as international practica, co-op work terms, and internships. Examples of these opportunities include the President's Beyond Borders Fund, the Student International Activities Fund, and programs offered through specific departments, for example, the Internship

and Scholarship programs of the Centre for Asia-Pacific Initiatives.

The university also offers scholarships to eligible international students seeking to study at UVic.

Up-to-date information on scholarship and program-based opportunities can be found through the Office of the Registrar at [uvic.ca/safa](http://uvic.ca/safa).

Updates and information about the International Plan  
can be found at [\*\*uvic.ca/international\*\*](https://uvic.ca/international)

If you have any issues with the accessibility of this document or would  
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