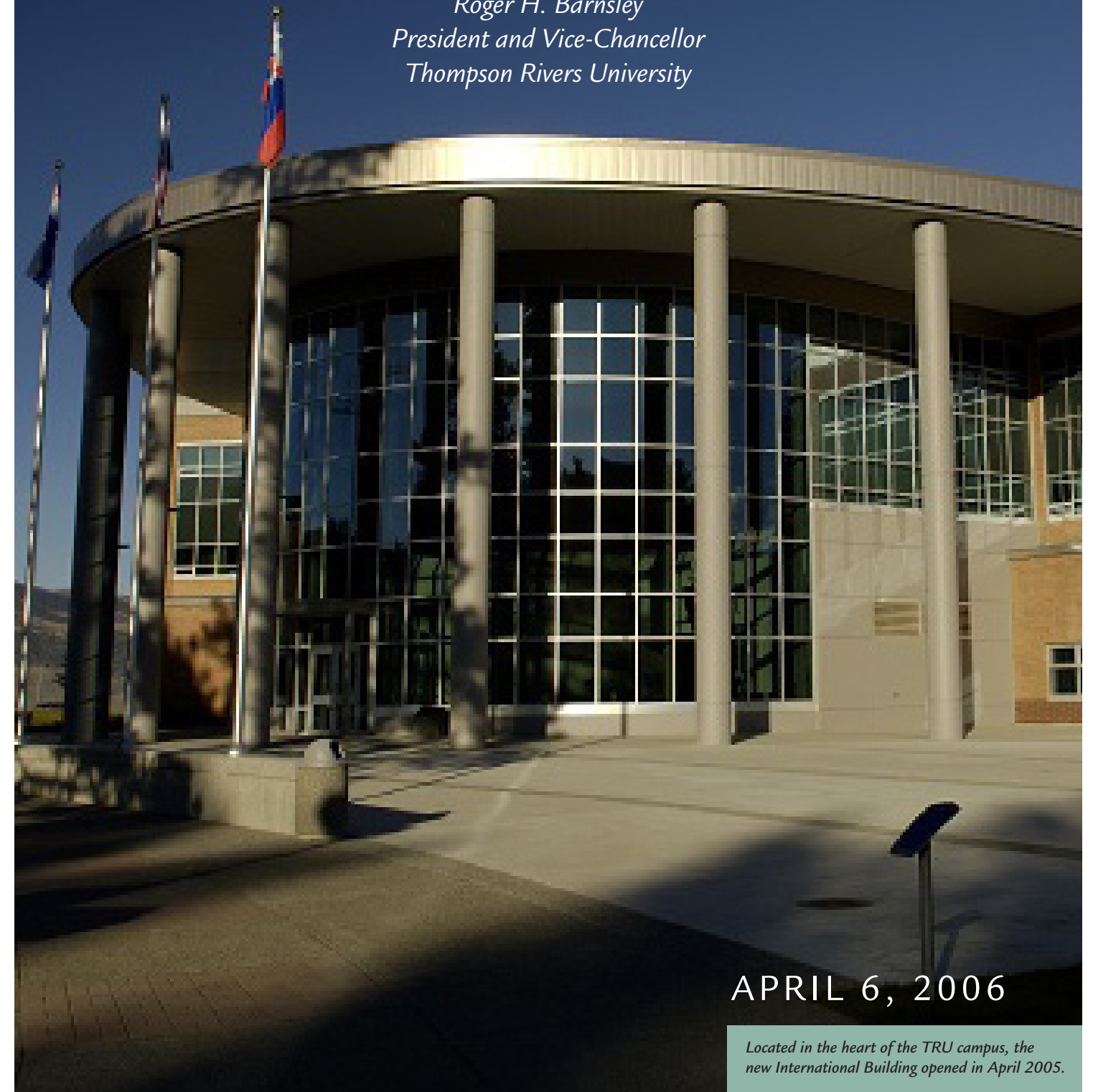


AUCC ROUNDTABLE  
LEADING INTERNATIONALIZATION:  
WHAT YOU CAN DO ABROAD

*Roger H. Barnsley  
President and Vice-Chancellor  
Thompson Rivers University*



APRIL 6, 2006

*Located in the heart of the TRU campus, the  
new International Building opened in April 2005.*



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## Opportunities and Challenges for the Future

- The context for international education, the importance of international engagement to our institutions, and the worldwide demand for education have combined to create a vast field of opportunity for Canadian universities.
- The best practices outlined previously point to some of the challenges and issues of internationalization at the institutional level. At the same time, we have a number of macro challenges to confront as a national cohort of universities in the global marketplace.

1. An intense level of competition with respect to established competitors, new delivery models, and expanding domestic capacity within traditional source countries.

2. New delivery models, such as distance education, and new collaborations with partners overseas, such as joint or accredited programs, are challenging our ideas about the nature of international education or educational exports—and give rise to a range of new opportunities.



Closing ceremonies for a training program for teachers from the Hongkou District Education Bureau, China.

3. Jurisdictional issues between provincial and federal authorities in Canada. Continuing need for policy and process improvement within Citizenship and Immigration, as well as posts abroad, with respect to student mobility.
4. While progress has been made, there is much still to be done in terms of coordination and cooperation among Canadian institutions in respect of international markets and international engagement. There is considerable opportunity—in policy development, marketing, and program delivery—for collaboration among institutions and within all levels of government, NGOs, and the private sector.
5. Similarly, much work remains to be done in terms of establishing Canada's national and provincial brands in the international education marketplace.



Canadian and international students on the TRU campus.

## The International Market for Education: Growth and Opportunity

- There are any number of compelling reasons for Canadian institutions to pursue international activities. The benefits for our students, our institutions, our local communities and our country are well documented. International engagement opens the door to a wide range of economic, cultural, and scholarly exchange—an interchange that only becomes more vibrant and more necessary in our increasingly interconnected global society. Internationalization, therefore, is a pathway to global citizenship for both our institutions and our students.
- The scope of the opportunity is vast. A 1999 Merryl Lynch study on the global education industry estimated the size of the market at approximately US\$2 trillion worldwide.

- Secondary and post-secondary enrollments skyrocketed in the second half of the 20th century<sup>1</sup>, and forecasts anticipate continued strong growth in international demand for education and student mobility in the years ahead due in large part to:
  - i. population growth.
  - ii. significant worldwide growth in both secondary and post-secondary enrollments,
  - iii. limited post-secondary capacity abroad,
  - iv. increasing disposable income, and
  - v. easing travel and trade restrictions.

<sup>1</sup> From 1950 through 2000, worldwide secondary education enrollments rose from 40 million to 400 million. Over roughly the same period, post-secondary enrollments increased from 6.5 million in 1950 to over 88 million in 1997. (UNESCO)



- UNESCO estimates that, worldwide, there are currently 2 million students enrolled in educational programs outside of their home countries. Post-secondary participation rates will continue to rise in developing countries over the next 20 years. In Asia alone, it is estimated that population growth will produce a demand for an additional 800,000 international university places in the 15 years from 1995 through 2010. In the following 15 years, analysts project a demand for an additional 1.5 million international university places. (Institute of International Education)



With funding support from the Canadian International Development Agency, TRU worked with a Roma settlement in Svinia, Slovakia to encourage participation in local government and to support economic development. The project also addressed the basic human needs of the Roma community: primary health care, education, water, sanitation, and shelter.

- These global trends have created significant opportunities for educational institutions to establish offshore programs, to contribute to institutional development overseas, and to recruit transnational students.

## Canada's Competitive Position

- 60% of all transnational students are enrolled in one of four major English-speaking destination countries: the U.S., the U.K., Australia and Canada. While Canada is a bona fide competitor, the U.S. is far and away the leading destination country, followed by the U.K., Australia, and then Canada.
- Even so, the number of international students studying in long-term programs in Canada has increased from 60,000 in 1995 to more than 150,000 in 2004 (Citizenship and Immigration Canada). We should note that this number does not reflect the large numbers of students engaged in programs of six months duration or less at both public and private institutions across the country. In British Columbia alone, the economic impact of international education is estimated to be more than CDN\$2 billion per year. Total international enrollment is estimated to be as high as 150,000 students per year. (BC Progress Board)
- The competition for transnational students has intensified significantly over the past several years. This increasing competition reflects a growing recognition of the range of benefits associated with transnational education as summed up in this recent analysis from the UK:



- **Integrate international students, programs, and services throughout the institution.** Wherever possible, TRU integrates services for international students with those for Canadian students. For example, when an international student needs help with an admissions issue, they go to our Admissions Office, just like a Canadian student would do. We maintain a team of three International Admissions Officers: specialized positions funded by international revenue but co-located in and reporting to our Admissions Office. Through this approach, we ensure that international students receive the support they require, that our staff develop specialized expertise, and that key service departments are engaged in international student services.



More than 70 international delegations visited the TRU campus in 2005. Pictured from left to right: Ivan G. Somlai, Associate Director, TRU World; Dr. Mafa Sajanamane, Vice Chancellor, National University of Lesotho (NUL); Professor Philip Odonkor, Dean, Faculty of Health Sciences, NUL; Roger Barnsley, President and Vice Chancellor, TRU; Brigitta O'Regan, Chair, TRU Africa Committee.

We have made similar commitments to student services in other key areas, including student counselling, academic advising, and international student activity programs—all of which are designed to support international students in their studies, contribute to student success, and encourage interaction between international and domestic students and the wider community.

- **Provide for institutional focus and consistency.** Centralized coordination of international activity—via TRU World—has served us very well in terms of focus and efficiency in our international activities and also provides a basis for sound planning, strategy development, and management of our international portfolio.

TRU World acts on behalf of the entire institution and this gives us considerable efficiency in our marketing and international liaison efforts. At the same time, TRU's expertise in the international marketplace allows us to quickly evaluate and respond to opportunities, and to effectively coordinate contributions from academic and service departments throughout the university. This makes TRU an agile and responsive partner for institutions, corporations, governments, and NGOs abroad, and allows us to work effectively in the fast-paced international environment.



- **Adopt a long-term view and be prepared to invest to develop international programs.** For example, study abroad is a key area of interest for many institutions. Study abroad is important to us as well and we are committed to providing more of our students with opportunities to work and study overseas. In support of this goal, we have established a study abroad office with dedicated staff and an annual budget of \$250,000.00. This provides for an operating budget for our Study Abroad Centre, as well as a bursary support of up to \$1,500 for outbound exchange students.



School of Tourism instructor Ross Cloutier (left) and student Jeff Zukiwsky during field studies in Santiago, Chile.

- **Build partnerships in Canada and abroad.** We invest in our working relationships with partners and, as an expression of this, the TRU campus is a noted destination for international visitors. We received more than 70 delegations on campus in 2005. In November, we conducted our largest-ever familiarization tour for a group of 40 agents, counselors, and institutional representatives from around the world. We invest heavily in hosting these delegates and in showing them the best of our university and our province. As an example, the November familiarization tour alone required a budget of more than \$30,000.

We also invest heavily in international travel in order to establish and maintain international linkages. Our international division works with an extensive network of associates, representatives, partners, and field offices that spans more than 40 countries. Our TRU World admin team, student services staff, university executive, and faculty all participate in an extensive schedule of international missions throughout the year.

- **Practice strategic diversification.** With its long history of international engagement, TRU has well-established working relationships and business channels in a number of international markets, including Japan, Korea, Taiwan, Malaysia, and Hong Kong. Throughout our history, we have also invested heavily in developing both new national markets and new components of our international portfolio. In recent years, these diversification efforts have led us to focus on a significant expansion of our institutional linkages along with consulting and other project activity overseas, and an expansion of our geographic scope to include a number of new markets in Asia (China and India in particular), Latin America, the Middle East, and Europe.

We carefully manage the balance of established, developing, and new markets in our international portfolio, and believe that these diversification efforts are integral to the goals of our international policy and an important aspect of managing risk across multiple national markets.



“In a globalizing world education is seen as an important element in the wider cultural, political, trade and economic relationship between countries. While a major motive of governments in encouraging student mobility is extended influence and closer relationships with other countries, they are also very conscious of its role as an export commodity.” (The Council for Education in the Commonwealth and UKCOSA: The Council for International Education)

- The preceding quote describes a widely acknowledged change in perspective among governments and receiving institutions: international education, once seen largely as a component of an international aid strategy, is now increasingly seen as a major pillar of foreign affairs and international trade. We see considerable evidence of this at both the federal and provincial levels in Canada<sup>2</sup>.
- In recent years, competing countries—notably Australia and the U.K.—have launched major national initiatives to expand international marketing campaigns, improve services for international students, and streamline student visa processing. Canada has launched comparable initiatives, albeit on a smaller scale, via the Canadian Education Centre Network and through policy and process reform within Citizenship and Immigration Canada. While our progress has been commendable, much remains to be done and the level of international competition will only increase in the years ahead.

<sup>2</sup> The BC Progress Board recently released a major discussion paper on the importance of international education as a means of expanding student opportunity and as a lever for economic development. See [www.bcprogressboard.com](http://www.bcprogressboard.com).



The TRU World Management Team. Left to right: Christopher Gas, Manager, International Marketing; Vera Wojna, Associate Director; Geoff Wilmshurst, Study Abroad Manager; Cyndi McLeod, Associate Vice-President; Ivan Somlai, Associate Director; Larry Peatt, Manager, International Contracts. Not pictured: Baihua Chadwick, Manager, International Liaison.

## Scope of International Activity at TRU

- International education initiatives at TRU are led by TRU World, a division that acts as a coordinating and facilitating centre for all international activity at the university. TRU World maintains a staff complement of more than 30, cooperates with an active associate network in more than 40 countries, and operates field offices in Bangkok, Beijing, Hanoi, Kuala Lumpur and Santiago. There are more than 20 languages spoken within the division.

The establishment of the TRU World identity for our international division represents an important step in branding our university in the international education marketplace.



TRU student Lizanne Chan (left) — with fellow students from Mexico, Russia, and Finland — pictured at St. Stephen's Cathedral in Vienna during exchange studies at the University of Applied Sciences, Wiener Neustadt in Austria.

- TRU's history of international engagement dates back over 30 years. Today, our international projects and linkages extend to more than 45 countries and our international portfolio includes the following major components.

1. **Programs for international students at the TRU campus.** Each semester, we enroll more than 800 international students from more than 50 countries on our Kamloops campus. International student enrollment has been the foundation of our international program, and has provided us with the means to expand into a wide range of internationalization initiatives.
2. **Exchange and mobility programs for students and faculty.** TRU engages in more than 20 direct exchange agreements with partner-institutions in South America, Asia, and Europe. In addition, we are one of only three Canadian institutions with membership in the Washington, DC-based International Student Exchange Program. As an ISEP member, TRU participates in more than 200

additional exchange programs in 35 countries. We also operate a number of subject-specific field schools in Eastern Europe, Chile, Thailand, Mexico, and Belize.

3. **Accreditation and joint delivery of academic programs.** We currently enroll more than 1,000 students in accredited programs delivered jointly with institutional partners in China, Malaysia, and Thailand. We operate 12 such agreements at present, including a "3+1" BBA program with the Shanghai Institute of Technology (three years of study in Shanghai, one in Kamloops). Other programs—such as our Computer Systems Operations and Management Diploma—are fully delivered offshore.

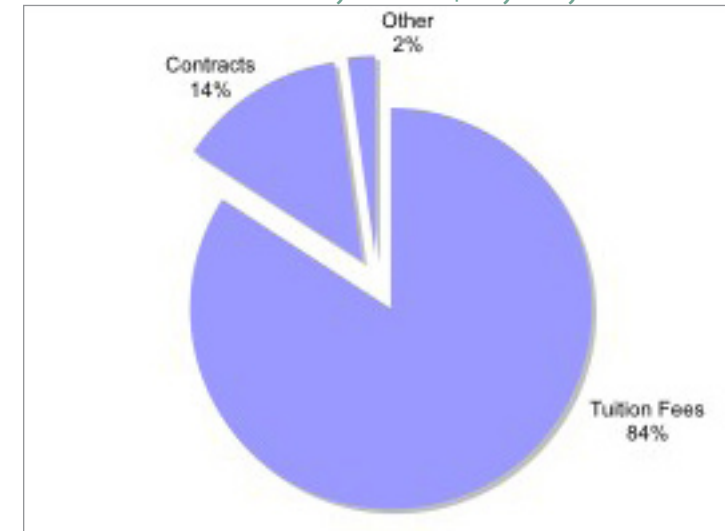
4. **Customized training and consulting projects.** These range from client-funded programs for corporations and institutions to major development projects supported by CIDA, the World Bank, and others. We deliver these programs both in Canada and abroad. This year alone, we will train more than 550 international trainees in customized programs on the TRU campus.

- The different components of our international program reinforce and complement each other—allowing us to develop multi-faceted partnerships abroad. For example, we have a strong working relationship with the Tianjin University of Technology in Tianjin, China. This partnership began with TRU and TUT faculty working together to jointly deliver our BBA program to Chinese students in Tianjin. We have extended this initial linkage to include reciprocal student exchange and are now sending Canadian students to study in Tianjin. More recently, we have begun to exchange faculty as well to further encourage collaborative teaching and research.



- In spring 2005, we opened our new International Building in the heart of the TRU campus. This three-storey, 50,000 square-foot facility is home to both TRU World and our School of Business, and is entirely funded by international revenues.

International Revenue, 2005: \$11,095,833



International Expenditures, 2005: \$10,788,594



## Best Practices for Internationalization

- **Establish a clear vision for internationalization.** Clarity of purpose, and the degree to which this is expressed in policies and practices for international engagement, is key to focusing and prioritizing efforts within the institution and to the effective formulation of goals and strategies.

TRU's international policy clearly sets out the guiding principles and scope of international engagement for the university. The introductory section to our policy statement notes, "With greater economic interdependence on a global scale, societies need to work together towards a stable and peaceful world economy. Cultural understanding is an important precursor to increased economic ties, and education is a major vehicle that can enhance these cultural and social bonds."

- **Recognize that participation in internationalization requires a commitment of time and resources at the institution, department, and individual level.** Encourage a culture of entrepreneurship, and provide incentives for participation in international initiatives. In our case, the overseas linkages, offshore programming, international student enrollment, and contract training within our portfolio have permitted TRU to build its international capacity: we maintain a staff of more than 30 in our international division to lead our efforts, and this in turn has allowed us to create new opportunities for our faculty and students—through study abroad programs, field schools, joint research initiatives, assignments and projects overseas, and cultural exchange—all of which has contributed to a more internationalized campus and to a perspective of global engagement.