



UNIVERSITY OF
CALGARY

UNIVERSITY OF CALGARY | FACULTY of ARTS

ARTS INTERNATIONALIZATION STRATEGY

ENGAGED CITIZENSHIP IN A CHANGING WORLD

I. INTRODUCTION

Internationalization entails the integration of an “international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.”¹ It includes the policies and practices undertaken by academic systems, institutions and individuals to respond to the forces of globalization.² Globalization can be understood as the rapidly expanding economic, cultural, technological, political or military connections within world markets, a process made possible by advancements in technology and resulting in increased mobility and interconnectivity among people, ideas and goods. The economic, political, and societal forces of globalization push 21st century higher education toward greater international involvement. “Global capital has, for the first time, heavily invested in knowledge industries worldwide, including higher education and advanced training. This investment reflects the emergence of the ‘knowledge society,’ the rise of the service sector, and the dependence of many societies on knowledge products and highly educated personnel for economic growth.”³ Globalization is a fact and a force, but internationalization, the response of institutions of higher education to globalization, involves many choices.

In this document, the words global, international, intercultural, and increasingly also cross-cultural, overlap to a certain degree, but also make up distinct, but related aspects of our university’s and faculty’s internationalization plans. Here, the word global refers to the complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. “Intercultural” and “cross-cultural” refer to a variety of cultural contexts; inter- and cross-cultural research strives to analyze and understand cultural production, practices, and forms as they manifest at the nexus between the aesthetic, the psychic, the economic, the political, and the ethical across both time and space. Finally, the term “international” is used to denote the various relationships between nations; it is also the preferred terminology to describe the policies and practices undertaken by academic institutions in their attempt to respond to globalization.

The Faculty of Arts internationalization strategy, *Engaged Citizenship in a Changing World*, is based on the particularity of Arts disciplines and programs, student demand, the context of an increasingly cosmopolitan City of Calgary community and the imperative of global citizenship education. Inspired by the university’s Internationalization Strategy (2012), our faculty’s strategy responds to strengths, opportunities and goals specific to Arts where, more than any other faculty on campus, scholars and teachers across disciplines and programs have always been engaged in

- research and teaching concerning societies, civilizations, cultures, and economic and political systems beyond Canada, and analyzing how they have shaped Canadian society over time through patterns of migration and mobility;
- understanding the interactions and connections of other cultures with Canada’s past and present;
- analysing cultures’ and societies’ challenges and achievements and their creative, cultural and religious practices; and
- investigating international and global systems, including natural and human systems affected by human action and design.

¹ Knight, Jane. “Updated Internationalization Definition.” *International Higher Education* 33 (2003): 2-3.

² Altbach, Philip, and Jane Knight. “The Internationalization of Higher Education: Motivations and Realities.” *Journal of Studies in International Education* 11.3-4 (2007): 290-305.

³ Altbach and Knight 295.

In other words, Arts researchers and Arts programs have had a long tradition of generating knowledge that contributes to solving the world's most pressing conflicts. Calgary's and Canada's expanding international political and economic linkages, increasing cultural diversity and the international labour market's demand for an educated and culturally aware work force all require that graduates be able to work cross-culturally. The Faculty of Arts is well equipped to train another generation of students in the skills they need to become leaders who can respond to global challenges and the demands of a rapidly changing world.

Arts faculty members have been engaging increasingly in multinational research teams, internationalization initiatives, and teaching partnerships that are making a positive impact on communities worldwide, and we are addressing the student needs inherent in an ever more multicultural student body. Simultaneously, our students are increasingly considering internationalization credentials as essential preparation for careers in multinational contexts in Canada and abroad.

This Arts Internationalization Strategy provides the Faculty of Arts with a clear vision and roadmap that coordinates, focusses, enhances and expands the many different internationalization activities that our faculty has been engaged in.

II. INTERNATIONALIZATION AT THE UNIVERSITY OF CALGARY

The University of Calgary Academic Plan from 2012 identifies internationalization as one of its seven priorities. Our university will be a "global intellectual hub" where "our students, staff, and faculty [...] will radiate new discoveries, ideas, and applications that have global impact. We will create a campus that also attracts scholars from around the world – one that promotes diversity of thought, culture, and respect for alternatives. We will leverage our expertise to share capacity with targeted institutions in the developing world. International partnerships will be equitable, respectful of differences in culture, and mutually beneficial. We will be a global source for objective information, expertise, and productive collaborations across all sectors of government, industries, and non-governmental organisations. Calgary is a global community – and we must prepare our graduates to work in a globalized world." (University of Calgary, Academic Plan, 27) <http://www.ucalgary.ca/provost/files/provost/academicplan2012.pdf>

The university's 2012 Internationalization Strategy (Hyperlink) identifies four broad goals:

Goal 1, to increase the diversity of our campus communities, refers to a number of targets: 10% of undergraduate populations and 25% of graduate populations should be international, and within the constraints of Canadian immigration laws, faculty recruitment will seek to identify the best candidates worldwide.

Goal 2, to improve global and cross-cultural competencies within our campus communities, includes the plan to provide 50% of all undergraduate students with an international experience by the time they graduate.

Goal 3, to design enhanced opportunities for international collaborations and partnerships in research and education, includes the support and increase of large research networks around the globe, the design of joint degrees, and 2+2 programs.

Goal 4, to leverage the university's unique areas of expertise to engage in international development with the goal of improving communities, institutions and countries, primarily those that fall into the category of Low Income Countries (LICs).

Cross-cultural competence, as defined by the University of Calgary's Internationalization Task Force on Cross-Cultural Competencies, has three dimensions. The first, *Understanding Global Connections and Cultural Differences*, refers to an understanding of complex and overlapping worldwide systems (both natural and built) and the ability to recognize the roots and effects of one's cultural heritage, with its limitations and its effects on other societies and cultures. *Communicating Across Cultures* includes verbal and non-verbal communication strategies to effectively communicate and adapt to others' cultures in order to negotiate the shared cross-cultural understandings necessary for mutually beneficial relationships. *Analyzing Cultures and Valuing Diversity* includes a commitment to respectfully learn about cultural diversity, bridge cultural boundaries, and engage as global citizens. Every student, faculty and staff at the University of Calgary is expected to acquire cross-cultural competencies, though not all of them to the same extent.

The Faculty of Arts Internationalization Strategy, *Engaged Citizenship in a Changing World*, embraces these goals and articulates them in a way that responds to the disciplines researched and taught in the Faculty. In Arts, we have considerable expertise and experience with cross-cultural and international matters. For example,

- In 2016/17, 58% of full-time continuing faculty members focus on international research areas,
- In 2016/17, 48% of undergraduate courses offered in Arts have predominantly international, global or cross-cultural content,
- In 2016/17, 45% of graduate courses offered in Arts have predominantly international, global or cross-cultural content,
- In 2016/17, 49% of graduate students in Arts focus on international, global or cross-cultural topics,
- In 2016/17, 28% of all University of Calgary students participating in exchange and internship programs were from the Faculty of Arts,
- In 2016/17, 47% of all University of Calgary students participating in group study programs were from the Faculty of Arts
- In 2016/17, 24% of all international students at the University of Calgary were in the Faculty of Arts.
- In 2016/17, 58% of all Group Study Programs were led by faculty members in Arts.

The Faculty of Arts Internationalization Strategy will focus and coordinate these current activities and strengths.

III. ENGAGED CITIZENSHIP IN A CHANGING WORLD

One of the core missions of the Faculty of Arts is to educate the next generation of engaged citizens who understand how their actions affect local, regional and international communities, and are thus able to address the world's most pressing and enduring issues. Engaged citizens are cross-culturally competent. A 2013 survey by the Association of American Universities and Colleges (AAUC) of business leaders across the United States revealed a strong preference for graduates in the liberal arts and sciences, who "can think critically, communicate clearly, and solve complex problems," but also demonstrate "ethical judgment, integrity, *intercultural skills and respect for diversity*."⁴

⁴ <https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary>

Faculty of Arts disciplines, although diverse in their subject matter and approaches, are characterized by a common interest in the human condition: the aesthetic; the human mind and psyche; social, cultural, political and economic systems as well as the effect of humans on the physical world. Internationalization in the Faculty of Arts means exploring the entire scope of the human condition. The great challenges to humanity today arguably “lie in the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life, from the cultural to the criminal, the financial to the spiritual.”⁵ Graduates of the Faculty of Arts will enter the world stage as engaged citizens who can think critically and act responsibly.

Internationalization in the Faculty of Arts occurs across a spectrum of activities:

3.1 Arts Research

Individually and in collaboration with international partners, governmental and non-governmental organisations, researchers in Arts create knowledge about the past, present and future of other nations, cultures, societies and political and economic systems. They study human rights, climate change, governance, market interaction, food and livelihood security, ethics in conflict, environment and health, sustainability, the impact of global forces on local dynamics and resource extraction, and citizen engagement. The international engagement of our researchers and the worldwide impact of their work are the foundation of the global dimension of many of our programs.

3.2 Internationalizing Arts Programs and Curricula

The Faculty of Arts offers by far the largest number of courses with a predominantly international or cross-cultural focus at the University of Calgary (hyperlink to the U of C calendar and the list of international courses). Many of these courses are not just available to Arts students, but also to those from other faculties, who gain access and insights into global, international and cross-cultural questions, issues and debates. For many students at the University of Calgary, internationalization begins in the Faculty of Arts.

Discussion and debate are at the core of the educational mission of many Arts disciplines. Faculty of Arts instructors are skilled in engaging students in questions and debates regarding languages, cultures, politics, societies, histories, fine arts, and cultural practices. These debates instil respect for the diversity of people and their societies and cultures, and form a basis for cross-cultural collaboration and partnerships.

3.3 Arts Students – Internationalization Abroad and at Home

International perspectives and connections, along with cross-cultural competencies form part of the skill set that will make Arts students employable in a job market increasingly valuing the ability to work in multinational teams. Education abroad and on-campus internationalization provide students with an edge in an increasingly competitive job market.

Studying, living, and working abroad is considered an indicator of personal maturity and intellectual flexibility – sought-after attributes in the 21st century global economy. Study abroad enables students to approach their program of study from different cultural perspectives. Faced with an exciting and challenging academic and personal adventure, students who return from abroad consistently report a greater sense of independence, confidence, flexibility and adaptability. Their intercultural experiences and cross-cultural communication

⁵ Held, D. and McGrew, A., Goldblatt, D. and Perraton, J. *Global Transformations: Politics, Economics and Culture*. Cambridge: Polity Press, 1999. 2.

abilities often translate into leadership skills that are highly valued in education and the labour market. Many of our undergraduate and graduate programs include the expectation that students will study abroad for a time during their degree. Immersion in another culture or language, and studying a problem in its original context and location often become the most meaningful and memorable aspects of a student's program. However, not every student in the Faculty of Arts can study abroad and in this case *Internationalization at Home* can offer international and intercultural experiences that take place on campus or in the classroom.

3.4 International Partnerships

Developing strong and sustainable partnerships with universities and organisations across the globe will be a major goal for the Faculty of Arts. Arts programs hosting international students take seriously the cultural and linguistic hurdles international students can face, setting students up for success during their study at our institution and preparing them to take their acquired skills back to their home countries. International students will study in settings where their voices will be heard and their experiences will enhance and intensify the international learning dimension for all course enrollees.

3.5 Arts Staff

Faculty of Arts members have a variety of cultural backgrounds and many hold degrees acquired outside of Canada. Their international experiences and perspectives shape the way they approach their jobs, and interact with students, faculty and other staff. As our home student population becomes more diverse, and as more international students and faculty join the Faculty of Arts, our staff require more and better opportunities to develop international and cross-cultural skill sets to effectively support an increasingly diverse faculty and student body.

IV. ARTS INTERNATIONALIZATION GOALS AND STRATEGIES

Goal 1: Increase Prominence of Arts Internationalization Activities and Initiatives

Strategy 1.1 Map international initiatives and opportunities in the Faculty of Arts (international student recruitment, study abroad, joint programs, graduate student research, research networks)

- 1.1.1 Work with Arts Communication and IT to create and maintain a website whereby faculty members and students can explore networks of international partners, obtain information about potential research collaborations and study abroad options, including funding for students and faculty, and group study programs linked to departments, schools and programs.
- 1.1.2 Add a tab on Arts Internationalization on the faculty's main landing page; include an event tab and update current lectures, workshops, and events.
- 1.1.3 Work with Arts IT to program a database that captures major internationalization activities, initiatives and opportunities in Arts that are not captured or covered by the database planned by University of Calgary International (UCI); organise data according to geographical regions, map numerical data over the past five years wherever appropriate; update annually.
- 1.1.4 Work with and connect the Students' Union (SU), the Faculty of Arts Students' Association (FASA), and the Graduate Students' Association (GSA) with the Study Abroad Office to promote international opportunities for students (SU newsletter, SU Facebook, and other social media).

Strategy 1.2 Establish a Standing Committee on Internationalization within the Faculty of Arts

- 1.2.1 Draft Terms of Reference for Arts Internationalization Committee (AIC).
- 1.2.2 Charge the AIC with:
 - Overseeing international student and faculty grants
 - Adjudicating the Faculty Awards on Internationalization
 - Initiating and overseeing events, initiatives, and awards relating to Arts internationalization

- Liaising with other Faculty of Arts standing committees whenever appropriate
 - Making recommendations regarding the consistent use of UNIV 501, internships, and credit for study abroad
 - Proposing laddered internationalization and cross-cultural certificates, citations and after-degree programs (also see 2.3)
 - Ensuring that the process to update the internationalization website and database is implemented
 - Reporting regularly to the Dean and Faculty Council on internationalization and global initiatives within Arts
- 1.2.3 Pass Terms of Reference through Faculty Council in 2017/18 and proceed to establish the committee.

Portfolio: 1.1 AD International and Internationalization Committee; 1.2 AD International.

Timeline: 1.1: 2017-18 and ongoing; 1.2: October 2017

Measurables: 1.1: feedback on website and database accessibility will be solicited in 2018-2019; 1.2: the committee will be established immediately after approval by Faculty Council in October 5, 2017.

Goal 2: Internationalize Arts Programs and Curricula

Strategy 2.1 Increase Accessibility of Arts Education Abroad Opportunities

- 2.1.1 Continue to hold an annual Education Abroad Fair in Arts.
- 2.1.2 Create internationalization scholarships for undergraduate and graduate students studying or undertaking related-degree research abroad.
- 2.1.3 Work with the Centre for International Students and Study Abroad (CISSA) to increase group study, exchange, international internship, and co-op placements.
- 2.1.4 Explore ways to harness the abroad experience of students to facilitate international and intercultural learning on campus.
- 2.1.5 Encourage departments to integrate education abroad as part of every student's degree.
- 2.1.6 Explore ways to better support instructors of group study programs in the Faculty of Arts.
- 2.1.7 Hire an Internationalization specialist into the Arts Students' Centre.

Strategy 2.2 Seek Sustainable International Partnerships with Suitable Partner Institutions

- 2.2.1 Devise an Arts International Recruitment Strategy.
- 2.2.2 Explore opportunities for joint programs at both the undergraduate and graduate levels.
- 2.2.3 Encourage the introduction of dual and collaborative degree programs 2+2 or 2+3 [Hyperlink: <http://www.ucalgary.ca/uci/partnerships/collaborative-programs>] at the undergraduate level. Work with UCI on funding, particularly when seeking partnerships with LICs.
- 2.2.4 Encourage and promote co-tutelle arrangements and other flexible exchange agreements with partner universities at the graduate level.
- 2.2.5 Identify demand and capacity for developing an Arts Pathway Program for international students.
- 2.2.6 Provide specific orientation, mentorship, and support to visa students at the undergraduate and graduate level.

Strategy 2.3 Promote Internationalization and Partnerships at Home

- 2.3.1 Create laddered internationalization and/or cross-cultural certificates and credentials, (including foreign language certificate) recognized on University of Calgary transcripts. Flexibly combine Internationalization at Home and study abroad options towards certificates and credentials.
- 2.3.2 Integrate cross-cultural competencies into the learning outcomes and graduate attributes to be

- 2.3.3 defined for all undergraduate students in Arts.
- 2.3.3 Leverage partnerships with diverse cultural communities, locally, provincially and nationally, to enhance cross-cultural learning.
- 2.3.4 Considering course options including e-learning opportunities focussing on cross-cultural competencies that prepare students to study abroad and serve those students opting for Internationalization at Home as part of internationalization certificates.
- 2.3.5 Explore ways to integrate for-credit service learning with an international/intercultural dimension into programs where appropriate.
- 2.3.6 Promote awareness among graduate students and faculty members on the possibility of using long-distance equipment and other technical support provided by the University's partners to organise defense committee or other formal meetings with participants from abroad.

Portfolio: 2.1: AD International; 2.2: AD International, Department Heads, Individual Faculty; 2.3: AD International, AD Teaching & Learning; AD Undergraduate Programs and Students, Internationalization Committee.

Timeline: 2.1: 2017-2019 and ongoing; 2.2: 2017-2022 and ongoing; 2.3: 2017-2019 and ongoing.

Measurables: 2.1: Using 2017-18 as a baseline, achieve steady annual increase of students participating in Arts Education Abroad opportunities; 2.2: Using 2017-18 as a baseline, achieve steady annual increase of international students entering the Faculty of Arts; 2.3: Create certificate and credentials and integrate internationalization learning outcomes into Faculty of Arts graduate attributes.

Goal 3: Enhance International Teaching and Learning Opportunities for Faculty and Staff

Strategy 3.1 Develop Training Opportunities for Arts Faculty to enhance Cross-Cultural Teaching Skills

- 3.1.1 Work with the Taylor Institute's Educational Development Unit and the Teaching and Learning Committee to establish workshops focusing on the intercultural classroom and on integrating international and cross-cultural dimensions into courses and programs.
- 3.1.2 Explore possibilities of instructor exchange or teach abroad programs as part of international partnership agreements.
- 3.1.3 Establish an Internationalization Award to recognize faculty investment in international teaching and learning.
- 3.1.4 Create Internationalization Activities Grants to support the integration of international and intercultural dimensions into courses and programs.

Strategy 3.2 Work with Human Resources and Other Units to Design Intercultural Learning and Development Opportunities for Staff

- 3.2.1 Develop cross-cultural competency training for Arts staff.
- 3.2.2 Organise international events and activities geared towards staff.

Portfolio: 3.1: Ad International and Teaching & Learning; 3.2: AD International, Director of Administrative Services.

Timeline: 2017-2022 and ongoing.

Measurables: Using 2017-18 as baseline, track the number of academic and non-academic staff participating in cross-cultural teaching, learning and development opportunities.

Goal 4: Increase the International Dimension of Research in Arts

Strategy 4.1 Identify International Opportunities

- 4.1.1 Establish grant database for Arts including funding opportunities for large international grants designed

for multinational teams (in liaison with UCI and the Arts Research Grants and Awards Facilitator) for scholars and graduate students conducting research abroad.

4.1.2 Make research mentorship and support available to researchers who apply for large collaborative international grants (through the ADR), particularly with countries of emphasis and interest.

4.1.3 Promote faculty exchanges with international partner institutions and promote collaboration with national agencies that sponsor visiting professorships

Strategy 4.2 Recognize International Research

4.2.1 Advocate that future Faculty of Arts guidelines recognize participation or leadership in an international research venture as part of the merit, tenure and promotion process.

4.2.2 Establish an Internationalization Award to recognize faculty investment in international research.

Portfolio: AD International, AD Research, Research Grants and Awards facilitator, Internationalization Committee.

Timeline: 2017-2019.

Measurables: 4.1: Establish database; track faculty research outcomes for those who have benefitted from mentorship and support; track faculty exchanges; 4.2: Complete ToR for International Research Award.

V. CONSULTATION TIMELINE

Mar 12, 2014	Arts Internationalization Committee Meeting (First Meeting)
May 12, 2014	Arts Internationalization Committee Meeting
Sep 24, 2014	Arts Internationalization Committee Meeting
Oct 22, 2014	Arts Internationalization Committee Meeting
Feb 23, 2015	Arts Internationalization Committee Meeting
Mar 20, 2015	Student Internationalization Town Hall (Undergraduate and Graduate)
Apr 16, 2015	Global Café on Arts Internationalization (Faculty, Students, Staff)
May 29, 2015	Arts Internationalization Committee Meeting
Sep 28, 2015	Arts Internationalization Committee Meeting
Jul 16, 2015	Dean's Advisory Council
Sep 27, 2016	Arts Strategic Planning - Internationalization, Indigenization, Equity & Diversity Subcommittee Meeting
Oct 19, 2016	Arts Internationalization Committee Meeting
Oct 27, 2016	Arts Strategic Planning - Internationalization, Indigenization, Equity & Diversity Subcommittee Meeting
Nov 1, 2016	Arts Strategic Planning - Internationalization, Indigenization, Equity & Diversity Subcommittee: Global Café with Faculty, Staff and FASA Students
Sep 7, 2017	Arts Internationalization Committee Meeting
Sep 22, 2017	Dean's Advisory Council

VI. FACULTY OF ARTS INTERNATIONALIZATION STEERING COMMITTEE

Florentine Strzelczyk, Chair	Vice Dean	To 2017-06-30
Gavin Cameron, Chair	AD Internationalization and Global Initiatives	As of 2017-07-01
Stefan Höppner	Linguistics, Languages & Cultures	To 2016-03-12
Donald Ray	Political Science	To 2016-03-12
Dawn Johnston	Assistant Dean, Student Engagement	To 2016-03-12
Wendi Adamek	Numata Chair in Buddhist Studies	To 2016-06-30

Hanne Sigismund-Nielsen	Classics and Religion	To 2016-06-30
Mary Grantham O'Brien	LLC	To 2016-06-30
Kathryn Reese-Taylor	Anthropology and Archaeology	To 2017-06-30
Amelia Kiddle	History	To 2017-10-05
Ozouf Senamin Amedegnato	SLLLC	To 2017-10-05
Chui-Ling Tam	Geography	To 2017-10-05
<i>Undergraduate students chosen by Students' Union</i>		
Sarah Amiry	Students' Union representative	To 2015-04-30
Shubir Shaikh	Students' Union representative	To 2016-04-30
Peter Friedrichsen	Students' Union representative	To 2017-06-30
Nabila Farid	Students' Union representative	To 2018-06-30
<i>Graduate students appointed by Vice Dean</i>		
W. Mikkel Dack	History	To 2016-03-12
Aida Nciri	Graduate Student	To 2017-10-05
<i>One staff representative appointed by Vice Dean</i>		
Dalia Grobovaite	Staff	To 2016-03-12

VII. Document History

Sep 21, 2017	Faculty of Arts Executive Committee
Oct 5, 2017	Faculty of Arts Council