

the scope of work for administrators. However, if institutional decision-makers are willing to modify existing reward structures, hiring practices, and budgetary priorities, much can be gained by capitalizing on the unique potential scholar-practitioners bring to bear. The momentum in recent decades toward internationalization has created new opportunities for the scholar-practitioners of international higher education. *Third-space professionals* are increasingly required to have scholarly credentials, conduct research and evaluation, and even engage in various forms of teaching and service. Contemporary higher education should more systematically recognize and value the contributions they can make.

Further studying the place, purpose, and potential of scholar-practitioners in other educational contexts outside of the United States has much to teach us. Indeed, many higher education systems around the world are responding to increased global mobility by offering lower tuition, more flexible and multilingual learning environments, and innovative administrative structures. In the recruitment of faculty and staff, promotion of junior talent, and contract and employment arrangements, new ideas are being tested out. Heightened competition for talent and external prestige worldwide are changing both the demands on the professoriate and the possibilities for the administrative estate. Understanding the pathways of those who enter the academy as faculty, administrators, or in positions straddling both worlds, as more individuals now do, can provide important lessons about the changing nature of higher education throughout the world. ■

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## The State of Internationalization in Canadian Higher Education

**KAREN MCBRIDE**

*Karen McBride is president and CEO of the Canadian Bureau for International Education (CBIE), which celebrates its 50th anniversary this year. E-mail: KMcBride@cbie.ca.*

In the past decade, internationalization has become a core strategy for most Canadian institutions, supported by robust policies and practices. Over the past 50 years, as the national voice advancing international education on behalf of its 150 member institutions ranging from K-12 to uni-

versities, the Canadian Bureau for International Education (CBIE) has encouraged, assisted, and closely monitored internationalization in Canada. We take a look here at what this success entails and at the prospects for Canada's next 50 years in international education.

### INTERNATIONALIZATION BY THE NUMBERS

CBIE's 2016 membership survey identified the top three internationalization priorities as: international student recruitment (66 percent); increasing the number of students engaged in education abroad (59%); and Internationalization at Home, including internationalization of the curriculum (52%). In a survey conducted by Universities Canada in 2014, 95 percent of Canadian universities indicated that internationalization or global engagement is included as part of strategic planning, with 82 percent identifying internationalization as a top five priority. In addition, 81 percent offer collaborative academic programs with international partners. Moreover, Canada has twice the world average of international coauthorship—43 percent of Canadian papers are coauthored with one or more international collaborators.

Given the value placed by Canadian institutions on internationalization—and the centrality to that effort of hosting international students on campus—it comes as no surprise that there are more students from abroad in Canada than ever before. In 2014, the country hosted 336,000 international students holding study permits (all levels combined: K-12, college, university undergraduate and graduate), an 83 percent increase since 2008 and an increase of 10 percent over 2013. This number does not include short-term students such as exchange or second language students, who do not require a study permit, and therefore significantly underrepresents Canada's international student population.

Unfortunately, the increase in inbound students to Canada is not mirrored in the outbound student population. Canadian students have traditionally not studied abroad in large numbers and Universities Canada reports that annually fewer than 3.1 percent of full-time Canadian students at all levels have an education abroad experience. This is despite reports from Canadian students who have studied abroad, on the transformational nature of the experience, its many contributions to their academic and career achievements, and its value in enhancing their communication skills, self-awareness, and adaptability. Institutions are on board: 78 percent of universities provide funding to support student participation in study abroad programs and both colleges and universities are finding innovative ways to offer more flexible learning abroad options.

It is not only participating students and their institutions who value the career skills they gained. In a 2015 survey by the Leger polling firm, 82 percent of employers who hire recruits with international experience reported that these employees enhance their company's competitiveness. Two-thirds of hiring managers stated that Canada is in danger of being left behind by the growing economies of China, Brazil, and India, unless young Canadians learn to think more globally. The economic implications for Canada are significant, given that we are a country heavily dependent on international trade, accounting for 3.3 million jobs. We need to develop our talent to ensure that we are competitive.

#### INTERNATIONALIZATION FOR ALL

Increasingly, internationalization is a central pillar in the quest for excellence of Canadian educational institutions. Recently, CBIE's Internationalization Leaders' Network released a Statement of Principles in Internationalization for Canadian Education Institutions designed "to serve as a guidepost in their demanding, fast-paced and complex work."

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It could be said that consensus on the need to reinforce fundamental principles—what we have called ethical internationalization—is the most important recent trend in internationalization. The next stems from this, and it is making internationalization pervasive throughout our educational institutions, including bringing significant reform to curriculum, teaching practices, research, and campus life.

In 2015, we saw a greater focus on Internationalization at Home—that is, internationalization infused in the ethos of the institution and that leads to positive learning outcomes for all students. Given the vast benefits of internationalization, and recognizing that mobility is not possible for every student, providing an avenue to prepare every student for the global context is imperative. Canada must take a proactive, inclusive approach and make the full spectrum of international education a priority, as other countries have done.

#### THE GLOBAL ENGAGEMENT CHALLENGE

Canada faces the challenge of getting more of its students

outbound for educational experiences in other countries and preparing them to become global citizens in all the ways that the term implies. Beyond economic imperatives, educational institutions play a critical role in developing Canadians who are prepared to participate and lead in the global village, the leaders of tomorrow who can negotiate, analyze, connect, and engage in meaningful ways at the international level.

CBIE endorses the recommendation of the government's Advisory Panel on Canada's International Education Strategy, seeking 50,000 study abroad awards annually for Canadian students. With its emphasis on youth engagement in international cooperation activities, and Prime Minister Justin Trudeau's personal interest (he is in fact also minister of youth), CBIE is urging the new government to establish a signature program in time for Canada's 150th Anniversary in 2017. We are also urging the private sector to step up to the challenge and pledge its support to such an effort.

#### WHAT ABOUT THE NEXT 50 YEARS?

As we move forward in making international education achievable for all students, we will need to expand the conversation to answer these important questions:

- How do we increase the scale and scope of international experiences for students, thereby ensuring that they have the knowledge, skills, and competencies they need in a globalized world?

- How do we enlist the support of the professoriate broadly, in order to ensure that all students benefit from global perspectives in their studies?

- How do we ensure that both government and the private sector are seized with the issue?

- And how do we raise public awareness of the long-term benefits of global engagement and the richness that stems from our interdependence?

While celebrating past successes, there is much work yet to do. ■



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