

Internationalization Statement of Principles for Canadian Educational Institutions

Preamble

The Internationalization Leaders Network (ILN), organized by the Canadian Bureau for International Education (CBIE), has reviewed several documents pertaining to ethical principles and practice in the field of international education, including *CBIE's Code of Ethical Practice* (2013).

While these documents are useful, the senior academic leaders who have participated in the ILN believe that Canada's educational institutions require their own succinct statement of principles to serve as a guidepost in their demanding, fast-paced and complex work. These principles, while universal in nature and application, are rooted in Canada's national experience, including but not limited to: a stable, democratic, federal system of government; and a multicultural and intercultural society reflecting a diverse population of Aboriginal, French, English and international heritage.

The internationalization of education can be defined as the process of integrating international, intercultural, and global dimensions and perspectives into the purpose, functions and delivery of education. It shapes institutional values, influences external relations and partnerships, and impacts upon the entire educational enterprise (see CBIE's website for further details on internationalization definitions: <http://www.cbie.ca/about-ie/>).

Additionally, 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 to oneself, the capacity to value diversity, and respect for indigenous peoples and knowledge.

Given the imperative of international education in the twenty-first century, the ILN believes that this statement of principles is necessary during a time of unprecedented globalization and international mobility, where the growth of international education is being driven by a mixture of cultural, educational, economic and philanthropic factors.

The ILN further believes that this statement of principles will be supportive of excellence in the policy and practice of internationalization at Canadian institutions. While these principles are applicable to all educational establishments, it is recognized that they will apply differently depending upon the academic mission of individual institutions.

The Principles

The Internationalization Leaders Network (ILN) espouses the following principles of internationalization for education and calls upon all educational institutions in Canada to incorporate these principles in their approach to internationalization at their institutions, and for all leaders to aspire towards their effective implementation:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.
2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution.
3. International students should be 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. Ideally, 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 is important to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.
6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities, and aims for equitable access to activities. Access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community.

These principles reflect the core values of Quality, Equity, Inclusion and Partnership that have been espoused by CBIE and expressed in its Code of Ethical Practice. This statement provides an overarching expression of a Canadian approach to internationalization which, combined with the Code of Ethical Practice, is designed to help educational institutions engage in expanded internationalization in a manner that is consistent with the highest values of Canadian education.