

INTERNATIONALIZATION

Green Paper Working Group

October 28, 2009

Preamble

The overall purpose of this green paper on internationalization is:

1. To develop the questions we want and need to ask about Internationalization if we are to develop an institutional vision for this area; e.g.
 - What informs our current practices and initiatives?
 - How can they be improved?
 - What should we be doing differently?
 - Where do we want to do our work?
 - How do we evaluate our work?
 - How does our work contribute to knowledge production?
 - How does it benefit our student population and the wider community?
2. To identify the key areas for strategic planning and development of priorities: e.g.
 - Nature and purposes of partnerships and partner institutions
 - Maintenance of relationships and links
 - New relationships and links internal to university as well as external
 - The curriculum
 - university culture
 - Research.
3. To develop strategies for ongoing consultation and review.

All major universities now have internationalization as a key theme. We cannot fall behind in this, but we also have to think carefully about what will make us stand out – what makes us ‘distinctive’ – in this arena. York’s distinctiveness will be increasingly important to identify, strengthen and communicate. The cultural and linguistic diversity of our student, staff and faculty body as well as the diversity of the population of our catchment area, the growth of the GTA’s immigrant population, and our historical commitment to social justice, are characteristic aspects of our distinctiveness that will inform the development of our strategy and priorities. But, we also have to think beyond our traditional area, the GTA, and be truly global.

Many of our students and their families lead transnational lives, maintaining ties with countries of origin or living for extended periods in international contexts for business, development, or family reasons. The communities we want and need to engage are themselves international without perhaps being cosmopolitan or worldly in outlook. York has the potential to be a leading university in a world where porous borders and new patterns of migration and settlement have not always resulted in peace and prosperity.

What is Internationalization?

The widely accepted definition of internationalization in higher education was given by Jane Knight of OISE in a 2004 article in the Journal for Studies in International Education:

"Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education."

What does that mean for us at York? The working group felt it meant the following:

- Encouraging our students to be aware of the international dimensions of work, the cultural dimensions, etc., through exchanges and through encouraging international students to come to York to interact with our local students.
- Visioning York as a global university with our audience reaching beyond the GTA; we are involved in a broader educational world of teaching and research. Ten years ahead, we want to have a rich network, to see ourselves as major players globally. This will attract students and give them a competitive advantage in their careers.
- Making local-global integration core to York. This should deeply affect how York thinks of itself. It is a system change to how York sees itself, rather than just doing a little more of everything. To achieve this requires a significant cultural change in all areas of the University including administration – and it costs money.
- Internationalization goes beyond a focus on students. It includes faculty and their research and teaching; staff and their interaction with both faculty and students; and the interaction between the entire university and the external community.

Why is Internationalization Important?

Our students are going to be graduating into a global world where national borders are increasingly porous, and with internet and mobile technology, almost non-existent in many cases. We need to give them the skills, knowledge and experience to enable them to thrive in this world. Even if they never leave the GTA, they will be affected by the global arena, as colleagues, competitors, customers, clients may come from anywhere. The complexity of the problems facing the world at both the local and global level (e.g., global warming, global economic recession) needs the cross-fertilization of ideas that leads to the innovation and breakthroughs that come from bringing different cultures as well as different disciplines together.

Internationalization strategies are therefore crucial to education for the 21st century. Gacel-Avila (2005) identified three goals for the educational development of a global citizen – the pragmatic, the liberal and the civic. The pragmatic is the one given above – acquisition of knowledge, skills and experience for employability in a global context. The liberal is the development of intercultural sensibility and an appreciation of cultural differences that leads to more harmony and less conflict in the world, while the civic is aimed at developing a sense of multidimensional global citizenship.

Key Factors in Internationalization

The Illuminate Consulting Group, which has been working with Canada's Department of Foreign Affairs and International Trade on developing an international education strategy for Canada, has come up with seven key factors for successful internationalization (Looking Beyond the Global Economic Crisis: International Education 10 Years Out, 2009). These are:

- Student exchanges (builds ties between institutions, helps reduce cultural stereotypes and prejudices, and helps develop global citizens). York has a great number of exchange agreements both at the university level and the faculty level. However, the quality is uneven and the flow of students is unbalanced. We have a very small number of students going out from York on university-wide exchange (83 in 2008). (Schulich, which has its own exchange agreements, does better, particularly since an exchange is mandated for the iBBA students.)
- Research partnerships (the most important ingredient to build trust and sustainable cooperation between institutions, and to lead to innovations). York also has a respectable number of research partnerships.
- Alliances (a way to join forces to promote name recognition and lobby for common interests). York is beginning to do this. An example is the establishment of the TRUN network – a cross-border alliance between 13 Ontario and New York universities.
- Rankings (flawed as they may be, graduate students in particular pay great attention to them; universities should make sure they are involved in setting the parameters for the rankings). York does not come out well on the international rankings, although individual faculties, such as the Schulich School of Business and Osgoode Hall Law School, fare much better.
- Tuition fees (higher international student fees help the financial situation of the university – but the corollary is that with higher fees comes higher service expectations).
- Bologna Process (still a work in progress, but a boost to internationalizing both higher education and the labour market in Europe and now reaching out to other parts of the world). York is beginning to get involved with the Bologna process. We now accept 3-year degrees for entrance into graduate studies and co-tutelle arrangements for PhD study. We also participate in the BALANCE seminars between Europe and North America.
- Scholarships (necessary to attract the brightest students and very important to avert social injustice). York does not do well on this front. We give fewer scholarships to international students than most other universities.

York's Current Position

As we can see from the above, York has both strengths and weaknesses vis-à-vis internationalization. If we delve deeper into the matter, our Strengths are:

- Our location in Toronto, Canada's largest, most diverse city. We can build on our local-global nature here in Toronto. We have a mini-world lab here, where we can test out ideas locally, then take them out into the world.

- We are already multicultural/diverse in many dimensions - diversity of both faculty and student backgrounds (the new Toronto coming to York), diversity of programs and many diverse research centres.
- We have a global reputation already in some areas – Osgoode, Schulich, Environmental Studies, Fine Arts, Health (especially Psychology).
- We are dynamic – well established but new enough not to be afraid to change.
- We are interdisciplinary – encouraging dialogue across disciplines – emphasizing the importance of intersections, not disciplines and containers. We cater to broad interests.
- We are flexible – across Faculties and programs – e.g. SPT, interdisciplinary studies, environmental studies. It is easy to cross disciplines through add-ons such as diplomas in area studies or joint programs such as Schulich/FES, FES/Osgoode, Schulich/Osgoode, Centre for Business & Law, Deaf Education/Health.
- Many of our programs are the first in Canada.
- The socially progressive orientation of our programs and faculty – e.g. Latin American Studies (stronger than U of T).
- Our core is a mix of professional studies with innovative research centres and scholars of excellence.
- We have outreach and community engagement with connections into local organizations, businesses, schools.
- We already have international degrees (e.g., iBBA, iBA, iBSc)
- Our new Faculty of Health has a global health orientation.

Our Weaknesses are:

- We do not come out well as a university on international rankings.
- We try to identify too many areas as centres of influence or excellence, focusing on those that would 'like' to be influential but really are not.
- We focus on general categories such as Research Centres that are not distinctive because all or most universities have them.
- We make contacts but have trouble following them up.
- We need to clarify what it is we're thinking about in internationalization (e.g., if it is attracting graduate students, they are interested in different things than undergraduates).
- We don't have a clearly defined differentiating factor. Words like interdisciplinary, innovative are used by other universities too. We are one of the ordinary universities in Canada.
- We have too many unhappy students. We need to get student input in assessing programs.
- We have lost our focus on teaching. The faculty now focus more on research.
- We have been too long in the shadow of U of T.
- We don't have enough international students.
- We don't have enough use of technology.
- We are playing catch-up in many areas.
- We don't pay enough attention to our alumni, particularly those outside of the GTA.
- We have individuals who are well known internationally, but we need a critical mass before York itself will become known. The individuals who are well known

may also not be in areas for which the University is well known, so the two are not put together yet.

The Critical Issues with which we need to grapple if we are to move forward on the international front are:

1. Equity – how do we ensure all students have the opportunity for an international experience?
2. How do we make York students global citizens? How do we encourage them to want to get international experience?
3. How do we get York's reputation out there?
4. What reputation do we want to enhance?
5. Do we want satellite campuses outside Canada?
6. What makes us distinct and different?
 - Interdisciplinarity, social justice, human rights, community engagement, equity.
7. How can we use technology effectively to export our education?
 - e.g. Laval offers internet courses at times that are accessible for students in Africa; e.g. Canadian Virtual University.
8. Ethical internationalization – how do we operationalize it?
9. What is the definition of success?
10. How do we build partnerships that are sustainable?
11. What do we excel at now? What do we want to excel at?
 - Build on this – what could we excel at in 2020?
 - Co-creation concept rather than corporatizing.
12. What are our goals for internationalization?
 - Using it as a cash cow? This doesn't suit York.
 - What do we see ten years from now?
13. Where do we want to be in terms of the number of international students?
 - With regard to graduate students, York is peculiar. Because of the collective agreement all students have to be funded and this presents a huge financial challenge. There are some hopeful signs however that the federal and provincial governments are beginning to see the value of international students. These students contribute to the education of domestic students, help build linkages, improve trade, build peace. Canada has lost ground with the loss of the Colombo Plan and CIDA scholarships.
 - We need a competitive review of scholarships for international students.
14. We lose sight of the international students once they are here and this may affect retention.
15. What should our alumni development look like internationally?
16. What about our media relations?
 - International media relations? Redbook for international faculty?
17. What are our strategic foci? What particular areas do we want to focus? Where do we have a critical mass?
18. Where do we rank in terms of international student applications to York?
 - Do they come to York because they can't get in anywhere else?
 - Does it differ from unit to unit, vary by country?
19. What can be done about language issues?

20. Are we moving to a world without borders? If there are no borders, what is York's position in this world?
21. What are our goals?
- Make money
 - Do a lot of good around the world
 - Differentiate ourselves
 - Be sustainable
 - Have principles of reciprocity, equity
 - Get our students employed – give them a competitive advantage
22. Are there things we need to do on the faculty side?
- For example, we hear that students are being discouraged from going on exchange
 - Internationalization has to run across the University

What and Where Do We Want To Be 10 Years from Now?

The working group came up with three basic objectives for internationalization at York.

1. More high quality international partnerships to facilitate faculty activity in various areas, including research and teaching.
2. More international students at York.
3. More York students having a genuine international experience.

The keys to reaching all three of these objectives are focus and partnership. We cannot be all things to all people. We don't have the resources – neither human nor financial. We need to have a focus, and within it build in York's distinctiveness, finding places where we can add value. We need to keep in mind York's social values and do things that promote these.

The Deans need to talk together to develop a coherent strategy (this is already happening). There are projects and partnerships that cross disciplines that we should be developing more (e.g. Chongqing health project in China has aspects not only of health but education, management and environment). Geographically, Europe is important, but for some Faculties, European institutions are seen more as partners in working on a theme or project in another part of the world, or strategic alliances for achieving a goal elsewhere. Regionally the Middle East should be considered, because Canada can do things there that the US cannot.

How Do We Get There?

How are we going to get to where we want to be in 10 years? What can we do that's distinctive, given York's values? The areas we focused on were students, faculty, partnerships, curriculum, and communication. The ideas given here are not comprehensive. Some may be controversial. Some contradict others, but the purpose is to engender further discussion.

a) Students

1. Strategies for increasing the number of international students (graduate and undergraduate):
 - From the point of view of recruitment, we need to perform audits, know emerging markets, and establish a forum where York people can share what parts of the world they are going to so that everyone can help recruit.
 - Create on-the-ground (regular) presence in strategic geographic areas. This includes alumni chapters, recruitment visits, etc.
 - Consider what social supports are needed for international students
 - We need a system for English training – ESL tutorials (What role could/should YUELI play?)
 - Look at the Destination York model and perhaps expand
 - Consider offering courses in other languages – e.g. Education is considering a master's offered in Mandarin
 - To attract students, market Canada, then York. Build on Toronto's reputation as a dynamic, multicultural city. Build on the diversity of our student body
 - In terms of targets for recruitment of international students, we need to get York better known abroad (currently York is not well-known; e.g. people think that Osgoode is part of U of T). We need to make sure that current international students are getting a good experience so that they will return home and say positive things about York. Staff can also be used to promote York. For all of this, we need to inculcate a culture where people will share information.
 - For graduate students we need to be able to offer scholarships.
2. Strategies for integrating international and domestic students so both gain from the experience of being at York to the maximum extent possible:
 - Try designing a new program with a partner institution. There are a range of opportunities – 2+2 is popular (e.g. Global Health undergraduate degree – 2 years at York, 2 abroad – could be done in a reciprocal fashion)
 - Think of the concept of local-global integration.
 - Clarify how we define an international student.
 - Have an International Student Centre in a central place where all students could come and interact across cultures. Colleges should be part of the plan. We need a visible centre with pods in the colleges.
3. Providing increased international and experiential community opportunities for all students (How? Where? Types of experience?):
 - To encourage more of our students to go abroad to study, we need to get the message out that English is used in many other universities' courses even if the local language is not English
 - Expand our international degrees (these are distinctive and attract students to York)
 - We need to increase the competitiveness of our students. Giving them a multilingual capacity would be one way of achieving this, and it would support and enhance the international experience. Glendon is a good

example of where this is being done (1/3 of the students there are taking a third language). This would be a source of competitiveness for York, since many universities are actually reducing their language offerings now.

b) Faculty

1. How do we engage faculty?
 - Look at the Education-Freiburg example – they exchange faculty members in the summer; the professor gets international experience and in turn this raises their interest in international activities
 - Improve conditions for faculty exchange (e.g., infrastructure, accommodation -- and funding).
2. How do we facilitate faculty's own internationalization and/or community engagement?
 - For faculty, research is key – and research gets translated into student experience
 - Consider research projects that are collaborative – and sustainable
 - May need to look at current tenure and promotion system because the risk to junior faculty of international activity is high
 - Build international aspect into hiring process – consider possibilities for collaboration, provide funding for labs, etc.
3. How do we enlist faculty to support student internationalization/ community engagement?
 - Use professional development courses which are profit-making to fund other projects such as providing faculty course release to organize internships for IDS students.
4. How do we facilitate international research collaboration/ action research?
 - We need to be creative in finding new sources of funding for research (e.g., the Ministry of the Knowledge Economy in Korea)

c) Partnerships

1. Bearing in mind that we can't be everywhere and do everything, what types of partnerships as an institution do we want, that will leverage our strengths? (This does not preclude individual professors or faculties from pursuing other areas.)
 - Be selective in our partnerships, and have different types of partnerships: 1) student exchanges, balanced, with high-quality partners; 2) faculty exchanges contributing to the development of institutions; 3) institutional research collaborations.
2. Where do we need/want partnerships (geographic areas, discipline areas, etc.)?
 - What countries can we not afford not to be in (e.g., China, India)
 - Helping smaller countries, such as Cuba, where we can have greater influence.
 - Where can we be pioneers, first movers, e.g., Vietnam

- Definitely in these countries: India, China, Brazil, Argentina, Cuba, Korea, Mexico, Germany.
 - Engaging with partners where our input can be most appreciated, training faculty, engaging in ongoing projects. e.g. URACCAN.
 - We need to partner with excellent institutions, with the 'good guys' and pay less attention to regions. Working with researchers in the top universities is what will bring York up.
 - At the same time as looking for excellence, we need to pay attention to under-developed countries. We need to do both.
3. How do we attract the partners we want?
 - Use Canadian Studies as a means of gaining strength internationally. York is already known for this, and it can be a selling point in many areas of the University.
 - Promote York as a hub for researchers, e.g. connecting Japanese researchers to our partners in Latin America.
 4. How do we sustain the relationships?
 5. How do we integrate these partnerships more into the university as a whole?
 - We need more collaboration between Faculties and York International, to take advantage of what currently exists.
 - Examine our current collaborations, publicize them and enhance them.
 6. Should we be engaging the multilateral lending agencies to bid on projects that will not only provide development assistance to the Global South, but also give opportunities for our students to carry out research and do internships, and for our faculty to do research? If so, how do we do this?
 - Think of Glendon as a model: its new 2-year MA in Public and International Affairs is linked with Sciences Po and other institutional graduate exchanges. It also includes the Francophone dimension, and other language clusters.
 - Agreements have to be based on some substance. There should be some previous experience of collaboration with an institution before establishing any formal agreement.

d) Curriculum

1. How do we internationalize the curriculum? What do we mean by this?
 - Expand the integration of languages into programs, another way of differentiating ourselves.
 - We need to look at the readings we assign. Do they provide different voices and perspectives? (We must also bear in mind that many relevant readings are in other languages and therefore not accessible to many of the students.)
 - Faculty complacency is a challenge. We need to think about the manner and delivery of courses. We are really behind in this. Students are already different from most faculty; they are already local/global (think of Twitter,

Facebook). We need to understand the value of virtual travel. Also in terms of social justice, why are we hoarding our expertise on campus? E-learning can be an avenue to internationalization.

2. How do we encourage professors to bring in more international content?

e) Communication

1. How do we communicate the message of the importance of internationalization and community engagement internally at York?
 - Each Faculty needs to have a specific person/position that is charged with supporting internationalization
 - We need to set some targets on recruitment of international students, number of exchanges, etc., and we need support for these at the Faculty level.
 - We need a communication plan. A social network or 'club' might be a good way of communicating. For example, a "Who's involved in China" club.
 - Y-File section on "York in the World" highlighting the international activities of professors, students, Faculties.
2. How do we communicate what we are doing to the external community?
 - We need to do more externally (e.g., Deans, York International) to give a stronger sense of York internationally
 - Up-date and keep current York International's database of York faculty international expertise and activities so that the external community can access it. This will require the cooperation of individual faculty members.

f) Overall

1. What will it take to make York a leader in internationalization and community engagement?
 - Encourage social networks; invite others to engage with us. This is where reputation comes from.
 - Include our alumni.
 - Listen to individual stories and see what they add up to.
 - Make the hard choices.
 - Hire people where necessary.
 - Improve infrastructure. Align the resources we already have; many are under-used. Include international conference space.
 - Upgrade technical facilities and support no matter what direction we go.
 - Internationalization needs funds to be allocated to it on a sustainable basis.

Immediate Next Steps

First action is to have a strategic plan, one that is wired into the plans of the Faculties. Have each Dean articulate internationalization plans – a spreadsheet with objectives,

activities. (Some already have done this.) A sample plan by one of the working group members is appended.

Discuss financial arrangements associated with internationalization. We need to have incentives to encourage internationalization activities. Other financial areas to consider include more scholarships for international students. We offer fewer than most other universities. The best and the brightest go not only to where there is the best program but where they are offered the best financial package.

Set benchmarks. For example, set a benchmark regarding the organization and regulations for conditional admissions. Set a target for the number of admissions of international students – raise to 10%.

Look at best practices already happening at the University and disseminate that information; e.g. the criteria developed in Education for deciding whether or not to accept a project. This could be through York International or a “Best Practices International Club” might be formed across Faculties.

Conclusion

Finally, as we think strategically about internationalization we need to think not only about what we have traditionally done, but also about how the world is changing and how we need to position ourselves to be in the forefront for the future. To quote Wayne Gretzky, we need to focus not on where the puck is (or has been), but on where the puck is going to be. We also need to prove the final part of the quote below wrong – at least for York University:

“Geography, history and shared values, among other factors, will always tie Canada to the United States. But the post-Cold War dominance of the United States is fading perceptibly, with long-term consequences for any country (read Canada) tied so tightly to its star.

“Whether the Canadian business world, writ large, or the country’s universities and thinkers understand this shift remains doubtful. [emphasis added]”

Jeffrey Simpson, *Toronto Globe and Mail*, Aug 19, 2009

APPENDIX TO GREEN PAPER ON INTERNATIONALIZATION SAMPLE PLAN

What is our international focus at York University?

- Will include incoming international students for degree and non-degree programs
- Will include student and faculty participation in research and learning projects
- Will include online learning for people located in other parts of the world
- Will include student participation in research and projects with colleagues at other universities and in other parts of the world
- Will include the use of new and innovative technology
- Will include professional development for professionals from other parts of the world (at York) and in other areas of the world (in offsite locations)
- Will include the staff and support required in order to successfully implement international projects, programs and initiatives

Where we want to be in 10 years with International at York	Steps to getting there	Structural supports required in order to achieve this goal	Other requirements in order to achieve this goal	How will we know that this goal has been achieved?
International focus provided across the curriculum and in all faculties – not just in certain faculties	<ul style="list-style-type: none"> • First, audit courses across the university to see what international focus/content/opportunities currently exist • Instructors will need to buy into the fact that their courses need to have some sort of global component/impact/opportunities for students • Instructors will need to be open to implementing possible changes to their courses in order to meet the new mandate • Hiring in faculties may start to include a look at global experience and global impact of faculty members' prior experiences and a look at how this can be 			Survey of curriculum in all faculties will indicate that students are looking at global issues, topics, and opportunities that relate to the difference subjects, disciplines, etc.

Where we want to be in 10 years with International at York	Steps to getting there	Structural supports required in order to achieve this goal	Other requirements in order to achieve this goal	How will we know that this goal has been achieved?
Our students are prepared to live and work in the global community	<ul style="list-style-type: none"> Ensuring that students participate in at least one "international experience" during their studies at York Ensuring that research projects include international colleagues and 	<ul style="list-style-type: none"> Strong online conferencing and other IT and software requirements are met so that students at the undergraduate and graduate levels can participate seamlessly with colleagues around the world on relevant projects that involve primary research Offer additional post-undergraduate certificate programs that will help students succeed in an international community and workplace 		Our students are successfully achieving employment in occupations related to their fields, not only in Toronto, but internationally
International focus on the macro level with "joined" projects between faculties that incorporate a variety of faculties and in a long-term, meaningful format	<ul style="list-style-type: none"> Referring projects or co-delivering programs with other faculties in the university in order to draw on the expertise in each faculty (e.g., Education refers potential clients who are interested in 			Recognition of the university on some meaningful projects that have a positive influence on the world or on communities

Where we want to be in 10 years with International at York	Steps to getting there	Structural supports required in order to achieve this goal	Other requirements in order to achieve this goal	How will we know that this goal has been achieved?
International focus within each faculty and with a number of faculty members	English language programs to YUELL, deaf education and health collaborate on programs for hearing loss, etc.)			
People around the world will recognize York University as a strong university with top-quality programs	<ul style="list-style-type: none"> Strong media planning and implementation 		A strong media plan that will focus on all aspect of the university in order to "tell the world" about the research and work that is being done at York, and to profile the projects that are being delivered around the world.	Global ratings will increase to at least ____.
Attracting more international students to the university	<ul style="list-style-type: none"> Offering more professional development programs internationally, which can help to spread the reputation and interest in attending York for a degree Being able to offer degrees that "apply" to international students (e.g., Education can't really take undergraduate students currently; putting together an "alternative" degree that can attract international students could help to bring them in) 	<ul style="list-style-type: none"> Ensuring that there is inviting space to put students (e.g., classrooms, residences, meeting spaces) Supporting the creation and approval of international-focused degrees, certificates, and professional development programs. 		

Where we want to be in 10 years with International at York	Steps to getting there	Structural supports required in order to achieve this goal	Other requirements in order to achieve this goal	How will we know that this goal has been achieved?
Maintain a balance between money-making international projects and programs and those that may not be financially independent but that make a greater global impact	<ul style="list-style-type: none"> 			
Expand "traditional " styles of international experiences, such as internships, exchange programs, etc.	<ul style="list-style-type: none"> • Increase funding through additional sources (donors, money-making programs) in order to support additional student's participation in • Increase opportunities through current overseas partners and look for additional internship companies • Include <i>required</i> international opportunities with some degrees, or additional recognition for international participation during the degree/program 			
Develop humanitarian or other related international opportunities for alumni (could even include international employers or organizations)	<ul style="list-style-type: none"> • Connect more closely with students while they are here for their degrees... creating more of a sense of community • Ensure that students feel a connection to the university (personal 			

Where we want to be in 10 years with International at York	Steps to getting there	Structural supports required in order to achieve this goal	Other requirements in order to achieve this goal	How will we know that this goal has been achieved?
	<ul style="list-style-type: none"> connections to instructors, programs, and organizations in the university) Profile the international work of alumni and invite those "model alumni" to come back and speak in classes and in colloquia Use technology in order to foster closer international relationships and opportunities for alumni 			
Continue to support and promote visiting scholar programs throughout the university in order to "tap into" global expertise and profile the work of York faculty (as mentors)				
Support the international work and research of faculty				
Support the international work and research of graduate students				

Countries of interest:

Country	Existing Projects	Projects of Interest for Development
China	Jiangsu – Professional development programs with SuOn for teachers, principals and post-secondary professionals	

Hong Kong	Partnership with Hong Kong Institute of Education (HKIEd), which includes students coming to York on a study-abroad term	
Germany	Summer exchange with undergraduate students at PH Freiburg Faculty exchange with Education faculty at PH Freiburg	
Switzerland	Currently delivering a summer program to students from PH Deskantons; they are interested in building a deeper relationship	
Nicaragua	CERLAC, Education, YUELI are all currently working with URACCAN	

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How

- It would be nice to have a group of representatives from each faculty in the university to maintain communication about the projects that are taking place.
- The autonomy of choosing projects within the university should be maintained by each faculty, rather than indicating that each faculty can only work in certain countries or regions
-

What we need to improve:

- Communication across the university in terms of projects and programs and the potential for collaboration across faculties
-

What we currently do very well

- Having York International look after some aspects of international programs (e.g., exchange, summer internships) is much easier than having them reside in each faculty.
 - Could be good to have the faculties even more directly involved in some aspects of these programs. For example, have the Faculty of Education deliver a workshop or at least part of the orientation for students who will be taking on teaching roles in summer internships (since the students may or may not be Education students), etc.