

## Briefing Note Internationalization and Global Engagement

### Global Engagement Strategy

The Internationalization and Global Engagement Strategy is critical to the University of Windsor's Aspire strategic plan. This initiative aims to embed internationalization into all aspects of the university's mission and operations, following John Hudzik's (2011) model for Comprehensive Internationalization. The strategy will enhance the University of Windsor's global engagement, elevate its academic and research profiles, enhance the student experience, and create a more inclusive and globally minded campus community.

### A. Historical Evolution and Canadian Context

Internationalization in higher education (IHE) has traditionally centred on mobility programs, such as the Fulbright Program (1946), the Colombo Plan (1950), and the Commonwealth Scholarship and Fellowship Plan (1959). Over recent decades, the focus has expanded from mere mobility to broader global engagement aspects. This shift reflects a growing recognition of the impact of globalized industry, research, and knowledge networks on higher education. Internationalization now involves integrating global and intercultural dimensions into institutions' core values and operations.

Internationalization has evolved from organic growth to a more structured and government-supported initiative in Canada. Canadian institutions now emphasize strategic international initiatives, including curriculum development, partnerships, and student mobility. The emphasis on a "Canadian Brand" has significantly boosted international student recruitment, making Canada a leading destination for global education. Ontario, particularly the Greater Toronto Area, has become a key hub for international students.

A Universities Canada (2014) survey revealed that 82% of institutions ranked internationalization among their top strategic priorities, with 72% focusing on curriculum internationalization—up from 41% in 2006. Key priorities include academic research collaborations and strategic partnerships for degree offerings. This aligns with Jane Knight's view that institutional-level efforts drive effective internationalization.

### B. Definitions and Motivations

**Internationalization** refers to integrating global, intercultural, or international dimensions into higher education's purpose, functions, or delivery (Knight, 2012). Hudzik defines it as an institutional imperative to infuse international perspectives throughout teaching, research, and service missions. The American Council for Education characterizes comprehensive internationalization as a coordinated process to align policies and initiatives with global engagement goals.

The term **Global Engagement** refers to a committed, meaningful interaction with the world (Canadian Bureau for International Education, 2015).



External agencies, such as Times Higher Education, assess international outlook based on teaching, research, citations, staff, students, and industry income, though their metrics may overlook less quantifiable internationalization efforts.

**Motivations for internationalization include:**

- Geopolitical: Promoting mutual respect, empathy, and cross-cultural relationships.
- Economic: Contributing to economic development, generating tuition revenue, and enhancing employment prospects for graduates.
- Socio-cultural/Reputational: Enhancing research quality, institutional reputation, and individual intercultural competence. Diverse perspectives also contribute to academic debates and societal impacts.(Knight, 2013)

**C. References**

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