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Note From the Associate Director

This issue coincides with the CUTL conference. In it, Dalhousie faculty, staff and students provide a variety of perspectives and initiatives on the topic of internationalization and global citizenship.



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Inspiring Minds

Internationalization and Global Citizenship: Complementary or Contrasting Goals?



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“Internationalization” has become a buzz-word at virtually every university in Canada. At the same time, many – but certainly not all – Canadian universities and colleges are also creating programs and policies that claim to promote “global citizenship.” This article examines these two emerging trends with the goal of better understanding whether they are complementary or competing goals.

Internationalization: More than International Student Recruitment and Economic Growth?

The term “internationalization” is widely used as a code-word for international student recruitment, although most of its proponents claim that it means much more.

The report of the federal Advisory Panel on Canada’s International Education Strategy, titled *International Education: A Key Driver of Canada’s Future Prosperity* (2012) articulates a vision of internationalization that extends well beyond student recruitment – but which remains focused almost entirely on the pursuit of economic growth in Canada. The report does highlight the importance of supporting Canadian universities to foster “citizens of the world” – but only for the purposes of advancing Canada’s strategic trade, investment and geopolitical interests (2012, para 4).

Many Canadian universities have gone much further to promote ‘global citizenship’ in their international strategic plans, curricula and the operational practices of various units on their campuses. For example, the University of British Columbia’s 2011 International Strategic Plan highlights global citizenship as a core goal of internationalization and UBC has incorporated the concept of global citizenship into many areas of teaching – including its Centre for Teaching and Learning. Similarly, Centennial College claims to make global citizenship a cornerstone of learning for all students. (Meanwhile, other Canadian universities – including the University of Alberta, University of Guelph, and Waterloo - have recently created certificates in global citizenship with the purported goals of promoting global citizenship among their students.

Global Citizenship and the University

However, before university educators and administrators can promote global citizenship and students can practice it, all three groups need a much better understanding of what the concept means, the principles behind it, and the goals that it seeks to encourage. Unfortunately, the term 'global citizenship' is often used without any grounding in the political and ethical debates that might give it real meaning. Indeed, the current popularity of the term appears to rely heavily on its conceptual vagueness - as it is used to represent many different and often contradictory ideas.

Why Internationalization and Global Citizenship Initiatives need Cosmopolitan Theory

The idea of 'global citizenship' is rooted in the concept of 'cosmopolitanism' (from the Greek *kosmopolitês* - "world citizen"). The term 'global citizenship' is undoubtedly much more user-friendly than 'cosmopolitanism,' which tends to conjure up images of either pink martinis or women's fashion magazines. The literature on global citizenship also tends to focus much more on concrete actions, while cosmopolitan writing is generally much more theoretical. However, in the interests of user-friendliness, writing about global citizenship tends to evade, perhaps conveniently, the challenging ethical and political questions addressed in the literature on cosmopolitanism. In particular questions about moral obligations towards the rest of humanity based on principles of justice (for a helpful introduction, see Brown and Held 2010). As Ross Lewin notes, "everyone seems to be in such a rush to create global citizens out of their students that we seem to have forgotten to determine what we are even trying to create. Perhaps we avoid definitions not because of our rush to action, *but out of fear of what we may find*" (2009: xviii - cited in Jorgenson and Shultz 2012: 2, *emphasis added*).

Indeed, research on the ways in which universities use the term 'global citizenship' reveals both its contested nature and the different and contradictory agendas attached to it. Despite the use of idealistic language, the motivations for promoting global citizenship often appear to be related primarily to marketing universities as key players in the training of a globally-competitive workforce. As Jorgenson and Shultz (2012: 6) explain:

The surge in global citizenship education programs can be seen as a marketing tool to attract students looking for attributes to make them competitive in the global workforce. Research ... has been conducted to validate these claims, citing global citizenship as an institutional response to the demand for globally competent workers for which the lack of cross-culturally trained employees 'costs American companies about \$2 billion dollars in losses annually'...

The motivations that attract students to global citizenship programs are also diverse and frequently contradictory. For example, research by Rebecca Tiessen found that students' primary motives for participation in volunteer-abroad programs related to career development and to personal learning (2012: 14). Not only was "a desire to help others" far down the list of students' primary motivations, but concerns about "social justice or solidarity" were not identified by any of the 68 participants in her study as a motivation for participation in international development volunteer programs (2012: 14). In sum, it appears that as a group, neither university administrators nor students associate global citizenship with global justice. Professors may be caught somewhere in the middle. As UBC's Centre for Teaching and Learning points out, "if the goal is to have students become global citizens, professors must be global citizens too." Of course, before professors can "be" global citizens, they must understand what global citizenship means and what kinds of action it might entail - for their students, and themselves.

The fuzzy understandings of global citizenship that seem to prevail at Canadian universities should be a clear indication of the need to return to the origins of the concept in cosmopolitanism and more specifically in questions about the moral obligations which all human beings hold toward one another.

Shifting into the realm of moral obligations removes much of the fuzzy, warm, feel-good appeal which the idea of global citizenship typically fosters. The term global citizenship is often used in ways that appear intended to make students and universities feel and look good - but leaves up to them decisions about what such goodness entails. Grounding global citizenship in cosmopolitanism firmly anchors it in the field of both positive and negative moral obligations, that is the

duties not just to do good but also to not do harm or benefit from harms that are done to others. While most of the global citizenship certificates and programs on offer at Canadian universities make general references to ‘helping’ and ‘doing good,’ they reflect almost no awareness of negative moral duties to not cause harm to others or benefit from it. By placing equal attention on positive and negative moral obligations towards the rest of humanity, cosmopolitanism suggests a rethinking of the content of internationalization strategies and programs to promote global citizenship that underlines the collective responsibilities of universities and all the individuals inside them to a) recognize ethical obligations towards the rest of humanity, and b) act in ways that reflect those obligations.

Understandings of global citizenship inform the ways in which it is practiced and taught. If university educators, administrators and students do not seriously struggle with the meaning of global citizenship, they confront the very serious risk of inadvertently engaging in behaviours that may reinforce paternalistic and neocolonial attitudes. As Joanne Benham Rennick (in press) argues in a forthcoming volume on global citizenship education in Canadian universities, “unless we establish and embed particular and explicit values in our programming, we are likely to perpetuate neocolonial programming that carries a subtext of ‘saving,’ ‘helping,’ and even ‘civilizing’ partners in the Global South”. Moreover, as a growing number of scholars call for more rigorous evaluation of international programming offered by Canadian universities (see Tiessen and Epprecht, 2012), it is crucial to establish a rigorous definition of global citizenship to serve as the basis for analysis.

From Global Citizenship back to Cosmopolitanism

Cosmopolitanism is not a unified body of thought but it is characterized by certain core principles. First, at the heart of cosmopolitanism is the conviction that all human beings have certain moral obligations towards all other human beings, regardless of their membership in particular nation-states or ethnic, religious or other communities of shared identity. Second, the search to identify such a universal set of duties is based on impartialist reasoning – that is, principles on which all people could agree and act. Testing the universality of moral obligations requires what Benhabib (1992)

referred to as “reasoning from the point of view of others” and Rawls (1971) proposed as the “veil of ignorance” behind which humans would not know their social or economic position in the world before designing moral rules to govern human behaviour. Third, cosmopolitan duties involve both positive and negative moral obligations, that is, positive obligations of beneficence to ‘do good’ as well as negative obligations to not do harm – which also imply obligations to prevent harm to others and to not benefit from the suffering of others (whether consciously or unconsciously). Cosmopolitan theory is generally engaged in trying to define these obligations more precisely, to whom they apply, how far they extend and what specific types of actions and political and institutional changes they require in order to be fulfilled.

Cosmopolitanism makes four particularly important contributions to thinking about global citizenship. First, it pushes global citizenship beyond the realm of voluntary compassion into the sphere of moral obligations. Second, it emphasizes not just positive moral obligations that already inform many articulations of global citizenship but also negative obligations to not cause harm or benefit from harm done to others. Third, cosmopolitanism obligations apply to all humans. Although greater obligations do fall on those with greater resources and capacities to act, global citizenship is not just a responsibility of the privileged, but of all people. Fourth and finally, cosmopolitanism puts heavy emphasis on the personal responsibility of all humans to be aware of the consequences of their actions on other humans. As Held explains, we all need “to be aware of, and accountable for, the consequences of actions, direct or indirect, intended or unintended, which may radically restrict or delimit the choices of others” (2010: 71).

The Problem of Motivation

One difficulty with cosmopolitan thinking that also has important implications for global citizenship is the problem of motivation: how to get people not just to think like cosmopolitans but to act like them too. Prevailing understandings of cosmopolitanism seek to motivate cosmopolitan action through an emphasis on shared humanity; that is, we should all act like cosmopolitans “because we are all members of a common humanity” (see Dobson 2006: 168). Andrew Dobson argues that the difficulty with this approach is that in practice, appeals to ‘common humanity’ turn

out to be a weak motivation for real action. As he puts it, “the cerebral recognition that we are all members of a common humanity seems not to be enough to get us to ‘do’ cosmopolitanism” (2006: 182).

Global Citizenship as ‘Thick’ Cosmopolitanism

In the search for a more powerful source of motivation for cosmopolitan action, Dobson works with the assertion that “we are more likely to feel obliged to assist others in their plight if we are responsible for their situation,” that is “if there is some identifiable causal relationship between what we do, or what we have done, and how they are” (2006: 171).

Emphasis on linkages of “causal responsibility” Dobson argues, fosters “thicker connections” between people than attention to shared humanity, and also helps to shift beyond “the territory of beneficence and into the realm of justice” (Dobson 2006: 172). One example of causal responsibility is climate change and the clear evidence that the governments, corporations and citizens of countries in the global North are deeply implicated in the causes of changing climate patterns that have serious negative impacts on the lives of people in the global South. Another example is the system of global trade rules and practices which systematically discriminate in favour of the global North and against the global South – thus also deeply implicating citizens and consumers in the global North in the material poverty and suffering of people in other parts of the world. As human rights scholar Thomas Pogge puts it:

We are familiar, through charity appeals, with the assertion that it lies in our hands to save the lives of many or, by doing nothing, to let these people die. We are less familiar with the ... weightier responsibility: *that most of us not merely let people starve but also participate in starving them* (2002: 214, *emphasis added*).

One of the primary difficulties with the negative duty to not benefit from the harm done to others is that the causal linkages between actions in one part of the world and suffering elsewhere are complex, indirect and often hidden. It is here that universities could play a crucial role in four key areas: 1) raising awareness of causal linkages, 2) fostering understanding of the moral obligations that follow from those linkages, 3) helping students, professors, staff and administrators

to develop the skills to act on those obligations, and finally 4) modelling responsible ethical behaviour.

The Challenges of Taking ‘Thick’ Conceptions of Global Citizenship Seriously

One of the practical implications of ‘thick’ conceptions of global citizenship is that it constrains the range of actions that qualify as ‘global citizenship’. Moreover, given its emphasis on duties, global citizenship ceases to be a ‘feel-good’ lifestyle choice and becomes a moral obligation to act and not act in certain fairly specific ways. ‘Thick’ global citizenship calls for informed and sustained political action aimed at ending the suffering of others, especially when we are implicated in the causes of that suffering. This means that some activities – such as international study, volunteering and travel – might no longer qualify as global citizenship at all or at best might be better understood as ‘thin’ forms (e.g., Apale and Stam 2011; Moore 2011).

Constraining the definition of global citizenship to its ‘thick’ forms can also make the concept much less appealing to students and may also make university administrators and some parents very nervous. The practical skills involved in political struggles for social justice may conjure up images of balaclava-wearing, rock-throwing protesters in the minds of liability-focused administrators. Indeed, this was precisely the mental image offered up by one administrator at my university to ideas for a course inspired by principles of ‘thick’ cosmopolitanism.

Internationalization and Global Citizenship Education as if Global Justice Mattered

Defining global citizenship as ‘thick’ cosmopolitanism has significant implications for both internationalization strategies and global citizenship programs themselves. For universities, taking global citizenship seriously as part of internationalization strategies would require a recognition that universities themselves have moral obligations – and that internationalization strategies should provide moral as well as economic direction. For example, in the rush to recruit international students who pay higher fees, perhaps Canadian universities should also consider ethical questions about what they give in return – for example, to countries where few students can afford to pay those fees.

For global citizenship programs, 'thick' cosmopolitanism highlights not just the need to promote the skills and attitudes needed to function effectively in a global economy, but also a three-part challenge of 1) fostering awareness of the connections – direct and indirect, positive and negative - between our daily lives and those of people in distant parts of the world, 2) understanding the ethical obligations that follow from those connections (especially the negative ones), and 3) helping students to acquire the skills to act on those obligations in the interests of justice.

The idea of 'thick' cosmopolitanism also has important implications for the choice of locations for programs that aim to promote global citizenship. Such programs already place heavy emphasis on the fulfilment of positive obligations to 'do good' by sending students abroad to help provide services or advocate for marginalized people. However, 'global citizenship' programs at Canadian universities almost completely ignore (at least on their website descriptions) the negative obligations to not cause suffering in the first place or to benefit from it – which might suggest action closer to home. Indeed, fulfilment of negative obligations might not even require leaving the university campus. For example, in 2009 students at Dalhousie University undertook research and

pressured the university administration to release information on whether its pension and endowment funds held investments in oil companies operating in Sudan (see Canadian Press, 2009). These initiatives arguably helped the students to develop the capacities to fulfill their negative obligations more effectively than if they had actually travelled to Sudan to attempt to provide direct services to people in need.

Conclusion

While global citizenship is frequently presented as unquestionably good, there are many different versions of it on offer – ranging from 'thin' to 'thick' and 'soft' to 'critical.' I have argued that global citizenship should be part of the internationalization strategies of Canadian universities, and that global citizenship programs should prioritize 'thick' conceptions of global citizenship that recognize the complicity of the privileged in the suffering of the marginalized and the moral obligations that follow from that complicity. Some readers may disagree, which is fine. But they should also be honest in acknowledging views that internationalization should simply promote the economic interests of Canadian universities and governments, and they should stop using the term 'global citizenship' to refer to the personal and professional development of Canadian students.

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Supporting Student Academic Success at Canadian Universities



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Scholars in the education field continue to discuss what has been termed the “internationalization” of university campuses in the western world, but little consensus has been found on terms such as internationalization, internationalism, and globaliza-

tion. Teaching and community approaches that enable internationalization to become a reality are even less understood (e.g., Beck, 2009; Knight, 2000). Diversity and fiscal stability are two of the most commonly asserted rationales for attracting international students (Peterson, Briggs, Dreasher, Horner & Nelson, 1999; Stromquist, 2007). So when the question “why are we internationalizing the campuses” arises, an uncomfortable debate often ensues. Finding fault with internationalization can be perceived as contrary to supporting diversity or balanced university budgets.

Awareness of diversity on campus is important for individuals, universities, and countries for a variety of reasons (Peterson et al., 1999) but especially as student bodies increasingly include people from across the globe. Snow Andrade (2006) writes: “In a world that increasingly reflects the effects of globalization, the need for intercultural education and understanding is critical” (p. 133). And if playing “an important role in bringing about change and progress in societies” (Savage, 2009) weren’t enough of a rationale for internationalization of the university, then the nature of Canadian demographics (i.e. a decreasing number of university age Canadians) and economics (i.e., universities are very large corporate entities with bills to pay) would be strong factors (Snow Andrade, 2006).

Perhaps, what is lacking in the discussion is that we haven’t made a well-informed decision to encourage internationalization. For the purposes of this article, internationalization will refer to opportunities to create deeper understanding between peoples through student exchanges and interaction on campuses involving Canadian and international students. (Desai Trilokkekar, Jones and Shubert, 2009). Rather than frank conversations by university administrators and faculty as to the rationale and feasibility of seeking to internationalize the campus, university classrooms have changed significantly in terms

of student demographics without accompanying pedagogical change. Universities, for their part, have not assisted faculty to learn more about the kinds of teaching practices that support the learning of both international and Canadian students as they become “internationalized” (Jones, 2009).

That brief introduction to the challenges associated with the new university landscape leads to thoughts on the social dynamics of Canadian classrooms. Classrooms include instructors, Canadian students, and international students; for the purpose of this discussion, international students will be the focus although it should be pointed out that the recruitment of international instructors has increased at English-speaking universities. In 2001 nearly 40% of instructors in Canada had come from other countries. Many of these instructors are non-native English speakers (Richardson, McBey, and McKenna, 2009). The majority of international students speak English as non-natives (English Second or Additional Language Speakers/Learners – ESL or EAL) and they are the focus of this article. Later in the paper, we will look at some suggestions for instructors in the classroom.

Universities in Canada admit international students coming from non-Canadian high schools on the basis of standardized tests that measure levels of language proficiency. Whether tests can adequately test for the ability to function in another language may be debatable, but what is commonly thought is that the existing standard is lower than the level of fluency expected by instructors. As numbers of ESL students increase, instructors complain about substantial percentages of ESL students in their class who can not understand their lectures. Such instructors are often frustrated by the situation and concerned for the students. ESL students are also frustrated by their own lack of preparation. Beck (2009) offers one student’s comment on a test’s ability to indicate proficiency: an ESL student remarked that the test “did not give them [students] the fluency to function in an English language environment. In fact, it gave them *a false sense of the linguistic expectations* for study” at university (p. 327) (Emphasis added). In other words, in many cases ESL students are entering Canadian classrooms unable to fully understand the lectures,

unable to read quickly enough¹, and unable to write at a university level (Grabe, 2009).

Therefore, the language tests are, not giving universities clear indications of student language ability and students are often unprepared (see O'Loughlin & Arkoudis, 2009 for a discussion on the Australian experience). The Conference on College Composition and Communication (CCCC), an international organization of professors who teach writing in various disciplines, offers an important caution for this discussion: instructors should not stereotype international students. The CCCC (2009) notes that ESL international students arrive with: a diversity of backgrounds (from highly literate in their native language to neophyte writers); discursive strategies for writing reflect cultural approaches and some students come prepared for the way North Americans write and others don't; and finally some students will struggle all their lives to acquire fluency in their non-native language(s). In other words, some ESL students will undertake their studies with few problems; others will not adapt quickly to Canadian university expectations.

The situation does not appear to have changed since Beck (2009) completed her study. Many students are arriving on campus unprepared because of language deficiencies. As Professor Susan Holmes, Director of the "Refining Your Learning Skills" program for ESL learners in the College of Continuing Education noted: "We need to screen for language competency more effectively when admitting students. I don't think that it is fair to accept EAL [English as an additional language] students and then have them struggle, be ostracized, and fail or drop out because their language skills are inadequate. It isn't fair to native speakers for them to be in groups where members cannot read, write or communicate at an acceptable level to achieve a good mark" (personal communication). The frustration of instructors, Canadian students, and international students is evident. It is hardly surprising, then, that retention rates among international students are: lower than Canadian students; that academic integrity cases involve a significant number of

1 Grabe (2009) found that ESL readers read 50-70% more slowly in the second language compared to their reading levels in their native language. In writing they are also significantly slower. Grabe recommends 25-50% more time in class or in examinations for ESL students doing the same work as native speakers.

international students; and that international students frequently do not attain the marks that they feel they deserve. Language can become a barrier to academic success for some students². So what can universities and instructors do to improve the situation?

Institutional initiatives that target the challenge of preparing ESL students for university course work have been developed at a small number of Canadian universities including language testing once students arrive on campus followed by remediation classes (e.g., Carleton – although the university has abandoned the testing), language centres (as an augment to writing centres as in the case of Ryerson), and pre-university admission programs developed to prepare students (e.g., Dalhousie's College of Continuing Education). Little empirical data is available to test the efficacy of these supports; anecdotal evidence does, however, reflect the wisdom of allocating academic support resources to better prepare ESL students for the rigours of university. On-going language support³, delivered at places such as Ryerson's centre, acknowledges that students at all levels of language acquisition benefit from assistance.

While universities, governments, and scholars debate the value of internationalization, standards, and preparedness, work on campuses continues every day. At this point, it is unclear what is happening in classes and labs in order for low-acquisition ESL students to succeed. Instructors can, of course, ignore the situation, pretend that all students are standing on equal footings, and teach without acknowledging differences in language levels. They can make exceptions for poor written and spoken expression and

2 Language is indeed an integral part of human interaction. We must see students as capable through language and not capable apart from language, in that students can be fluent in English (e.g. Canadian students) and still not achieve the marks that they want leading sometimes to attrition. There is much debate in the public schools as well as universities on the subject of double standards – marking native speakers for content and language and non-native speakers for content alone.

3 Whether students benefit more from central language units or from discipline-specific/course-related language support continues to be debated in the literature (e.g., Arkoudis & Tran, 2010; CCCC, 2009; Snow Andrade, 2006). Writing Studies research suggests that providing support to in-course instructors would be the most efficacious approach (e.g., Artemeva, 2006; Blakeslee, 2007; Carter, 2007). Currently, no benchmarks for language services and little help for in-course support exist (Victorian Ombudsman, 2011).

assume that low functioning ESL students are building knowledge as efficiently as Canadian students and they can discount differences in culture and perspective and maintain a hegemonic approach to their disciplines. On a more positive, proactive note, instructors can improve the situation *for all their students*.

Heining-Boynnton (2013) in a discussion on keys to success for ESL students, notes that “good teaching is good teaching” (p. 1). Canadian students will benefit from many of the suggestions geared to helping ESL students. Accordingly, the following suggestions arise from practice and empirical studies in teaching ESL students in mainstream classes. They deal with language difference and do not address cultural issues. Not all suggestions are workable in all classes. For example, it is difficult in large classes to encourage practices such as expecting multiple drafts of all assignments and arranging individual meetings between instructors and students. Other suggestions, though, are appropriate for all class sizes and all students.

Suggestions

In class

1. Face the students when speaking or lecturing. It seems like an obvious point: people gain information from both verbal and non-verbal cues. Turning away from students robs them of the non-verbal cues that may be even more critical for ESL students.
2. Speak in a natural rhythm and slow down when discussing important concepts or terms.
3. Use techniques that allow for assessing comprehension of content such as a Clicker System or setting aside five minutes at the end of class for students to respond in writing to a question about what they learned that day. The responses don't need to be marked – although they could be part of a class mark. A quick read-through will give a very strong indication of what students are seeing as important or what they have misunderstood. (The practice is also a good way to keep students writing.)
4. Repeat student questions and answers so that other students are able to hear them before you answer or comment.
5. Keep noise down in classrooms. Class decorum plays a part in the understanding of information. Noisy classrooms (e.g., students talking out of turn,

electronic interruptions, groups playing games) make it especially difficult for ESL students to concentrate when they may already be struggling to hear and understand instructors and other students.

6. Provide models for writing assignments (Jones & Freeman, 2003). For example, if you want students to submit a literature review, provide an example of one and discuss the attributes of a well-argued review.
7. Have students complete a number of written assignments in class. The practice will offer instructors a way to assess and monitor authentic student achievement and cut down on forms of academic cheating.
8. Scaffold writing assignments: have students develop research outlines and drafts that teach them about the writing process and allow for peer and instructor review.
9. Have course and assignment rubrics and explain them to students. If writing, for example, is important to the discipline and profession (how could it not be!), reflect that importance in the rubric. Give it academic value.
10. Discuss what terms mean in the rubric. Does “writing” mean that the content is expressed in ways that allow readers in the discipline access to the information or the argument, or does writing mean that surface issues such as punctuation, grammar, and mechanics are paramount? Or both?
11. Discuss the concept of academic integrity throughout the term in a way that emphasizes practices that maintain respect for individual intellectual property and an awareness of the university's focus on knowledge-building activities, rather than taking a solely punitive perspective.

Outside the Classroom

1. Use the electronic classroom support systems (e.g., Blackboard) and post notes from class. All students benefit from (1) having time to read material before class and (2) having time after class to review key points.
2. Indicate new terminology: ESL students, in particular but not exclusively, benefit from having the opportunity to recognize and understand new terminology before instructors use it. Often instructors can merely point out chapter glossaries, indexes, and marginalia or provide a list of terms.

3. Encourage team projects and study groups, if appropriate, so that language skills can be practiced. Preface group assignments with discussions on “what to expect while working in groups” and “what to do when things go wrong”. Jennifer MacDonald, Acting Head Teacher, ESL Programs at Dalhousie’s College of Continuing Education, remarked that “there is a place for the instructor to show some insight into group dynamics and leadership” when giving group assignments (personal communication). Students require on-going tutelage on group interactions and suggested best practices to diminish social loafing (where team members fail to engage in the team or complete their parts of projects – Anderson, McEwan, Bal & Carletta, 2007; Javenpass & Leidner, 1999), encourage students to take chances, and enhance opportunities to learn about responsibility, leadership, and participatory skills.
 4. Evaluation should be reflective of designated and articulated outcomes:
 - a. Create new tests and examinations every term.
 - b. Offer review classes so that students can ask questions.
 - c. Mark written and oral assignments according to the rubric. Marginalia should reflect the rubric and not merely grammar errors. Ask questions. If the work is very weak in content and expression, take a page or two and note problems. Don’t “correct” the whole document. Suggest that the student go to the Writing Centre and/or find a good “teaching” tutor (one who will teach students and not merely do the work for them).
 - d. Encourage development of writing skills by working in partnership with the academic support units highlighting the benefits of doing so for students (Arkoudis & Tran, 2010).
 5. Suggest online resources that may help students understand the work more fully.
- Given that Canadian universities have committed to international recruitment strategies, these same universities owe all students excellent learning experiences in classrooms and appropriate academic supports. Faculty members must accept the new 21st century landscape and find ways to contribute more fully to student success. Instructors, Canadian students, and international students will need to find ways to achieve their individual and collective goals together for the benefit of all.

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CONGRATULATIONS TO THE 2013 CHANGE ONE THING CHALLENGE WINNERS!



Mindy McCarville,
Biology Co-op Academic advisor



Richard Devlin,
Schulich School of Law

Introduction of a Term-long Inquiry-based Project in the 2nd Year Cell Biology Lab **Mindy McCarville**

As the laboratory instructor for our large second year Cell Biology class (BIOL 2020), I deliver ten lab sections of 24 students in both the Fall and Winter terms. I have always endeavoured to keep the labs relevant, interesting and well organised, however, I had several concerns with the current model. I started to worry that our students were simply going through the motions with no meaningful interaction with the material, and therefore developed no long term retention or deep understanding of the matter. Therefore, a lab overhaul was in order! My goal was to introduce an overarching theme to the labs, as well as an investigative approach, so that students would become more engaged in their lab work, develop a greater understanding of why they are doing what they are doing, and to gain a more realistic idea of what it means to be a scientist. I also wanted to bring in the opportunity for students to do some original research as part of their lab work.

I worked with Ms. Allison King, a Biology PhD student over the summer of 2012 to work out the technical details and brain-storm pedagogical implications of how such a curriculum renovation could be feasible in a class of this size. There were several major aspects involved in the lab overhaul. First, 40% of the existing lab content was removed. This difficult process meant critical reflection as to what we really wanted the students to take from the lab experience. Once an overarching theme was clarified, substance and depth was added to the remaining content, and it was linked together in a more cohesive, meaningful way. The labs were revised so that the students worked on a project that was continuous throughout the term. Rather than doing independent, unrelated lab exercises, the lab activities were designed such that each experiment lead directly into the next, with each lab using slightly different, but related, techniques, and a single model organism. This approach mimics the workflow that is found in a real laboratory environment, where it is expected that researchers will approach problems from multiple directions. Finally, I have chosen an inquiry-based approach where (within constraints) students picked their own experimental question. The techniques, model organism, and potential project choices and limitations were outlined and demonstrated in the first lab. At that time, students submitted a Study Proposal that included their experimental question, their hypothesis, and most importantly, how they were going to use the lab techniques to test their question. Some of the experiments that were designed meant that students were testing for proteins in our model organism that had never been documented previously! Students worked on their project throughout the term and wrote a single capstone report.

I implemented this new lab approach in the Fall of 2012, and was delighted with the impact on student learning, and the positive feedback from the students. My team of teaching assistants found that the formal lab reports were more cohesive and showed increased understanding than in previous years. The idea of an inquiry-based lab experience is not novel, but I feel that it is unique to undertake this type of project with a group of 240 inexperienced second year undergraduates. Now that I have gone through the entire sequence of the labs twice (Fall and Winter), I see where students require a bit more of a framework, and where some aspects require remodeling. However, this type of investigative project is indeed possible with a large group of undergraduates. It may be slightly more demanding in terms of preparation, but certainly worth the effort!

I would like acknowledge the contributions of Allison King in the development of the lab exercises. Her expertise in *Artemia* biology and interest in undergraduate education helped to bring this project to fruition. The technical expertise of Laura Grogono, Connie de Sousa, and Leona Chu is also deeply appreciated.

Art, Reflection and Ethics

Richard Devlin

“The Legal Profession and Professional Responsibility” is a mandatory third year course at the Schulich School of Law. It is the only mandatory course in third year and, as a result, encounters some resistance from students.

I have been teaching one section of this course (approximately fifty-five students) for more than a decade. The objectives of this course are radically different from every other course in the law school which tend to focus on either substantive law or lawyering skills. The central message of this course to the students is that the practice of law, if they choose that career, will require them to develop an ethical identity. This is heavy stuff!

As a result, in the last few years, I have developed a very brief exercise for the first class that is designed to encourage students to immediately think about what it means to have an ethical identity. The exercise requires students to draw two images: “My Picture of a Lawyer” and “The Lawyer as Perceived by the General Public.” The exercise has 2 purposes.

- The students have a little bit of fun – there is a good deal of laughter as they are drawing the pictures.
- On the serious side it provides an immediate introduction to the idea of an ethical identity and the disturbing disjunction between how we lawyers and law students tend to see ourselves and how the public tends to see us.

After this exercise I then proceed to introduce the course objectives and then relate a number of these objectives to the pictures that the students have drawn.

When Creating Social Change is Your Class Assignment



Preamble:

Robert Huish,
International Development Studies, Dalhousie University

In International Development Studies I offer the course *Development & Activism: Methods of Organization, Manifestation and Dissent*, with an experiential practicum for students to organize activism including public protest. The course garnered media attention over the issue of exposing students to methods of dissent. Reaction to the course ranged from supportive praise to ferocious critique. I argue that university pedagogy should include courses on the methods of activism as a skill of effective communication for citizens to engage those in positions of authority as well as others at the community level. In this sense, pedagogical activism is about enhancing the democratic actions of the governed to engage governors. Rather than being feared as a radical pedagogy, teaching activism can be considered valuable public engagement. *Development & Activism* shows that if activism is understood as a process of engaging with structures of power, then the pedagogical experience is about exploring dynamic social geographies that influence, and that are influenced by, processes of organization, manifestation and dissent. Such study is necessary in an era when protest is sensationalized, stigmatized, sometimes celebrated, but rarely appreciated for its complexity. Offering courses on the tactics of activism may be an important step to ensure that the campus remains an open space of progressive engagement.

By employing experiential learning pedagogy, which is understood as making meaning out of direct experience, *Development & Activism* allows students the chance to engage in numerous activities of legal protest, from publicly demonstrating to directly

lobbying politicians. The class involves the combined participation of all 70 students to meet two goals: 1) to engage persons in positions of power; and 2) raise awareness of pressing social justice issues. In the three years that this course has run, students have managed to raise widespread awareness about their topic, capture national and international media attention, and garner responses from authority figures including the Prime Minister's Office.

Why you Developed your Activity?

The idea for this course came from student demand. After multiple consultations with students our department heard a consistent critique: while many courses in the program advocate for critical thought on processes of development, the only practicum class involved a skill set that adheres to a system for which we critically expose as deficient. Students referred to our Practices of Development class that has a heavy emphasis on negotiating the NGO sector in order to secure funding from agencies such as the Canadian Institute for Development Assistance.

The idea was to find alternative paths of development such as community organization, building political autonomy, and engaging in acts of solidarity. I understood this request to connect students with broader issues of solidarity, organization and direct engagement with authorities. It is not so much about creating a class that takes 'opposition to tradition' but rather, it is one that explores the 'tradition of opposition'. I believed it is important to offer students direct experience of legal dissent in order to overcome numerous stereotypes of student protests. The class connects their direct experience to a history of progressive activism where students before them (for example students who fought against segregation in the 1960s Southern U.S.) created enormous change, not through natural ability, but by being uninvited activists who organized and worked together to challenge injustice.

What are the Goals of an Experiential Practicum in Dissent?

The key learning outcomes are threefold:

- i. To expose students to the idea that everyday citizens have enormous power and potential to

engage authority through protest using entirely legal means.

- ii. To demonstrate to students that the most effective protest movements are those that effectively commandeer moral support of members of society who would otherwise not be concerned.
- iii. It is possible to challenge structures of enormous power if a movement is organized in communicating its message and by inviting broader participation.

What is the Impact on Student Learning?

At the heart of *Development & Activism* is a message that while passion is important, in order to make impacts, one requires organizational skills. It is within all of us to engage structures for which we disagree. This is the root of any healthy democratic society. And this is exactly what *Development & Activism* affords. I spoke with some of the graduates in the summer of 2012 to ask them how, if in any way, the course has impacted their current pursuits. One student, who is now pursuing a Masters in International Development, wrote,

Studying activism in an academic setting provided an excellent change from the average university course. Reflecting on the history of past social movements, and developing skills in planning and organizing encouraged critical thinking. It also creates a realization that our generation must make

the changes that we wish to see in our society, as they will not be handed to us.

You may remember the UN Climate Negotiations in 2011? Canada's Minister of the Environment, Peter Kent took to the microphone to explain how Canada was turning its back on the Kyoto Protocol. When he said this a group of Canadian students stood and turned their backs on the Minister. A graduate of *Development & Activism* was one of the protestors. Here's what he had to say:

Development & Activism opened my eyes to a heritage of social movements and political struggles that is seldom taught. Last winter, I attended the 17th annual UN climate negotiations. Concepts I learned about in *Development & Activism*, like counter-hegemony, were heavy on my mind as I joined with others to protest Canada's harmful climate policies.

When I first applied for this course to have a permanent number (INTD3003) some members of the Academic Development Committee scorned the idea. Two years later, the course has received positive national attention, and was recognized by the *Globe and Mail* in *Our Time to Lead Series* as a course constructed by one of Canada's Top Academic Innovators. This is testimony to the importance of having classes that allow students the opportunity for civic engagement to directly shape the world in which we live.

Dalhousie Writing Centre

A free service to students who want to improve their writing skills

We offer support in all subjects—from academic assignments to dissertations—for both undergraduate and graduate students. We meet with you individually to discuss your work and we also offer events and seminars. We are not a proofreading or editing service—our goal is to teach you to write independently.

Of special interest are the following areas of writing:

- Research papers and course assignments
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- Grammar, punctuation, and mechanics of writing
- In-class presentations
- Business writing
- Interdisciplinary writing
- Applications/letters of intent for admission and scholarship
- English as Another Language (ESL/EAL) support (English Language Learning)
- Technical writing: Science and Engineering
- Collaborative/joint writing practices

Learning from the Field: Harvesting Learning in International Development Projects through Agriculture Innovation and Enterprise



*Dr. Kathleen Kevany,
Director of Extended Learning
and Assistant Professor in
Business and Social Sciences*

Through engagement in international development projects the Faculty of Agriculture and Dalhousie University participate in generating many great benefits. Of primary importance is the benefit to those with whom we are partnering, our colleagues in the global south. The Faculty of Agriculture partners with Education for Employment (EFE) projects to increase agricultural productivity to increase innovation and to reduce poverty in collaboration with our partner communities. One such example is in building capacity and enhancing competencies to strengthen productive community output and individual well-being in partner communities in Tanzania. Through applied learning and engaging with subject matter experts we offer knowledge transfer, mobilization and application where they are most needed. The Canadian International Development Agency is a large funder for several of our EFE projects, and their vision includes bolstering regional collaborations and economic and social development.

Through these collaborations students also could benefit from opportunities for student exchange, social networking initiatives, and internships. Additionally students are exposed to course content that reflects

current issues from the field and exposes them to opportunities and challenges, solutions, tools and tactics applied in other jurisdictions. Students can contribute to discussions with their counterparts in developing economies and emerging democracies.

At the Faculty of Agriculture, staff and faculty are encouraged to participate in international development projects relevant to their areas of expertise and interests. Members of the faculty along with staff from the International House form Project Management Teams offer direction and substance to the projected plans and desired outcomes. Faculty actively contribute insights to the design, the implementation and evaluation stages. Faculty who

travel to the developing countries are able to test out new ideas and engage with partners in different parts of the world. The Faculty of Agriculture chooses to be part of selective and important interventions that change lives. Those involved in the international development projects feel “the good energy.” We operate from the principles of shared servant leadership, mutual learning and respect. Dalhousie University extends learning and its reach through these international projects. These are prime examples of political, economic, cultural, educational theories and practices at work in the field and in the classroom. Students and faculty are invited to share their experiences and ideas on the role of the university in international development and to critique the implications.



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Teaching and Learning about Europe: The European Union Centre of Excellence at Dalhousie



Ruben Zaiotti, Director
European Union
Centre of Excellence
Dalhousie University

The European Union Centre of Excellence (EUCE) was established at Dalhousie University in 2006. It is one of three Centres in Canada and part of a network of Centres around the globe. The Centre recently obtained funding for its third three year cycle, from 2013-2016. The Centre aims to utilize cutting-edge research

undertaken by faculty members across campus to enhance the awareness and understanding of government stakeholders, the general public, and members of the university community (students and faculty) on a range of topics pertaining to relations between the European Union (EU) and Canada, comparative EU-Canada public policies, and EU policies more generally. EUCE associates come from departments within the Faculties of Arts and Social Science, Health Professions, Law, and Science, and two specialized research entities – the Centre for Foreign Policy Studies and the Marine and Environmental Law Institute.

The Centre's current programme examines a set of pressing policy themes affecting Europe and Canada today, with a particular emphasis on the implications for the Maritime Provinces. These themes include environmental and energy security; international trade; health care delivery; and the connection between migration and security. The commonality of interests and policy issues which affect both Canada and the EU provide important opportunities to deepen understanding of comparative EU/Canadian approaches and strategies, to share and apply resulting successes and lessons learned, and to raise awareness within Canada of such commonalities and achievements. By comparing Europe and Canada, the goal is to highlight relevant lessons that the two partners across the Atlantic can learn from each other.



The Centre's academic and outreach activities consist of workshops and roundtables, public lectures and videoconferences, a web-based media strategy to facilitate public access, academic conferences, and publications. The Centre regularly brings visiting scholars and guest speakers from Europe to Dalhousie. It also supports the outbound exchange of Dalhousie students and faculty to EU member organizations and universities, to provide opportunities to gain invaluable first-hand experience and knowledge.



Teaching is a central component of EUCE's mandate. The Centre supports the delivery of courses on Europe and the European Union and the inclusion of new EU-targeted modules into existing course offerings. These courses address relevant contemporary issues affecting Europe and Canada and their relations with the rest of the world. The subjects covered are multidisciplinary, including history, politics, society, environment, and health, to name a few areas. The course *Politics of Climate Change*, for instance, includes a unit on existing EU environmental policies and their comparison with Canada's. Every fall, the Centre also supports an intensive class on European Union law at the law faculty.

Another relevant aspect of EUCE work is to raise awareness of the EU in the larger community. The Centre cooperates with high schools in Halifax to promote learning of the EU among students and teachers. It also liaises with local governments, European Cultural Associations, and Honorary Consuls to strengthen and expand existing links between Europe and Canada. As part of these outreach efforts, the Centre regularly hosts a series of activities to celebrate Europe Day (May 9th) in which various members of the community are invited. For 2013, the theme that guides these activities will be citizenship.

The Internationalization of Universities – More than just Words on Paper



Dr. Jean-Jacques Defert,
Department of French

As public figures, academic administrators express on a regular basis their opinion in the media and comment on social transformations and the needs that society faces. In an editorial published in the online edition of the newspaper *The Toronto*

Star on September 8th, 2012¹, the President of the University of Guelph delivers one of those reflections, in which he addresses the question of the increasing internationalisation of Canadian Universities and he emphasizes particularly the benefits of an international experience to Canadian students, who would be better prepared to work and live in a globalised world. Internationalisation, according to him “is a two-way street”, and “Canada needs more foreign students and more Canadians should go away to study”. The enrichment, he goes on, is economic (according to a report issued by the Federal government in 2012 cited in the article, “international students generate 81,000 jobs, nearly \$8 billion in spending and more than \$445 million in government revenue annually”), cultural as “international students enrich the educational experience of Canadian students by bringing global perspectives, cultures and languages to our campuses”, and educational as Canadian students going abroad would gain a better understanding of the world and a better understanding of themselves. In market value, these experiences abroad create “globally literate, adaptable young adults who are ready to take their place in the world. And that’s what Canada needs.”

Even though it would be difficult to refute the fact that “travel broadens the mind”, one could argue that the path that lies ahead of us deserves some thought in order to understand the adjustments necessary to the welcoming of greater numbers of international students as well as any possible shortfalls or ways in which these study-abroad programs can be improved or optimized.

1 Summerlee, Alaister, « Canada needs more foreign students and more Canadian students should go away to study », online newspaper, Toronto Star, <http://www.thestar.com/opinion/editorialopinion/article/1253481--canada-needs-more-foreign-students-and-more-canadians-should-go-away-to-study>, September 8th, 2012, last consulted on March 29, 2013.

In regards to study-abroad programs, there are two main forms of limitations, the first one of which is of a statistical nature. The current percentage of students participating in those programs over the course of their university studies amounts to 12% in Canada and even if you propose, as Guelph President Summerlee suggests, to increase it to 20%, the reality is that only a minority of these students will get that necessary experience. Moreover, most study-abroad programs are of particular interest to students enrolled in international development studies, foreign languages or business programs, leaving behind students from other programs where international experience – “send them abroad and they will be internationally educated” – might not be valued as much. However, the internationalization of Canadian campuses (i.e. the presence on Canadian campuses of international students) would make it necessary for greater numbers of students to be more aware of the cultural biases of their own worldviews and more receptive to other worldviews and cultural practices.

The second limitation is related to current practices. Josef Mestenhauser, emeritus professor in international education at the University of Minnesota, denounced in an article entitled “Building Bridges” published in 2003 the lack of clear learning objectives and appropriate methods to evaluate international studies programs. His main criticism was that such programs offered decontextualised learning models, too focused on theoretical teachings « see[ing] other cultures through the lens of our knowledge and experience [...] of what amounts to an academic ethnocentrism »², where not enough emphasis is put on experiential learning which would foster sensitization to other worldviews. If we take the example of the United States referred to as “our economic competitors” in the article by Summerlee – the increase in the number of participants to these study-abroad programs (the United States reached the threshold of 20% of the total student body participating in study-abroad programs) has not naturally equated to more cultural awareness. There are indeed studies that have been published recently which challenge some of the preconceptions related to study-abroad programs. A major study published in 2009 in *Frontiers: The Interdisciplinary*

2 Mestenhauser, Josef A., « Building bridges », *International Educator*, summer 2003, p.10.

*Journal of Studies Abroad*³ brings into questions our assumptions about increased intercultural competence resulting from study-abroad programs. If the results of this study demonstrate that study-abroad programs contribute significantly to the increase in language competences and intercultural competence compared to language programs in American universities, these results differ substantially in relation to the format of the programs and the targeted population. In regards to the acquisition of intercultural competence, two major conclusions need to be remembered: first, even though the contact with other cultures is a necessary condition, it is not a guarantee of success in and of itself⁴; secondly, there are important disparities in the results obtained for male or female students, gains

3 Vande Berg, Michael, R. Michael Paige et Jeffrey Connor-Linton: « The Georgetown Consortium Project: Interventions for Student Learning Abroad », *Frontiers: The Interdisciplinary Journal of Studies Abroad*, volume 18, Fall 2009, http://www.frontiersjournal.com/documents/FrontiersXVIII-Fall09-VandeBerg-ConnorLinton-Paige_000.pdf.

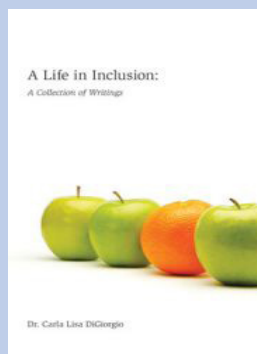
4 « In short, many of these students, when left to their own devices, failed to learn well even when “immersed” in another culture. Being exposed to cultures different from their home cultures turned out to be a necessary, though not sufficient, condition for their intercultural learning. » Vande Berg, Michael, Jeffrey Connor-Linton, and R. Michael Paige, « The Georgetown Consortium Project: Interventions for Students Learning Abroad », *Op.Cit.*, p.25.

for the male audience being significantly lower than for their counterparts (on the basis of an already high percentage of female students – 34,8% - who didn't show any progress and sometimes a decline of this competence). Programs which include either a form of mentoring or courses of sensitization to cultural difference have shown the most positive results⁵.

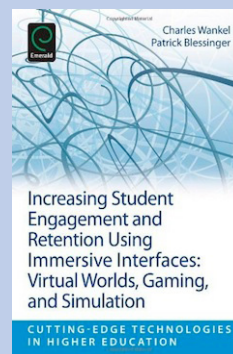
In the context of the increasing diversification of student populations on Canadian campuses, a number of initiatives have been taken at Dalhousie university to facilitate the integration of international students in the social environment of Halifax as well as to make students at Dalhousie more aware of cultural difference. The International Friendship Program, the International Welcome Buddy Program, the Co-curricular Record, community service learning, the Intercultural Communication Certificate are all initiatives that play a crucial part in preparing students to integrate a culturally diversified social environment and workforce and as such should get the support they deserve from our administrators.

5 “Moreover, there is a clear implication that faculty and study abroad advisors can positively influence oral language proficiency and intercultural development by specific interventions, such as including intercultural teaching or training in pre-departure orientation.” Michael Vande Berg, Jeffrey Connor-Linton, and R. Michael Paige, « The Georgetown Consortium Project: Interventions for Students Learning Abroad », *Op.Cit.*, p.27.

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Dalhousie University's Economics China Program

Shandong University of Finance and Economics (SDUFE)

The Department has a 2+2 program with. For the 2+2 program, this program had its first dedicated recruitment in the summer of 2008. For the students who come to Dalhousie under this program, it is a double degree program, i.e., graduates of the program receive a degree from both institutions. For those students who remain at SDUFE for all four years of study, they receive only a SDUFE degree but they do get a certificate of participation from Dalhousie and take up to eight courses taught in English and delivered by instructors recruited by Dalhousie to teach in China.

It is further noteworthy that the program, already approved at the provincial ministry of education level, received approval from the national government of China in the summer of 2011 and was the only program in economics approved by the national government in that year.

Significantly, the students in the program who have come to Dalhousie to date have done exceptionally well. Of the seven who came in 2009, four qualified for and took the honours program and six of the seven went on to graduate schools in Canada. Of the 34 who came in 2010, 27 graduated in May 2012 and the other seven will graduate in October 2012. Of the 27 graduating in May, 17 took honours and 23 have gone on to graduate schools in Canada, including some who stayed at Dalhousie. One of the Program students was the recipient of the 2012 University Medal in Economics as the highest honours pass graduate of that year.

The Agreement with SDUFE provides for one faculty study leave fellowship per year to allow for a faculty member from the School of Economics at SDUFE to spend up to 10 months at Dalhousie. This fellowship was awarded in 2010-11, 2011-12, and 2012-13. Also, a student scholarship program, using funds provided for under the Agreement, started in 2011-12, based on their performance in third year, i.e., their first year at Dalhousie.

Students in this program are permitted to start academic courses at Dalhousie with an IELTS of 6.0 because they also are required to take an ESL Workshop in their first two semesters of academic study at Dalhousie. An arrangement has also been made with the College of Continuing Education at Dalhousie to have students who have an IELTS score of 5.0 or 5.5 to come to Halifax in July prior to the start of the academic year and take a full-time eight week program of English study which if successful, gives the student the equivalent of IELTS 6.0 and permits the student to join the 6.0 students and start his/her academic program in September while taking the ESL Workshop.

UIBE Exchange Program

The Department has an exchange program with the University of International Business and Economics in Beijing. To date this program is doing well; two additional units at Dalhousie (Business and FASS (Political Science)) joined the exchange agreement a year after its inception and have both sent students to UIBE and hosted UIBE students coming to Dal. UIBE now sends 6 students a year to Dalhousie for one semester, which typically is the fall semester. Dalhousie sends 4-5 students a year to UIBE, so that the numbers are almost equal. In Economics, more masters students have participated in the program from Dalhousie than undergraduates.

In addition to the exchange program, a visiting student agreement was signed with UIBE in 2012 to allow undergraduate or graduate students from the School of Banking and Finance at UIBE to spend one or two semesters at Dalhousie as visiting students paying Dalhousie fees. There is also an agreement with the School of International Trade and Economics at UIBE to allow for joint supervision of PhD students; two students from the SITE have been to Dalhousie under this agreement. Also, in 2012-13, a PhD student from Banking and Finance at UIBE, who has received a China Scholarship Council award, will spend 12 months at Dalhousie.

Renmin University of China 2+2 Program

This program had its first recruitment in the summer of 2008, when it signed up 10 students for the Dal Economics Program, of which seven ultimately came to Dal. The second recruitment was in Summer 2009, and 7 students were recruited for the Dal Program and seven came to Dal in 2011. In 2011, 15 students were recruited and members of this cohort will start at Dalhousie in September 2013. In 2012, six students were recruited to start at Renmin.

The Renmin students have not done as well as the SDUFE students but all of them, except one, are in good standing and 3 of the first seven who came to Dalhousie have now finished and will graduate in October 2011. There is one student from Renmin who came to Dal in 2011 who has only just started his academic program, as he spent a full year bringing his English up to the required level to start academic courses.

Dalhousie International Summer School on the Science and Economics of Climate Change

Economics, in partnership with Physics and Atmospheric Science, offered this special summer program in 2011 and again in 2012. The first year it operated primarily as a local offering but in 2012, it attracted nine students from China who came to Dalhousie just for this course, while also continuing to attract a significant number of Dalhousie students. The 2012 program was a financial.

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Dalhousie University International Centre

Our office strives to promote positive experiences by responding to the diverse interests and needs of international students, staff, faculty, and the wider community. We provide services and programs to approximately 1700 international students at Dalhousie.

Our services include:

- Welcoming and assisting international students upon arrival and throughout their studies.
- Advising students in the areas of immigration, medical insurance, work permits, financial matters, travel, language enhancement and personal issues.
- Offering a variety of social, cultural and information programs throughout the academic year.
- Advising students on international study/work/volunteer opportunities.
- Promoting cross-cultural understanding within Dalhousie University and the Halifax Community.

International Centre Locations:

Studley Campus (Main Office)

1321 Edward Street, 2nd Floor

Halifax, NS B3H 4R2

Tel: (902) 494-1566

Fax: (902) 494-1751

Email: international.centre@dal.ca

Office Hours:

Monday to Friday, 8:30 a.m. to 4:30 p.m.

Sexton Campus

(Engineering, Architecture, and Planning)

1160 Barrington Street, Building B

Halifax, NS B3H 4R2

Office Hours:

Tuesday: 01:00 - 04:00 p.m.

Wednesday: 08:30 a.m. - 11:30 a.m.

01:00 p.m. - 07:00 p.m.

Truro Campus

Agricultural Campus International Centre

179 College Rd.

Truro, NS B2N 5E3

Tel: (902) 893-6514 | Fax: (902) 893-4939

Office hours: Tuesday and Wednesday mornings 9 a.m. - noon.



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