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Alianza para la Educación Superior y el Sector Privado en América del Norte
Alliance pour l'enseignement supérieur et l'entreprise en Amérique du Nord

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**NORTH AMERICAN LINKAGE ACTIVITY
IN CANADIAN AND U.S. INSTITUTIONS
OF HIGHER EDUCATION**

**A report prepared for the North
American Institute, Santa Fe, with the
financial assistance of the Bureau of Educational
and Cultural Affairs, U.S. Department of State,
and the Research and Programs Fund of the
Alliance for Higher Education and Enterprise
in North America**

by

Edward B. Harvey & Richard Liu *

**Alliance for Higher Education and
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**August 2002
(Revised September 2002)**

***The authors wish to acknowledge the
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EXECUTIVE SUMMARY

Since the implementation of the North American Free Trade Agreement (NAFTA), the process of North Americanization has continued to accelerate. Trade liberalization, combined with the rapid growth of a knowledge based economy, has generated pressures in North America - - and elsewhere - - for an increasingly skilled and geographically mobile labour force. The realities of business competition nowadays fuels a growing demand for workers equipped with a global outlook and global capabilities.

Institutions of higher education play a central role in meeting the needs of this new operating environment. In the case of North American higher education integration, a series of major conferences (Wingspread, 1992; Vancouver, 1993; Guadalajara, 1996), have made large contributions to defining the issues facing North American higher education and developing an agenda for action. A vital part of this agenda is the fostering of linkages among North American institutions of higher education.

This report presents the results of two recent surveys, conducted by the Alliance for Higher Education and Enterprise in North America, of a cross-section of Canadian and U.S. institutions of higher education. The purpose of the surveys was to gather data on the North American linkage activities of the institutions. The key findings include the following:

- A majority of Canadian higher education institutions surveyed have active relationships with other higher education institutions in the United States and Mexico (69.8%). A majority of U.S. higher education institutions surveyed also have such relationships with higher education institutions in Canada and Mexico although the percentage is somewhat higher (76.2%)
- Of those Canadian higher education institutions reporting that they do not have linkage relationships with other higher education institutions in the United States and Mexico, 30.4% report that they plan to establish such linkages in the next year. In the case of U.S. higher education institutions that do not have linkage relationships with higher education institutions in Canada and Mexico, a substantially higher percentage (66.3%) report that they plan to do so in the next year.
- Both the Canadian and U.S. higher education institutions surveyed report that North American linkage activities have been beneficial for their institutions (90.6% for Canadian institutions, 88.8% for U.S. institutions). Similarly, among the Canadian institutions surveyed, North American linkages are identified as “very important” by 61.8% and “somewhat important” by 28.9%. For the U.S. institutions surveyed, the corresponding percentages are 68.2% and 27.8%.
- The Canadian and U.S. higher education institutions surveyed are involved in a number of different types of linkage activities:
 - Private sector alliances are “very important” for 77.6% of Canadian institutions and 84.9% of U.S. institutions.
 - Faculty development is “very important” for 80.3% of Canadian institutions and 83.4% of U.S. institutions.
 - Student exchange is “very important” for 71.1% of Canadian institutions and 76.8% of U.S. institutions.

- International curriculum is “very important” for 67.1% of Canadian institutions and 73.4% of U.S. institutions.
- Internships are “very important” for 68.4% of Canadian institutions and 62.2% of U.S. institutions.
- Distance education is “very important” for 67.1% of Canadian institutions and 62.5% of U.S. institutions.
- Co-op work/study programs are “very important” for 68.4% of Canadian institutions and 59.4% of U.S. institutions.
- Community development is “very important” for 68.4% of Canadian institutions and 58.8% of U.S. institutions.
- Collaborative research is “very important” for 51.3% of Canadian institutions and 54.2% of U.S. institutions.
- Standards and Accreditation is “very important” for 53.9% of Canadian institutions and 57.2% of U.S. institutions.
- Joint research programs are “very important” for 36.8% of Canadian institutions and 40.2% of U.S. institutions.
- Library exchange is “very important” for 30.3% of Canadian institutions and 24.2% of U.S. institutions.
- The Canadian and U.S. higher education institutions surveyed were also asked about their level of involvement in a number of North American linkage areas. Canadian and U.S. institutions report “a great deal of involvement” or “some involvement” in the following areas:
 - 85.6% of Canadian institutions report involvement in the area of increased foreign student enrolment. The corresponding percentage for U.S. institutions is 94.8%.
 - 80.2% of Canadian institutions report involvement in the area of student exchange. The corresponding percentage for U.S. institutions is 90.3%.
 - 76.3% of Canadian institutions report involvement in the area of faculty exchange. The corresponding percentage for U.S. institutions is 87.2%.
 - 61.9% of Canadian institutions report involvement in the area of expansion of specific programs. The corresponding percentage for U.S. institutions is 76.1%.
 - 57.9% of Canadian institutions report involvement in the area of association or consortial linkages. The corresponding percentage for U.S. institutions is 66.1%.
 - 47.4% of Canadian institutions report involvement in the area of increased corporate involvement. The corresponding percentage for U.S. institutions is 60.0%.

- 46.0% of Canadian institutions report involvement in the area of joint research programs. The corresponding percentage for U.S. institutions is 61.7%.
- 38.2% of Canadian institutions report involvement in the area of co-sponsorship of conferences. The corresponding percentage for U.S. institutions is 46.3%.
- The existing North American linkage activities of the Canadian and U.S. higher education institutions surveyed takes place within a number of field of study areas. The following identifies each of the field of study areas and reports the percentage of Canadian and U.S. institutions with existing linkages:
 - In the field of public administration, 7.9% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 12.0%.
 - In the field of software development/Internet applications, 17.1% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 35.9%
 - In the field of applied technician training, 10.5% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 23.7%.
 - In the field of production management, 6.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 14.9%.
 - In the field of humanities, 31.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 45.6%.
 - In the field of social sciences, 32.9% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 47.3%.
 - In the field of environmental studies, 31.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 42.2%.
 - In the field of engineering, 22.4% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 37.8%.
 - In the field of applied sciences, 27.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 43.9%.
 - In the field of financial services, 9.2% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 31.5%.
 - In the field of business administration, 38.2% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 61.0%.
- The pursuit of North American linkage relationships by Canadian and U.S. institutions of higher education also takes place within a number of field of study areas. The following identifies each of the fields of study and reports the percentage of Canadian and U.S. institutions pursuing linkages:
 - In the field of public administration, 10.5% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 8.5%.

- In the field of software development/Internet applications, 17.1% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 26.3%.
- In the field of applied technician training, 11.8% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 15.4%.
- In the field of production management, 5.3% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 7.8%.
- In the field of humanities, 7.9% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 6.3%.
- In the field of social sciences, 7.9% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 10.2%.
- In the field of environmental studies, 9.2% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 14.1%.
- In the field of engineering, 5.3% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 7.3%.
- In the field of applied sciences, 10.5% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 13.2%.
- In the field of financial services, 6.6% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 12.4%.
- In the field of business administration, 26.3% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 31.0%.
- The North American linkage activities of the Canadian and U.S. higher education institutions surveyed have produced a number of direct outcomes. The following identifies each of the outcome areas and presents the percentage of Canadian and U.S. institutions with active North American linkages/activities reporting such outcomes:
 - 66.0% of Canadian institutions report that foreign student enrolment has increased. The corresponding percentage for U.S. institutions is 92.0%.
 - 47.2% of Canadian institutions report increases in joint research programs. The corresponding percentage for U.S. institutions is 57.4%.
 - 18.9% of Canadian institutions report that corporate involvement has increased. The corresponding percentage for U.S. institutions is 47.1%.
 - 49.1% of Canadian institutions report increases in expansion of specific programs. The corresponding percentage for U.S. institutions is 79.5%.
 - 62.3% of Canadian institutions report that faculty exchanges have increased. The corresponding percentage for U.S. institutions is 88.5%.

- 73.6% of Canadian institutions report that student exchanges have increased. The corresponding percentage for U.S. institutions is 87.2%.
- 35.8% of Canadian institutions report increases in co-sponsorship of conferences. The corresponding percentage for U.S. institutions is 47.4%.
- 47.2% of Canadian institutions report increases in association or consortial linkages. The corresponding percentage for U.S. institutions is 68.3%.
- The Canadian and U.S. higher education institutions surveyed were asked about the sources of funding for their North American linkage activities. Canadian institutions responded that the following sources of funding were “most important” or “somewhat important”: the Canadian federal government (43.5%), their own institution (39.5%), reciprocal tuition swap agreements (17.1%), cost self paid by participants (15.8%), linkage partner institution (15.7%), a Canadian provincial government (13.1%), the Mexican government (6.6%), and Canadian corporate support (6.6%). Other sources of funding account for less than 3% each. These include U.S., Canadian, and Mexican foundation support and U.S. and Mexican corporate support. U.S. institutions responded that the following sources of funding were “most important” or “somewhat important”: Their own institution (48.6%), the U.S. government (39.6%), U.S. foundation support (31.8%), costs self paid by participants (15.9%), linkage partner institution (10.1%), reciprocal tuition swap agreements (9.4%), U.S. corporate support (9.3%), and the Mexican government (3.2%). No funding was received from the Canadian federal government, Canadian corporations, Canadian foundations or Mexican foundations.
- The Alliance for Higher Education and Enterprise in North America has five priority program areas. To assess the fit between Alliance program priorities and a broad cross-section of Canadian and U.S. higher education institutions, the institutions surveyed were asked to rank each program area in terms of its importance to North American linkage activities. For each of the five program areas the following presents the percentage of Canadian and U.S. institutions indicating that an area is “very important” or “somewhat important”:
 - In the program area of financial services, 54.0% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 60.4%.
 - In the program area of environmental management, 76.3% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 70.3%.
 - In the program area of information technology, 82.9% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 90.6%.
 - In the program area of public administration, 57.9% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 51.5%.
 - In the program area of production management, 38.1% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 50.9%.

- The Canadian and U.S. higher education institutions surveyed were asked to express their preferences for two types of organizations designed to foster North American linkage development activity. The first is a North American Clearinghouse that would maintain databases, stimulate discussion and collaborative research, and promote best practices. The second is a Project Funding Body that would be jointly funded by the public and private sectors and would receive and evaluate proposals for research, education and training. Among the Canadian institutions surveyed, 50.0% expressed a preference for the Clearinghouse and 81.5% expressed a preference for the Funding Body. The corresponding percentages for the U.S. institutions are 58.6% and 88.5%.
- The results point to a number of areas where further investigation and/or action is required. These include:
 - Among institutions that do not have existing linkages, a considerably larger proportion of U.S. institutions - - compared to their Canadian counterparts - - plan to pursue linkage development. Further investigation is needed to determine why these Canadian institutions are not seeking to develop linkages and, if barriers are involved, how these might be ameliorated.
 - In relative terms, the linkage activity area of standards and accreditation emerges as a less important area for both Canadian and U.S. institutions. Given the significance of standards and accreditation issues to a truly mobile labour force this issue requires to be addressed.
 - Linkage activities take place in a number of fields of study. U.S. higher education institutions are more active than their Canadian counterparts in all fields of study. In particular, in a number of areas of strategic importance to economic development and competitiveness, U.S. linkage activity is substantially higher. These areas include business administration, financial services, applied sciences, engineering, and software development/internet applications.
 - Linkage activities produce a number of direct outcomes. In all outcome areas, U.S. higher education institutions are more likely to report accomplishments than their Canadian counterparts. The U.S. lead is quite pronounced in a number of areas, including increased foreign student enrolment, increased corporate involvement, expansion of specific programs, faculty exchanges, and the development of association or consortial linkages.
 - In both Canada and the U.S., federal government and home institution support emerge strongly as the principal sources of linkage activity funding. Corporate support is relatively weak in both countries and weakest in Canada. Private foundation funding for linkage activities is more than 12 times greater in the U.S. than in Canada. These results underscore the importance of developing effective strategies for private sector engagement and, in Canada, seeking ways and means to increase private foundation support for North American linkage activities, notwithstanding the scale limitations of the foundation sector in Canada.

1. INTRODUCTION AND OVERVIEW

The purpose of this study is to examine, in a number of substantive areas, the North American linkage activity of a cross-section of Canadian and U.S. institutions of higher education.

The study data derive from two separate surveys, one of which was conducted with Canadian higher education institutions, the other with U.S. higher education institutions. The principal form of analysis used in this report is the comparison of the patterns found in the two countries.

In addition to the introduction and overview, this report comprises three other sections and two appendices. Section two provides background detail on the data and analytical procedures used in the study. Section three sets out the results of the data analysis. Section four sets forward the main conclusions of the study and discusses various policy and program implications of the results. Appendix A provides the form and covering letter used in the survey of Canadian higher education institutions. Appendix B sets out the form and covering letter used in the U.S. survey.

2. DATA AND METHODS

A list of Canadian universities and community colleges was prepared using information available from the Association of Universities and Colleges of Canada and the Association of Canadian Community Colleges. The covering letter and survey form set forward in Appendix A was sent to all these institutions. Of a total of 89 universities to which a survey was sent, 30 institutions responded, a response rate of 33.7%, of 142 community colleges receiving the survey, 46 responded, a response rate of 32.4%.

In the case of U.S. universities and colleges, a list was compiled using information from the Higher Education Directory for 2001. The covering letter and survey form set forward in Appendix B was sent to a 30% random sample of 1715 two year private and public colleges and a 30% random sample of 2443 four year colleges and universities. Of a total of 515 two year colleges to which a survey was sent, 152 institutions responded, a response rate of 29.5%. Of 733 four year universities receiving a survey, 258 institutions responded, a response rate of 35.2%

The main method of analysis used in this study involves the making of response pattern comparisons, for Canadian and U.S. higher education institutions, for each of the questions asked in the two surveys. Apart from a very small number of minor differences (noted in the presentation of results), the two surveys are for all practical purposes the same, thus facilitating the process of Canada/U.S. institutional comparisons.

3. RESULTS

We now present and discuss tables for each of the questions asked in the survey of Canadian higher education institutions (see Appendix A) and in the survey of U.S. higher education institutions (See Appendix B). In a number of instances, the data presented in the tables are also set forward in the form of bar charts.

1A. Does your institution have an active relationship with educational institutions (universities and/or colleges) in the United States or Mexico? (Asked only of Canadian institutions).

As may be seen from Table 1A, nearly half (46.1%) of Canadian higher education institutions report that they have active relationships with both Mexican and U.S. institutions. This is followed by 13.2% reporting that they have relationships with U.S. institutions only, 10.5% reporting that they have relationships with Mexican institutions only, and 30.3% reporting that they do not have such relationships.

Of the 23 institutions reporting that they do not have such relationships, 13.0% report that they plan to establish bilateral relationships in the next year, followed by 8.7% for trilateral relationships and 8.7% for both bilateral and trilateral relationships. 69.6% report that they do not plan to establish such relationships in the next year.

Figure 1A presents a graphic depiction of the data.

TABLE 1A:**1A. Does your institution have an active relationship with educational institutions (universities and/or colleges) in the United States or Mexico?**

Yes, with U.S. institutions
 Yes, with Mexican institutions
 Yes, with both Mexican and U.S. institutions
 No

Are you planning to establish a relationship within the next year?

No
 Yes

bilateral?
 trilateral?

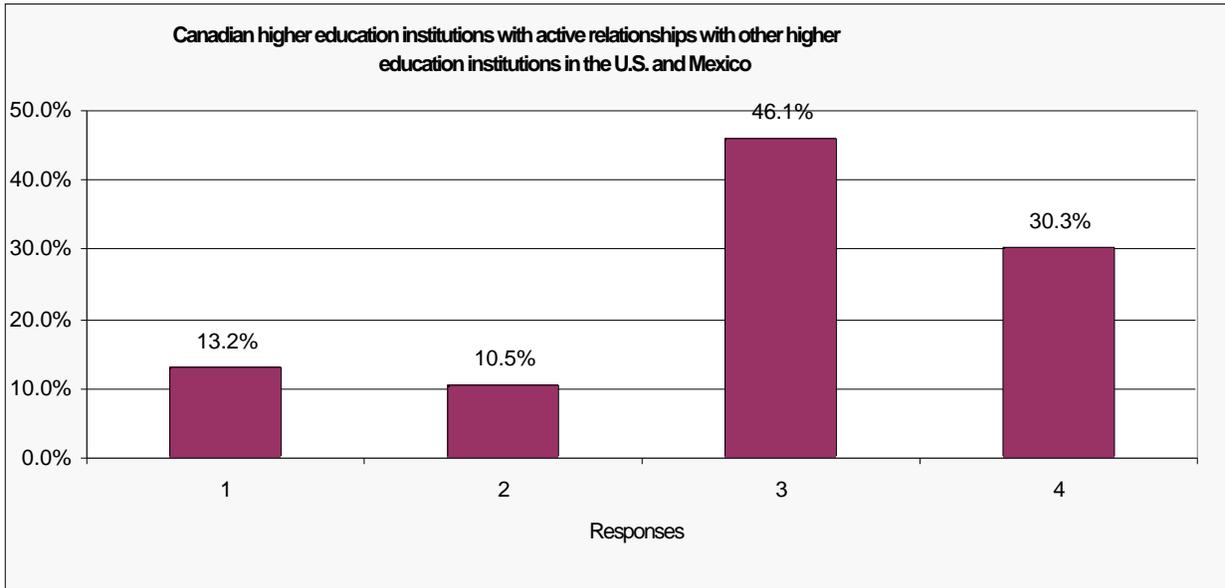
Canadian educational institutions with active relationships with other educational institutions in the U.S. or Mexico

RESPONSE	NUMBER	PERCENTAGE (%)
Yes, with U.S. institutions only	10	13.2
Yes, with Mexican institutions only	8	10.5
Yes, with both Mexican and U.S. institutions	35	46.1
No	23	30.3
Total	76	100.0

Canadian educational institutions planning to establish a relationship within the next year

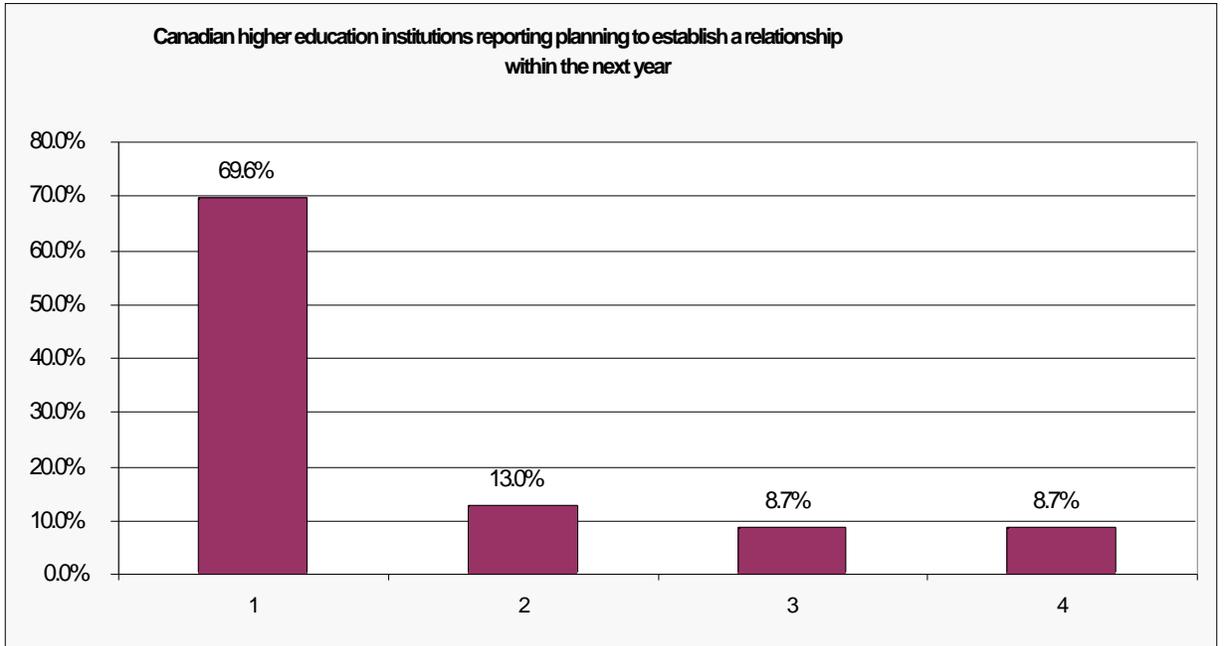
RESPONSE	NUMBER	PERCENTAGE (%)
No	16	69.6
Yes, bilateral	3	13.0
Yes, trilateral	2	8.7
Yes, both bilateral and trilateral	2	8.7
Total	23	100.0

FIGURE 1A:



Canada (N) = 76

- 1. Yes, with U.S. institutions only
- 2. Yes, with Mexican institutions only
- 3. Yes, with both Mexican and U.S. institutions
- 4. No



Canada (N) = 23

- 1. No
- 2. Yes, bilateral
- 3. Yes, trilateral
- 4. Yes, both bilateral and trilateral

1B. Does your institution have an active relationship with educational institutions (universities and/or colleges) in Canada or Mexico? (Asked only of U.S. institutions).

As may be seen from Table 1B, nearly half (49.4%) of U.S. higher education institutions report that they have active relationships with both Canadian and Mexican institutions. This is followed by 16.4% reporting that they have relationships with Mexican institutions only, 10.4% reporting that they have relationships with Canadian institutions only, and 23.8% reporting that they do not have such relationships.

Of the 98 institutions reporting that they do not have such relationships, 29.6% report that they plan to establish bilateral relationships in the next year, followed by 19.4% for both bilateral and trilateral relationships and 17.3% for trilateral relationships. 33.7% report that they do not plan to establish such relationships in the next year.

Figure 1B presents a graphic depiction of the data.

TABLE 1B:**1B. Does your institution have an active relationship with educational institutions (universities and/or colleges) in Canada or Mexico?**

Yes, with Canadian institutions
 Yes, with Mexican institutions
 Yes, with both Mexican and Canadian Institutions
 No

Are you planning to establish a relationship within the next year?

No
 Yes

bilateral?
 trilateral?

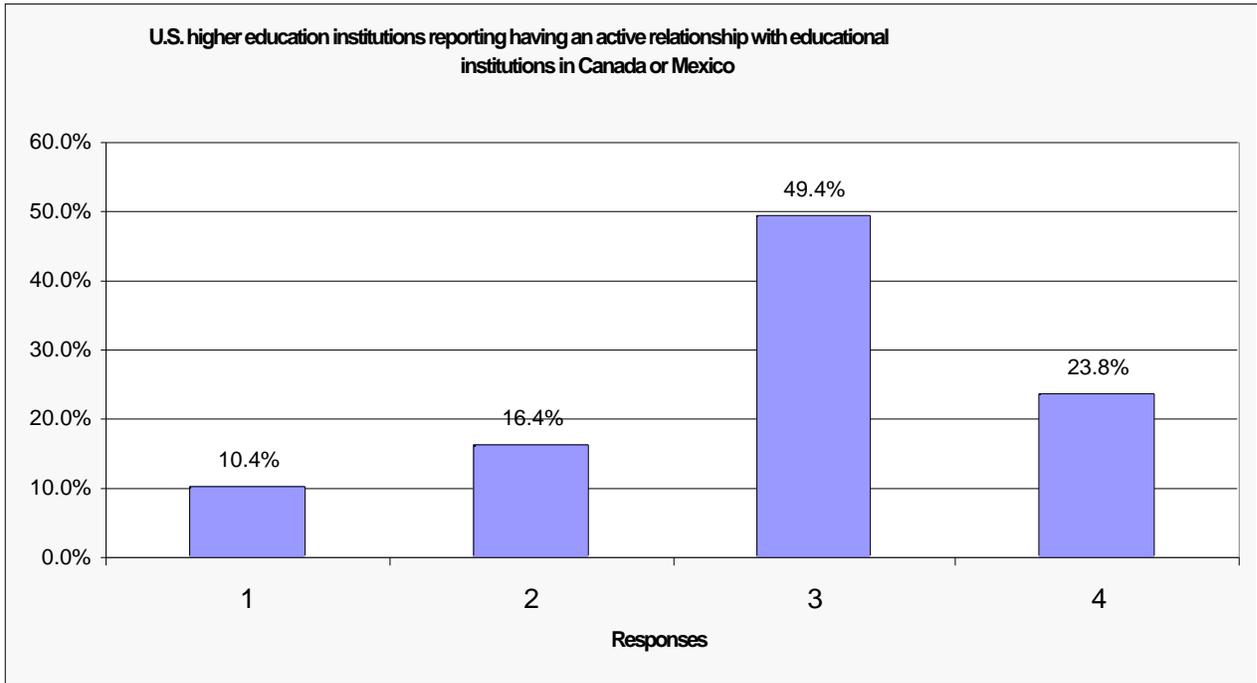
U.S. educational institutions with active relationships with other educational institutions in Canada or Mexico

RESPONSE	NUMBER	PERCENTAGE (%)
Yes, with Canadian institutions only	43	10.4
Yes, with Mexican institutions only	67	16.4
Yes, with both Mexican and Canadian institutions	202	49.4
No	98	23.8
Total	410	100.0

U.S. educational institutions planning to establish a relationship within the next year

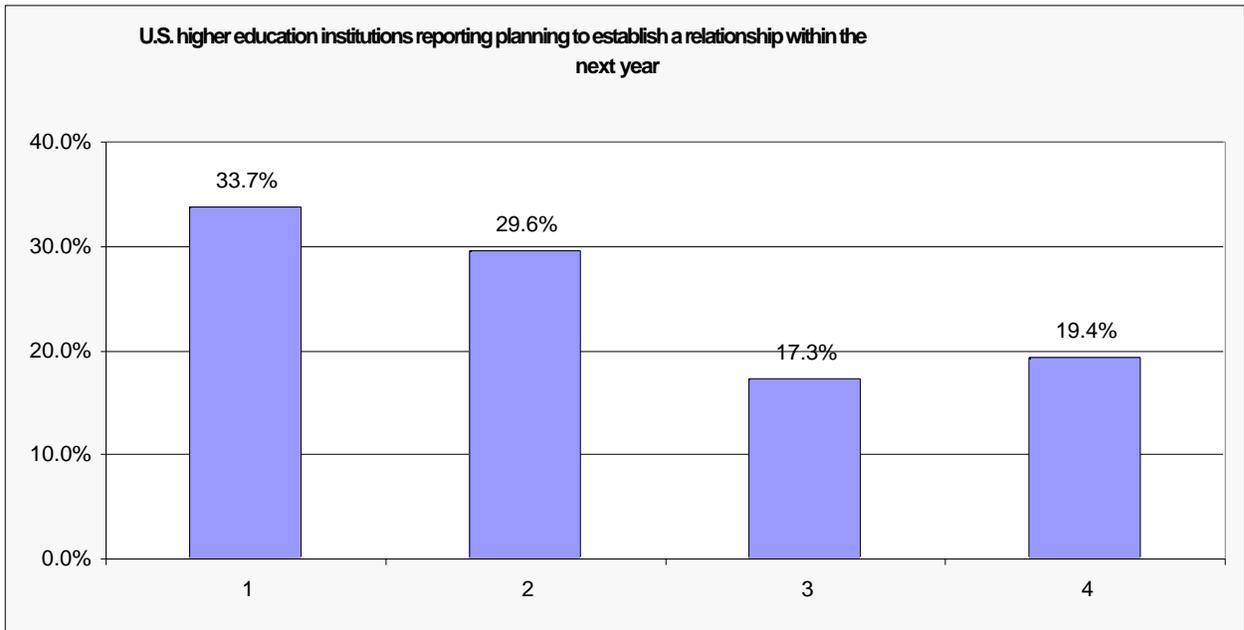
RESPONSE	NUMBER	PERCENTAGE (%)
No	33	33.7
Yes, bilateral	29	29.6
Yes, trilateral	17	17.3
Yes, both bilateral and trilateral	19	19.4
Total	98	100.0

FIGURE 1B:



U.S. (N) = 410

- 1. Yes, with Canadian institutions only
- 2. Yes, with Mexican institutions only
- 3. Yes, with both Mexican and Canadian institutions
- 4. No



U.S. (N) = 98

- 1. No
- 2. Yes, bilateral
- 3. Yes, trilateral
- 4. Yes, both bilateral and trilateral

2. Please indicate the importance of the following activities to your institutions (Private Sector Alliance, Distance Education, Faculty Development, Student Exchange, Collaborative Research, Joint Degree Programs, Standards & Accreditation, International Curriculum, Co-op work/study Programs Internships, Community Development, Library Exchange).

Turning now to Table 2, we will examine, for each of the activity areas referred to above, Canada/U.S. differences

Private Sector Alliances

A majority (77.6%) of Canadian institutions report that these are “very important”, followed by 11.8% indicating “neutral”, 6.6% stating “not very important” and 3.9% falling into the “no response” category. In the case of U.S. institutions, a majority (84.9%) indicate that private sector alliances are “very important”, followed by 8.6% indicating “neutral”, 3.7% stating “not very important” and 2.8% falling into the “no response” category.

Distance Education

67.1% of Canadian institutions report that distance education is “very important”, followed by 25.0% indicating “neutral”, 6.6% stating “not very important” and 1.3% falling into the “no response” category. In the case of U.S. institutions, 62.5% indicate that distance education is “very important”, followed by 27.5% indicating “neutral”, 8.2% stating “not very important” and 1.8% falling into the “no response” category.

Faculty Development

A majority (80.3) of Canadian institutions report that faculty education is “very important”, followed by 13.2% indicating “neutral”, 2.6% stating “not very important” and 3.9% falling into the “no response” category. As for U.S. institutions, a majority (83.4%) indicate that faculty development is “very important”, followed by 12.0% indicating “neutral, 1.8% stating “not very important” and 2.8% falling into the “no response” category.

Student Exchange

In Canada, 71.1% of institutions report that student exchange is “very important”, followed by 22.4% indicating “neutral”, 5.3% stating “not very important” and 1.3% falling into the “no response” category. As for the U.S., 76.8% of institutions report that student exchange is “very important, followed by 18.0% indicating “neutral”, 4.2% stating “not very important”, and 1.0% falling into the “no response” category.

Collaborative Research

Over half (51.3%) of Canadian institutions report that collaborative research is “very important”, followed by 30.3% indicating “neutral”, 14.5% stating “not very important”, and 3.9% falling into the “no response” category. In the U.S., over half (54.2%) of institutions report that collaborative research is “very important, followed by 23.6% indicating “neutral”, 18.8% stating not very important”, and 3.4% falling into the “no response” category.

Joint Degree Programs

Nearly half (47.4%) of Canadian institutions report “neutral” on the importance of joint degree programs, followed by 36.8% indicating “very important”, 7.9% stating “not very important”, and 7.9% falling into the “no response” category. In the U.S., 44.2% of institutions report “neutral” on the importance of joint degree programs, followed by 40.2% indicating “very important”, 10.4% stating “not very important”, and 5.2% falling into the “no response” category.

Standards and Accreditation

Over half (53.9%) of Canadian institutions report that standards and accreditation are “very important”, followed by 26.3% indicating “neutral”, 13.2% stating “not very important”, and 6.6% falling into the “no response” category. As for the U.S., 57.2% of institutions report that standards and accreditation are “very important”, followed by 26.0% indicating “neutral”, 12.2% stating “not very important”, and 4.6% falling into the “no response” category.

International Curriculum

67.1% of Canadian institutions report that international curriculum is “very important”, followed by 22.4% indicating “neutral”, 5.3% stating “not very important”, and 5.3% falling into the “no response” category. In the U.S., 73.4% of institutions report that international curriculum is “very important”, followed by 15.8% indicating “neutral”, 6.8% stating “not very important”, and 4.0% falling into the “no response” category.

Co-op Work/Study Programs

68.4% of Canadian institutions report that co-op/study programs are “very important”, followed by 21.1% indicating “neutral”, 6.6% stating “not very important”, and 3.9% falling into the “no response” category. In the U.S., 59.4% of institutions report that co-op/study programs are “very important”, followed by 23.0% indicating “neutral”, 12.2% stating “not very important”, and 5.4% falling into the “no response” category.

Internships

Over half (68.4%) of Canadian institutions report that internships are “very important”, followed by 21.1% indicating “neutral”, 3.9% stating “not very important”, and 6.6% falling into the “no response” category. As for the U.S., 62.2% of institutions report that internships are “very important”, followed by 25.5% indicating “neutral”, 6.9% stating “not very important”, and 5.4% falling into the “no response” category.

Community Development

68.4% of Canadian institutions report that community development is “very important”, followed by 22.4% indicating “neutral”, 3.9% stating “not very important”, and 5.3% falling into the “no response” category. In the U.S., 58.8% of institutions report that community development is “very important”, followed by 30.2% indicating “neutral”, 4.8% stating “not very important”, and 6.2% falling into the “no response” category.

Library Exchange

47.4% of Canadian institutions report “neutral” on the importance of library exchange, followed by 30.3% indicating “very important”, 18.4% stating “not very important”, and 3.9% falling into the “no response” category. In the U.S., 45.1% of institutions report “neutral” on the importance of joint degree program, followed by 26.5% indicating “not very important”, 24.2% stating “very important”, and 4.2% falling into the “no response” category.

Figure 2 presents a graphic depiction of the data

TABLE 2:**2. Please indicate the importance of the following activities to your institutions:**

	Not Very Important	Neutral	Very Important
Private Sector Alliances			
Distance Education			
Faculty Development			
Student Exchange			
Collaborative Research			
Joint Degree Programs			
Standards & Accreditation			
International Curriculum			
Co-op work/study Programs			
Internships			
Community Development			
Library Exchange			

Private Sector Alliances

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	3	3.9	12	2.8
Not Very Important	5	6.6	15	3.7
Neutral	9	11.8	35	8.6
Very Important	59	77.6	348	84.9
Total	76	100.0	410	100.0

Distance Education

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	1	1.3	7	1.8
Not Very Important	5	6.6	34	8.2
Neutral	19	25.0	113	27.5
Very Important	51	67.1	256	62.5
Total	76	100.0	410	100.0

Faculty Development

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	3	3.9	12	2.8
Not Very Important	2	2.6	7	1.8
Neutral	10	13.2	49	12.0
Very Important	61	80.3	342	83.4
Total	76	100.0	410	100.0

Student Exchange

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	1	1.3	4	1.0
Not Very Important	4	5.3	17	4.2
Neutral	17	22.4	74	18.0
Very Important	54	71.1	315	76.8
Total	76	100.0	410	100.0

Collaborative Research

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	3	3.9	14	3.4
Not Very Important	11	14.5	77	18.8
Neutral	23	30.3	97	23.6
Very Important	39	51.3	222	54.2
Total	76	100.0	410	100.0

Joint Degree Programs

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	6	7.9	21	5.2
Not Very Important	6	7.9	43	10.4
Neutral	36	47.4	181	44.2
Very Important	28	36.8	165	40.2
Total	76	100.0	410	100.0

Standards and Accreditation

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	5	6.6	18	4.6
Not Very Important	10	13.2	50	12.2
Neutral	20	26.3	107	26.0
Very Important	41	53.9	235	57.2
Total	76	100.0	410	100.0

International Curriculum

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	4	5.3	16	4.0
Not Very Important	4	5.3	28	6.8
Neutral	17	22.4	65	15.8
Very Important	51	67.1	301	73.4
Total	76	100.0	410	100.0

Co-op Work/Study Programs

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	3	3.9	22	5.4
Not Very Important	5	6.6	50	12.2
Neutral	16	21.1	94	23.0
Very Important	52	68.4	244	59.4
Total	76	100.0	410	100.0

Internships

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	5	6.6	22	5.4
Not Very Important	3	3.9	28	6.9
Neutral	16	21.1	105	25.5
Very Important	52	68.4	255	62.2
Total	76	100.0	410	100.0

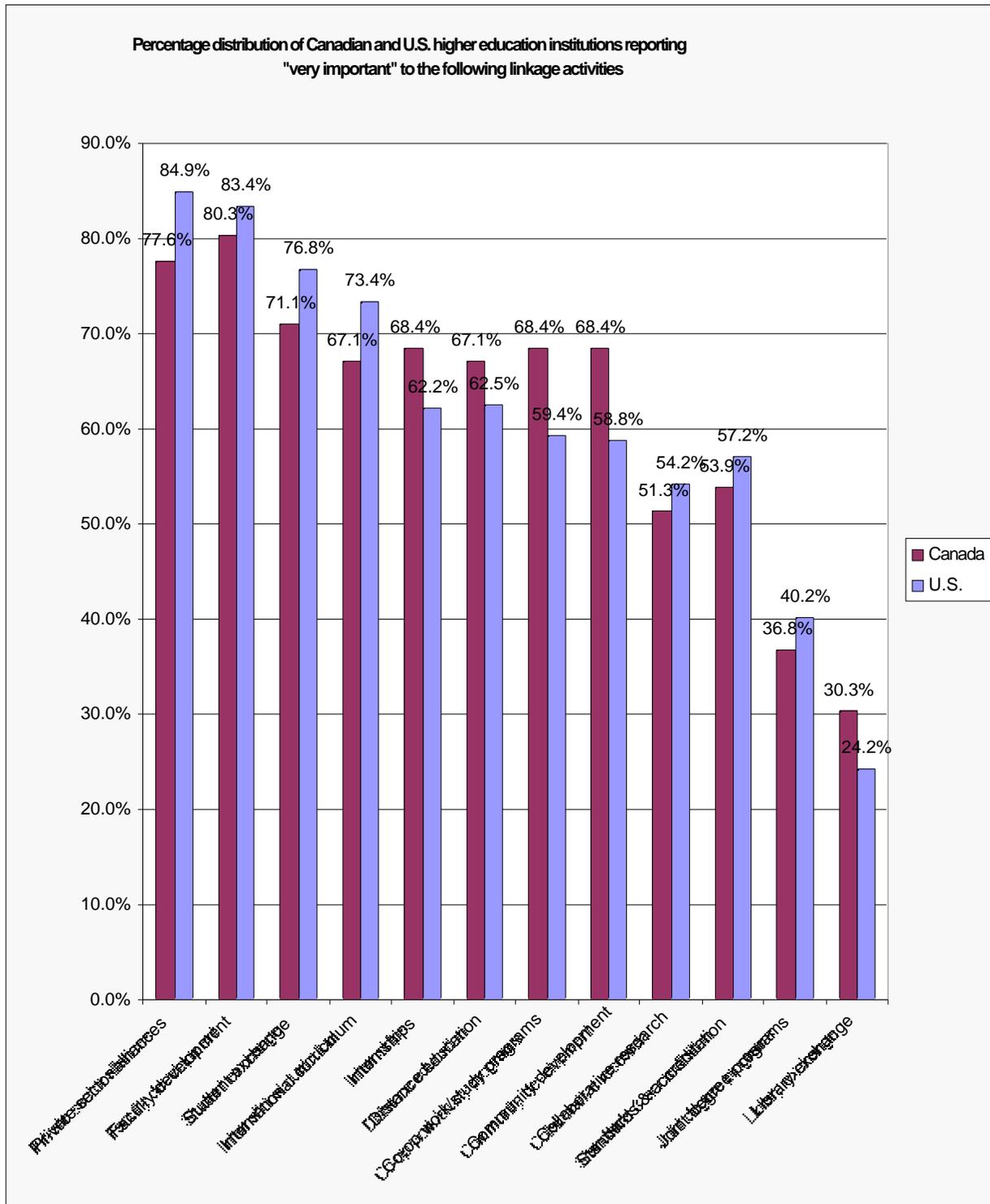
Community Development

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	4	5.3	25	6.2
Not Very Important	3	3.9	20	4.8
Neutral	17	22.4	124	30.2
Very Important	52	68.4	241	58.8
Total	76	100.0	410	100.0

Library Exchange

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	3	3.9	17	4.2
Not Very Important	14	18.4	109	26.5
Neutral	36	47.4	185	45.1
Very Important	23	30.3	99	24.2
Total	76	100.0	410	100.0

FIGURE 2:



Canada (N) = 76, U.S. (N) = 410

3. Please indicate the importance of international linkage activity to your institution.

Turning to Table 3, we will examine the importance of international linkage activities reported by Canadian and U.S. higher education institutions.

Over half (61.8%) of Canadian higher education institutions report that international linkage activities are “very important”, followed by 28.9% indicating “somewhat important”, 2.6% stating “somewhat unimportant”, 3.9% answering “not very important”, and 2.6% falling into the “no response” category. In the U.S., 68.2% of higher education institutions report that international linkage activities are “very important”, followed by 27.8% indicating “somewhat important”, 2.2% stating “somewhat unimportant”, 1.8% answering “not very important”. No U.S. institution falls into the “no response” category.

Figure 3 presents a graphic depiction of the data.

TABLE 3:

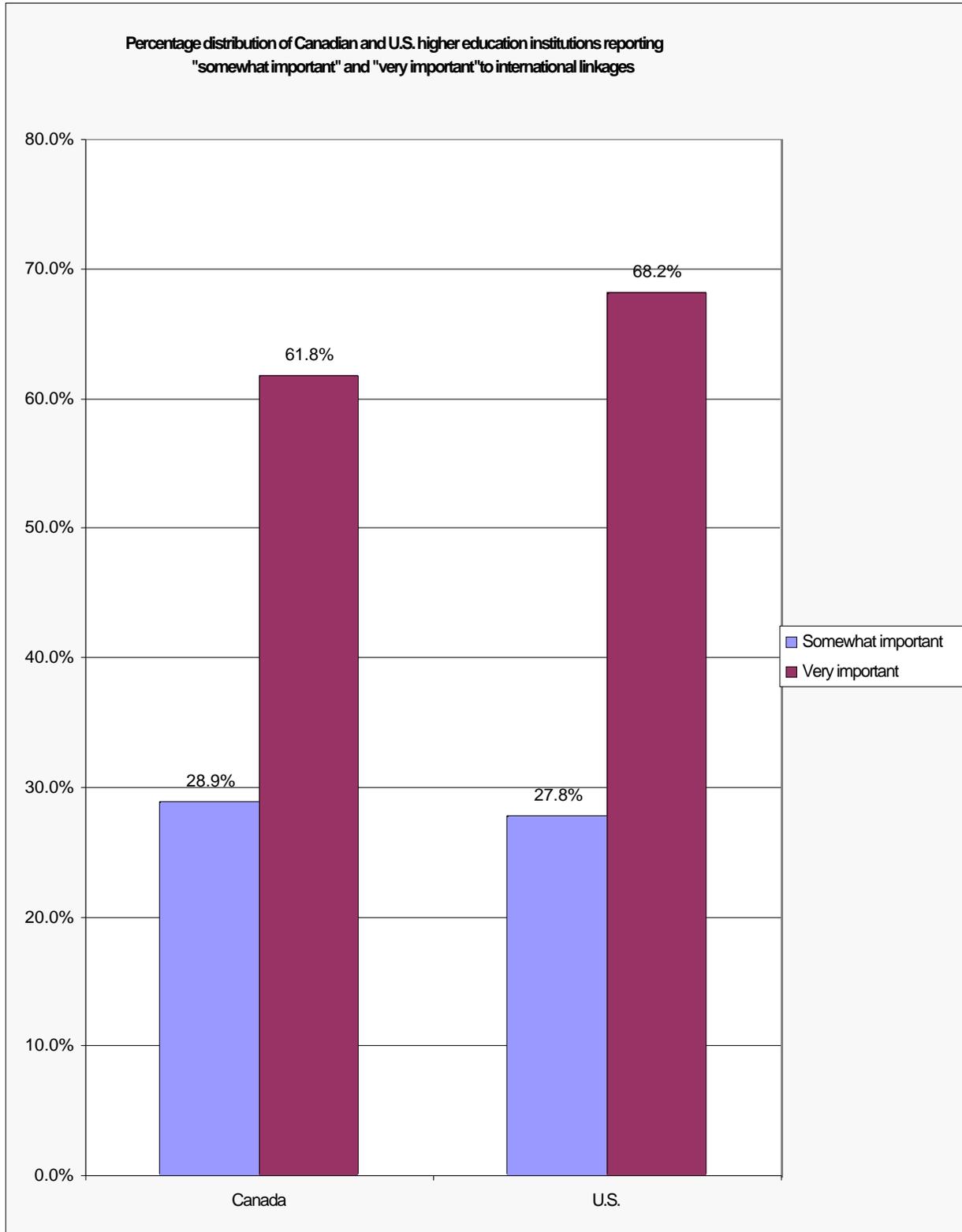
3. Please indicate the importance of international linkage activities to your institution.

Not Very Important Somewhat Neutral Somewhat Important Very Important
 Unimportant

Importance of International Linkage Activities to Educational Institutions

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	2	2.6	0	0.0
Not Very Important	3	3.9	7	1.8
Somewhat Unimportant	2	2.6	9	2.2
Somewhat Important	22	28.9	114	27.8
Very Important	47	61.8	280	68.2
Total	76	100.0	410	100.0

FIGURE 3:



Canada (N) =76, U.S. (N) = 410

4. Please indicate which field of study linkages your institution currently has or is pursuing with other academic institutions (Business Administration, Financial Services, Applied Sciences, Engineering, Environmental Studies, Social Sciences, Humanities, Production Management, Applied Technician Training, Software Development/Internet Applications, and Public Administration).

Turning to Table 4, we will examine, for each of the activity areas referred to above, Canada/U.S. differences.

Business Administration

38.2% of Canadian higher education institutions report that they have existing business administration linkages with other academic institutions, while 26.3% indicate that they are pursuing linkages, and 35.5% fall into the “no response” category. In the U.S., 61.0% of U.S. higher education institutions report that they have existing business administration linkages with other academic institutions, while 31.0% indicate that they are pursuing linkages, and 8.0% fall into the “no response” category.

Financial Services

In Canada, 9.2% of Canadian higher education institutions report that they have existing linkages in financial services with other academic institutions, while 6.6% indicate that they are pursuing linkages, and 84.2% fall into the “no response” category. As for U.S. higher education institutions, 31.5% report that they have existing linkages in financial services with other academic institutions, while 12.4% indicate that they are pursuing linkages, and 56.1% fall into the “no response” category.

Applied Sciences

27.6% of Canadian higher education institutions report that they have existing linkages in applied sciences with other academic institutions, while 10.5% indicate that they are pursuing linkages, and 61.8% fall into the “no response” category. In the case of U.S. higher education institutions, 43.9% report that they have existing linkages in applied sciences with other academic institutions, while 13.2% are pursuing linkages, and 42.9% fall into the “no response” category.

Engineering

In Canada, 22.4% of higher education institutions report that they have existing linkages in engineering with other academic institutions, while 5.3% indicate that they are pursuing linkages, and 72.4% fall into the “no response” category. As for U.S. higher education institutions, 37.8% report that they have existing linkages in engineering with other academic institutions, while 7.3% indicate that they are pursuing linkages, and 54.9% fall into the “no response” category.

Environmental Studies

31.6% of Canadian higher education institutions report that they have existing linkages in environmental studies with other academic institutions, while 9.2% indicate that they are pursuing linkages, and 59.2% fall into the “no response” category. In the case of U.S. higher education institutions, 42.2% report that they have existing linkages in environmental studies with other academic institutions, while 14.1% are pursuing linkages, and 43.7% fall into the “no response” category.

Social Sciences

In Canada, 32.9% of higher education institutions report that they have existing linkages in social sciences with other academic institutions, while 7.9% indicate that they are pursuing linkages, and 59.2% fall into the “no response” category. As for U.S. higher education institutions, 47.3% report that they have existing linkages in social sciences with other academic institutions, while 10.2% indicate that they are pursuing linkages, and 42.4% fall into the “no response” category.

Humanities

In Canada, 31.6% of higher education institutions report that they have existing linkages in humanities with other academic institutions, while 7.9% indicate that they are pursuing linkages, and 60.5% fall into the “no response” category. As for U.S. higher education institutions, 45.6% report that they have existing linkages in humanities with other academic institutions, while 6.3% indicate that they are pursuing linkages, and 48.0% fall into the “no response” category.

Production Management

6.6% of Canadian higher education institutions report that they have existing linkages in production management with other academic institutions, while 5.3% indicate that they are pursuing linkages, and 88.2% fall into the “no response” category. In the case of U.S. higher education institutions, 14.9% report that they have existing linkages in production management with other academic institutions, while 7.8% are pursuing linkages, and 77.3% fall into the “no response” category.

Applied Technician Training

10.5% of Canadian higher education institutions report that they have existing linkages in applied technician training with other academic institutions, while 11.8% indicate that they are pursuing linkages, and 77.6% fall into the “no response” category. In the case of U.S. higher education institutions, 23.7% report that they have existing linkages in applied technician training with other academic institutions, while 15.4% are pursuing linkages, and 61.0% fall into the “no response” category.

Software Development/Internet Applications

In Canada, 17.1% of higher education institutions report that they have existing linkages in software development/Internet applications with other academic institutions, while 17.1% indicate that they are pursuing linkages, and 65.8% fall into the “no response” category. As for U.S. higher education institutions, 35.9% report that they have existing linkages in software development/Internet applications with other academic institutions, while 26.3% indicate that they are pursuing linkages, and 37.8% fall into the “no response” category.

Public Administration

7.9% of Canadian higher education institutions report that they have existing linkages in public administration with other academic institutions, while 10.5% indicate that they are pursuing linkages, and 81.6% fall into the “no response” category. In the case of U.S. higher education institutions, 12.0% report that they have existing linkages in public administration with other academic institutions, while 8.5% are pursuing linkages, and 79.5% fall into the “no response” category.

Figures 4A and 4B present a graphic depiction of the data.

TABLE 4:

4. Please indicate which field of study linkages your institution currently has or is pursuing with other academic institutions.

	Existing Linkage	Pursuing Linkage
Business Administration		
Financial Services		
Applied Sciences		
Engineering		
Environmental Studies		
Social Sciences		
Humanities		
Production Management		
Applied Technician Training		
Software Development/Internet Applications		
Public Administration		

Business Administration

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	27	35.5	33	8.0
Existing Linkage	29	38.2	250	61.0
Pursuing Linkage	20	26.3	127	31.0
Total	76	100.0	410	100.0

Financial Services

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	64	84.2	230	56.1
Existing Linkage	7	9.2	129	31.5
Pursuing Linkage	5	6.6	51	12.4
Total	76	100.0	410	100.0

Applied Sciences

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	47	61.8	176	42.9
Existing Linkage	21	27.6	180	43.9
Pursuing Linkage	8	10.5	54	13.2
Total	76	100.0	410	100.0

Engineering

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	55	72.4	225	54.9
Existing Linkage	17	22.4	155	37.8
Pursuing Linkage	4	5.3	30	7.3
Total	76	100.0	410	100.0

Environmental Studies

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	45	59.2	179	43.7
Existing Linkage	24	31.6	173	42.2
Pursuing Linkage	7	9.2	58	14.1
Total	76	100.0	410	100.0

Social Sciences

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	45	59.2	174	42.4
Existing Linkage	25	32.9	194	47.3
Pursuing Linkage	6	7.9	42	10.2
Total	76	100.0	410	100.0

Humanities

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	46	60.5	197	48.0
Existing Linkage	24	31.6	187	45.6
Pursuing Linkage	6	7.9	26	6.3
Total	76	100.0	410	100.0

Production Management

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	67	88.2	317	77.3
Existing Linkage	5	6.6	61	14.9
Pursuing Linkage	4	5.3	32	7.8
Total	76	100.0	410	100.0

Applied Technician Training

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	59	77.6	250	61.0
Existing Linkage	8	10.5	97	23.7
Pursuing Linkage	9	11.8	63	15.4
Total	76	100.0	410	100.0

Software Development/Internet Applications

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	50	65.8	155	37.8
Existing Linkage	13	17.1	147	35.9
Pursuing Linkage	13	17.1	108	26.3
Total	76	100.0	410	100.0

Public Administration

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No Response	62	81.6	326	79.5
Existing Linkage	6	7.9	49	12.0
Pursuing Linkage	8	10.5	35	8.5
Total	76	100.0	410	100.0

FIGURE 4A:



Canada (N) = 76, U.S. (N) = 410

FIGURE 4B:



Canada (N) = 76, U.S. (N) = 410

5. **Please list the names of academic institution partners and indicate whether the link is active.**

These data were not entered into the statistical database.

6. **Overall, have the existing international linkage activities been beneficial for your academic institution? If no, why not?**

Turning to table 6, we will examine the benefits of international linkage activities in terms of Canada/U.S. differences. For the purposes of this analysis, we have excluded the “no response” and “do not have existing international linkage” categories.

The majority (90.6%) of Canadian higher education institutions report that existing international linkage activities have been beneficial for their institutions, followed by 7.5% indicating “no difference”, and only 1.9% stating that existing international activities have not been beneficial. Academic difficulties were cited by one institution as the reason why existing international linkage activities have not been beneficial.

In the case of U.S. higher education institutions, a majority (88.8%) indicate that existing international linkage activities have been beneficial for their institutions, followed by 11.2% indicating “no difference”. No institution reported that existing international linkage activities are not beneficial.

Figure 6 presents a graphic depiction of the data.

TABLE 6:

6. Overall, have the existing international linkage activities been beneficial for your academic institution?

Do not have existing international linkages

Yes

No difference: Not beneficial/detrimental

No

Why not?

Academic difficulties

Administration difficulties

Logistic/technical difficulties

Financial difficulties

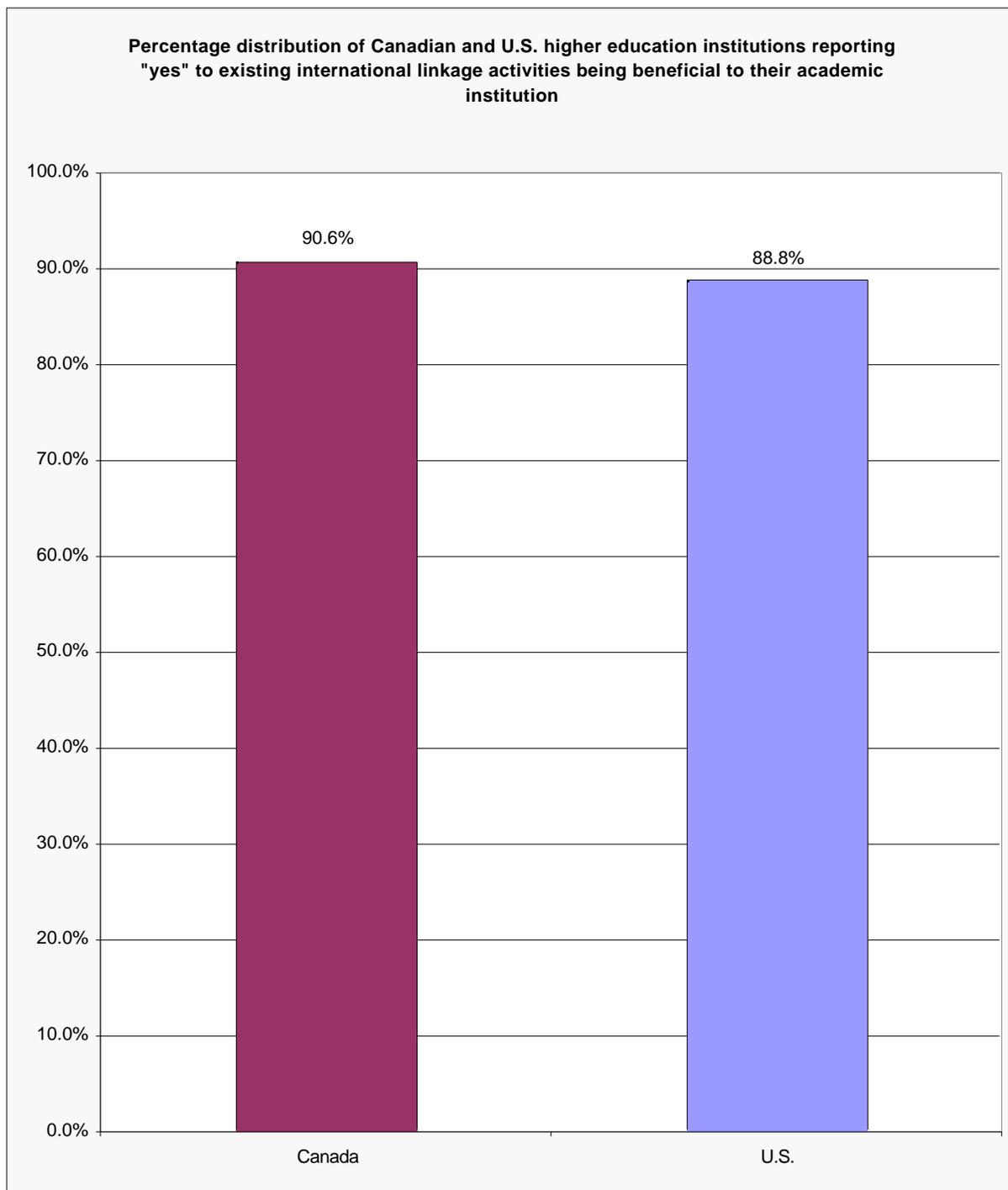
Low participation/involvement

Have existing international linkage activities been beneficial for your academic institution?

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	6	7.9	21	5.1
Do not have existing international linkage	17	22.4	77	18.8
Yes	48	63.2	277	67.6
No difference	4	5.3	35	8.5
No	1	1.3	0	0.0
Total	76	100.0	410	100

Have existing international linkage activities been beneficial for your academic institution? (“No response” and “do not have existing international linkage” excluded)

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
Yes	48	90.6	277	88.8
No difference	4	7.5	35	11.2
No	1	1.9	0	0
Total	53	100.0	312	100.0

FIGURE 6:

Canada (N) = 53, U.S. (N) = 312

7. Please indicate the direct outcome of international linkage activities on your academic institution (Increased foreign student enrolment, Joint research program, Increased corporate involvement, Expansion of specific programs, Faculty exchanges, Student exchanges, Co-sponsorship of conferences, and Association or consortial linkages).

Turning now to Table 7, we will examine the direct outcomes of each activity area referred to above. Canada/U.S. differences will be explored.

Increased Foreign Student Enrolment

66.0% of Canadian higher education institutions with active international linkages/activities report increased foreign student enrolment as a direct outcome, while 9.4% indicate “no”, and 24.5% fall into the “no response” category. As for U.S. higher education institutions with active international linkages/activities, a majority (92.0%) report increased foreign student enrolment as a direct outcome, while 7.1% indicate “no”, and 1.0% fall into the “no response” category.

Joint Research Program

47.2% of Canadian higher education institutions with active international linkages/activities report joint research programs as a direct outcome, while 22.6% indicate “no”, and 30.2% fall into the “no response” category. As for U.S. higher education institutions with active international linkages/activities, 57.4% report joint research programs as a direct outcome, while 34.9% indicate “no”, and 7.7% fall into the “no response” category.

Increased Corporate Involvement

In Canada, 18.9% of higher education institutions with active international linkages/activities report increased corporate involvement as a direct outcome, while 34.0% indicate “no”, and 47.2% fall into the “no response” category. In the U.S., 47.1% of higher education institutions with active international linkages/activities report increased corporate involvement as a direct outcome, while 32.7% indicate “no”, and 20.2% fall into the “no response” category.

Expansion of Specific Programs

Nearly half (49.1%) of Canadian higher education institutions with active international linkages/activities report expansion of specific programs as a direct outcome, followed by 15.1% indicating “no”, and 35.8% falling into the “no response.” category. In the U.S., 79.5% of higher education institutions report expansion of specific programs as a direct outcome, followed by 13.1% indicating “no”, and 7.4% falling into the “no response” category.

Faculty Exchanges

Over half (62.3%) of Canadian higher education institutions with active international linkages/activities report faculty exchanges as a direct outcome, followed by 11.3% indicating “no”, and 26.4% falling into the “no response.” category. In the U.S., 88.5% of higher education institutions with active international linkages/activities report faculty exchanges as a direct outcome, followed by 9.0% indicating “no”, and 2.6% falling into the “no response” category.

Student Exchanges

A majority (73.6%) of Canadian higher education institutions with active international linkages/activities report student exchanges as a direct outcome, while 9.4% indicate “no”, and 17.0% fall into the “no response” category. In the case of U.S. higher education institutions with active international linkages/activities, a majority (87.2%) report student exchanges as a direct outcome, while 8.3% state “no”, and 4.5% fall into the “no response” category.

Co-Sponsorship of Conferences

35.8% of Canadian higher education institutions with active international linkages/activities report co-sponsorship of conferences as a direct outcome, while 26.4% indicate “no”, and 37.7% fall into the “no response” category. As for U.S. higher education institutions with active international linkages/activities, 47.4% report co-sponsorship of conferences as a direct outcome, while 35.3% indicate “no”, and 17.3% fall into the “no response” category.

Association or Consortial Linkages

Nearly half (47.2%) of Canadian higher education institutions with active international linkages/activities report association or consortial linkages as a direct outcome, while 17.0% indicate “no”, and 35.8% fall into the “no response” category. As for U.S. higher education institutions with active international linkages/activities, over half (68.3%) report association or consortial linkages as a direct outcome, while 19.6% indicate “no”, and 12.2% fall into the “no response” category.

Figure 7 presents a graphic depiction of the data

TABLE 7:

7. Please indicate the direct outcome of international linkage activities on your academic institution.

	Yes	No
Increased foreign student enrolment		

Joint research program
 Increased corporate involvement
 Expansion of specific programs
 Faculty exchanges
 Student exchanges
 Co-sponsorship of conferences
 Association or consortial linkages

Direct outcome of international linkage activities-Increased foreign student enrolment

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	13	24.5	3	1.0
Yes	35	66.0	287	92.0
No	5	9.4	22	7.1
Total	53	100.0	312	100.0

Direct outcome of international linkage activities-Joint research programs

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	16	30.2	24	7.7
Yes	25	47.2	179	57.4
No	12	22.6	109	34.9
Total	53	100.0	312	100.0

Direct outcome of international linkage activities-Increased corporate involvement

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	25	47.2	63	20.2
Yes	10	18.9	147	47.1
No	18	34.0	102	32.7
Total	53	100.0	312	100.0

Direct outcome of international linkage activities-Expansion of specific programs

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	19	35.8	23	7.4
Yes	26	49.1	248	79.5
No	8	15.1	41	13.1
Total	53	100.0	312	100.0

Direct outcome of international linkage activities-Faculty exchanges

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	14	26.4	8	2.6
Yes	33	62.3	276	88.5
No	6	11.3	28	9.0
Total	53	100.0	312	100.0

Direct outcome of international linkage activities-Student exchanges

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	9	17.0	14	4.5
Yes	39	73.6	272	87.2
No	5	9.4	26	8.3
Total	53	100.0	312	100.0

Direct outcome of international linkage activities-Co-sponsorship of conferences

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	20	37.7	54	17.3
Yes	19	35.8	148	47.4
No	14	26.4	110	35.3
Total	53	100.0	312	100.0

Direct outcome of international linkage activities-Association or consortial linkages

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	19	35.8	38	12.2
Yes	25	47.2	213	68.3
No	9	17.0	61	19.6
Total	53	100.0	312	100.0

FIGURE 7:



Canada (N) = 53, U.S. (N) = 312

8. Please indicate the extent of your institution's involvement in each of the international linkage areas (Increased foreign student enrolment, Joint research programs, Increased corporate involvement, Expansion of specific programs, Faculty exchanges, Student exchanges, Co-sponsorship of conferences, and Association or consortial linkages).

Turning to Table 8, we will examine the extent of involvement in each of the areas referred above, and explore Canada/U.S. differences.

Increased Foreign Student Enrolment

Nearly half (47.4%) of Canadian higher education institutions report “a great deal of involvement” in increased foreign student enrolment, followed by 38.2% indicating “some involvement”, 5.3% stating “no involvement”, and 9.2% falling into the “no response” category. As for U.S. higher education institutions, over half (53.8%) report “a great deal of involvement” in increased foreign student enrolment, followed by 41.0% indicating “some involvement”, 3.2% stating “no involvement”, and 2.0% falling into the “no response” category.

Joint Research Programs

36.8% of Canadian higher education institutions report “no involvement” in joint research programs, followed by 35.5% indicate “some involvement”, 10.5% state “a great deal of involvement”, and 17.1% fall into the “no response” category. In the case of U.S. higher education institutions, 43.5% report “some involvement” in joint research programs, followed by 32.3% indicate “no involvement”, 18.2% state “a great of involvement”, and 6.8% fall into the “no response” category.

Increased Corporate Involvement

40.8% of Canadian higher education institutions have some involvement in increased corporate involvement, followed by 36.8% indicating “no involvement, 6.6% stating “a great deal of involvement”, and 15.8% falling into the “no response” category. In the U.S., 44.4% of higher education institutions have some involvement in increased corporate involvement, followed by 32.8% indicating “no involvement”, 15.6% stating “a great deal of involvement”, and 7.2% falling into the “no response” category.

Expansion of Specific Programs

Nearly half (46.1%) of Canadian higher education institutions have some involvement in expansion of specific programs, followed by 18.4% indicating “no involvement, 15.8% stating “a great deal of involvement”, and 19.7% falling into the “no response” category. As for U.S. higher education institutions, over half (54.1%) have some involvement in expansion of specific programs, followed by 22.0% indicating “a great deal of involvement”, 15.2% stating “no involvement”, and 8.7% falling into the “no response” category.

Faculty Exchanges

Over half (64.5%) of Canadian higher education institutions have some involvement in faculty exchanges, followed by 11.8% indicating “a great deal of involvement”, 10.5% stating “no involvement”, and 13.2% falling into the “no response” category. In the case of U.S. higher education institutions, a majority (70.4%) have some involvement in faculty exchanges, followed by 16.8% indicating “a great deal of involvement”, 7.7% stating “no involvement”, and 5.1% falling into the “no response” category.

Student Exchanges

44.7% of Canadian higher education institutions have some involvement in student exchanges, followed by 35.5% indicate “a great deal of involvement, 9.2% state “no involvement”, and 10.5% fall into the “no response” category. In the U.S., 48.1% of higher education institutions have some involvement in student exchanges, followed by 42.2% indicating “a great deal of involvement”, 4.1% stating “no involvement”, and 5.6% falling into the “no response” category.

Co-sponsorship of Conferences

42.1% of Canadian higher education institutions have no involvement in co-sponsorship of conferences, followed by 32.9% indicating “some involvement”, 5.3% stating “a great deal of involvement”, and 19.7% falling into the “no response” category. In the U.S., 40.1% of higher education institutions have no involvement in co-sponsorship of Conferences, followed by 38.9% indicating “some involvement”, 7.4% stating “a great deal of involvement”, and 13.6% falling into the “no response” category.

Association or Consortial Linkages

43.4% of Canadian higher education institutions have some involvement in association or consortial linkages, followed by 25.0% indicating “no involvement, 14.5% stating “a great deal of involvement”, and 17.1% falling into the “no response” category. In the U.S., 48.3% of higher education institutions have some involvement in association or consortial linkages, followed by 21.1% indicating “no involvement”, 17.8% stating “a great deal of involvement”, and 12.8% falling into the “no response” category.

Figure 8 presents a graphic depiction of the data.

TABLE 8:

8. Please indicate the extent of your institution's involvement in each of the international linkage areas. Specify below:

	No involvement	Some involvement	A great deal of Involvement
Increased foreign Student enrolment			
Joint research programs			
Increased corporate involvement			
Expansion of specific programs			
Faculty exchanges			
Student exchanges			
Co-sponsorship of conferences			
Association or consortial linkages			

The Extent of Institution's Involvement-Increased Foreign Student Enrolment

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	7	9.2	8	2.0
No involvement	4	5.3	13	3.2
Some involvement	29	38.2	168	41.0
A great deal of involvement	36	47.4	221	53.8
Total	76	100.0	410	100.0

The Extent of Institution's Involvement-Joint Research Programs

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	13	17.1	25	6.8
No involvement	28	36.8	132	32.3
Some involvement	27	35.5	178	43.5
A great deal of involvement	8	10.5	75	18.2
Total	76	100.0	410	100.0

The Extent of Institution's Involvement-Increased Corporate Involvement

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	12	15.8	30	7.2
No involvement	28	36.8	134	32.8
Some involvement	31	40.8	182	44.4
A great deal of involvement	5	6.6	64	15.6
Total	76	100.0	410	100.0

The Extent of Institution's Involvement-Expansion of Specific Programs

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	15	19.7	36	8.7
No involvement	14	18.4	62	15.2
Some involvement	35	46.1	222	54.1
A great deal of involvement	12	15.8	90	22.0
Total	76	100.0	410	100.0

The Extent of Institution's Involvement-Faculty Exchanges

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	10	13.2	20	5.1
No involvement	8	10.5	32	7.7
Some involvement	49	64.5	289	70.4
A great deal of involvement	9	11.8	69	16.8
Total	76	100.0	410	100.0

The Extent of Institution's Involvement-Student Exchanges

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	8	10.5	22	5.6
No involvement	7	9.2	17	4.1
Some involvement	34	44.7	197	48.1
A great deal of involvement	27	35.5	174	42.2
Total	76	100.0	410	100.0

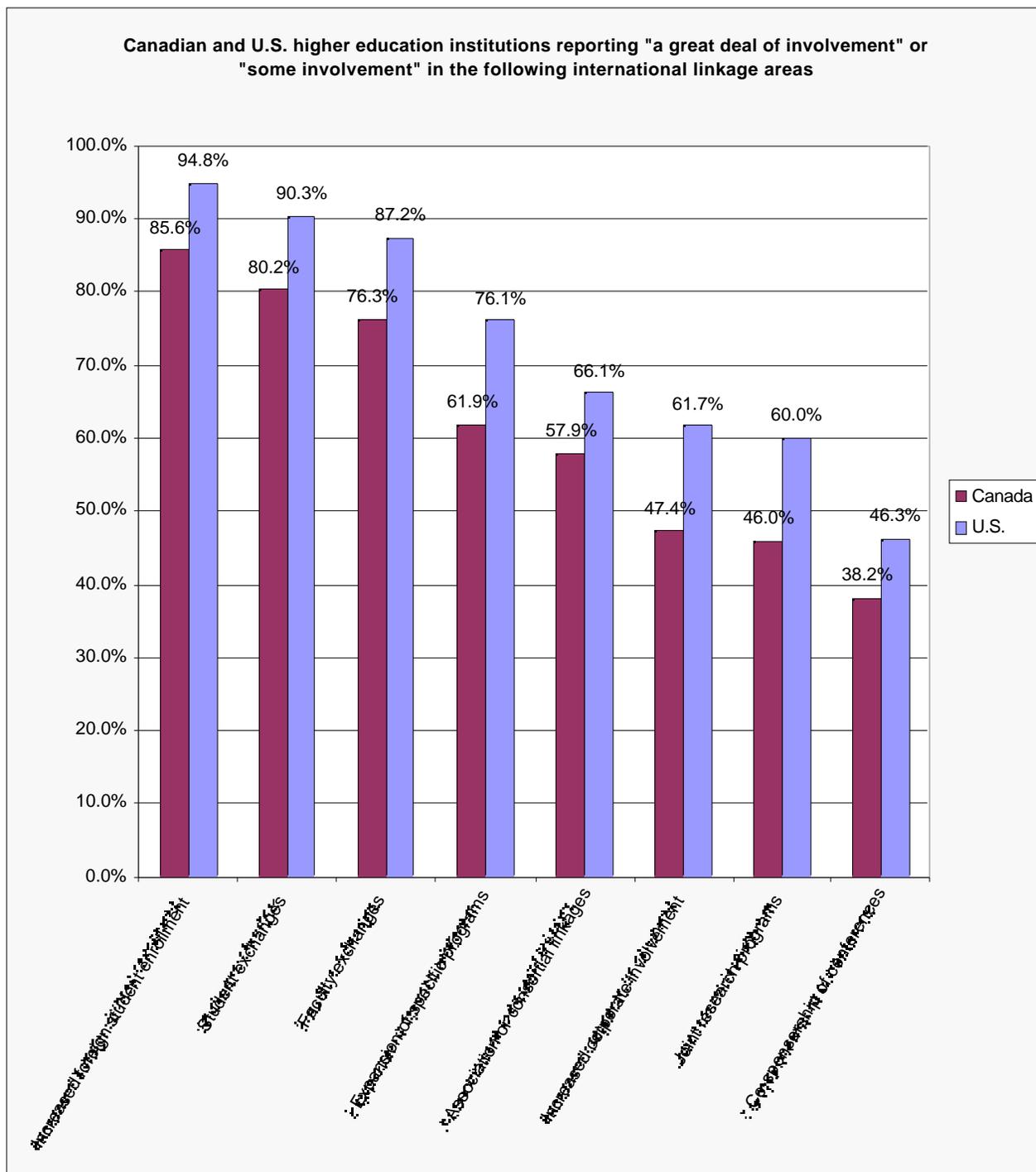
The Extent of Institution's Involvement-Co-sponsorship of Conferences

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	15	19.7	57	13.6
No involvement	32	42.1	164	40.1
Some involvement	25	32.9	159	38.9
A great deal of involvement	4	5.3	30	7.4
Total	76	100.0	410	100.0

The Extent of Institution's Involvement-Association or Consortial Linkages

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	13	17.1	52	12.8
No involvement	19	25.0	87	21.1
Some involvement	33	43.4	198	48.3
A great deal of involvement	11	14.5	73	17.8
Total	76	100.0	410	100.0

FIGURE 8:



Canada (N) = 76, U.S. (N) = 410

9. **Please select the five sources of funding that have been most important in financing linkage activities (U.S. corporate support, Mexican corporate support, Canadian corporate support, U.S. foundation support, Mexican foundation support, Canadian foundation support, U.S. government funding, Mexican government funding, Canadian government funding, Linkage partner institution funding, Home institution, Reciprocal tuition swap agreements, and Costs self-paid by participants).**

Referring to table 9, we will examine, for each source of funding referred above, Canada/U.S. differences

U.S. Corporate Support

In Canada, 1.3% of higher education institutions report that U.S. corporate support funding is “most important” and “somewhat important” respectively. 1.3% of the institutions are “neutral” on the importance of U.S. corporate support funding to their institutions. While no institutions state that U.S. corporate support funding is “somewhat unimportant”, 2.6% observe that it is “least important”. 94.7% of higher education institutions fall into the “no response” category. As for the U.S., 7.2% of higher education institutions report that U.S. corporate support funding is “most important”. This is followed by 6.8% indicating that it is “least important”, and 4.1% stating “somewhat important”. 3.2% are “neutral” on the importance of U.S. corporate support funding, and 2.1% state that it is “somewhat important”. 76.6% fall into the “no response” category.

Mexican Corporate Support

In Canada, 1.3% of higher education institutions report that Mexican corporate support funding is “most important”. 1.3% are “neutral” on the importance of Mexican corporate support. None of the institutions indicate that Mexican corporate support is “somewhat important”, “somewhat unimportant”, or “least important”. 97.4% fall into the “no response” category. As for U.S. higher education institutions, 4.8% report that Mexican corporate support is “least important”, followed by 2.4% indicating “somewhat unimportant”, and 1.8% stating “somewhat important”. None of the higher education institutions report Mexican corporate support as “most important” or “neutral”. 91.0% fall into the “no response” category.

Canadian Corporate Support

9.2% of Canadian higher education institutions report that Canadian corporate support is “least important”, followed by 5.3% indicating “most important”, and 3.9% stating “somewhat unimportant”. 2.6% are “neutral” on the importance of Canadian corporate support funding and 1.3% express that it is “somewhat important”. 77.6% fall into the “no response” category. In the case of U.S. higher education institutions, 4.7% report that Canadian corporate support is “somewhat unimportant”. This is followed by 2.1% indicating that it is “least important”. None of the institutions report Canadian corporate support as “most important” or “somewhat important”. Also, no institution is “neutral” on the importance of Canadian corporate support. 93.2% fall into the “no response” category.

U.S. Foundation Support

1.3% of Canadian higher education institutions report that U.S. foundation support is “most important”, “somewhat unimportant”, and “least important” respectively. Also, 1.3% of the institutions are “neutral” on the importance of U.S. foundation support. None of the institutions indicate “somewhat important”. 94.7% fall into the “no response” category. As for U.S. higher education institutions, 21.7% report that U.S. foundation support funding is “somewhat important”. This is followed by 10.1% indicating that it is “most important”, 3.4% stating “somewhat unimportant”, and 1.9% reporting “least important”. None of the institutions are “neutral” on the importance of U.S. foundation support funding and 62.9% fall into the “no response” category.

Mexican Foundation Support

1.3% of Canadian higher education institutions indicate that Mexican foundation support is “somewhat important”. None of the institutions report that Mexican foundation support is “most important”, “somewhat unimportant”, or “least important”. Also, no institution is “neutral” on the importance of Mexican foundation support funding, and 97.4% fall into the “no response” category. In the case of U.S. higher education institutions, 2.1% indicate that Mexican foundation support funding is “somewhat unimportant”, followed by 1.2% stating “least important”. None of the institutions report that Mexican foundation support is “most important” or “somewhat important”. Also, no institution is “neutral” on the importance of Mexican foundation support funding. 96.7% fall into the “no response” category.

Canadian Foundation Support

3.9% of Canadian higher education institutions report that Canadian foundation support is “somewhat unimportant”, followed by 2.6% indicating “most important”. 2.6% of institutions are “neutral” on the importance of Canadian foundation support. 1.3% state that Canadian foundation support is “least important”. None of the institutions report “somewhat important”. 89.5% fall into the “no response” category. In the U.S., 2.8% of higher education institutions report that Canadian foundation support is “somewhat unimportant”, followed by 1.2% indicating “least important”. None of the institutions report “most important”, “somewhat important” or “neutral”. 96.0% fall into the “no response” category.

U.S. Government Funding

2.6% of Canadian higher education institutions are “neutral” on the importance of U.S. government funding. This is followed by 1.3% of Canadian higher education institutions reporting that U.S. government funding is “somewhat important”, “somewhat unimportant”, and “least important” respectively. None of the institutions indicate that U.S. government funding is most important. 93.4% fall into the “no response” category. In the case of U.S. higher education institutions, 28.2% report that U.S. government funding is “most important”. This is followed by 11.4% indicating that it is “somewhat important”, 8.3% stating “least important”, and 3.9%

reporting “somewhat unimportant”. 4.1% of the institutions are “neutral” on the importance of U.S. government funding, and 44.1% fall into the “no response” category.

Mexican Government Funding

5.3% of Canadian higher education institutions report that Mexican government funding is “somewhat important”. This is followed by 2.6% indicating that it is “somewhat unimportant”, and 1.3% stating “most important”. None of the institutions report “neutral” on the importance of Mexican government funding. No institution expresses “least important” as well. 89.5% fall into the “no response” category. As for U.S. higher education institutions, 4.1% report that Mexican government funding is “somewhat unimportant”. This is followed by 3.2% indicating that it is “somewhat important”. None of the institutions state that Mexican government funding is “most important” or “least important”. Also no institutions indicate “neutral”. 92.7% fall into the “no response” category.

Canadian Government Funding

In Canada, 30.3% of higher education institutions report that Canadian federal government funding is “most important”. This is followed by 13.2% indicating that it is “somewhat important” while 6.6% state “least important”. 3.9% of the institutions report “neutral” on the importance of Canadian government funding, and 2.6% report that it is “somewhat unimportant”. 43.4% fall into the “no response” category. As for Canadian provincial government funding, 10.5% of Canadian higher education institutions report that it is “most important”. This is followed by 6.6% indicating that it is “somewhat unimportant”, 2.6% report it is “somewhat important” and “least important” respectively. 10.5% of the institutions are “neutral” on the importance of Canadian provincial government funding. 67.1% fall into the “no response” category. In the case of U.S. higher education institutions, 3.8% of higher education institutions report that Canadian government funding is “least important”. This is followed by 2.8% indicating that it is “somewhat important”. 2.3% of the institutions are “neutral” on the importance of Canadian government funding. None of the institutions report Canadian government funding as “most important” or “somewhat important”. 91.1% fall into the “no response” category.

Linkage Partnership Institution Funding

13.2% of Canadian higher education institutions are “neutral” on the importance of linkage partnership institution funding. This is followed by 11.8% reporting that linkage partnership institution funding is “somewhat important”. 7.9% of the institutions indicate that it is “somewhat unimportant”, 3.9% state “most important”, and 2.6% report “least important”. 60.5% fall into the “no response” category. In the case of U.S. higher education institutions, 9.8% are “neutral” on the importance of linkage partnership institution funding. This is followed by 8.7% reporting that linkage partner institution funding is “somewhat unimportant”, 8.2% indicate “somewhat

important”, 4.2% stating “least important”, and 1.9% respond “most important”. 67.2% fall into the “no response” category.

Home Institution Funding

21.1% of Canadian higher education institutions report that home institution funding is “somewhat important”. This is followed by 18.4% indicating that it is “most important”, 6.6% stating “least important” and “neutral” respectively, and 5.3% reporting that it is “somewhat unimportant”. In the case of U.S. higher education institutions, 25.2% report that home institution is “somewhat important”. This is followed by 23.4% indicating that it is “most important”, 5.2% stating “least important”. 4.3% of the institutions are “neutral” on the importance of home institution funding and 3.8% respond “somewhat unimportant”.

Reciprocal Tuition Swap Agreements Funding

11.8% of Canadian higher education institutions report that funding by reciprocal tuition swap agreements is “most important”. This is followed by 10.5% indicating that it is “somewhat unimportant”. 10.5% of the institutions are “neutral” on the importance of funding by reciprocal tuition swap agreements. 9.2% stating that it is “least important”, and 5.3% reporting “somewhat important”. 52.6% fall into the “no response” category. As for U.S. higher education institutions, 12.2% are “neutral” on the importance of funding by reciprocal tuition swap agreements. This is followed by 5.3% reporting that reciprocal tuition swap agreements are “somewhat important”, 4.8% indicating “least important”, 4.1% stating “most important”, and 3.2% expressing that it is “somewhat unimportant”. 70.4% fall into the “no response” category.

Costs-Self Paid By Participants Funding

15.8% of Canadian higher education institutions are “neutral” on the importance of funding by costs-self paid by participants. This is followed by 14.5% reporting that costs-self paid by participants is “somewhat unimportant”, 10.5% indicating “least important” and “somewhat important” respectively. 5.3% of the institutions report that costs-self paid by participants is “most important”. In the case of U.S. higher education institutions, 17.4% report that funding by costs self-paid by participants is “somewhat unimportant”. This is followed by 15.6% indicating that it is “least important”. 13.8% are “neutral” on the importance of funding by costs-self paid by participants, 9.2% stating that they are “somewhat important”, and 6.7% reporting “most important”. 37.3% fall into the “no response” category.

Figure 9 presents a graphic depiction of the data

TABLE 9:

9. From the list below, please select the **five** (5) sources of funding that have been most important in financing linkage activities.

Rank the choices by writing the numbers 1-5, on the line beside your choice. "1" stands for the most important funding source and "5" stands for the least important.

U.S. corporate support	_____
Mexican corporate support	_____
Canadian corporate support	_____
U.S. foundation support	_____
Mexican foundation support	_____
Canadian foundation support	_____
U.S. government funding	_____
Mexican government funding	_____
Canadian government funding	_____
Home institution	_____
Linkage partner institution	_____
Reciprocal tuition swap agreements	_____
Costs self-paid by participants	_____

The importance of U.S. corporate support funding to academic institutions

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	72	94.7	313	76.6
Most important	1	1.3	30	7.2
Somewhat important	1	1.3	9	2.1
Neutral	0	1.3	13	3.2
Somewhat unimportant	0	0.0	17	4.1
Least important	2	2.6	28	6.8
Total	76	100.0	410	100.0

The importance of Mexican corporate support funding to academic institutions

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	74	97.4	373	91.0
Most important	1	1.3	0	0.0
Somewhat important	0	0.0	7	1.8
Neutral	1	1.3	0	0.0
Somewhat unimportant	0	0.0	10	2.4
Least important	0	0.0	20	4.8
Total	76	100.0	410	100.0

The importance of Canadian corporate support funding to academic institutions

	CANADA	U.S.
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RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	59	77.6	382	93.2
Most important	4	5.3	0	0.0
Somewhat important	1	1.3	0	0.0
Neutral	2	2.6	0	0.0
Somewhat unimportant	3	3.9	19	4.7
Least important	7	9.2	9	2.1
Total	76	100.0	410	100.0

The importance of U.S. foundation support funding to academic institutions

	CANADA		U.S.	
RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	72	94.7	258	62.9
Most important	1	1.3	41	10.1
Somewhat important	0	0.0	89	21.7
Neutral	1	1.3	0	0.0
Somewhat unimportant	1	1.3	14	3.4
Least important	1	1.3	8	1.9
Total	76	100.0	410	100.0

The importance of Mexican foundation support funding to academic institutions

	CANADA		U.S.	
RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	75	97.4	396	96.7
Most important	0	0.0	0	0.0
Somewhat important	1	1.3	0	0.0
Neutral	0	0.0	0	0.0
Somewhat unimportant	0	0.0	9	2.1
Least important	0	0.0	5	1.2
Total	76	100.0	410	100.0

The importance of Canadian foundation support funding to academic institutions

	CANADA		U.S.	
RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	68	89.5	394	96.0
Most important	2	2.6	0	0.0

Somewhat important	0	0.0	0	0.0
Neutral	2	2.6	0	0.0
Somewhat unimportant	3	3.9	11	2.8
Least important	1	1.3	5	1.2
Total	76	100.0	410	100.0

The importance of U.S. government funding to academic institutions

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	71	93.4	180	44.1
Most important	0	0.0	116	28.2
Somewhat important	1	1.3	47	11.4
Neutral	2	2.6	17	4.1
Somewhat unimportant	1	1.3	16	3.9
Least important	1	1.3	34	8.3
Total	76	100.0	410	100.0

The importance of Mexican government funding to academic institutions

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	68	89.5	380	92.7
Most important	1	1.3	0	0.0
Somewhat important	4	5.3	13	3.2
Neutral	1	1.3	0	0.0
Somewhat unimportant	2	2.6	17	4.1
Least important	0	0.0	0	0.0
Total	76	100.0	410	100.0

The importance of Canadian provincial government funding to academic institutions

RESPONSE	CANADA	
	NUMBER	PERCENT (%)
No response	51	67.1
Most important	8	10.5
Somewhat important	2	2.6
Neutral	8	10.5
Somewhat unimportant	5	6.6
Least important	2	2.6
Total	76	100.0

The importance of Canadian federal government funding to academic institutions

RESPONSE	CANADA	
	NUMBER	PERCENT (%)
No response	33	43.4
Most important	23	30.3
Somewhat important	10	13.2
Neutral	3	3.9
Somewhat unimportant	2	2.6
Least important	5	6.6
Total	76	100.0

The importance of Canadian government funding to academic institutions

RESPONSE	U.S.	
	NUMBER	PERCENT (%)
No response	374	91.1
Most important	0	0.0
Somewhat important	0	0.0
Neutral	9	2.3
Somewhat unimportant	11	2.8
Least important	16	3.8
Total	410	100.0

The importance of home institution funding to academic institutions

	CANADA	U.S.
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RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	32	42.1	156	38.1
Most important	14	18.4	96	23.4
Somewhat important	16	21.1	103	25.2
Neutral	5	6.6	18	4.3
Somewhat unimportant	4	5.3	16	3.8
Least important	5	6.6	21	5.2
Total	76	100.0	410	100.0

The importance of linkage partner institution funding to academic institutions

	CANADA		U.S.	
RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	46	60.5	275	67.2
Most important	3	3.9	8	1.9
Somewhat important	9	11.8	34	8.2
Neutral	10	13.2	40	9.8
Somewhat unimportant	6	7.9	36	8.7
Least important	2	2.6	17	4.2
Total	76	100.0	410	100.0

The importance of reciprocal tuition swap agreements funding to academic institutions

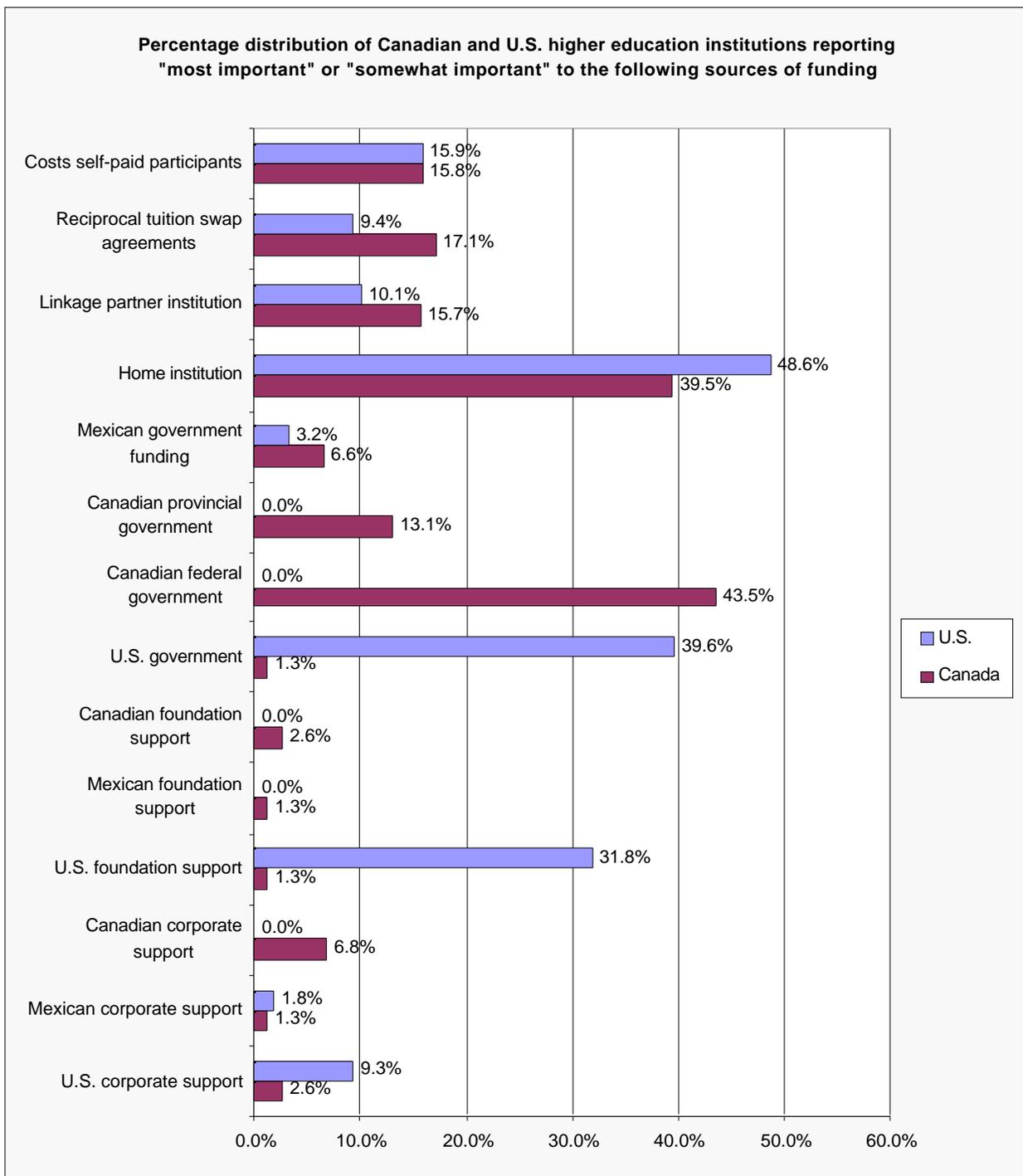
	CANADA		U.S.	
RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	40	52.6	288	70.4
Most important	9	11.8	17	4.1
Somewhat important	4	5.3	22	5.3
Neutral	8	10.5	50	12.2
Somewhat unimportant	8	10.5	13	3.2
Least important	7	9.2	20	4.8
Total	76	100.0	410	100.0

The importance of costs self-paid by participants funding to academic institutions

	CANADA		U.S.	
RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	33	43.4	153	37.3
Most important	4	5.3	27	6.7

Somewhat important	8	10.5	38	9.2
Neutral	12	15.8	57	13.8
Somewhat unimportant	11	14.5	71	17.4
Least important	8	10.5	64	15.6
Total	76	100.0	410	100.0

FIGURE 9:



Canada (N) = 76, U.S. (N) = 410

10. **The *Alliance* has identified five (5) areas as priorities for international linkage activities: Financial services, environmental management, information technology, public administration and production management. Please indicate how important these areas of activity are to your institution.**

Turning to Table 10, we will examine for each priority area of international linkage activities referred to above, Canada/U.S. differences.

Financial Services

38.2% of Canadian higher education institutions report that financial services are “somewhat important” as a priority for international linkage activities. This is followed by 19.7% indicating “neutral” on financial services being a priority. 15.8% state “very important”, 13.2% express “not very important”, and 5.3% report “somewhat unimportant”. 7.9% fall into the “no response” category. In the case of U.S. higher education institutions, 39.8% report that financial services are “somewhat important” as a priority for international linkage activities. This is followed by 20.6% indicating that they are “very important”. 15.2% state “neutral” on financial services being a priority. 11.3% express “somewhat unimportant”, and 6.8% report “not very important”. 6.3% fall into the “no response” category.

Environmental Management

Nearly half (48.7%) of Canadian higher education institutions report that environmental management is “very important” as a priority for international linkage activities. This is followed by 27.6% indicating that it is “somewhat important”. 9.2% of the institutions are “neutral” on environmental management being a priority. 5.3% report that it is “somewhat unimportant”, and 2.6% report that it is “not very important”. 6.6% fall into the “no response” category. As for the U.S., 44.9% of higher education institutions report that environmental management is “very important” as a priority for international linkage activities. This is followed by 25.4% indicating that it is “somewhat important”. 7.2% of the institutions are “neutral” on environmental management being a priority. 6.4% state that it is “somewhat unimportant”, and 3.2% state “not very important”. 12.9% fall into the “no response” category.

Information technology

Over half (61.8%) of Canadian higher education institutions report that information technology is “very important” as a priority for international linkage activities. This is followed by 21.1% indicating that it is “somewhat important”. 5.3% of the institutions are “neutral” on information technology being a priority. 2.6% state that it is “somewhat unimportant” and “not very important” respectively. 6.6% fall into the “no response” category. In the case of U.S. higher education institutions, over half (68.4%) report that information technology is “very important” as a priority for international linkage activities. This is followed by 22.2% indicating that it is “somewhat important”. 2.0% are “neutral” on information technology being a priority. 3.8% state

that it is “somewhat unimportant”, and 1.8% express “not very important”. 1.8% fall into the “no response” category.

Public Administration

42.1% of Canadian higher education institutions report that public administration is “somewhat important” as a priority for international linkage activities. This is followed by 23.7% indicating “neutral” on public administration as a priority. 15.8% state that it is “very important”, 9.2% report “not very important”, and 2.6% state “somewhat unimportant”. 6.6% fall into the “no response” category. In the U.S., 38.9% of higher education institutions report that public administration is “somewhat important” as a priority for international linkage activities. This is followed by 27.4% indicating “neutral” on public administration being a priority. 12.6% state “very important”, 11.7% report “not very important”, and 4.2% state “somewhat unimportant”. 5.2% fall into the “no response” category.

Production Management

27.6% of Canadian higher education institutions report that production management is “somewhat important” as a priority for international linkage activities. This is followed by 27.6% indicating “neutral” on production management being a priority. 15.8% state that it is “not very important”, 10.5% report “somewhat unimportant” and “very important” respectively. 7.9% fall into the “no response” category. In the case of U.S. higher education institutions, 34.3% report that production management is “somewhat important” as a priority for international linkage activities. This is followed by 22.9% indicating that they are “neutral”. 16.6% state that it is “very important”, 13.9% report “not very important”, and 8.2% report “somewhat unimportant”. 4.1% fall into the “no response” category.

TABLE 10:

- 10. The *Alliance* has identified five (5) areas as priorities for international linkage activities: financial services, environmental management, information technology, public administration and production management.**

Please indicate how important these areas of activity are to your institution.

i. Financial Services	Not very important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
ii. Environment Management	Not very important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
iii. Information Technology	Not very important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
iv. Public Administration	Not very important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
v. Production Management	Not very important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important

Financial services as a priority for international linkage activities

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	6	7.9	27	6.3
Not very important	10	13.2	28	6.8
Somewhat unimportant	4	5.3	46	11.3
Neutral	15	19.7	62	15.2
Somewhat important	29	38.2	163	39.8
Very important	12	15.8	84	20.6
Total	76	100.0	410	100.0

Environmental management as a priority for international linkage activities

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	5	6.6	53	12.9
Not very important	2	2.6	13	3.2
Somewhat unimportant	4	5.3	26	6.4
Neutral	7	9.2	30	7.2
Somewhat important	21	27.6	104	25.4
Very important	37	48.7	184	44.9
Total	76	100.0	410	100.0

Information technology as a priority for international linkage activities

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	5	6.6	8	1.8
Not very important	2	2.6	7	1.8
Somewhat unimportant	2	2.6	16	3.8
Neutral	4	5.3	8	2.0
Somewhat important	16	21.1	91	22.2
Very important	47	61.8	280	68.4
Total	76	100.0	410	100.0

Public Administration as a priority for international linkage activities

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	5	6.6	22	5.2
Not very important	7	9.2	48	11.7
Somewhat unimportant	2	2.6	17	4.2
Neutral	18	23.7	112	27.4
Somewhat important	32	42.1	159	38.9
Very important	12	15.8	52	12.6
Total	76	100.0	410	100.0

Production management as a priority for international linkage activities

	CANADA	U.S.
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RESPONSE	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	6	7.9	16	4.1
Not very important	12	15.8	57	13.9
Somewhat unimportant	8	10.5	34	8.2
Neutral	21	27.6	94	22.9
Somewhat important	21	27.6	141	34.3
Very important	8	10.5	68	16.6
Total	76	100.0	410	100.0

11. Do you have any suggestions on how to improve existing international linkage activities?

This information was not entered into the statistical database.

12. Relative preference for a North American Clearinghouse for linkage development versus a Project Funding Body.

Turning to Table 12, we will examine the relative preference by Canadian and U.S. higher education institutions for a North American Clearinghouse for linkage development versus a Project Funding Body.

North American Clearinghouse

40.8% of Canadian higher education institutions reported that they “somewhat preferred” the North American Clearinghouse to facilitate international linkage activities. This is followed by 21.1% indicating “neutral”, 9.2% stating “most preferred” and “less preferred” respectively, and 11.8% expressing “least preferred”. 7.9% fell into the “no response” category. In the case of U.S. higher education institutions, 44.9% reported that they “somewhat preferred” the North American Clearinghouse to facilitate international linkage activities. This is followed by 14.9% indicating “neutral”, 13.7% stating “most preferred”, 13.2% expressing “least preferred”, and 12.5% reporting “less preferred”. 1.1% fell into the “no response” category.

Project Funding Body

Over half (53.9%) of Canadian higher education institutions reported that they “most preferred” the Project Funding Body to facilitate international linkage activities. This is followed by 27.6% indicating “somewhat preferred”, 7.9% stating “neutral”, 2.6% expressing “least preferred”, and 1.3% reporting “less preferred”. 6.6% fell into the “no response” category. In the case of U.S. higher education institutions, over half (57.3%) reported “most preferred” for the Project Funding Body to facilitate international linkage activities. This is followed by 31.2% indicating “somewhat preferred”, 7.4% stating “neutral”, and 2.3% stating “less preferred”. None of the U.S. higher education institutions reported “least preferred” for the Project Funding Body. 1.8% fell into the “no response” category.

Figure 12 presents a graphic depiction of the data

TABLE 12:**12. Please rate your preferences for the following options:****A. North American Clearinghouse**

This organization would maintain databases, stimulate discussion and collaborative research and promote best practices.

Least preferred Less preferred Neutral Somewhat preferred Most preferred

B. Project Funding Body

This organization would be jointly funded by the public and private sectors. It would receive and evaluate proposals for research, education, and training.

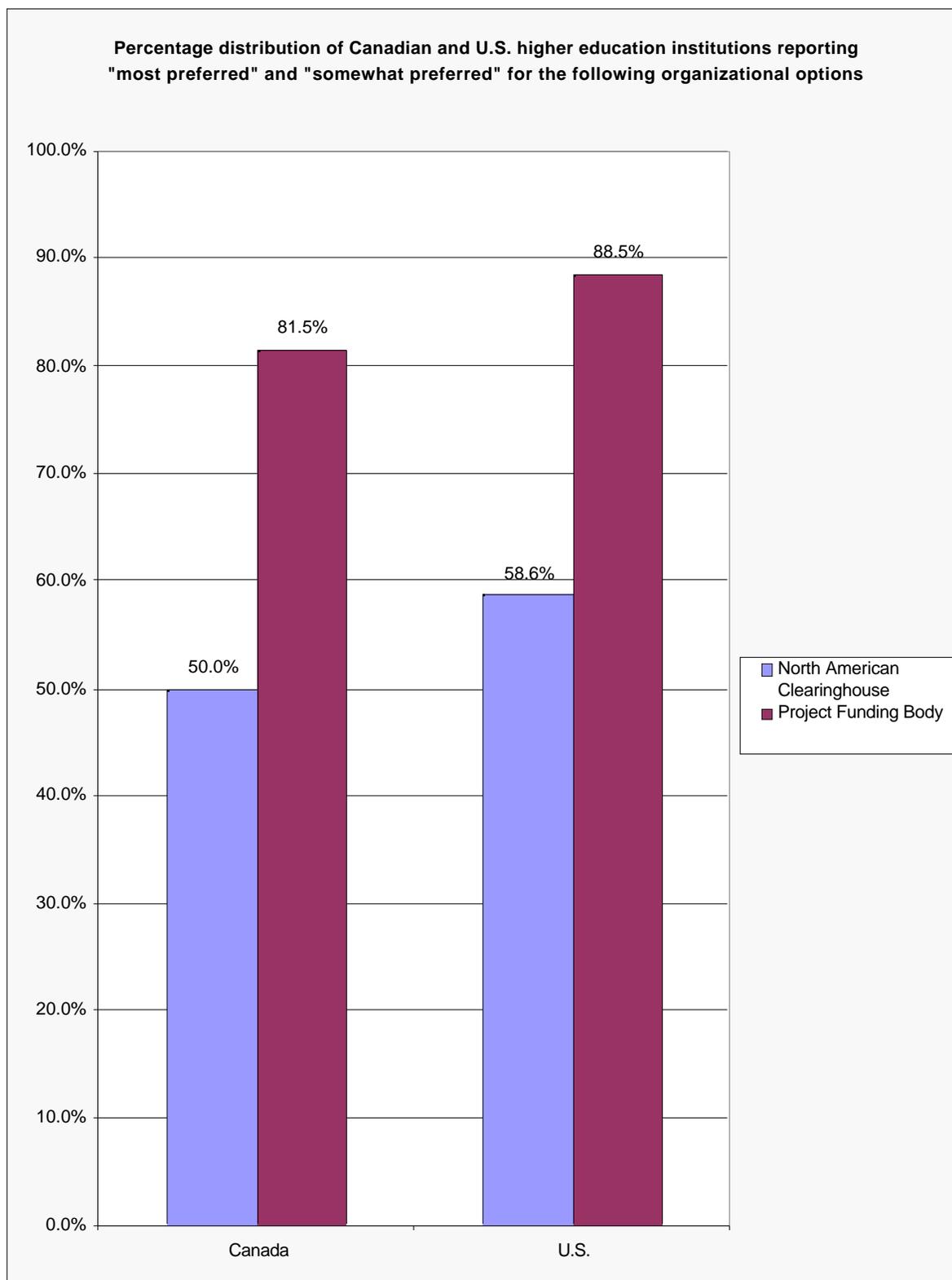
Least preferred Less preferred Neutral Somewhat preferred Most preferred

North American Clearinghouse

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	6	7.9	5	1.1
Least preferred	9	11.8	54	13.2
Less preferred	7	9.2	51	12.5
Neutral	16	21.1	60	14.6
Somewhat preferred	31	40.8	184	44.9
Most preferred	7	9.2	56	13.7
Total	76	100.0	410	100.0

Project Funding Body

RESPONSE	CANADA		U.S.	
	NUMBER	PERCENT (%)	NUMBER	PERCENT (%)
No response	5	6.6	8	1.8
Least preferred	2	2.6	0	0.0
Less preferred	1	1.3	9	2.3
Neutral	6	7.9	30	7.4
Somewhat preferred	21	27.6	128	31.2
Most preferred	41	53.9	235	57.3
Total	76	100.0	410	100.0

FIGURE 12:

Canada (N) = 76, U.S.(N) = 410

4. CONCLUSIONS AND IMPLICATIONS FOR ACTION

In this section we first summarize the main conclusions of the research and then discuss the broader action implications of those conclusions.

4.1 Main Conclusions

- A majority of Canadian higher education institutions surveyed have active relationships with other higher education institutions in the United States and Mexico (69.8%). A majority of U.S. higher education institutions surveyed also have such relationships with higher education institutions in Canada and Mexico although the percentage is somewhat higher (76.2%)
- Of those Canadian higher education institutions reporting that they do not have linkage relationships with other higher education institutions in the United States and Mexico, 30.4% report that they plan to establish such linkages in the next year. In the case of U.S. higher education institutions that do not have linkage relationships with higher education institutions in Canada and Mexico, a substantially higher percentage (66.3%) report that they plan to do so in the next year.
- Both the Canadian and U.S. higher education institutions surveyed report that North American linkage activities have been beneficial for their institutions (90.6% for Canadian institutions, 88.8% for U.S. institutions). Similarly, among the Canadian institutions surveyed, North American linkages are identified as “very important” by 61.8% and “somewhat important” by 28.9%. For the U.S. institutions surveyed, the corresponding percentages are 68.2% and 27.8%.
- The Canadian and U.S. higher education institutions surveyed are involved in a number of different types of linkage activities. The following list identifies each of the linkage activities and reports the percentage of Canadian and U.S. institutions ranking the activities as “very important”.
 - Private sector alliances (“very important” for 77.6% of Canadian institutions and 84.9% of U.S. institutions).
 - Faculty development (“very important” for 80.3% of Canadian institutions and 83.4% of U.S. institutions).
 - Student exchange (“very important” for 71.1% of Canadian institutions and 76.8% of U.S. institutions).
 - International curriculum (“very important” for 67.1% of Canadian institutions and 73.4% of U.S. institutions).
 - Internships (“very important” for 68.4% of Canadian institutions and 62.2% of U.S. institutions).
 - Distance education (“very important” for 67.1% of Canadian institutions and 62.5% of U.S. institutions).
 - Co-op work/study programs (“very important for 68.4% of Canadian institutions and 59.4% of U.S. institutions).

- Community development (“very important” for 68.4% of Canadian institutions and 58.8% of U.S. institutions).
 - Collaborative research (“very important” for 51.3% of Canadian institutions and 54.2% of U.S. institutions).
 - Standards and Accreditation (“very important” for 53.9% of Canadian institutions and 57.2% of U.S. institutions).
 - Joint research programs (“very important” for 36.8% of Canadian institutions and 40.2% of U.S. institutions).
 - Library exchange (“very important” for 30.3% of Canadian institutions and 24.2% of U.S. institutions).
- The Canadian and U.S. higher education institutions surveyed were also asked about their level of involvement in a number of North American linkage areas. The following list identifies each of the linkage areas and reports the percentage of Canadian and U.S. institutions reporting “a great deal of involvement” and “some involvement”.
 - 85.6% of Canadian institutions report involvement in the area of increased foreign student enrolment. The corresponding percentage for U.S. institutions is 94.8%.
 - 80.2% of Canadian institutions report involvement in the area of student exchange. The corresponding percentage for U.S. institutions is 90.3%.
 - 76.3% of Canadian institutions report involvement in the area of faculty exchange. The corresponding percentage for U.S. institutions is 87.2%.
 - 61.9% of Canadian institutions report involvement in the area of expansion of specific programs. The corresponding percentage for U.S. institutions is 76.1%.
 - 57.9% of Canadian institutions report involvement in the area of association or consortial linkages. The corresponding percentage for U.S. institutions is 66.1%.
 - 47.4% of Canadian institutions report involvement in the area of increased corporate involvement. The corresponding percentage for U.S. institutions is 60.0%.
 - 46.0% of Canadian institutions report involvement in the area of joint research programs. The corresponding percentage for U.S. institutions is 61.7%.
 - 38.2% of Canadian institutions report involvement in the area of co-sponsorship of conferences. The corresponding percentage for U.S. institutions is 46.3%.
 - The existing North American linkage activities of the Canadian and U.S. higher education institutions surveyed takes place within a number of field of study areas. The following list identifies each of the field of study areas and reports the percentage of Canadian and U.S. institutions with existing linkages.
 - In the field of public administration, 7.9% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 12.0%.
 - In the field of software development/Internet applications, 17.1% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 35.9%.

- In the field of applied technician training, 10.5% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 23.7%.
- In the field of production management, 6.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 14.9%.
- In the field of humanities, 31.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 45.6%.
- In the field of social sciences, 32.9% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 47.3%.
- In the field of environmental studies, 31.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 42.2%.
- In the field of engineering, 22.4% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 37.8%.
- In the field of applied sciences, 27.6% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 43.9%.
- In the field of financial services, 9.2% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 31.5%.
- In the field of business administration, 38.2% of Canadian institutions have existing linkages. The corresponding percentage for U.S. institutions is 61.0%.
- The pursuit of North American linkage relationships by Canadian and U.S. institutions of higher education also takes place within a number of field of study areas. The following list identifies each of the fields of study and reports the percentage of Canadian and U.S. institutions pursuing linkages.
 - In the field of public administration, 10.5% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 8.5%.
 - In the field of software development/Internet applications, 17.1% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 26.3%.
 - In the field of applied technician training, 11.8% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 15.4%.
 - In the field of production management, 5.3% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 7.8%.
 - In the field of humanities, 7.9% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 6.3%.
 - In the field of social sciences, 7.9% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 10.2%.
 - In the field of environmental studies, 9.2% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 14.2%.

- In the field of engineering, 5.3% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 7.3%.
 - In the field of applied sciences, 10.5% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 13.2%.
 - In the field of financial services, 6.6% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 12.4%.
 - In the field of business administration, 26.3% of Canadian institutions are pursuing North American linkages. The corresponding percentage for U.S. institutions is 31.0%.
- The North American linkage activities of the Canadian and U.S. higher education institutions surveyed have produced a number of direct outcomes. The following list identifies each of the outcome areas and presents the percentage of Canadian and U.S. institutions with active international linkages/activities reporting such outcomes.
 - 66.0% of Canadian institutions report that foreign student enrolment has increased. The corresponding percentage for U.S. institutions is 92.0%.
 - 47.2% of Canadian institutions report increases in joint research programs. The corresponding percentage for U.S. institutions is 57.4%.
 - 18.9% of Canadian institutions report that corporate involvement has increased. The corresponding percentage for U.S. institutions is 47.1%.
 - 49.1% of Canadian institutions report increases in expansion of specific programs. The corresponding percentage for U.S. institutions is 79.5%.
 - 62.3% of Canadian institutions report that faculty exchanges have increased. The corresponding percentage for U.S. institutions is 88.5%.
 - 73.6% of Canadian institutions report that student exchanges have increased. The corresponding percentage for U.S. institutions is 87.2%.
 - 35.8% of Canadian institutions report increases in co-sponsorship of conferences. The corresponding percentage for U.S. institutions is 47.4%.
 - 47.2% of Canadian institutions report increases in association or consortial linkages. The corresponding percentage for U.S. institutions is 68.3%.
 - The Canadian and U.S. higher education institutions surveyed were asked about the sources of funding for their North American linkage activities. Canadian institutions responded that the following sources of funding were “most important” or “somewhat important”: the Canadian federal government (43.5%), their own institution (39.5%), reciprocal tuition swap agreements (17.1%), costs self paid by participants (15.8%), linkage partner institution (15.7%), a Canadian provincial government (13.1%), the Mexican government (6.6%), and Canadian corporate support (6.6%). Other sources of funding account for less than 3% each. These include U.S., Canadian, and Mexican foundation support and U.S. and Mexican corporate support. U.S. institutions responded that the following sources of funding were “most important” or “somewhat important”: Their own institution (48.6%), the U.S. government (39.6%), U.S. foundation support (31.8%), costs self paid by participants (15.9%), linkage partner institution (10.1%),

reciprocal tuition swap agreements (9.4%), U.S. corporate support (9.3%), and the Mexican government (3.2%). No funding was received from the Canadian federal government, Canadian corporations, Canadian foundations or Mexican foundations.

- The Alliance for Higher Education and Enterprise in North America has five priority program areas. To assess the fit between Alliance program priorities and a broad cross-section of Canadian and U.S. higher education institutions, the institutions surveyed were asked to rank each program area in terms of its importance to North American linkage activities. For each of the five program areas (listed below) we report the percentage of Canadian and U.S. institutions indicating that an area is “very important” or “somewhat important”.
 - In the program area of financial services, 54.0% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 60.4%.
 - In the program area of environmental management, 76.3% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 70.3%.
 - In the program area of information technology, 82.9% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 90.6%.
 - In the program area of public administration, 57.9% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 51.5%.
 - In the program area of production management, 38.1% of Canadian institutions report “very important” or “somewhat important”. The corresponding percentage for U.S. institutions is 50.9%.
- The Canadian and U.S. higher education institutions surveyed were asked to express their preferences for two types of organizations designed to foster North American linkage development activity. The first is a North American Clearinghouse that would maintain databases, stimulate discussion and collaborative research, and promote best practices. The second is a Project Funding Body that would be jointly funded by the public and private sectors and would receive and evaluate proposals for research, education and training. Among the Canadian institutions surveyed, 50.0% expressed a preference for the Clearinghouse and 81.5% expressed a preference for the Funding Body. The corresponding percentages for the U.S. institutions are 58.6% and 88.5%.

4.2 Implications for Action

Since the implementation of the North American Free Trade Agreement (NAFTA), the process of North Americanization has continued to accelerate. Trade liberalization, combined with rapid growth of a knowledge based economy, has generated pressures in North America - - and elsewhere - - for an increasingly skilled and geographically mobile labour force. The realities of business competition nowadays fuels a growing demand for workers equipped with a global outlook and global capabilities.

Institutions of higher education play a central role in meeting the needs of this new operating environment. In the case of North American higher education integration, a series of major conferences (Wingspread, 1992; Vancouver, 1993; Guadalajara, 1996), have made large contributions to defining the issues facing North American higher education and developing an agenda for action. A vital part of this agenda is the fostering of linkages among North American institutions of higher education.

The present study clearly shows that a substantial proportion of Canadian and U.S. higher education institutions have such linkages and/or are actively pursuing their development. The data also show that the vast majority of both Canadian and U.S. respondents express the view that such linkages have been beneficial to their institutions. This is a positive sign for continued future growth in linkage activity. However, among those institutions that do not have existing linkages, a considerably larger proportion of U.S. institutions plan to pursue linkage development, compared to their Canadian counterparts. Further work is needed to determine why these Canadian institutions are not seeking to develop linkages and, if barriers are involved, what actions might be taken to ameliorate these barriers.

International linkages take place within a number of activity areas, 12 of which are identified in this report. In 7 of these activity areas, U.S. higher education institutions are somewhat more active than their Canadian counterparts. In 5 activity areas, the reverse is true. In particular, U.S. institutions are more active in the area of private sector alliances. Somewhat surprisingly, the area of standards and accreditation emerges as one of the relatively less important linkage activity areas for both Canadian and U.S. institutions. Given the significance of standards and accreditation issues to a truly mobile labour market, this is a potential problem area that requires further investigation.

North American linkage activities take place in a number of fields of study. U.S. higher education institutions are more active than their Canadian counterparts in all fields of study. In particular, in a number of areas of strategic importance to economic development and competitiveness, U.S. linkage activity is substantially higher. These areas include business administration, financial services, applied sciences, engineering, and software development/internet applications.

North American linkage activities produce a number of direct outcomes. In all outcome areas, U.S. higher education institutions are more likely to report accomplishments than their Canadian counterparts. The U.S. lead is quite pronounced in a number of areas, including increased foreign student enrolment, increased corporate involvement, expansion of specific programs, faculty exchanges, and the development of association or consortial linkages.

With respect to the funding of linkage activities, in both Canada and the U.S., federal government and the support of the home institution emerge strongly as the most significant financial sources. At just over 9 percent, corporate support is a marginally more significant source

of linkage activity funding in the U.S. than in Canada. The most significant difference between the two countries is the role of private foundation funding of linkage activities. At nearly 32 percent, private foundation funding in the U.S. is more than 12 times greater than private foundation funding in Canada. The results underscore the continuing difficulty of engaging the corporate sector in international linkage activities and the limitations of the private foundation system in Canada.

APPENDIX A
COVER LETTER AND FORM USED IN SURVEY OF CANADIAN
HIGHER EDUCATION INSTITUTIONS



Alliance for Higher Education and Enterprise in North America
Alianza para la Educación Superior y el Sector Privado en América del Norte
Alliance pour l'enseignement supérieur et l'entreprise en Amérique du Nord

October 20, 1999

Dear Colleague:

The societies of Canada, Mexico and the United States are rapidly approaching the end of the century in a world characterized by rapid technological change and intense global competition. There is increasing recognition that education, training and human resource development are the keys to effective adaptation and competitive success in this new era. All sectors of our three societies are giving increasing attention to the development of strategies that will enhance people-to-people contact and build a strong base of intellectual capital in our respective societies.

The decision to create the *Alliance for Higher Education and Enterprise in North America* dates back to 1992. The *Alliance* grew out of a process of trilateral consultation commonly known as the "Wingspread process" after the location of the first meeting of opinion-leaders, academics and political figures. In following years, the process was expanded through major conferences in Vancouver, Canada and Guadalajara, Mexico and grew to include an extensive representation of business leaders concerned about developing strategic alliances between the private sector and institutions of higher education.

After the Guadalajara conference, the three national governments entered into a further consultative process which culminated in April 1998, in the creation of the *Alliance* and the contribution of symbolic seed money from each of the three governments. With these start-up resources in place, the *Alliance* has now launched a major campaign of private sector fund raising.

As a priority, the Alliance will manage two principal programs: the *Strategic Partnership Program* and the *Dialogue Program*. Through the *Strategic Partnership Program* the *Alliance* will facilitate successful partnerships between individual corporations with continental interests and institutions of higher education. These partnerships will be designed to add value and meet specific needs, including issues of training, skills development and longer term development of much-needed intellectual capital for creative problem solving in the business community and in society.

NAMI: North American Alliance for Higher Education and Enterprise Fall, 1999

If you prefer to receive an electronic form of this survey, please contact ebharvey@sympatico.ca.

Name of Respondent: _____	Telephone: () _____
Position: _____	E-mail: _____
Name of Institution: _____	
Address of Institution: _____ _____	

1. Does your institution have an active relationship with educational institutions (universities and/or colleges) in the U.S. or Mexico?

- Yes, with U.S. institutions
- Yes, with Mexican institutions
- Yes, with both Mexican and U.S.
- No

➔ Are you planning to establish a relationship within the next year?

- No
- Yes
 - ➔ bilateral ?
 - trilateral?

3. Please indicate the importance of international linkage activities to your institution.

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not very
Important | Somewhat
Unimportant | Neutral | Somewhat
Important | Very
Important |
| <input type="checkbox"/> |

4A. Please indicate which field of study linkages your institution currently has or is pursuing with other academic institutions.

	Existing Linkage	Pursuing Linkage
Business administration	<input type="checkbox"/>	<input type="checkbox"/>
Financial Services	<input type="checkbox"/>	<input type="checkbox"/>
Applied Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>
Environmental studies	<input type="checkbox"/>	<input type="checkbox"/>
Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Humanities	<input type="checkbox"/>	<input type="checkbox"/>
Production Management	<input type="checkbox"/>	<input type="checkbox"/>
Applied Technician Training	<input type="checkbox"/>	<input type="checkbox"/>
Software development/		
Internet applications	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the importance of the following activities to your institution:

	Not Very important	Neutral	Very important
Private Sector Alliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Degree Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards & Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-op work/study Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Alliance for Higher Education and Enterprise in North America
Alianza para la Educación Superior y el Sector Privado en América del Norte
Alliance pour l'enseignement supérieur et l'entreprise en Amérique du Nord

Le 20 Octobre 1999

Cher collègue:

Le Canada, le Mexique et les États-Unis aborderont bientôt un nouveau millénaire dans un monde où la technologie évolue à toute vitesse et où la concurrence mondiale est intense, où l'on reconnaît que l'éducation, la formation et le perfectionnement des ressources humaines sont déterminants pour quiconque veut se tailler une place sur les marchés d'aujourd'hui. Tous les secteurs de nos trois économies s'emploient de plus en plus à trouver des stratégies qui favoriseront les contacts interpersonnels et l'implantation d'un capital intellectuel solide dans nos pays respectifs.

La décision de créer l'*Alliance pour l'enseignement supérieur et l'entreprise en Amérique du Nord* remonte à 1992. L'Alliance est issue d'un processus de consultation trilatérale que l'on a appelé « processus de Wingspread », du nom de l'endroit où s'est tenue la première réunion de leaders d'opinion, d'universitaires et de personnalités politiques. Le processus a pris de l'ampleur au fil des années et a donné lieu à des conférences d'envergure à Vancouver (Canada) et à Guadalajara (Mexique). Le mouvement comprend maintenant divers leaders du monde des affaires qui cherchent à nouer des alliances stratégiques entre le secteur privé et les institutions d'enseignement supérieur.

Après la conférence de Guadalajara, les trois gouvernements nationaux ont poursuivi le processus de consultation, qui a culminé en avril 1998 par la création de l'Alliance et l'engagement de capitaux de démarrage symboliques par chacun des trois gouvernements. Grâce à ces ressources, l'Alliance a pu entreprendre une vaste campagne de financement dans le secteur privé.

En priorité, l'Alliance administrera deux grands programmes : le *Programme de partenariat stratégique* et le *Programme de dialogue*. Par son *Programme de partenariat stratégique*, l'Alliance favorisera l'établissement de partenariats entre, d'une part, des entreprises ayant des intérêts continentaux et, d'autre part, des institutions d'enseignement supérieur. Ces partenariats seront de nature à bonifier la qualité des services et à répondre à des besoins particuliers en matière de formation, de perfectionnement professionnel et, à plus long terme, de la constitution d'un capital intellectuel qui facilitera des solutions innovatrices dans la communauté des affaires et la société en général.

Alliance pour l'enseignement supérieur et l'entreprise en Amérique du Nord Automne 1999

Pour recevoir ce questionnaire sous forme électronique, veuillez communiquer avec ebharvey@sympatico.ca.

Nom du répondant : _____ N° téléphone : _____

Poste : _____ Courriel : _____

Nom de l'établissement : _____

Adresse de l'établissement : _____

1. Votre établissement entretient-il des rapports actifs avec des établissements d'enseignement (universités ou collèges) aux États-Unis ou au Mexique?

- Oui, avec des établissements américains
- Oui, avec des établissements mexicains
- Oui, avec des établissements mexicains et américains
- Non

→ Avez-vous l'intention d'en établir au cours de l'année qui vient?

- Non
- Oui
 - de nature bilatérale?
 - de nature trilatérale?

3. Veuillez indiquer l'importance des activités de réseautage international pour votre établissement.

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Très peu
d'importance | Peu
d'importance | Neutre | Moyenne
importance | Grande
importance |
| <input type="checkbox"/> |

4A. Veuillez indiquer les domaines dans lesquels votre établissement a ou cherche à avoir des liens avec d'autres établissements d'enseignement.

2. Veuillez indiquer l'importance des activités ci-après pour votre établissement :

	Très peu d'importance	Neutre	Grande importance	Liens existants	Recherche de liens
Alliances avec le secteur privé	<input type="checkbox"/>				
Enseignement à distance	<input type="checkbox"/>				
Formation des enseignants	<input type="checkbox"/>				
Échange d'étudiants	<input type="checkbox"/>				
Recherche en collaboration	<input type="checkbox"/>				
Programmes de diplôme hétérogène	<input type="checkbox"/>				
Normes et agrément	<input type="checkbox"/>				
Programmes internationaux	<input type="checkbox"/>				
Programmes travail-études	<input type="checkbox"/>				
Stages	<input type="checkbox"/>				
Développement des collectivités	<input type="checkbox"/>				
Échange de bibliothèque	<input type="checkbox"/>				
Autres _____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
Gestion des affaires	<input type="checkbox"/>				
Services financiers	<input type="checkbox"/>				
Sciences appliquées	<input type="checkbox"/>				
Génie	<input type="checkbox"/>				
Environnement	<input type="checkbox"/>				
Sciences sociales	<input type="checkbox"/>				
Sciences humaines	<input type="checkbox"/>				
Gestion de la production	<input type="checkbox"/>				
Techniques appliquées	<input type="checkbox"/>				
Création de logiciels et applications Internet	<input type="checkbox"/>				
Administration publique	<input type="checkbox"/>				
Autres _____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				

APPENDIX B
COVER LETTER AND FORM USED IN SURVEY OF U.S.
HIGHER EDUCATION INSTITUTIONS



Alliance for Higher Education and Enterprise in North America
Alianza para la Educación Superior y el Sector Privado en América del Norte
Alliance pour l'enseignement supérieur et l'entreprise en Amérique du Nord

Chair

Senator Jack Austin
Senate of Canada
Victoria Building
304-140 Wellington Street
Ottawa, ON, K1A 0A4

Co-Chair

David J. S. Winfield
Executive Director
International Leadership
Centre for Financial Sector
Supervision
222 Bay Street, Suite 500
Toronto ON, M5K 1K2

President

Dr. Edward B. Harvey
University of Toronto
252 Bloor St. West
Toronto, ON M5S 1V6

Directors

Dr. Thomas Axworthy
J.F. Kennedy School of
Government
Harvard University
Cambridge, MA, 02138

Senator J. Trevor Eyrton
Senate of Canada
Room 561-S, Centre Block
Ottawa, ON, K1A 0A4

Roy L. Heenan , Q.C.
Heenan Blaikie
Suite 2500
1250 Rene-Levesque West
Montreal, P.Q., H3B 4Y1

Charles Kelly
CEO, Vista Strategic
Management Inc.
920-885 Dunsmuir Street
Vancouver, B.C., V6C 1N5

Dr. David Strangway
President & CEO, Canada
Foundation for Innovation
1510-350 Albert Street
Ottawa, ON, K1R 1A4

Dr. Francois Tavenas
Rector, Laval University
Laval, P.Q., G1K 7P4

Thomas L. Wood
President, Mount Royal
College
4825 Richard Road SW
Calgary, AB, T3E 6K6

October 25, 2001

Dear Colleague:

The societies of the United States of America, Mexico and Canada have entered the 21st century in a world characterized by rapid technological change and intense global competition. There is increasing recognition that education, training and human resource development are the keys to effective adaptation and competitive success in this new era. All sectors of our three societies are giving increasing attention to the development of strategies that will enhance people-to-people contact and build a strong base of intellectual capital in our respective societies.

The decision to create the *Alliance for Higher Education and Enterprise in North America* dates back to 1992. The *Alliance* grew out of a process of trilateral consultation commonly known as the "Wingspread process" after the location of the first meeting of opinion-leaders, academics and political figures. In following years, the process was expanded through major conferences in Vancouver, Canada and Guadalajara, Mexico and grew to include an extensive representation of business leaders concerned about developing strategic alliances between the private sector and institutions of higher education.

After the Guadalajara conference, the three national governments entered into a further consultative process which culminated in May 2000 in the incorporation of the *Alliance* as a non-governmental, not-for-profit organization with financial support from the three governments. With these resources in place, the *Alliance* has launched an extensive program of research and development work and is actively engaged in further fund raising activities.

The *Alliance* manages two principal programs: the *Strategic Partnership Program* and the *Dialogue Program*. Through the *Strategic Partnership Program* the *Alliance* facilitates successful partnerships between individual corporations with continental interests and institutions of higher education. These partnerships are designed to add value and meet specific needs, including issues of training, skills

ALLIANCE FOR HIGHER EDUCATION AND ENTERPRISE SURVEY 2001

If you prefer to receive an electronic form of this survey, please contact
edward.harvey@utoronto.ca

Name of Respondent: _____ Telephone: () _____

Position: _____ Email: _____

Name of Institution: _____

Address of Institution: _____

1. Does your institution have an active relationship with educational institutions (universities and/or colleges) in Canada or Mexico?

- Yes, with Canadian institutions
 Yes, with Mexican institutions
 Yes, with both Mexican and Canadian
 No

▲ Are you planning to establish a relationship within the next year?

- No
 Yes
 ▲ bilateral?
 trilateral?

3. Please indicate the importance of international linkage activities to your institution.

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not very | Somewhat | Neutral | Somewhat | Very |
| Important | Unimportant | | Important | Important |
| <input type="checkbox"/> |

4.A. Please indicate which field of study linkages your institution currently has or is pursuing pursuing with other academic institutions.

2. Please indicate the importance of the following activities to your institution:

	Not Very Important	Neutral	Very Important
Private Sector Alliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Degree Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards & Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-op work/study Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Existing Linkage	Pursuing Linkage
Business administration	<input type="checkbox"/>	<input type="checkbox"/>
Financial Services	<input type="checkbox"/>	<input type="checkbox"/>
Applied Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>
Environmental studies	<input type="checkbox"/>	<input type="checkbox"/>
Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Humanities	<input type="checkbox"/>	<input type="checkbox"/>
Production Management	<input type="checkbox"/>	<input type="checkbox"/>
Applied Technician Training	<input type="checkbox"/>	<input type="checkbox"/>
Software development/		
Internet applications	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

4.B. Of the fields of study indicated above, please rank the 3 fields of study linkages that are most important to your institution.

1. _____
2. _____
3. _____

5. Please list names of academic institution partners and indicate whether the link is active.

Name of academic institution & location (e.g. Mexico City)	Active	
	Yes	No
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

6. Overall, have the existing international linkage activities have been beneficial for your academic institution?

- do not have existing international linkages
- yes
- no difference: not beneficial/detrimental
- no

▲ Why not?

- Academic difficulties
- Administrative difficulties
- Logistic/technical difficulties
- Financial difficulties
- Low participation/involvement
- Other _____
(Please specify)
- Other _____
(Please specify)

7. Please indicate the direct outcome of international linkage activities on your academic institution.

	Yes	No
Increased foreign student enrollment	<input type="checkbox"/>	<input type="checkbox"/>
Joint research programs	<input type="checkbox"/>	<input type="checkbox"/>
Increased corporate involvement	<input type="checkbox"/>	<input type="checkbox"/>
Expansion of specific programs	<input type="checkbox"/>	<input type="checkbox"/>
Faculty exchanges	<input type="checkbox"/>	<input type="checkbox"/>
Student exchanges	<input type="checkbox"/>	<input type="checkbox"/>
Co-sponsorship of conferences	<input type="checkbox"/>	<input type="checkbox"/>
Association or consortial linkages	<input type="checkbox"/>	<input type="checkbox"/>

8. Please indicate the extent of your institution's involvement in each of the international linkage areas specified below.

	No Involvement	Some Involvement	A Great Deal of Involvement
Increased foreign student enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint research programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased corporate involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expansion of specific programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-sponsorship of conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Association or consortial linkages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. From the list below, please select the **five** (5) sources of funding that have been most important in financing linkage activities.

Rank the choices by writing the numbers 1-5, on the line beside your choice. "1" stands for the most important funding source and "5" stands for the least important.

- U.S. corporate support _____
- Mexican corporate support _____
- Canadian corporate support _____
- U.S. foundation support _____
- Mexican foundation support _____
- Canadian foundation support _____
- U.S. government funding _____
- Canadian government funding _____
- Mexican government funding _____
- Home institution _____
- Reciprocal tuition swap agreements _____
- Costs self-paid by participants _____
- Other _____
(Please specify)
- Other _____
(Please specify)

10. The *Alliance* has identified 5 areas as priorities for international linkage activities: financial services, environmental management, information technology, public administration and product management.

Please indicate how important these areas of activity are to your institution.

i. Financial Services

Not very Important Somewhat Unimportant Neutral Somewhat Important Very Important

ii. Environment Management

Not very Important Somewhat Unimportant Neutral Somewhat Important Very Important

iii. Information Technology

Not very Important Somewhat Unimportant Neutral Somewhat Important Very Important

iv. Public Administration

Not very Important Somewhat Unimportant Neutral Somewhat Important Very Important

v. Production Management

Not very Important Somewhat Unimportant Neutral Somewhat Important Very Important

10B. For your institution, which areas are of greater priority for international linkage activities?

11. Do you have any suggestions on how to improve existing international linkage activities?

The questions in this section are about the structure of an organization that would facilitate international linkage activities.

12. Please rate your preferences for the following options:

A. North American Clearinghouse

This organization would maintain databases, stimulate discussion and collaborative research and promote best practices.

Least Preferred Less Preferred Neutral Somewhat Preferred Most Preferred

B. Project Funding Body

This organization would be jointly funded by the public and private sectors. It would receive and evaluate proposals for research, education and training.

Least Preferred Less Preferred Neutral Somewhat Preferred Most Preferred

Thank you for your time and valuable opinions.

You can return the survey using one of the following three methods:

1) Please place the completed survey in the envelope provided and mail it back to:

*Alliance for Higher Education and Education
206 Roxborough Drive
Toronto, Ontario, CANADA
M4W 1X8*

2) Please fax the completed survey to:

(416) 924-4729

3) Please e-mail the completed survey to:

edward.harvey@utoronto.ca