Study of the Impact of Involvement in International Development Projects on Canadian Universities

Working Document

Association of Universities and Colleges of Canada ✠ Association des Universités et Collèges du Canada

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ANNEXES:

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I. INTRODUCTION AND BACKGROUND

More and more, the notion of partnership in international cooperation includes the process of mutual learning. This applies to linkages between Canadian universities and universities of the South. Many studies have been undertaken on the impacts of international development projects on the institutions of developing countries. No or very few similar analyses of the impact on Canadian institutions have ever been undertaken. Most individuals involved in international development in Canadian universities agree, however, that these activities have a significant impact both on campus and in the Canadian university community.

It is in this context that the International Division Advisory Committee at its December 1991 meeting requested that the secretariat of AUCC undertake a study of the impacts of international development projects on Canadian universities.

The following working document is the result of this analysis. It constitutes, in our view, the first attempt to systematically collect data and review the impact of being involved in externally funded development projects on Canadian institutions.

The document can be used by university international development practitioners as a starting point for greater in-depth analysis and as a discussion framework with decision-makers from their institution and funding agencies. It can also be of use to funding agencies and to universities of the South as a tool to strengthen their partnerships with Canadian universities.

Following a presentation of the study's purpose and objectives as well as its methodology, the next pages will review the principal observations drawn from the data collected and summarize the main impacts observed.

The study aims to further the discussion of the benefits of international development efforts of Canadian universities by focusing on this "side of the partnership". As mutual benefits contribute a great deal to solidifying long-term relationships and contribute to sustainability, it is important to begin identifying indicators and gathering data.

II. PURPOSE AND OBJECTIVES

The purpose of this study was to systematically investigate whether involvement in international development projects has an impact on Canadian universities and to identify what some of the impacts may be.

The objectives were to:

- assess the impacts of university projects funded by the Canadian International Development Agency and the International Development Research Centre on Canadian universities at three levels: instruction, research and service to the community;
- engage Canadian university project directors in ascertaining whether their involvement in development projects has an impact on their own institution;
- by collecting comparable data, allow for a qualitative and quantitative analysis of information gathered, and

- in a working document for use by universities and funding agencies, summarize the findings of the analysis and identify some of the important impacts which involvement in development projects has produced in Canadian universities.

III. METHODOLOGY

In the spring of 1992, working in collaboration with Eugene Donefer of McGill, Elisabeth Barot, the liaison officer in AUCC's International Division developed a first draft questionnaire to be used in the survey of Canadian universities. The draft was revised with input from two international liaison officers and from International Division staff. It was decided to design two separate questionnaires; one for international liaison officers to respond to questions on impacts at the institutional level and the second for project directors to comment on impacts on instruction, research and service to the community. For the purpose of this document, the questionnaire for international liaison officers will be referred to as Q-ILO and the questionnaire for project directors as Q-PD. A copy of each questionnaire can be found annexed to this document.

For this study, it was decided to focus on CIDA and IDRC funded projects active as of 1988 and beyond. 813 such projects were listed in CUPID.

In March 1993, each international liaison officer at Canadian universities received a package which included (1) one copy of their university's listing of CIDA and IDRC funded projects active in 1988 and beyond from the Canadian University Projects in International Development database; (2) one copy of the Q-ILO; and (3) a number of Q-PDs. Each international liaison officer was asked to complete the Q-ILO and distribute copies of the Q-PD to a sample of project directors on their campus. The CUPID printout was provided to facilitate the identification, at each university, of possible respondents. [1]

A total of 30 completed Q-ILOs were returned and used for a response rate of 50%. A total of 500 Q-PDs was sent out and 181 were returned and used in the analysis.

While this may not be a high response rate of returned questionnaires, it is a sufficiently large sample to discern trends and tendencies and provide a basis for further investigations.

The analysis was completed by Lawrence Cumming, a consultant working under the supervision of the project coordinator, Dominique Van de Maele, liaison officer in the International Division of AUCC. Data manipulation, tables and figures were done by Kathryn Campbell, administrative officer in the division.

IV. PRINCIPAL OBSERVATIONS FROM THE QUESTIONNAIRES

The following section summarizes the principal observations drawn from the questionnaires to project directors (Q-PD) in terms of (1) general information; (2) information on instructional impact; (3) information on research impact; (4) information on impact on service to the community; and (5) other information. These observations also incorporate information gathered from the Q-ILO.

[1] It is possible that some international liaison officers took the initiative of making extra copies of the Q-PD so that each project director on their campus could receive one. This makes it impossible to identify the real sample size.

1. General information

The first five questions on the questionnaire to project directors (Q-PD) asked for general information on the projects. The responses are summarized below in the same sequence as the questions themselves.

1.1. Question 1: *Sources of Financial contributions*

Of the 181 returned questionnaires, 54 were projects funded by the various bilateral branches of the CIDA. In total, project directors reported receiving $162,306,791 for an average of $3,005,681 per project. Seventy-five questionnaires were returned reporting on CIDA's Educational Institutions Program funded projects. Here the total CIDA contribution was $47,882,784 for an average per project of $638,437. This ratio corresponds quite well to known overall figures for CIDA, where EIP represents approximately 25% of all CIDA funding for Canadian university activities in international development assistance.

Finally, the IDRC projects were the subject of the smallest number of returned questionnaires, with a total of 40 projects. This corresponds to a total of $11,319,522. A key point about funding, and particularly about contributions made by Canadian universities, which came through in many responses was related to the lack of expertise at Canadian universities to properly assess their in-kind contributions. Many reported a tendency to underestimate these costs.

1.2. Question 1: *Project objectives*

Projects had a wide and rich variety of objectives and purposes. Objectives included starting and supporting new academic programs; teaching university courses; human resource development (upgrading of teaching faculty, training, short courses, exchanges); institutional development and strengthening of partner universities, government departments and other bodies (infrastructure, libraries, teaching equipment, training, exchanges, systems development, etc.); introduction of new concepts and teaching approaches; curriculum development; applied physical and social research; policy and legal research and development as well as faculty and student exchanges. Project directors did not identify objectives for the Canadian institution per se. They did specify, however, that CIDA was not interested at the time in including "Canadian objectives". This is an important element to note in light of the focus of this study.

1.3. Question 2: *Time devoted to the project*

The great majority of project directors were involved with their project on a part-time basis. The information provided by this question did not lead to further analysis. The question did not measure time spent on the project relative to time spent on other academic and administrative activities.

1.4. Question 2: *Years involved in international development*

The combined total experience of project directors in international development amounted to the impressive figure of 1,251 years for an average per project director of 7 years. This testifies to the high level of experience of project directors in international development.

1.5. Question 3: *Origin of project*

Respondents indicated two principal origins to their projects : requests from partner institutions and personal contact. A small number indicated mutual research interest. Other responses included: feasibility study, initiative of CIDA, initiative of other funder, and initiative of the ILO.

It should be noted that respondents tended to indicate more than one item, and there was substantial overlap in answers. This is illustrated in Table 1 which takes the top three responses to Question 3 and cross references them with one another. This table shows, for instance, that 21% indicated both "personal contact" and "partner request" as the origin of the project. By contrast, only 4% noted both "research interest" and "partner request".

This data would seem to indicate a fairly significant relationship between personal contacts and partner requests, and a much smaller relationship between and among research interests, personal contacts and partner requests.

It is interesting to note that a combined total of 23% of respondents to this question indicated that their involvement had resulted, at least in part, from an initiative of CIDA or another funder. The question did not ask to specify if the CIDA initiative came from the EIP or the bilateral branches. While EIP is a responsive program, the bilateral branches are driven by the logic of CIDA's country program priorities. Bilateral programs most often hire outside contractors including universities to implement their programs. In this context, they retain full control of the project.

1.6. Question 4: *Project approval at the university*

In the majority of cases, approval for university involvement in the project was given by the president or a vice-president (nearly 45% and 29% respectively). This shows that most projects are approved at a very senior level within the university administration.

A few projects were approved by committees and a handful by senates. Several were approved at the level of the department or faculty and a few by other officials such as the international liaison officer, a research grants officer and so on.

This data gives little indication, however, as to the nature or quality of the approval process. It is not clear, consequently, whether there is a relationship between the level and nature of decision-making on the one hand and teaching, research and community impacts on the other.

1.7. Question 5: *Staff involved in the project*

An average of 6.02 academic staff and 4.05 non-academic staff were directly involved in each project. This information was not easily related to impacts.

Table 1

QUESTION 3: Origin of the Project

Incidence of the factors 'Research interest', 'Personal contact' and 'Partner request' individually and in combination

	Research Interest	Personal Contact	Partner Request	Research Interest & Personal Contact	Research Interest & Partner Request	Personal Contact & Partner Request	Research Interest, Personal Contact & Partner Request
Total responses from 181 projects	44	83	101	12	7	38	13
Percentage	24%	46%	56%	7%	4%	21%	7%

Notes:

1. Respondents were not asked to rank responses in order of importance.
2. Respondents were entitled to check off multiple factors.

2. Instructional impacts

2.1. Question 6: *Impact on nature and quantity of instructional outputs*

The number of respondents reporting personal and scholarly contacts was very striking: exchanges of faculty or staff (62%), student exchanges (56%) and guest lecturers (36%). Enrichment of curriculum and research content were also notable: new student research topics (55%); new material added to reading lists (36%); new course, program or curriculum changes (27%); and other (19%). Table 2 provides more detailed information.

Instructional output data broken down by funding source (see Table 3 and Figure 1) indicated that projects funded by CIDA-EIP had the highest incidence of outputs in the areas of "guest lecturers", "exchange of faculty or staff" and "new courses, programs or changes to curriculum". IDRC-funded projects ranked highest in "material added to reading lists", "new topics for student research" and "exchange of students". CIDA-bilateral projects were slightly more predominant in the "other" category.

Added comments on Question 6 suggest a wide variety of changes and innovations. New courses, modules and even programs were reported in such areas as women in development, international health, international trade, global education and cross-cultural management. Some mentioned the creation of formal academic linkage agreements. Others included interdisciplinary conferences, seminars and research projects focussing on thematic topics or geographical areas. A few respondents also noted the positive effects the recruitment of graduate students had on existing programs. Several reported the acquisition of new texts, resource material, software and specialized equipment. Respondents also cited the publication of manuals, texts and other curriculum materials, in a few instances jointly with project partners. A few as well commented on the development of expertise in certain areas and the transfer of technology. One interesting response was that, as a consequence of a project, a committee was formed on internationalizing the university.

2.2. Question 7: *Impact on quality of instruction*

Respondents were asked to rate the extent to which involvement in the project had affected the quality of instruction at their institution. The question provided a scale from 0 (negative/no impact) to 5 (high/positive impact). The average rating given was 2.64, in other words, about the mid-point on the scale.

There was very little difference in this rating between completed projects and projects in progress. Cross-referencing showed an average rating for "completed" projects of 2.57, a rating of 2.62 for "ongoing" projects and a rating of 2.91 for projects with an "unknown end date". It is interesting, however, to note slightly higher rates for the "ongoing" projects and those with "unknown end date" as opposed to "completed" projects. The data do not suggest reasons for these differences and this may be an area for further study. Table 4 gives further information on this aspect.

Cross-referencing the ratings with the funding sources showed that EIP-funded projects had a greater incidence of high-end ratings (4 and above) for quality of instruction than projects funded by CIDA-bilateral (see Figure 2). Of those projects for which ratings were in the 0 to 3.9 range, 67% were funded by CIDA-bilateral; 67% by IDRC; and 59% by EIP. Of those projects rated between 4 and 5 inclusively, 41% were funded by EIP; 33% by CIDA-bilateral; and 33% by IDRC.

Table 2

QUESTION 6: Instructional Outputs for the Canadian University

Incidence of instructional outputs in completed vs ongoing projects

	Instructional Outputs						
Status of the Project	Additional Reading List Material	New topics Student Research	Guest Lecturers	Faculty/Staff Exchange	Student Exchange	New Courses/ Curriculum Change	Other
Completed (40)	18 (45%)	27 (68%)	8 (20%)	19 (48%)	19 (48%)	8 (20%)	8 (20%)
Ongoing (130)	43 (33%)	67 (52%)	53 (41%)	87 (67%)	75 (58%)	36 (28%)	23 (18%)
Unknown end date (11)	6 (55%)	6 (55%)	3 (27%)	6 (55%)	7 (64%)	4 (36%)	3 (27%)
TOTAL (181 projects)	**66**	**99**	**66**	**112**	**101**	**48**	**34**
PERCENTAGE	**36%**	**55%**	**36%**	**62%**	**56%**	**27%**	**19%**

Note:
Of the respondents who reported faculty/staff exchanges and student exchanges, not all reported strictly on two-way exchanges as the question had intended.
'Faculty/staff exchanges': of the 112 projets, 70 reported two-way exchanges while 42 reported unilateral visits.
'Student exchanges': of the 101 projets, 47 reported two-way exchanges while 54 reported unilateral visits.

Table 3

QUESTION 6: Instructional Outputs for the Canadian University

Incidence of Instructional Outputs by Funding Source

	Funding Source		
Instructional Output	**CIDA: EIP (75 projects)**	**CIDA: Bilateral (54 projects)**	**IDRC (40 projects)**
Material added to reading lists	39% (29)	28% (15)	40% (16)
New topics for student research	55% (41)	50% (27)	65% (26)
Guest lecturers	39% (29)	37% (20)	30% (12)
Exchange of faculty or staff	68% (51)	59% (32)	50% (20)
Exchange of students (Canadian & International)	56% (42)	52% (28)	60% (24)
New courses, programs or changes to curriculum	29% (22)	26% (14)	23% (9)
Other	19% (14)	22% (12)	13% (5)
TOTAL RESPONSES	**228**	**148**	**112**

NOTES:

1. Numbers in parentheses indicate number of projects acknowledging a particular impact.
2. EIP: based on 75 projects, on average each project acknowledged 3.04 impacts.
3. IDRC: based on 40 projects, on average each project acknowledged 2.8 impacts.
4. Bilateral: based on 54 projects, on average each project acknowledged 2.74 impacts.

Incidence of Instructional Outputs by Funding Source

Figure 1

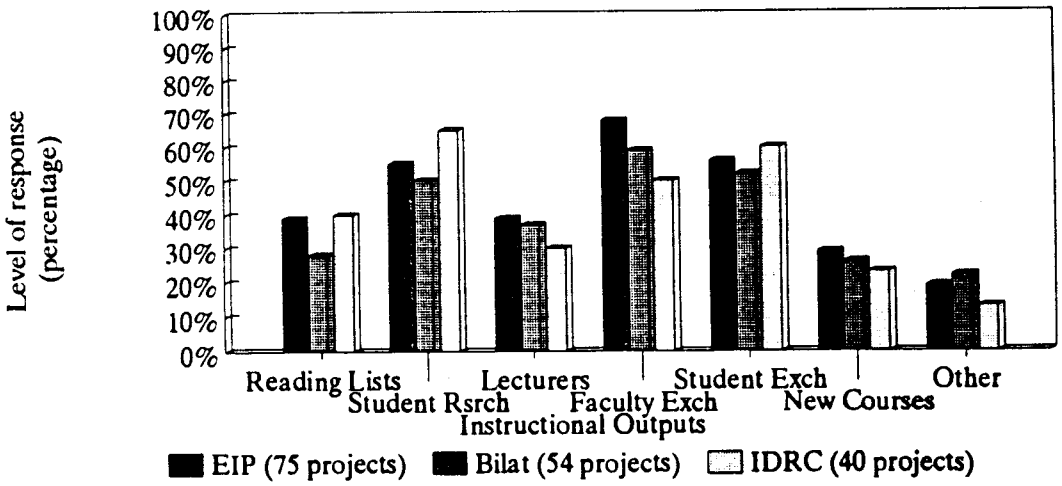


Table 4

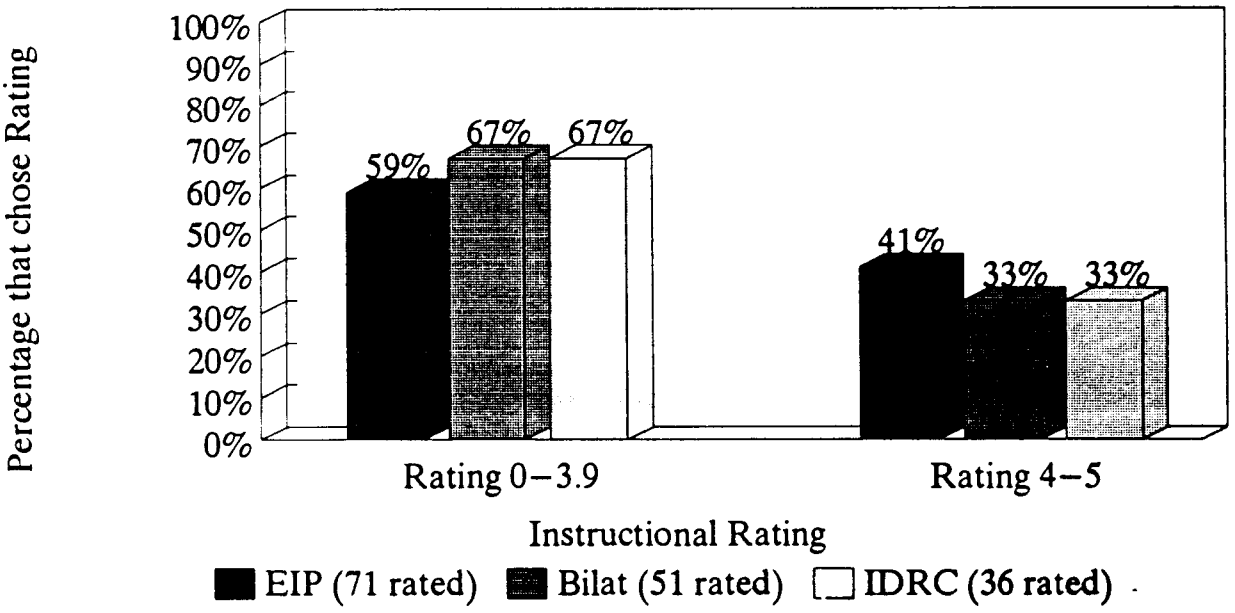
QUESTION 7: Quality of instruction rating

Completed vs. Ongoing Projects
Rated on a Scale from 0 (negative/no impact) to 5 (high impact)

Status of Project	Number of Projects	Average Rating
Completed and rated	38	2.57
Ongoing and rated	120	2.62
Unknown end date and rated	11	2.91
No rating given	12	N/A
TOTAL	**181**	**2.64**

Relationship of Instructional Rating to Funding Source

Figure 2



Considering instructional quality ratings together with the level of funding (Table 5), it would appear the impact of projects on quality of instruction is increased with the level of funding. The average funding of projects giving ratings between 4 and 5 inclusively was $3,274,474 while those giving ratings between 0 to 3.9 inclusively was $1,822,272.

When looking at ratings from the perspective of project directors' experience in international development, it is possible to observe a slightly positive relationship. The average is 12 years for project directors of projects rating in the 0 to 3.9 range and 13 years for those rating in the 4 to 5 range (see Table 6).

With regard to the relationship between instructional ratings and project origin (see Table 7), it appears that the incidence of high-level ratings (4 and above) was much lower for projects originating from a CIDA initiative.

It should be noted that the scale in Question 7 did not distinguish between "negative" and "no" impact nor did it distinguish between "high" and "positive" impact. A few respondents noted that there is a distinction between the two. Whether or not the results would have been altered had such a choice been provided on the scale is a matter for speculation.

2.2. Question 8: *Additional comments on the impact on instructional outputs*

Other comments related to instruction shed additional light on this question. Various respondents indicated that most changes were at the level of attitudes and values while recognizing that it is difficult to assess changes in teaching practices given the lack of proper assessment of such practices. A few respondents clarified that the cross-cultural experience enabled the project director and staff involved to re-examine their own values, teaching practices and course content. The addition of new courses, modules and case studies, as noted above, was mentioned again several times.

One frequently used word was "enrichment" - enrichment of course content, of students' experience (daily contact with students from abroad or overseas experiences) and of professors who had broadened and deepened their professional knowledge and their international and intercultural awareness. Some respondents expect that more of their students will be involved in some way with other countries in the future and adapted their courses and teaching accordingly. Other respondents indicated that courses or modules developed abroad have been adapted and incorporated into courses at their own universities. One commented that the presence of mature students who have held responsible positions abroad is a challenge and has enhanced the quality of teaching.

The opportunity to gain knowledge of tropical conditions in the professors' own academic discipline was mentioned several times. The connection between the natural environment and development was mentioned in a few instances as one where considerable professional experience has been accumulated.

Table 5

Average Funding Amount by Instructional Rating Level
(0=negative/no impact to 5=high impact)

Rating Level	Average Funding
0–3.9	$1,822,272
4–5	$3,274,474

Notes:
1. Rating level "0–3.9" is based on 107 projects.
2. Rating level "4–5" is based on 57 projects.
3. 12 projects gave no rating, 5 projects did not provide total funding.

Table 6

Average Number of Years in International Development by Instructional Rating Level
(0=negative/no impact to 5=high impact)

Rating Level	Average Years in International Development
0–3.9	12
4–5	13

Notes:
1. Rating level "0–3.9" is based on 100 projects.
2. Rating level "4–5" is based on 57 projects.
3. 10 projects gave no rating, 14 projects did not list years of involvement in international development.

Table 7

Relationship between Instructional Rating Level and Project Origin

	Project Origin				
Rating Level	Feasibility Study	Research Interest	Personal Contact	Request from Partner Institution	Initiative of CIDA
0–3.9	23% (25)	23% (25)	43% (47)	56% (61)	17% (18)
4–5	23% (14)	30% (18)	53% (32)	58% (35)	8% (5)

Notes:
1. Rating level "0–3.9" represents 109 projects.
2. Rating level "4–5" represents 60 projects.
3. 12 projects were unrated.

There were mixed responses regarding the adaptability of teaching staff and institutions in incorporating cross-cultural material into programs. Similarly, there seem to have been contradictory experiences concerning the ability and the methodology to adapt what has been learned abroad to the Canadian teaching situation. There were quite divergent experiences regarding the integration of Canadian and overseas activities as opposed to simply proceeding on parallel but separate courses.

Finally, as might be expected, there were several respondents who indicated that their projects were simply too new to make judgements about instructional impact.

A few respondents specified that the project had "no impact" on the quality of instruction. Some explained that their projects were intended to benefit partner institutions abroad rather than their own and, therefore, impact on teaching at their universities had been neither planned nor measured. However, most of those who commented spoke positively of their experience.

3. Impact on research

3.1 Question 9: *Impact on the nature and quantity of research outputs*

Over half of the respondents indicated that their projects had resulted in presentations at conferences or symposia or in academic theses (62% and 52% respectively). Substantial numbers also noted publication of articles in refereed journals (44%) and other journals (20%), new directions of research (36%) and new research conducted (29%), bulletins or newsletters (23%) and books (20%) or chapters in books (14%). Somewhat smaller, though noteworthy percentages reported other outcomes (12%) (the first Canadian national conference on multiculturalism and health, for instance), and patent registrations or agreements (10%) (see Table 8).

It is of further interest to compare the foregoing results among the three main sources of funding. In all but one of the items listed in Question 9, a higher percentage of respondents indicated more research outputs from IDRC funded projects than either CIDA-EIP or CIDA-bilateral funded projects (see Table 9 and Figure 3). This can be expected, given the fact that IDRC is intrinsically a research supporting body.

It is interesting to note as well the generally higher response percentages for research outputs by projects funded by CIDA-bilateral compared to projects funded by CIDA-EIP. This is surprising, considering the fact that EIP is a program responsive to university initiatives while the bilateral programs are not, but EIP's priority on institution building and lower levels of funding may suggest less support on its part, for research.

Those who provided further written details on research outputs reported a very wide variety of themes, topics and activities. Research emanating from projects varied from sustainable development in Bali, to metallurgical engineering in Columbia, to NGOs and democratization in sub-Saharan Africa. Some universities reported a very prolific research output from their projects. For instance, one project director noted that his department has 16 theses currently underway and 20 working papers published in the project area of interest. Many conferences and symposia were reported as well.

Table 8

QUESTION 9: Research Outputs for the Canadian University

Incidence of research outputs in completed vs ongoing projects

	Research Outputs										
Status of the Project	Academic Theses	Refereed Journal Articles	Other Journal Articles	Conference Presentations	Book	Book Chapter	Bulletin/ Newsletter	New Direction of Research	New Research	Patent/Licensing Tech. Transfer	Other
Completed (40)	23 (58%)	18 (45%)	5 (13%)	27 (68%)	9 (23%)	5 (13%)	11 (28%)	9 (23%)	13 (33%)	3 (8%)	4 (10%)
Ongoing (130)	67 (52%)	55 (42%)	30 (23%)	79 (61%)	25 (19%)	15 (12%)	29 (22%)	52 (40%)	35 (27%)	13 (10%)	15 (12%)
Unknown end date (11)	4 (36%)	6 (55%)	1 (9%)	7 (64%)	2 (18%)	5 (45%)	2 (18%)	5 (45%)	4 (36%)	1 (9%)	1 (9%)
TOTAL (181 projects)	94	79	36	113	36	25	42	66	52	17	20
PERCENTAGE	52%	44%	20%	62%	20%	14%	23%	36%	29%	9%	11%

Table 9

QUESTION 9: Research Outputs at the Canadian University

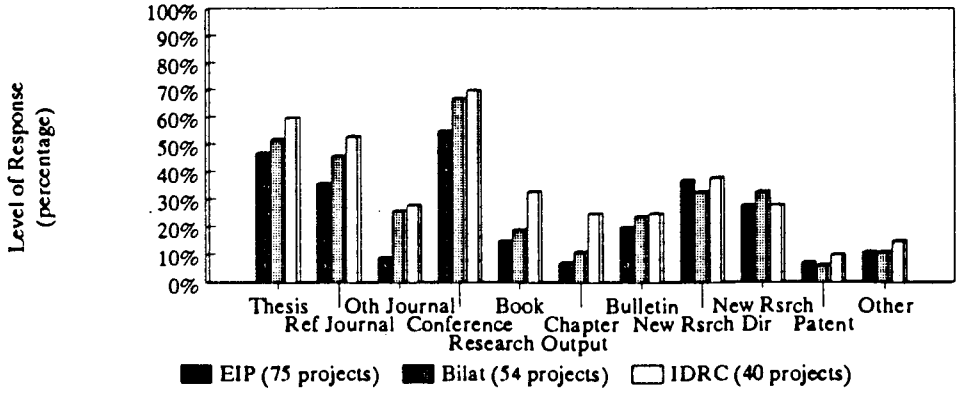
Incidence of Research Outputs by Funding Source

Research Output	Funding Source: CIDA–EIP (75 projects)	CIDA–Bilateral (54 projects)	IDRC (40 projects)
Academic thesis/theses	47% (35)	52% (28)	60% (24)
Article(s) in refereed journals	36% (27)	46% (25)	53% (21)
Other journal article(s)	9% (7)	26% (14)	28% (11)
Presentations at conferences/symposia	55% (41)	67% (36)	70% (28)
Book(s)	15% (11)	19% (10)	33% (13)
Chapter of book	7% (5)	11% (6)	25% (10)
Bulletin/newsletter	20% (15)	24% (13)	25% (10)
New direction of research	37% (28)	33% (18)	38% (15)
New research	28% (21)	33% (18)	28% (11)
Patent registrations/licensing/agreements/ or technology transfer	9% (7)	6% (3)	10% (4)
Other	11% (8)	11% (6)	15% (6)
TOTAL REPONSES	205	177	153

Notes:
1. Numbers in parentheses indicate number of projects acknowledging a particular impact.
2. IDRC: based on 40 projects, on average each project acknowledged 3.83 impacts.
3. Bilateral: based on 54 projects, on average each project acknowledged 3.28 impacts.
4. EIP: based on 75 projects, on average each project acknowledged 2.73 impacts.

Incidence of Research Outputs by Funding Source

Figure 3



3.2. Question 10: *Impact on quality of research*

When asked to rate how involvement in the projects had affected the quality of research at their institutions, the average response on a scale of 0 (negative/no impact) to 5 (high/positive impact) was 2.72. This result was slightly higher than that of the similar question on quality of instruction (2.72 in comparison with 2.64, see item 2.2. above).

In terms of the relationship between the ratings and the project's status, the break-down is 2.51 for "completed" projects, 2.73 for "ongoing" projects and 3.36 for "unknown end date" of projects (see Table 10). As was the case with Question 7 on quality of instruction, no distinction was made between "negative" and "no" impact.

The figures in Table 11 suggest an interesting relationship between level of funding and impact on the quality of research. Those projects rated 4 and above on research quality were funded at a substantially higher level, on average, than those in the 0 to 3.9 range.

The observations referring to research quality ratings are compatible with those referring to the nature and quantity of research. Both Figure 3 and Figure 4 reflect that the quantity and quality of research is higher for projects funded by IDRC.

There seems to be a relationship between the impact on quality of research and the project directors' experience in international development (see Table 12). Of those respondents giving ratings of 4 and above, the average number of years of international development experience was 15 compared to 11 years for respondents giving ratings between 0 and 3.9. The difference is clearer than it was with Question 7 on the impact on quality of instruction (see Table 6).

Looking at the relationship between the impact on quality of research and project origin (see Table 13), the percentage of those giving ratings between 4 and 5 under "research interest" was significantly higher than of those giving ratings between 0 and 3.9. It was significantly lower, however, in the cases of "request from partner institution" and "initiative of CIDA". It is curious, and perhaps worthy of future study, that of those giving ratings between 4 and 5, only 36% noted "research interest" as one of the project origins compared to 48% stating "personal contact" and 44% "request from partner institution".

3.3. Question 11: *Additional comments on research outputs*

The additional comments on research outputs yielded considerable information.

Although there were several comments to the effect that research was never part of the design of the projects in question, others reported a good deal of activity, either built into, ancillary to or resulting from project activity. The lack of a research component, when noted, was variously attributed to the absence of interest or need of the partner institution, the nature or level of the need being addressed and the priorities of the funders. In a few instances, the absence of research as an explicit objective had not hindered opportunities for students to gain international exposure and for them to do research projects related to their field of study.

Table 10

QUESTION 10: Quality of Research Rating

Completed vs. Ongoing Projects
Rated on a Scale from 0 (negative/no impact) to 5 (high impact)

Status of Project	Number of Projects	Average Rating
Completed and rated	38	2.51
Ongoing and rated	121	2.73
Unknown end date and rated	11	3.36
No rating given	11	N/A
TOTAL	181	2.72

Relationship of Research Rating to Funding Source

Figure 4

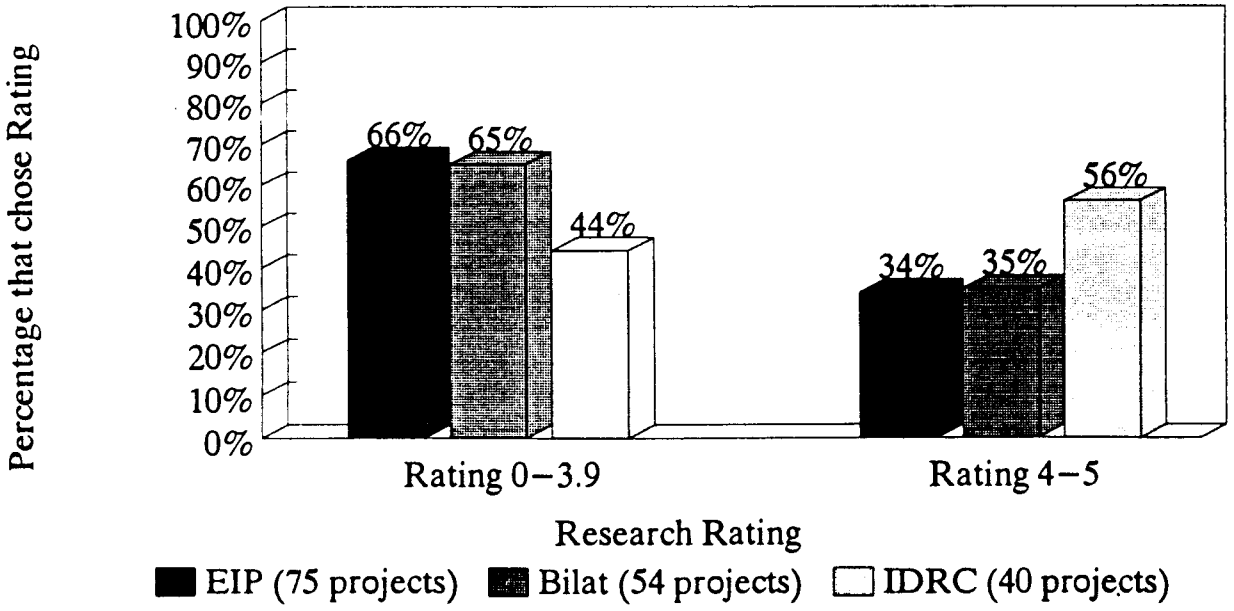


Table 11

Average Funding Amount by Research Rating Level
(0=negative/no impact to 5=high impact)

Rating Level	Average Funding
0–3.9	$1,885,583
4–5	$2,943,528

Notes:
1. Rating level "0–3.9" is based on 101 projects.
2. Rating level "4–5" is based on 64 projects.
3. 11 projects gave no rating, 5 projects did not provide total funding.

Table 12

Average Number of Years in International Development by Research Rating Level
(0=negative/no impact to 5=high impact)

Rating Level	Average Years in International Development
0–3.9	11
4–5	15

Notes:
1. Rating level "0–3.9" is based on 96 projects.
2. Rating level "4–5" is based on 61 projects.
3. 9 projects gave no rating, 15 projects did not list years of involvement in international development.

Table 13

Relationship between Research Rating Level and Project Origin

	Project Origin				
Rating Level	Feasibility Study	Research Interest	Personal Contact	Request from Partner Institution	Initiative of CIDA
0–3.9	23 (22%)	19 (18%)	48 (46%)	69 (66%)	16 (15%)
4–5	16 (24%)	24 (36%)	32 (48%)	29 (44%)	5 (7%)

Notes:
1. Rating level "0–3.9" represents 104 projects.
2. Rating level "4–5" represents 66 projects.
3. 11 projects were unrated.

Some noted that longer term or more substantial funding would be needed for the purposes of initiating and carrying out good research. A few offered comments on the attitude towards research components in projects from funding agencies, namely the differences observed between CIDA and IDRC. The latter is, of course, a research funding institution. While recognizing that CIDA has other priorities, some respondents noted that it underestimated the contribution of research to capacity building and linkages in general.

A few respondents reported that their projects fostered interest in further research on the part of either their own or their partner institutions. Some spoke of research having become more valued or of the project having sparked new interest in certain topics, although a few noted that establishing a direct causal link is not easy. Many indicated, as has been noted elsewhere, that they see greater awareness of cross-cultural communication and of the challenges and the rewards of working with partners on topics of shared interest but in very different circumstances.

Another interesting positive comment was that the policies of the funding agency had fostered an interdisciplinary approach that might not otherwise have occurred. One respondent drew a distinction between the amount of research activity and the quality, noting that the former had increased as a result of the project in question, though not necessarily the latter. Another respondent noted the creative challenges involved in developing new knowledge while helping to meet a basic need in a developing country.

4. Service to the community

4.1. Question 12: *International academic network*

Quite a substantial majority of respondents reported that involvement in projects had led them into academic relationships in which they had not been involved previously. Those answering "yes" to Question 12 were 120, while those indicating "no" were 49.

4.2. Question 13: *Origin and educational level of students involved in projects*

This question separated the information between Canadian students and non-Canadian students. The intention of the questionnaire designers was to focus exclusively on students in Canadian universities. It is unclear if respondents actually kept this focus in mind when responding to this question. It appears that some respondents did not distinguish between foreign students studying in Canada and those in foreign universities who may have been affected, whether directly or indirectly, by the projects. There is some evidence that this confusion may have inflated the number of non-Canadian students reported as being involved in the projects.

It was indicated that 118 Canadian males and 116 Canadian females plus an additional 30 unidentified Canadian students (for a grand total of 264) were involved in the projects. Some 5,353 male, 2,815 female and 132 unidentified non-Canadian students, for a grand total of 8,300, were reported as having been involved in the projects. However, these latter figures, for the reason noted, must be read with some caution.

The combined total of degrees sought or obtained by Canadian and non-Canadian students, as reported, were:

	Male	Female	Total
Bachelor level	16	23	39
Masters level	83	65	148
Doctoral level	55	35	90
Other	23	25	48
	177	148	325

These figures would seem to indicate that more females than males are benefiting at the bachelor degree level and more males than females at the graduate levels. There are also more males overall than females seeking or obtaining degrees through university projects.

4.2. Question 14: *Skills and understanding gained by students involved*

The largest number of respondents noted "research" as the prime skill gained by the students involved in the projects. The second largest category of response was "overseas experience". The next categories identified were: "teaching and training" skills, "technical" skills, "specific knowledge related to development", "administration" skills and 22% "other" skills.

Both the number of students involved and the skills acquired are, therefore, substantial.

4.3. Question 15: *Outputs for the community at large*

The focus of Question 15 was not clear to all respondents, and there were a few references to articles in partner country newspapers, for instance. However, responses which clearly referred to countries other than Canada were discounted.

The areas in which the valid responses indicated outputs were, in decreasing order of incidence: media interviews; community events; newspaper articles by project participants; participation in volunteer activities or NGOs; and participation in a variety of other activities (see Table 14).

In the added comments, several respondents elaborated in general terms on an increased international understanding. Others identified particular events: workshops with community agencies; social and cultural events open to the whole community; conferences; and so on. One project had led to the establishment of a new Canadian non-governmental organization.

Table 15 and Figure 5 demonstrate the relationship of funding source to community outputs. CIDA-EIP funded projects and those funded by CIDA-bilateral show the highest incidence of "newspaper articles authored by project participants", "participation in community events" and "other". Projects funded by CIDA-bilateral show the highest percentages for "participation in volunteer/NGO organizations" and IDRC funded projects showed the highest incidence of "media interviews" (slightly higher than CIDA-EIP). Although these observations are interesting, they do not lend themselves to ready explanation.

Table 14

QUESTION 15: Outputs for the Canadian Community

Incidence of community outputs in completed vs ongoing projects

	Community Outputs				
Status of the Project	**Media Interviews**	**Newspaper Articles by Participants**	**Community Events**	**Participation in Volunteer/NGO Orgs**	**Other**
Completed (40)	20 (50%)	13 (33%)	13 (33%)	16 (40%)	6 (15%)
Ongoing (130)	59 (45%)	43 (33%)	49 (38%)	38 (29%)	35 (27%)
Unknown end date (11)	9 (82%)	6 (55%)	3 (27%)	5 (45%)	1 (9%)
TOTAL (181 projects)	**88**	**62**	**65**	59	**42**
PERCENTAGE	**49%**	**34%**	**36%**	**33%**	**23%**

Table 15

QUESTION 15: Outputs for the Canadian Community

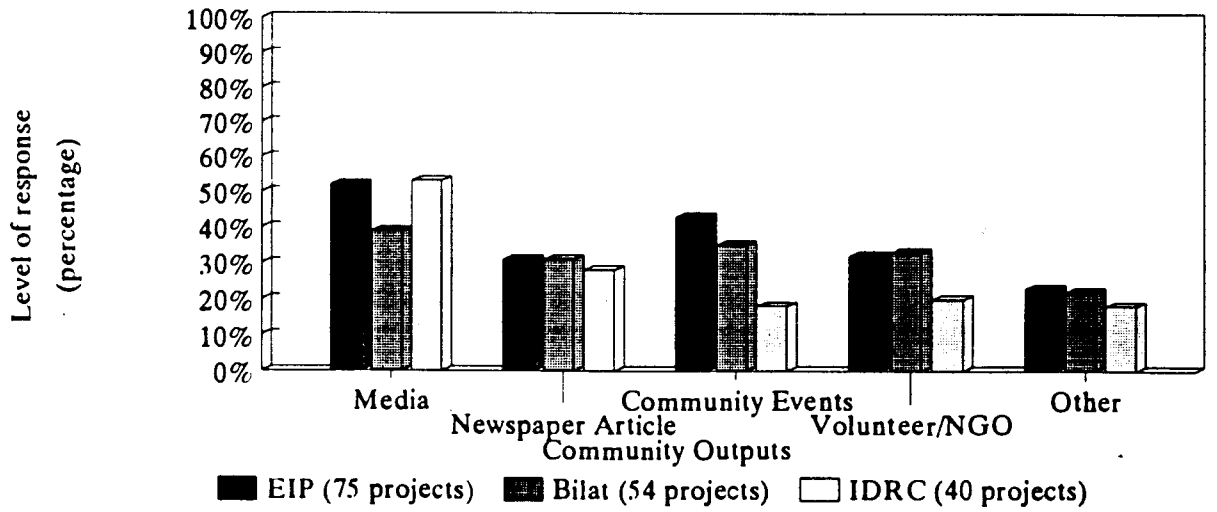
Incidence of Community Outputs by Funding Source

	Funding Source		
Community Output	**CIDA: EIP (75 projects)**	**CIDA: Bilateral (54 projects)**	**IDRC (40 projects)**
Media interviews	52% (39)	39% (21)	53% (21)
Newspaper articles authored by project participants	31% (23)	31% (17)	28% (11)
Participation in community events	43% (32)	35% (19)	18% (7)
Participation in volunteer/NGO organizations	32% (24)	33% (18)	20% (8)
Other	23% (17)	22% (12)	18% (7)
TOTAL RESPONSES	**135**	**87**	**54**

NOTES:
1. Numbers in parentheses indicate number of projects acknowledging a particular impact.
2. EIP: based on 75 projects, on average each project acknowledged 1.8 impacts.
3. Bilateral: based on 54 projects, on average each project acknowledged 1.61 impacts.
4. IDRC: based on 40 projects, on average each project acknowledged 1.35 impacts.

Indicence of Community Outputs
by Funding Source

Figure 5



5. Other information

5.1 Question 16: *Impact on professional advancement*

The vast majority of respondents indicated that their professional advancement was not affected by their participation in the projects. Only very few respondents mentioned that their professional advancement was "adversely affected". Several respondents noted that, due to having tenure or being full professors, they were beyond the point where this might be an issue.

It would appear from the information obtained through this question that, in most cases, involvement in international projects is not viewed negatively. An issue worthy of further pursuit may be to analyze at which point in their career faculty members get involved in projects of this type. A significant number of respondents, it should be added, checked two or all three boxes ("not affected", "adversely affected", "positively affected"). It was concluded that there had been both positive and negative effects on professional advancement.

Added comments shed further light on the numbers. While it is true that the time spent on managing projects often reduced time available for research - a purpose traditionally more highly valued by universities - it would seem that institutions, generally speaking, do not view involvement in international development in a negative light. Many respondents also indicated that any short term impediments which involvement in international development projects could create would be more than offset in the long run. Many seemed to recognize that intangible benefits accrue from participation - increased expertise as well as respect from colleagues and students, national and international contacts and so on.

Others spoke of their increased awareness of the practical concerns of working in developing country conditions, of having gained new knowledge of tropical milieux relevant to their fields, of the techniques of transferring knowledge, of the opportunity to participate with professional colleagues in committees and networks and of having discovered new funding sources.

In the questionnaire to the ILOs (Q-ILO), some 24% of respondents reported that their universities now recognize international development experience for promotion and tenure purposes.

5.2. Question 17: *Activities beyond project completion*

In response to this question, a substantial majority indicated that activities are indeed taking place after the end of the projects. These continuing activities include joint research and publications, periodic conferences, exchange of faculty and students, liaison on behalf of partners with international organizations and funding sources and ongoing technical assistance in such areas as computer technology. Some of these continuing relations are primarily personal, while others are more institutional in nature.

Some of the benefits beyond project completion which were cited are: changes in attitudes towards working with institutions in developing countries; greater respect for differences in culture and approaches to problem solving; and stronger adaptability and flexibility.

It was noted that a number of activities, however, can only be sustained if further funding is available.

5.3. Question 18: *Lessons learned*

This question, which asked what respondents would do differently if they were to do the project again (or lessons learned), was one of the most fruitful in terms of the number and variety of responses it produced:

i) Faculty and student exchanges

Many respondents would like to have more exchanges built into their projects. They felt that exchanges are particularly popular along with regular two-way visits of project directors from both partner institutions. This attests to a desire from project directors to better integrate project activities into the Canadian institutions as well as a degree of dissatisfaction with proceeding along dual yet unrelated paths with their developing country partners. It appears evident from some of the responses to this question that firm friendships and mutually rewarding professional relations have been formed.

The two principal areas where respondents identified need for improvement are: orientation; and language training.

ii) Planning

There seems to be a fairly widespread sense that planning could be improved. Suggestions for improvements include:

- consulting more with faculties and administrations at home and abroad to ensure that support be broadened and purposes better understood;
- starting the planning process much earlier;
- giving more attention to the setting of objectives and ensuring that they are well understood by both partners;
- building evaluative research into future projects in order to provide ongoing feedback;
- consideration, from the outset, of how a linkage would be maintained following the termination of project funding;
- building in more time for project management;
- ensuring that the demands of long distance management be better recognized, including the time required.

iii) Budgeting

There seems to be agreement that project funds do not adequately cover the real costs to the Canadian universities of project involvement. Many respondents identified the need for more careful and realistic budgeting and, in some cases, for tougher negotiations with CIDA. Underlying this point, in a couple of instances, was a call for officials to be made more aware of the value of investing in the capacity of Canadian universities.

Several respondents also expressed their desire to build more research into projects, negotiate more strongly with CIDA for research funds as well as for involving students in project activities.

iv) Relations with CIDA

There was some feeling that initial understanding and ongoing dialogue with CIDA could be improved. Some mentioned that institutional values and priorities are not always in harmony. Again, there was a desire for CIDA to be more open to including research as well as student and faculty exchanges in university projects.

v) Visibility

This was an issue for some respondents who advocate for more publicity within their institutions and in their communities at large, both before and during the project. The reasons included enhanced international understanding, more personal and professional interaction and greater community and institutional support for projects of this type. Several stressed the importance of not only symbolic but also practical and visible involvement of senior university officials in the projects.

vi) Partners

Some respondents recommended transferring more benefits to partner countries and institutions. For instance, some thought that more materials and equipment might be purchased locally, that more host nationals be employed or that there be better liaison with the ultimate beneficiaries (farmers or miners, for example). To this end, a few respondents expressed the need to deal with other types of agencies in addition to their direct partners abroad.

vii) Other

Other themes mentioned more than once included giving greater emphasis to interdisciplinary aspects of projects and to the demands of cross-cultural communications.

There were, of course, other comments too numerous to mention in this brief summary. What is apparent is a sense of useful and rewarding engagement in most instances and an awareness of what might be improved or at least done differently a second time.

V. CONCLUSIONS

The above summary of the major observations from the questionnaires confirms the existence of concrete, positive impacts on Canadian universities from involvement in international development projects. These impacts are in fact so diverse that it is impossible to summarize them in just a few words or to see many clear patterns emerging.

This study has identified positive outputs in all three areas of the university mission: instruction, research and service to the community. It has also underlined some impediments to the university's involvement in international development. Generally speaking, it is felt that international development projects and efforts need to be more recognized at the president's and vice-president's level. There is also a need for better institutional infrastructures and mechanisms to support and encourage international development efforts.

Frequently university administrators come to appreciate the value of involvement in international development through the experience of a first and successful project. This requires that a faculty member take the initiative of designing a project, obtaining funding, managing the process to a successful completion and that they do this above and beyond an already heavy workload. On a positive note, the responses to the questionnaire to international liaison officers (Q-ILO) indicate that a large number of universities have considered or adopted new policies or procedures vis-à-vis international cooperation as a result of their involvement in these projects. Respondents reported the development of structures or policies related to human rights (31%), gender and development (24%) and environmentally sustainable development (41%).

This survey demonstrates that involvement in international development projects is by no means a one-way street. The International Division of AUCC hopes that by systematically investigating the effect that working in developing countries has had on Canadian universities, the rhetoric of partnership can be seen as a reality. It is also our hope that the questions we asked, as much as the findings presented here, will spark more interest in viewing these projects in a new light.

ANNEXES

ANNEX I

QUESTIONNAIRE FOR INTERNATIONAL LIAISON OFFICERS

FOR ILO RESPONSE:

Please indicate what impacts involvement in CIDA and IDRC projects has had on policy or institutional practice at your university:

☐ incorporation of international development activities in university mandate

☐ incorporation of international/global perspective in university mandate/mission statement

☐ increased financial support for international, especially developing country, students

☐ recognition of international development experiences for promotion and tenure purposes

Creation of structures of policies relating to:

- ☐ human rights
- ☐ gender and development
- ☐ environmentally sustainable development

☐ Other impacts (specify): _____

_____

_____

Your name: _____

University: _____

Please return, with completed project director's questionnaire, by September 30, 1992 to:

Mr Dominique Van de Maele, Liaison Officer
International Division - AUCC
151 Slater Street
Ottawa, Ontario K1P 5N1

Thank you.

ANNEX II

QUESTIONNAIRE FOR PROJECT DIRECTORS

STUDY OF THE IMPACT OF INVOLVEMENT IN INTERNATIONAL DEVELOPMENT PROJECTS ON CANADIAN UNIVERSITIES

Questionnaire to be completed by
directors of projects funded by CIDA and IDRC

INTERNATIONAL DIVISION
AUCC

3. Please indicate if the project originated from any of the following:

- ☐ Feasibility study
- ☐ Research interest
- ☐ Personal contact
- ☐ Request from the partner institution
- ☐ Initiative of CIDA
- ☐ Initiative of other funder (please specify) _____
- ☐ Initiative of ILO office
- ☐ AUCC publication
- ☐ Other (specify)_____

4. Please indicate if the project was approved at your University by:

- ☐ President
- ☐ Vice-President(s)
- ☐ Relevant committee (specify) _____
- ☐ Senate
- ☐ Relevant department/faculty (specify) _____
- ☐ Other (specify) _____

5. How many staff are/were directly involved in the project?

Academic staff _____

Non-academic staff _____

6. Please identify what <u>instructional outputs</u> your project has had at your university (please specify):

☐ Material added to reading lists : _____
_____
_____

☐ New topics for student research: _____
_____
_____

☐ Guest lecturers
number: _____

from what institution(s): _____
_____

☐ Exchange of faculty or staff
number: _____

to and from what institutions: _____
_____

☐ Exchange of students (both Canadian and international)
number: _____

to and from what institutions: _____
_____

☐ New courses, programs or changes to curriculum: _____
_____

☐ Other: _____

7. Please rate how you think involvement in the project has affected the quality of instruction at your institution?

0	1	2	3	4	5
(negative/ no impact)					(high positive impact)

8. Additional comments related instruction: _____

_____

_____

_____

_____

9. Please identify what <u>research outputs</u> your project has had at your university:

<u>Please specify titles:</u>

☐ Academic thesis/theses: _____

_____

☐ Article(s) in refereed journal: _____

_____

_____

☐ Other journal article(s): _____

_____

_____

☐ Presentations at conference/symposium: _____

_____

_____

☐ Book(s): _____

☐ Chapter of book: _____

Please specify titles:

☐ Bulletin/newsletter: _____

_____

☐ New direction of research (explain): _____

_____

_____

☐ New research (what areas? where conducted?) _____

_____

_____

☐ Patent registrations/licensing/agreements/or technology transfer:

_____

_____

☐ Other (specify): _____

10. Please rate how you think involvement in the project has affected the quality of research at your institution.

0	1	2	3	4	5
(negative/ no impact)					(high positive impact)

11. Additional comments related to research: _____

_____

_____

_____

12. To the best of your knowledge, did involvement in the project lead you or others involved in the project to join any international academic, issue-related or other network(s) of which you or they had not previously been a part?

☐ Yes ☐ No

13. How many students are/were involved in your project?

	Canadian	Degree sought/ obtained	non-Canadian	Degree sought/ obtained
males:				
females:				
total:				

14. What new skills and understanding did/will students (Canadian and international) gain from their involvement in the project?

		# of students involved	Specifics on skills or understanding
☐	overseas experience		
☐	administration		
☐	research		
☐	teaching and training		
☐	technical		
☐	specific knowledge related to development		

☐ other; describe: _____

_____

_____

15. To your knowledge, what outputs for the community at large has your project had?

- ☐ media interviews
- ☐ newspaper articles authored by project participants
- ☐ participation in community events
- ☐ participation in volunteer/NGO organizations
- ☐ other (specify): _____

_____

_____

16. How has your own professional advancement within the university been affected by your participation in the project?

- ☐ Not affected
- ☐ Adversely affected (explain): _____

_____

_____

- ☐ Positively affected (explain): _____

_____

_____.

17. If the project has been completed:
Have there been any activities or involvements resulting from the project which have continued beyond the end of the project funding?

- ☐ No (why not?): _____
- ☐ Yes (specify): _____

_____

18. If you were to do the project over, what would you do differently in order to derive greater benefit for your University, partners, faculty, students, project staff or community?

_____
_____
_____
_____
_____

19. Additional comments: _____
_____
_____
_____
_____
_____

Thank you for your assistance.

Please return your completed questionnaire by September 25, 1992 to your university International Liaison Officer whose name and address are as follows:

Name:
Address: