



INTERNATIONALIZATION AND GLOBAL ENGAGEMENT PLAN

LEARN LOCALLY, ENGAGE GLOBALLY.

In our 50th anniversary year, Durham College (DC) is recalling with pride, the milestones and successes that DC and its communities have shared since 1967. This year is also a year to face our future, and reimagine how we implement 'the start of something amazing' for the next 50 years.

The DC Internationalization and Global Engagement Plan is a roadmap to the future as colleges, communities, networks and systems respond to changes driven by shifting technologies, economies and social landscapes. These shifts are global in scope and the pace of change is accelerating, requiring us to consider how we deliver quality programming that serves our students and our communities.

This plan clarifies DC's global vision for the next 3 years. It is a foundation for our students, employees, communities, and industry partners to understand how DC will infuse internationalization and global engagement into the fabric of our institution and help our students learn locally and engage globally.



Mark Herringer
Dean, Durham College International

Over the past five years, Durham College (DC) has been one of the fastest growing colleges in Ontario, in terms of enrolment, new programs and reputation. DC has assumed a prominent position as a medium to a large sized comprehensive college.

The enrolment growth of international students over the past five years has increased more than 200 per cent. As of January 2017, DC had more than 830 international students from 54 countries studying on campus.

As we move forward in the fall of 2017 with a new Academic Plan, we have prioritized internationalization and global engagement as one of our five academic goals. This goal will see us strengthen our efforts to recruit and support international students, expand internationalization experiences for our students and employees, create opportunities for students to work and study abroad, and continue and expand our international project work.



Elaine Popp, Ph.D.
Vice President, Academic



INTRODUCTION

The diverse regions of the world, and their social, economic and political networks, are increasingly interconnected and Canada's international profile is becoming ever more dynamic. As a leading member of Canada's higher education system, Durham College (DC) has an important role to play in preparing its graduates for success in the changing world of the 21st century. Each program of study offered at DC is responding to the needs of the global economy, industries and services, requiring college graduates to be interculturally effective and prepared to negotiate the challenges and opportunities that arise in such complex international environments.

To respond to these challenges and opportunities, while continuing to ensure the personal and professional success of our students and graduates, DC has developed its first comprehensive Internationalization and Global Engagement (I&GE) Plan. DC's 2017-2020 I&GE Plan reflects the input of stakeholders from across the College and is founded on our commitment to establish a financially sustainable internationalization and global engagement (I&GE) process. This process is designed to harness our diverse cultural communities and international opportunities and build the attitudes, values and competencies required to flourish in today's world. The I&GE Plan addresses the four goals of internationalization and global engagement at DC:

- Internationalization @ Home
- Education Abroad
- International Projects and Partnerships
- International Student Recruitment, Services and Retention

The plan guides and informs DC's I&GE process and ensures alignment with the College's strategic and academic plan. DC's I&GE Plan recognizes that the College serves the socio cultural and economic needs of our communities while also ensuring effective financial stewardship. It is grounded in the collaborative development of a learning environment that encourages the acquisition of the knowledge, skills and experience to become interculturally effective. DC's 2017-2020 I&GE Plan also encourages stakeholder involvement, ultimately helping to make internationalization and global engagement the transformative experience that DC seeks to create with its communities.



CONTEXT

As a leading postsecondary institution, DC is committed to internationalization which has been defined twenty three years ago as, “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.”¹ More recently, it was defined more accurately for our purposes as:

*The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.*²

This intentional process grows from DC’s 2017-2020 Strategic Plan and 2017-2020 Academic Plan. The College’s Strategic Plan commits to providing “students with the best possible learning experience”³, including expanding “flexible, experiential and global learning opportunities.”⁴ DC’s Strategic Plan highlights our commitment to ‘global engagement’ which has been defined as “committed, meaningful interaction with the world as a whole.”⁵ This interaction requires intentional and integrated activities “not just fleeting exposure, to multiple perspectives on these inescapable global problems.”⁶

Further, the I & GE Plan recognizes that cultural diversity is a strength that when supported can transform learning. Our diversity is located in our growing international student body, our increasingly diverse communities, and the diversity of our employees. DC’s Strategic Plan recognizes the latter by committing to “...grow diversity in our workforce to reflect our student body and community.”⁷ The growth in this diversity will not be an end in itself, but a foundation to contribute to a culture of transformation of teaching, learning and service systems at DC that serves the needs of all of our students.

The third goal of DC’s 2017-2020 Academic Plan is a commitment to focus on internationalization and global engagement initiatives. To arrive at this goal, the following four objective statements are included in the Academic Plan: a commitment to develop an institutional community that embraces and encourages positive international and intercultural learning inside and outside the classroom; a commitment to expand opportunities and support for students and employees to participate in education abroad opportunities; a commitment to strategically grow and develop an active network of international partnerships, including partnership opportunities realized through delivery of quality international development projects; and a commitment to recruit and support

an increasingly diverse group of students including increasing our number of international students.

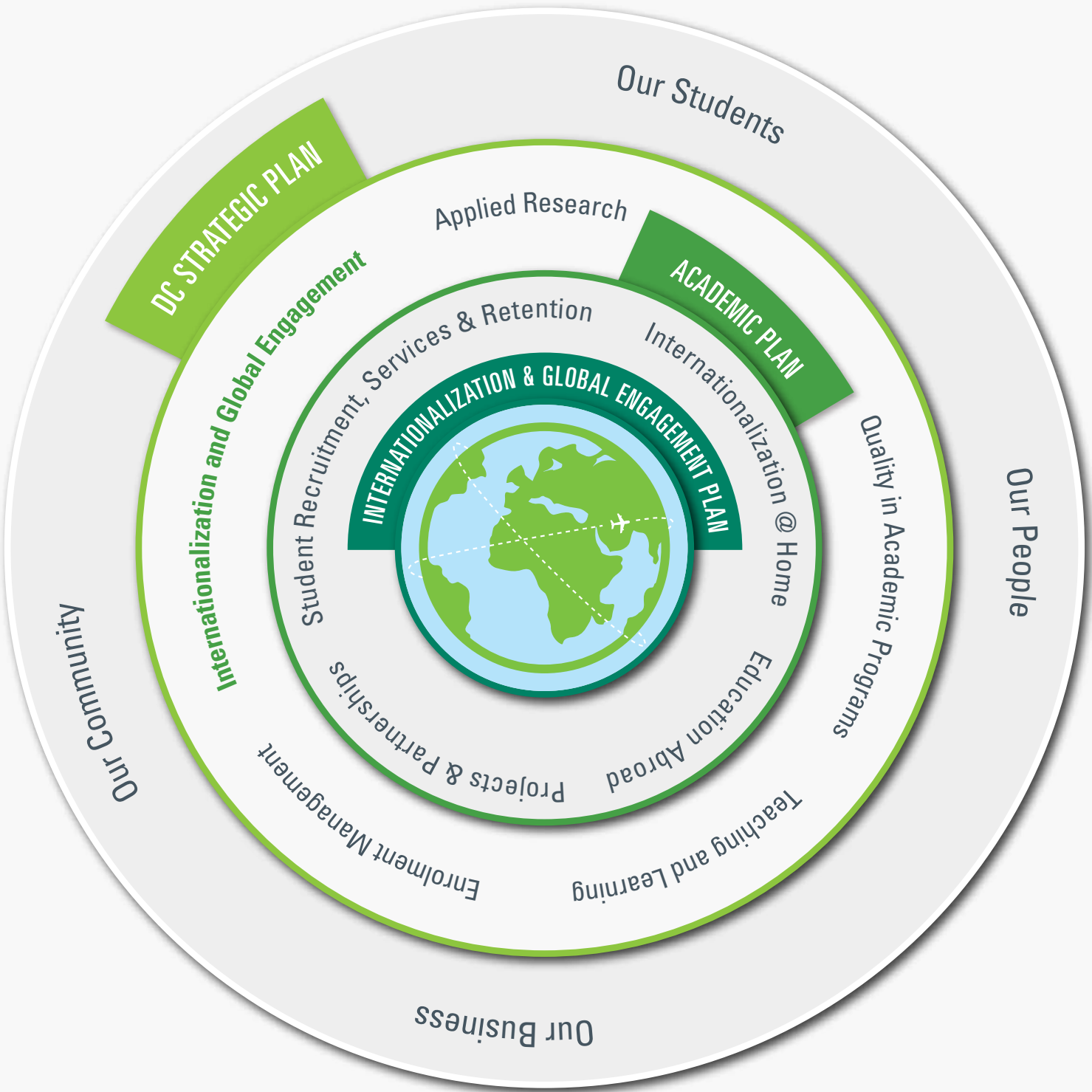
The DC community is defined as both local and global and the internationalization process at DC reaches beyond its campuses to include the communities and partners it serves. This process is supported through coordination with relevant private and public sector stakeholders, including industry, government, community organizations and other educational institutions within the region and around the world. The international cultural, social and business connections created by and for DC students and employees contribute to a growing, innovative institutional community that actively prepares graduates for success in a globalized reality. This contemporary institutional community is poised to respond, as regional economies and workforce demands evolve, due to the influence of global socio-economic and socio-political trends.

Essential to its commitment to internationalization, DC’s I&GE Plan incorporates the need for the ongoing review and development of the internationalization process, as Egron-Polak and Green suggest:

*As internationalization has matured beyond ... being viewed as an unmitigated good and an end in itself, it is important to continuously analyze and question its short- and long-term impacts, undertake a more critical assessment of the directions it can take or changes that it may bring about and to do so from multiple perspectives*⁸

The critical assessment of internationalization and global engagement initiatives, results and impacts help to ensure that DC meets its strategic goals of building communities and preparing graduates to “realize meaningful careers and make a difference in the world”.⁹

DC'S INTEGRATED AND COMPREHENSIVE APPROACH TO INTERNATIONALIZATION AND GLOBAL ENGAGEMENT



GOAL ONE: INTERNATIONALIZATION @ HOME

The Durham College International (DCI) planning framework supports the success of this goal by including strategies to help employees develop, integrate and apply their expertise to support international and domestic students in their classrooms, in international projects, through international professional development and through international applied and industrial research. Employee involvement is critical to increasing DC's global academic engagement, a major contributing factor to the internationalization of the College, our regional economy and our communities. Downey et al. note a simple yet complex truth to achieving global competency and intercultural skills as a student, which is to learn "... to work effectively with people who define problems differently than you do"¹⁰. In this case, the definition would be rooted in culture and require the transformative capacity to process information and knowledge guided through that learning framework. The development of the intercultural competence of employees and students within and beyond our campuses, is an essential element of internationalization and will be a key outcome of DC's I&GE plan through Internationalization @ Home.

In addition to gaining international experience through projects and partnerships, DC supports further international learning by enhancing the active, in-class participation of our international students and providing tools to faculty for their close collaboration with domestic students. Activities such as DC's Global Classroom and specially designed projects and international student-focused events, support these efforts. DC faculty utilize technology and other means to bring together our local and global communities to share perspectives on the changing global landscape. Faculty also develop professionally and inspire international applied research development and student engagement in innovative approaches to their area of study inside and outside the classroom. Michael Crichton clarified this need as the postsecondary institution's responsibility noting that, "students learn to construct, act upon, use and communicate their disciplinary knowledge across diverse linguistic and cultural contexts."¹¹ This will ensure DC prepares graduates to be transnational experts for local and global companies.



DC will internationalize our campuses and communities through implementation of the following objectives:

- Utilize DC's I&GE Committee to help guide a collaborative internationalization process that streamlines I&GE objectives across DC's schools and departments;
- Build I&GE awareness among the Durham College Leadership Teams, employees, and students;
- Engage the Region of Durham in acknowledging the impacts of international education on the community and the value of retaining international students as they transition from their studies to permanent residency;
- Integrate and differentiate cross-cutting themes into the internationalization process including: indigenization; diversity and inclusion; sustainability and entrepreneurship;
- Develop opportunities in collaboration with schools and departments, systems and resources that contribute to employees gaining and demonstrating intercultural experience and awareness in working with a diverse student population;
- Encourage inclusion of diversity and intercultural/ international experience into DC human resource planning and practice;
- Provide international learning opportunities for employees through projects and partnerships, recruitment activities, professional development, and capacity building opportunities; and
- Promote opportunities for collaboration involving international and domestic students inside and outside the classroom.

Internationalization @ Home Results: Over 50 employees from the College have delivered hundreds of workshops for our international partners both abroad and at DC campuses, broadening their professional expertise and enhancing their ability to engage effectively with their students on our increasingly diverse campuses. Business development efforts and new project proposals capitalize on these individual employee experiences to strengthen DC's institutional expertise in delivering sustainable, capacity building projects abroad by prioritizing knowledge-sharing with other interested employees through workshops, post-project debriefs and other leadership opportunities.

In 2016-17, DCI supported 16 college employees from the areas of: Career Services; Enrollment Services; the Centre for Academic and Faculty Enrichment (CAFE); and the Schools of Science, Engineering and Technology, Skilled Trades, Apprenticeship and Renewable Technology, Media, Art and Design, Centre for Food, Business, IT and Management, and Health and Community Services, to travel to participate in program-focused professional development opportunities in Vietnam, Peru, Guyana and Barbados, Ireland and Peru. In addition, faculty from the Schools of Justice and Emergency Services and Business, IT and Management have participated in interculturalizing the curriculum workshops in British Columbia.

In December 2016, DC's Human Resources department entered into its own international initiative by partnering with World University Services of Canada (WUSC) and Uniterra to support three employees per year to participate in the "Leave for Change" program working for a variety of development projects in a number of countries world-wide. Three DC staff and faculty are participating in this program in 2017 in Vietnam, Nepal and Sri Lanka.

Looking Forward: By 2020, over 300 employees will have had the opportunity to engage in international training or professional development activities supported by DC and DCI to contribute to classroom, campus and community internationalization and intercultural development. These experiences will help to transform the culture of learning at DC and harness our cultural diversity to develop graduates who are ready for the world.



GOAL TWO: EDUCATION ABROAD

Fewer than three per cent of all postsecondary students in Canada study abroad, and an even smaller percentage of DC students participate in these experiences. The following objectives are designed to ensure that DC students will increasingly have the opportunity to apply and refine their skills internationally through international exchanges, work-integrated learning, short-term study abroad and field schools. DCI will broaden the College's sustainable and mutually beneficial international partnership networks to develop these opportunities, and provide financial support to ensure that DC students are able to consider education abroad as part of their academic careers. Students from our partner institutions will also have opportunities to complete part of their programs of study at DC, further enhancing the diversity of DC's student population and international networks.

DC students will have an opportunity to gain a global experience through the implementation of the following objectives:

- Develop DC's education abroad policies and procedures, including: articulation, degree completion, short term study/work experience, international credit recognition and risk mitigation and management strategies and protocols;
- Develop and budget for education abroad funding mechanisms;
- Provide access to program development funding for employees interested in exploring education abroad opportunities; and
- Develop educational and logistical resources to assist in pre-departure and debrief activities that purposefully promote and measure internationalized academic outcomes and the development of intercultural competencies for students and employees.

Education Abroad Results: Financial concerns are the number one barrier to student participation in education abroad activities, including exchange, short-term study and work-integrated learning. In 2016-17, DCI launched a bursary program funded by revenue from international tuition designed to help alleviate these financial challenges. \$39,000 was provided to support 26 students participating in learning experiences in Ireland, Peru and India. Considerable student engagement including video, and social/interactive media opportunities have resulted.

Looking Forward: By 2020, at least 200 DC students will have participated in an education abroad activity with funding to support students interested in an academically relevant education abroad experience. The experiences that those students bring back to the Durham region will be shared at the classroom, campus and community levels.



GOAL THREE: INTERNATIONAL PROJECTS AND PARTNERSHIPS

International projects and partnerships offer enriching professional development and applied learning opportunities for DC employees and students. By supporting external mobility, DC encourages its educators to apply an internationally-focused lens to quality curriculum design, collaborative teaching and learning practices and institutional leadership development at our partner institutions. These activities enable DC's student-centred mandate to influence the global movement towards quality education for all, while exposing DC employees to new ideas, cultural norms and educational systems. International projects and partnerships have a valuable impact on DC's internationalization efforts by building our institutional capacity to provide employees with international experiences while delivering quality programming through diverse and innovative collaborations. Each project and partnership creates potential for multiple spin off opportunities including: research projects, industry collaborations, education abroad, recruitment opportunities, among others.

DC will increase involvement in international partnerships and projects through the implementation of the following objectives:

- Identify goals, resources and approaches to new project activity and business development;
- Maintain and diversify networks involving Canadian and international funding sources;
- Collaborate with other Canadian and international colleges to build capacity and broaden project and partnership opportunities;
- Identify joint research initiatives that promote innovative approaches to technical, professional and non-traditional training in developing countries;
- Build processes to manage proposal development, human resource management, finance and budgeting, risk management and capacity development;
- Collaborate with DC schools to find linkages between student program evaluations/practicums and international projects and to integrate education abroad and international projects into the fabric of the DC classroom; and
- Develop training packages that can be marketed to a diverse group of potential international clients and partners.



Project Results: Since 2014, DC has demonstrated commitment to securing and delivering quality international development projects. The table below provides highlights of DC's international projects that demonstrate the critical support and investment across our campuses:

DURHAM COLLEGE'S INTERNATIONAL PROJECTS					
COUNTRY	NAME OF PROJECT	FUNDING AGENCY	INTERNATIONAL PARTNER	DC SCHOOL LEAD	FUNDING AWARDED
Guyana	CARICOM Education for Employment	Global Affairs Canada	Government Technical Institute (GTI)	School of Trades, Apprenticeship and Renewable Technology (START)	\$440,000 2014-2017
Peru	ANDEAN Education for Employment	Global Affairs Canada	Centro Experimental de Formación Profesional (CEFOP)	Centre for Food	\$307,250 2015-2017
Vietnam	Vietnam Skills for Employment	Global Affairs Canada	Hau Giang Community College (HGCC)	School of Science, Engineering & Technology	\$720,000 2015-2020
Barbados	Skills for the Future - Leadership Development and Change Management	Inter-American Development Bank	Ministry of Education, Science, Technology and Innovation	Cross-Institutional	\$227,578 2016-2017
Kenya	Kenyan Education for Employment Project (KEFEP)	Global Affairs Canada	Kitale National Polytechnic & Eldoret National Polytechnic	START and School of Justice & Emergency Services	\$1.1 Million 2017-2020

Table 1
Source: DCI

To ensure the successful completion of international projects, DCI and the lead academic schools, are supported by all schools and departments from across the College with workshop content and delivery.

Looking Forward: By 2020, DCI will be delivering four new funded international projects and will have sourced four new international contract training opportunities. As a way to maximize sustainability, each project will be considered as a launching point for broader, longer-term activity in country.

Partnership Results: Complementing its engagement in international projects, DC is developing an active network of international partners. These reciprocal partnerships help DC students to gain international experience, broaden and develop DC faculty teaching skills and create opportunities for joint program development and research.

Looking Forward: By 2020, DC will have further expanded and diversified its profile internationally through thoughtful partnership development. DC will strategically double the number of partnerships and countries to support institutional network needs and expectations.

GOAL FOUR: INTERNATIONAL STUDENT RECRUITMENT, SERVICES AND RETENTION

DCI has established a solid foundation for international student recruitment and the provision of services for students who choose our College as their destination of choice for quality education. International student recruitment, and the revenue it generates, continues to be important for DC in general, as well as funding broader opportunities that international education and global engagement bring to the College and our communities.

DC has representative offices in India, Nigeria and China that work effectively with students through their recruitment, application and preparation for travel. DCI continues to evaluate new regional markets to determine the merits of further expanding this model.

International students face unique challenges when studying in Canada as they adapt to a new culture, society and learning environment. There are requirements related to their temporary residence status in Canada, as well as deterrents to success specific to their recent arrival in the country. DCI works with international students, starting from before they board a plane until after graduation, to support them through the process of transitioning and to provide them with the understanding, resources and opportunities they require for personal and academic success. DCI works with the schools, other departments and service providers on campus to build resources that address the needs of international students so as to provide appropriate and responsive programs and services. These include: arrival services and orientation, health insurance, international payment options, immigration consultation and support in adapting to Canadian society and academic systems.

International students are central to enrolment plans and community engagement through the implementation of the following objectives:

- Maintain and expand strong relations with Strategic Enrolment Services to build enrolment, retention and data systems to maximize effectiveness and efficiency;
- Develop a social activities program that promotes student engagement, community awareness, physical and mental health and personal professional development;
- Build the capacity of schools to support recruitment and to provide academic and student supports for international students and internationally-engaged students;
- Develop capacity to deliver interculturally-oriented student/customer service workshops for the DC community;
- Develop community links to support international student employment, entrepreneurship and community engagement;
- Expand activity in appropriate markets to increase diversity and enrich our learning culture;
- Expand recruitment and marketing relationships and pathway development with universities, school boards and other potential local and international partners; and
- Link recruitment to retention activities and support services and promote effective communication with representatives and students reflecting a linked recruitment/retention system.



Recruitment Results: In January 2017, 835 international students from 54 countries were enrolled in programs offered at DC.

DC achieved a 302 per cent increase in international postsecondary enrolment from Fall 2011-12 to 2016-17, from an increasingly diverse list of countries:

DURHAM COLLEGE'S INTERNATIONAL POSTSECONDARY ENROLMENT SINCE 2011						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
International PS Enrolment	151	297	335	453	497	608
% of DC PS Student Body	1.9%	3.4%	3.5%	4.6%	5.0%	6.1%
Top 5 Source Countries	India China Turkey Brazil Pakistan*	India China Pakistan Turkey Hong Kong**	India China Nigeria Pakistan UK	India China Brazil Nigeria Pakistan***	India China Nigeria Jamaica Pakistan	India China Nigeria Jamaica Kenya Vietnam (Tied)

Table 2
Source: DCI/ORSIE

In order to support the academic quality of our incoming students, 150 entrance scholarships valued at \$118,000, supported through international tuition revenue, were awarded by DCI in 2016-17 to students demonstrating high academic or English language achievement.

Looking Forward: By 2020, more than 10 per cent of the student body at DC will be international and the diversity of source countries will increase to 63.





Services and Retention Results: International students at DC have achieved strong academic success with a retention rate of 92 per cent, as of Winter 2016. For 2015-16, the KPI graduation rate and student satisfaction rate for DC’s international postsecondary students exceeded the average for Greater Toronto Area colleges.

DURHAM COLLEGE’S KPI INTERNATIONAL STUDENT RATE AND STUDENT GRADUATION, SATISFACTION			
	2013-14	2014-15	2015-16
Graduation Rate	N/A	83.1%	89%
Student Satisfaction Rate	77.3%	81.3%	79.5%

Table 3

Source: The Office of Research Services, Innovation and Entrepreneurship (ORSIE)

Communications with international students begins before they depart their home countries with a series of pre-departure communications that prepare students for their endeavours and begins to set expectations. The students are welcomed by a ‘soft landing’ via a series of arrival services, including being greeted at the airport by a current DC student, transportation to the Durham Region and a first night accommodation free of charge. International students then participate in an orientation specifically designed to address their needs and to provide an opportunity to build social networks.

DCI delivers services tailored to the needs of these students, including facilitating a health insurance plan, assisting with immigration requirements, mid-term check-in and providing personal and academic support as they adjust to life in the Durham Region and education at the College.

Social and non-academic workshops are offered to international students to provide them with information to understand their options beyond graduation and provide them with opportunities to experience Canadian culture. These include: information sessions with a registered immigration consultant on how to pursue permanent residency in Canada, workshops on building a Canadian style resume and preparing for an interview, and advice on how to find part-time employment, as delivered by the Career Development Office. Students are also invited to participate in trips to local cultural sites, sports events and seasonal celebrations.

Looking Forward: By 2020, the use of arrival services, orientation and engagement activities is expected to increase as a proportion of international students on campus.



BUILDING MOMENTUM

To achieve the ambitious mandate set out in our I&GE Plan, college-wide engagement in internationalization will become a central theme in daily activity and its outcomes measured. As Egron-Polak and Greene recommend, there will need to be a continuous analysis and assessment of the plan's impact and direction.¹ This requires clear communication of our successes and the results of our collaborations and partnerships as well as the identification and remediation of the challenges that we encounter.

To do this DCI will:

- Establish and maintain communication channels and procedural systems with all internal and external stakeholders;
- Organize dean/faculty/student awareness sessions on DC's global engagement;
- Develop promotions at DC campuses and collateral material (brochures, websites, social media, blogs, etc.) to promote education abroad activities;
- Participate in postsecondary system research focused on I&GE and collaborate with postsecondary education leaders to promote innovation in teaching, learning, applied research and program development;
- Present about DCI results at provincial, national and international conferences focused on international education; and
- Create systems and approaches to track institutional, school and department metrics regarding international student recruitment/enrolment; international mobility of students and employees, faculty and staff; and the success of our international student activities delivered on and off campus.

IMAGINING OUR FUTURE

Internationalization and global engagement at DC requires a whole-of-institution approach to learning. This means support for students and employees to gain the expertise to confidently participate in a rapidly changing world. This I&GE Plan is founded on the commitment to create these opportunities by inspiring international learning at DC and in our communities.

The results anticipated from the goals outlined will help DC to develop graduates who excel in a global environment, while we also consider intentional strategies to enhance the College's reputation and position as an intellectual, experiential and collaborative centre for bringing the world to Durham and introducing Durham to the world.



FOOTNOTES

1. Knight, J. (1994). Internationalization: Elements and Checkpoints. CBIE Research No. 7. P. 3. Retrieved from <http://files.eric.ed.gov/fulltext/ED549823.pdf>.
2. De Wit, H. (2015) INQAAHE conference, Chicago, U.S. Retrieved from: <http://www.iau-aiu.net/content/definitions>
3. Durham College Strategic Plan 2017-2020 (2017). Retrieved from http://www.durhamcollege.ca/wp-content/uploads/StrategicPlan_2013-2016_web.pdf.
4. Durham College Strategic Plan 2017-2020. (2017). Retrieved from http://www.durhamcollege.ca/wp-content/uploads/StrategicPlan_2013-2016_web.pdf.
5. Embleton, S. (2015). Canadian Bureau for International Education Briefing Note “What is Global Engagement?”. P. 2. Retrieved from <http://cbie.ca/wp-content/uploads/2016/07/Global-engagement.pdf>.
6. Embleton. P. 3.
7. Durham College Strategic Plan 2017-2020. (2017). Retrieved from http://www.durhamcollege.ca/wp-content/uploads/StrategicPlan_2013-2016_web.pdf.
8. Egron-Polak, E. and Green, M. (2014). Inclusive Internationalization: An Initiative of the International Association of Universities. P. 1. Retrieved from http://hedbib.iau-aiu.net/pdf/EEP_and_MG_Going_Global_chapter_Final_October_2014.pdf.
9. Durham College Strategic Plan 2017-2020. (2017). Retrieved from http://www.durhamcollege.ca/wp-content/uploads/StrategicPlan_2013-2016_web.pdf.
10. Downey, G.L., Lucena, J.C., Moskal, B.M., Bigley, T., Hays, C., Jesiek, B.K., Kelly, L., Lehr, J.L., Miller, J., Nichols-Belo, A., Ruff, S., and Parkhurst, R. (2006). The Globally Competent Engineer: Working Effectively with People Who Define Problems Differently. *Journal of Engineering Education* 95(April). P. 1. Retrieved from: <http://www.downey.sts.vt.edu/assets/pdfs/2006%20Journal%20of%20Engineering%20Education>.
11. Crichton, J, M. Paige, L. Papademetre and A. Scarnio (2004). Research Centre for Languages and Cultures Education, in the School of international Studies at the University of South Australia “Integrated resources for intercultural teaching and learning in the context of internationalisation in higher education”. P. 4 retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.116.5500&rep=rep1&type=pdf>.



INTERNATIONAL 

CONTACT US:

Durham College International
2000 Simcoe St. N.
Oshawa, Ontario, Canada L1H 7K

T: +1.905.721.2000 ext. 2355
E: international@durhamcollege.ca

www.durhamcollege.ca/international

If you require an alternative format of this publication,
contact marketing@durhamcollege.ca.