

MEETING OF THE SENATE INTERNATIONAL AFFAIRS COMMITTEE

Date: May 17, 2012

Time: 2:00 – 3:30 pm

Location: OL127

AGENDA

1. Call to Order

2. Adoption of Agenda

3. Adoption of Minutes April 19, 2012

4. Business Arising From Previous Minutes

5. Ongoing Business

Working Groups: Summary of Activities:

5.1 International Student Success Working Group: Baihua Chadwick
/Mohammad Mahbobi

5.2 Student Mobility Working Group: L. Dumouchel/Mohammad Mahbobi
Presentation (tabled from April 19, 2012) (attachments) Baihua Chadwick

5.3 Recognition for International Experience Working Group: W. Koczka/L. Dumouchel
Promotion and Tenure Language

6. New Business

6.1 Global Competency Credential W. Koczka/H. Richins/
Student Eligibility for Convocation 2012 L. Dumouchel
(tabled from April 19, 2012)

6.2 Proposed Policy on Student Safety Abroad: L. Dumouchel
Student off-campus safety (discussion)
(tabled from April 19, 2012) (attachment)

6.3 Feb. 21/12 PD event moving forward with international L. Dumouchel
academic development
(tabled from April 19, 2012) (attachment)

6.4 Field School Resources (attachment) L. Dumouchel

6.5 TRU World External Review Meeting Invitation W. Koczka
Tuesday June 5, 3:30-4:15 pm
Panorama Room C (attachment)

7. Round Table

8. Next Meetings:

SIAC Meetings take place from 2:00-3:30 pm in OL127

Next meeting September 20, 2012

9. Adjournment

SENATE INTERNATIONAL AFFAIRS COMMITTEE

Thursday, April 19, 2012

Minutes of the meeting of the Senate International Affairs Committee, held in OL127 at Thompson Rivers University, commencing at 2:00 p.m.

ITEM	DISCUSSION	ACTION
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ATTENDANCE

Members Present: Wes Koczka, Baihua Chadwick, Mohammad Mahbobi, Ross Cloutier, Don Poirier, Roger Yu, Harold Richins, Brenda Mathews, Ross Cloutier, Brenda Mathews, Emma Bourassa, Christine Wihak, Harold Richins

Members Absent: Rajeshwari Rajimwale

Regrets: John Sparks, Cliff Robinson, Lian Dumouchel, Kyra Garson, Shawn Reid, Jennifer Reid

Others Present: Vera Wojna, Sai Kawamata, Monique Lynn, Dorys Crespin-Mueller, Melissa Shuurman

Recording Secretary: C. Thompson

<p>1. Call to Order Called to order at 2:00 pm</p>	<p>C. Thompson</p>
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<p>2. Adoption of Agenda Additional agenda item: Internationalizing the Curriculum (E. Bourassa) <i>On a motion duly made and adopted, it was RESOLVED, the agenda be approved as revised.</i></p>	<p>C. Thompson</p>
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<p>3. Adoption of Minutes</p>	<p>C. Thompson</p>
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Amendment: Item 5.3 – Add: L. Dumouchel will consult with TRU Legal Counsel.
On a motion duly made and adopted, it was RESOLVED the minutes of the March 15 2012 meeting be approved as amended.

4. Business Arising from Previous Minutes

4.1. Faculty Award for Excellence in Internationalization

The winner of the 2012 Faculty Award for Excellence in Internationalization was David Scheffel, Department of Anthropology.

ITEM	DISCUSSION	ACTION
4.2. Global Competency Credential		C. Thompson
4.3 Proposed Policy on Student Safety Abroad		
4.4 Feb 21, 2012 PD Event – Moving Forward with International Academic Development		
Tabled to May 17, 2012		
5. Ongoing Business		
Working Groups - Summary of Activities		
5.1 International Student Success Working Group:		
The group worked with Institutional Planning and Analysis on 2 research questions:		
1. What factors impact international students' GPA?		
2. What factors impact international students' retention?		
IPA made a detailed presentation on their findings.		
Discussion ensued on next steps. What is Student Success? It is more than GPA or retention. What is the students' motivation for study (experience, culture, work, etc.)? What is the students' definition of academic success? Did we meet the students' goals? IPA offered to share results of an earlier, provincial study around this question.		
There was discussion about shifting the focus of this working group from international student academic success to international student success to encompass all aspects of the international student experience. The Priority Subcommittee will explore this potential and report back to SIAC.		
5.2 Student Mobility Working Group		
Tabled to May 17, 2012		
5.3 Recognition for International Experience Working Group:		
Tabled to May 17, 2012		
6. New Business		
6.1 Discussion of Role of SIAC Members who are not identified as belonging to a Working Group.		
Discussion ensued on the purpose of the International Affairs Committee. Our focus is to drive University Policy regarding International activities.		
It was suggested that a sub-committee be formed to start to identify priorities		

ITEM	DISCUSSION	ACTION
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for 2012/13 year and bring recommendation to the larger committee.

On a motion duly made and adopted, it was RESOLVED that a volunteer sub-committee be formed to identify priorities for 2012/2013. The sub-committee will bring recommendations to the SIAC meeting in September 2012.

Sub-committee members: Baihua Chadwick, Harold Richins, Charles Webber, Emma Bourassa, Christine Wihak.

6.2 TRU World External Review:

V. Wojna attended to make a presentation on the upcoming external review. The purpose of the review is to optimize the overall performance of the University, while improving services to students, faculty, and staff, and the wider community. Seven TRU World units will be reviewed: International Student Services, Transnational Education, Study Abroad, International Marketing and Recruitment, Contract Training, Internal Finance & Business Operations, and Internationalization.

External Reviewers will be on campus in early June. SIAC will be invited to meet with the review team. This is tentatively scheduled for June 5, 2012 at 3:30.

7. Round Table

The next Internationalizing the Curriculum Workshop is scheduled for June 8-11. This workshop offers opportunity to discuss and explore what is happening in the classroom. There are 4 sessions scheduled. E. Bourassa will report back in September on the workshop success.

E. Bourassa

8. Next Meeting

The next meeting will held May 17, 2012

9. Adjournment

The meeting was adjourned at 3:30 pm

International Mobility Working Group (SIAC) Meeting

Date March 27, 2012	Time 14:00 to 15:00	Location IB 3007
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Members

1. Lian Dumouchel (SIAC member)
2. Mohammad Mahbobi (SIAC member)
3. Jan Petrar (Manager, Study Abroad)

Support: Sai Kawamata & Monique Lynn, Co-op assistants

Meeting Notes

Agenda Item 1	Mandate/objective of this working group
Discussion	<p>An overview of the current and past activities related to international mobility (mainly student opportunities) has been discussed.</p> <ul style="list-style-type: none"> • Course equivalencies (transfer credit) examples • Study Abroad Ambassador Program • Study Abroad Ambassador job descriptions • Study Abroad Ambassador Program Survey • Curtin University Double Degree initiatives • Updating Student Guide for Study Abroad • February 21 PD event • Research on Risk Management policies • Developing World Connections Pilot initiatives <p>The mandate of this working group should focus on the following:</p> <ol style="list-style-type: none"> 1. Advancing International Academic Mobility at TRU 2. Implementation of the recommendations identified at the Feb 21 PD event related to: <ul style="list-style-type: none"> ○ Exchange ○ Field schools ○ Faculty/staff mobility <p>The review and development of Risk Management Policy should also be considered.</p>
Action	Lian will rewrite the proposed mandate before the next SIAC meeting on April 19.

Agenda Item 2	Membership composition and recommend new members most appropriate to support the revised mandate
Discussion	<p>The members discussed the need for input from different disciplines and/or those who have experience in international mobility in this working group. The working group would consider recruiting the following individuals:</p> <p>From the original membership:</p> <ol style="list-style-type: none"> 1. Gloria Ramirez (Education – FoHSED) 2. Jarita Heer (Tourism) 3. Nelaine Mora-Diez (Science) <p>Potential new members:</p> <ol style="list-style-type: none"> 4. Cheryl Lyall or Wendy McKenzie (Nursing) 5. Cara Cadre (Arts) 6. Study Abroad Ambassadors - students (possibly 2) 7. Additional SIAC Members representing FoHSED, OL, Career Education, etc.) <p>The Chair of this working group will be Lian Dumouchel.</p>
Action	Lian will contact the potential members to request their participation in this working group.

Agenda Item 3	Student mobility activities, programs, etc. currently in place or under development
Discussion	The details will be discussed after the mandates are re-written and the recruitment of group members is completed.
Action	Lian and her team will prepare a snapshot of student and faculty mobility activities from the past. The information is available in the briefing document from the Feb 21 PD event.

Agenda Item 4	Priorities for the working group over the coming year
Discussion	This will be discussed at a later date.
Action	N/A

Agenda Item 5	A draft plan of action for this year
Discussion	This will be discussed at a later date.
Action	N/A

International Mobility Working Group (SIAC) Meeting

Date April 16, 2012	Time 11:00 to 12:00	Location IB 3007
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Members

- | | |
|---------------------------|--|
| 1. Lian Dumouchel (Chair) | 6. Jarita Heer |
| 2. Mohammad Mahbobi | 7. Nelaine Mora-Diez |
| 3. Jan Petrar | 8. Gloria Ramirez (regrets) |
| 4. Wendy McKenzie | 9. Shawn Read (new member – will join from next meeting) |
| 5. Cara Cadre | |

Support: Sai Kawamata & Monique Lynn, Co-op assistants

Meeting Notes

Agenda Item 1	Priorities for the coming year
Discussion	<p>The members discussed what the group should focus on first. Jan Petrar suggested that we should put Study Abroad on hold until the external review for TRU World is over.</p> <p>Although the members had different preferences for priorities, all agreed on international field schools as the first priority. They recognized the need for:</p> <ul style="list-style-type: none"> ○ Education and Administration policies related to field schools ○ Faculty support and sustainable infrastructure for running and developing field schools ○ Discussion on faculty workload issues <p>These issues have already been discussed at the August 25 consultative event. Action plans for this working group will be discussed at the next meeting.</p>
Action	<ul style="list-style-type: none"> ● Lian and her team will re-invite all members to a Dropbox folder dedicated to this working group ● All members are asked to review the following materials before the next meeting: <ul style="list-style-type: none"> ○ The briefing document from the Aug 25 field school event ○ “Participant Feedback and Recommended Action Plan” from the Aug 25 field school event ○ Policies from other universities as examples (an Excel file called “Policies, Procedures, and Resources from Other Universities”) <p>These materials are available in the Dropbox folder as well as on our Moodle site.</p> <p>To sign up for our Moodle site, please search for a course called “International Academic Development” under TRU World. No enrolment key necessary. Once you are logged onto the site, please go to section 3, “Senate International Affairs Committee (SIAC)”.</p>

Other Items	New member
Discussion	Shawn Read (Career Education) has agreed to join this working group. He is also a member of SIAC.
Action	N/A

Next Meeting	Meeting 2
Schedule	Monday, June 25 2012 11:00AM to 12:00PM
Location	IB 3007

SIAC

International Mobility Working Group

Briefing Document

Recommended Action Plans

This material was extracted from the recommended action plans of the following three workshops:

1. Increasing TRU Student Participation in Study Abroad (May 19, 2011)
2. Improving the Development, Sustainable Delivery, and Management of TRU International Field Schools (August 25, 2011)
3. Advancing TRU Faculty International Mobility (October 21, 2011)

Prepared By:

Lian Dumouchel, Director, International Academic Development and
Sai Kawamata and Monique Lynn, Co-op Assistants, International Academic Development

Workshop 1: Study Abroad - Recommended Action Plan

RECOMMENDED ACTION PLAN

Issues	Currently in place	Actions	Who?
<p>Internal Marketing & Communication</p> <p>Effective communication with students, faculty and staff on matters related to Study Abroad resources, initiatives, processes and policies</p>		<ul style="list-style-type: none"> • Increased frequency and volume of classroom visits to promote Study Abroad • Review and revision of Study Abroad website and print materials • Establishment of Study Abroad Ambassador Council • Production of short video to promote Study Abroad to students • Strengthen link with the Global Competency credential • Engage in market intelligence activities to monitor best practices in Study Abroad • Development of an online wiki to promote the exchange of resources and dialogue related to Study Abroad programs for faculty and staff 	<ul style="list-style-type: none"> • Study Abroad Office • Director, International Academic Development
<p>Operational & Human Resource</p> <p>Effective and efficient operational processes and adequate staffing levels to support Study Abroad activities</p>	<ul style="list-style-type: none"> • Increased student funding for participation in Study Abroad 	<ul style="list-style-type: none"> • Implementation of online application system and database (Phase III of TRU World technology project) • Establish standards and processes for tracking Study Abroad activities • Review and revise outbound and inbound student process • Establish a Study Abroad Registrar's Office and Program Advisor Forum – focus on pre-departure advising and post-return credit transfer • Establish a Crisis Management Fund 	<ul style="list-style-type: none"> • Study Abroad Office • Director, International Academic Development
<p>Programmatic</p> <p>Innovative program structures that support and encourage Study Abroad activities</p>	<ul style="list-style-type: none"> • Student pre-departure and re-entry support for Study Abroad 	<ul style="list-style-type: none"> • Introduce Quality Assurance activities for the Study Abroad program • Improved cultural preparation, ongoing support, and re-entry learning outcomes 	<ul style="list-style-type: none"> • Study Abroad Office • Director, International Academic Development
<p>Policy</p> <p>Institutional policies that effectively guide the development and management of Study Abroad activities</p>		<ul style="list-style-type: none"> • Establish a Risk and Crisis Management Advisory Council • Propose institutional policies to support, guide, assess and advance Study Abroad activities • Establishment of an International Academic Development (IAD) Steering Committee 	<ul style="list-style-type: none"> • Study Abroad Office • Director, International Academic Development

Workshop 2: International Field Schools - Recommended Action Plan

RECOMMENDED ACTION PLAN

Issues	Actions	Who?
<p>Policy</p> <p>The need for institutional policies to guide the development and delivery of International field schools</p>	<ul style="list-style-type: none"> Review of existing and proposal of new institutional policies 	<p>Director, International Academic Development, in consultation with:</p> <ul style="list-style-type: none"> International Academic Development Steering Committee (IADSC) TRU World TRU Legal Counsel Academic Units Provost Council Senate International Affairs Committee (SIAC), Educational Programs Committee (EPC), Academic Planning and Priorities Committee (APPC), Budget Committee of Senate (BCOS), Senate, Board of Governors
<p>Operational and Procedural</p> <p>The need for operational and financial models that are aligned with institutional policies and support a strategic and planned approach to international field school development and delivery.</p> <p>The need for clearly communicated and well-coordinated logistics, reporting, quality assurance, accountability, risk management and funding models and processes for international field schools</p>	<ul style="list-style-type: none"> Review of existing and development of new procedures, operational and financial models 	<p>Manager, Study Abroad and Director, International Academic Development, in consultation with:</p> <ul style="list-style-type: none"> TRU World IADSC Academic Units TRU Legal Counsel Finance Division Registrar's Office Human Resources Division Provost Council SIAC and BCOS
<p>Academic</p> <p>The need for educational standards and criteria to ensure international field schools of consistent and high quality that guide curriculum design, delivery and quality assurance</p>	<ul style="list-style-type: none"> Review and development of Education Policy on matters related to international field schools Development of resources and programs to support curriculum design, delivery and evaluation of international field schools 	<p>Centre for Teaching and Learning and Director, International Academic Development, in consultation with:</p> <ul style="list-style-type: none"> IADSC Academic Units TRU World EPC, APPC, SIAC, and Senate

Workshop 3: Faculty Mobility - Recommended Action Plan

RECOMMENDED ACTION PLAN

Issues	Actions	Who?
<p>Dissemination of Information & Coordination of Activities</p> <p>Activities and Information relevant to faculty international mobility (opportunities, funding sources, best practices)</p>	<ul style="list-style-type: none"> ● Establishment of an International Academic Mobility Office <ul style="list-style-type: none"> ○ This can be achieved by revising the current mandate of the Study Abroad Office to include both student and faculty international mobility activities ● Establishment of standards, policies and processes related to faculty international mobility 	<ul style="list-style-type: none"> ● TRU World – Study Abroad Office ● Director, International Academic Development ● Process will be initiated by the Director, International Academic Development with the support of the International Academic Development Steering Committee, in collaboration with new International Academic Mobility Office and consultation with VP Academic's Office, TRU World, the Senate International Affairs Committee (SIAC), and relevant TRU stakeholder groups
<p>Access to Funding</p> <p>Funding for faculty international mobility activities</p>	<ul style="list-style-type: none"> ● Development of a Faculty International Mobility Fund 	<ul style="list-style-type: none"> ● Fund proposal to be developed by the Director of International Academic Development in consultation with TRU World and relevant TRU stakeholder groups ● Fund managed by TRU World – via the new International Academic Mobility Office
<p>Recognition and Motivation</p> <p>Recognition for faculty international mobility activities and accomplishments</p>	<ul style="list-style-type: none"> ● Development of faculty mentorship and professional development activities ● Review of promotion and tenure criteria 	<ul style="list-style-type: none"> ● Centre for Teaching and Learning ● Director, International Academic Development ● Academic units with support and guidance from the VP Academic's Office and the Senate International Affairs Committee (SIAC)
<p>Flexibility in</p> <ul style="list-style-type: none"> ● Timing with program semesters ● Program delivery model ● Workload allocation ● Infrastructure (logistical and operational support) <p>To facilitate faculty international mobility activities</p>	<ul style="list-style-type: none"> ● Flexible educational delivery models and workload allocations 	<ul style="list-style-type: none"> ● Academic units with support, guidance, and collaboration from the following offices/units: VP Academic, Registrar, Human Resources, Open Learning, the Centre for Teaching and Learning, and the Director of International Academic Development

Actions to Date

Issues	Action Completed	Action in Progress
Internal Marketing & Communication	<ul style="list-style-type: none"> ● Study Abroad Ambassador Council formed ● International Days activities- Global Village event and Guest Scholars ● Study Abroad marketing plan of action ● New Study Abroad posters ● Study Abroad credit transfer sample posters and flyers ● International Academic Development Moodle page ● International funding opportunities for students and faculty 	<ul style="list-style-type: none"> ● Global Competency credential program changes – 1-credit course + certificate status ● Study Abroad guide book update ● Bilateral partner program analysis and alignment ● IPA Study Abroad analysis
Operational & Human Resource	<ul style="list-style-type: none"> ● Report on Study Abroad organization in higher education 	
Programmatic	<ul style="list-style-type: none"> ● Review of Quality Assurance in Transnational Education – research shared with TRU Academic Program Review Officer ● Moving Forward with International Academic Development at TRU PD event held Feb 21, 2012 ● School of Trades & Technology international practicum pilot 	<ul style="list-style-type: none"> ● IAD Director to meet with faculties/schools to follow-up and update review of opportunities ● Identification of Curtin University double degree opportunities ● Volunteer for credit pilot with DWC
Policy	<ul style="list-style-type: none"> ● International Academic Development Steering Committee (IADSC) formed to guide activities and the development of initiatives of an international academic nature ● Draft Student Safety Abroad policy 	<ul style="list-style-type: none"> ● Extension of proposed student safety abroad policy to include domestic off-campus activities



STUDENT OFF-CAMPUS SAFETY AND TRAVEL POLICY

POLICY NUMBER ED XXX-X

APPROVAL DATE

LAST AMENDMENT New policy

REVIEW DATE

AUTHORITY To be confirmed

PRIMARY CONTACT (to be confirmed)

May 15, 2012 DRAFT for discussion purposes – includes 2d course of feedback by Hugh MacInnes, TRU Legal Counsel

Comment [Id1]: Consult with John Sparks

Comment [Id2]: Need to consult with John Sparks. Because this policy is student-related, possibly Provost Council

Comment [Id3]: Consider multiple primary contacts: TRU World, for International activities and ?? for Domestic activities

POLICY

Background	Thompson Rivers University strongly believes in the benefits of a global approach to learning, research, scholarship and citizenship. The University is committed to providing its students with <u>the opportunity for safe</u> and meaningful off-campus national and international learning experiences.
Purpose	The purpose of this policy is to set standards enabling safer student learning experiences off-campus, nationally and internationally and ensure that university sanctioned academic activities incorporate specific measures to mitigate risk and facilitate emergency response to students when travelling off-campus, <u>outside of the campus municipality</u> .
Scope	This Policy applies to any student travel <u>outside of the campus municipality</u> in connection with university sanctioned academic activities. These activities include but are not limited to: university-approved courses (credit or non-credit), student exchange programs, term abroad programs, clinical placements, field trips, research projects, study tours, practica, internships and cooperative education programs that have been organized by, and/or contracted with, the university. This policy does not cover the following off-campus activities: varsity sports and staff <u>travel</u> .
Policy	Thompson Rivers University will take reasonable steps to support and promote the health, safety and security of students in off-campus activities and travel. Faculties, Schools, departments, and individual travelers share responsibility with the University to assess and manage the risk of off-campus activities and travel, particularly when students are involved. All university sanctioned off-campus academic activities must incorporate, at a minimum, the following elements to protect the well-being of students, manage risks, and support a positive learning environment: <ol style="list-style-type: none"> 1. An <u>identification and an</u> assessment of risks associated with the activity; 2. A student code of conduct and a process for approving students to participate in the activity; 3. Risk management resources to enable student travelers to <u>identify and</u> be informed of, and manage the risks associated with the activity; 4. An emergency response process. <p>Members of the university who are organizing, leading, or supervising off-campus</p>

Comment [HM4]: To reduce liability, refrain from making making a commitment that depends on the conduct of others, ie the student and people at the destination

Comment [HM5]: Why limit the application of the policy to travel outside Kamloops, Williams Lake, and the other campuses?

Comment [HM6]: Would policy apply to the following: TRUSU Clubs? Other clubs, if any, e.g., hockey team? Apprenticeships for Trades/Tech? Open Learning? On-campus varsity sports?

	<p>academic activities and travel will take reasonable steps to familiarize themselves with the risks of the activity and will consult and seek the expertise of others to address risks that fall outside their own areas of knowledge.</p> <p>University off-campus academic activities involving students may be cancelled by the appropriate authority as identified in the Regulations, if they believe the risks are unacceptable or unwarranted and cannot be reasonably managed.</p> <p>Students who do not comply with a cancellation or recall of this nature will be considered to be on personal travel and will no longer have access to University assistance. This does not apply to students who are unable to comply due to reasons beyond their reasonable control.</p> <p>The decision to cancel or recall is a serious one that is not taken lightly and should be made in consultation with the relevant institutional units.</p> <p>A faculty member may appeal a decision to cancel to the appropriate person identified in the Regulations. The University recognizes that there are many well established and recurring programs involving student travel. The history and importance of these programs is acknowledged in the regulations and procedures associated with this policy.</p> <p>While undertaking university sanctioned off-campus activities and travel, other Thompson Rivers University policies and procedures continue to apply. Participants must also obey the laws of the country they are in.</p>
<p>Related Policies and Procedures</p>	<p>ED 12-0 International Education: http://www.tru.ca/_shared/assets/International_Education5667.pdf</p> <p>ADM 05-0 Health and Safety: http://www.tru.ca/policy/hsafety.html</p> <p>ADM 02-2 Confidentiality of Student Information: http://www.tru.ca/_shared/assets/adm02-25613.pdf</p> <p>Travel and Risk Management procedures and guidelines - Insurance Coverage: http://www.tru.ca/finance/pro_manual/payroll_insurance.html</p> <p>Occupational Health and Safety Department – Roles, responsibilities and procedures: http://www.tru.ca/hsafety.html</p>

Comment [HM7]: How about cultural customs? Policies of host institution, if any?

REGULATIONS**Topics to be addressed**

To be provided upon review and assessment of policy content found on pages 1 and 2 of this document.

1. Definition of terms
2. Roles and responsibilities + authorizations
3. Activity planning and approvals – including (1) evaluation of proposed travel activities and location for suitability and safety (site selection and risk assessment) and (2) Renewal of well established recurring programs and activities
4. Approval of participants, terms of participation, and code of conduct
- ~~4.5.~~ Appeal of cancellation or recall
- ~~5.6.~~ Risk management resources for students tailored to the nature and risk level of the activity - including mandatory ~~student~~ pre-departure training, on-site orientation, re-integration support, and post-activity evaluation, medical insurance, third party liability insurance
- ~~6.7.~~ TRU Student Safety Abroad Registry – including informed consent, waivers, emergency contact information, etc.
8. Crisis response system (emergency and contingency plans)
- ~~7.9.~~ Consent to share personal information of traveler with host agency, health care providers, immediate family, immigration and law enforcement agencies in Canada and host country.

Comment [Id8]: Ensure that the following are addressed in the Regulations:
Insurance issues – liability and health
Travel activities – drivers and insurance (consult with Adventure Studies Department regarding rental of 12 passenger vans)

Briefing Document

Moving Forward with International Academic Development at TRU

Tuesday February 21, 2012

10:00 AM to 3:00 PM

International Building

Room IB 1008

This material was extracted from the briefing documents and recommended action plans of the following three workshops:

1. Increasing TRU Student Participation in Study Abroad (May 19, 2011)
2. Improving the Development, Sustainable Delivery, and Management of TRU International Field Schools (August 25, 2011)
3. Advancing TRU Faculty International Mobility (October 21, 2011)

Prepared By:

Lian Dumouchel, Director, International Academic Development and
Sai Kawamata and Monique Lynn, Co-op Assistants, International Academic Development

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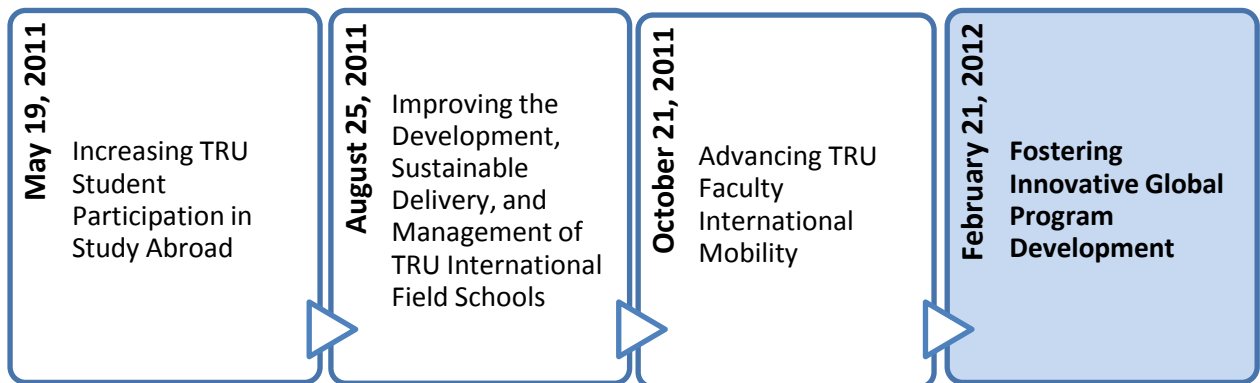
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INTRODUCTION

Thompson Rivers University's (TRU) 2007-2012 Strategic Plan articulates clearly its goal of becoming "The University of Choice for International Opportunities". Specifically, TRU will:

- Increase the number of international learning opportunities for TRU students.
- Increase opportunities for TRU faculty to teach and conduct research internationally.
- Develop partnerships with international universities for joint research, scholarship and faculty exchange opportunities.
- Review curricula to identify courses and programs where it is appropriate to incorporate international perspectives and increase awareness of global issues.
- Develop an international presence on the Williams Lake campus and create activities that will profile and celebrate internationalism on all TRU campuses.
- Expand TRU's academic activities internationally.
- Expand support and services available to international students.
- Expand training for faculty and staff in order to develop cultural awareness and sensitivity to the issues faced by students from international backgrounds.

At the request of TRU's President and Vice Chancellor Dr. Alan Shaver, with the support of Dr. Uli Scheck, Provost and VP Academic, Dr. Wes Koczka the AVP International and CEO TRU World - Global Operations and Chair of the Senate International Affairs Committee (SIAC), and the TRU World team, a consultative workshop focused on "Increasing TRU student participation in Study Abroad" was held on May 19, 2011. The session focused specifically on "bilateral student exchanges". The results and outcomes of the workshop identified the need to address additional "study abroad" activities such as international field schools, faculty exchanges and related curriculum development issues. As a result, three additional consultative workshops were developed to seek stakeholder input on how best to advance TRU's objective of being the "University of Choice for International Opportunities" as shown below:



This document has been prepared to provide background information to assist participants attending the February 21, 2012 workshop, including a summary of the previous three workshops. This event will allow participants to learn about the progress made since the first workshop on May 19 and benefit from a professional development session designed to equip them with the tools needed to successfully undertake international academic development initiatives at TRU.

WORKSHOP 1: STUDY ABROAD

A. Key Extracts from the Briefing Document “Increasing Student Participation in Study Abroad”

PROMOTING STUDY ABROAD: A CANADIAN CONTEXT

According to the Association of Universities and Colleges of Canada (AUCC, 2007), the six main reasons institutions provided for promoting Study Abroad are to:

1. Develop global citizens
2. Strengthen international understanding
3. Develop international cultural awareness and skills
4. Increase job skills and employability
5. Enhance disciplinary expertise
6. Enhance quality of curriculum

Nationally, the participation rates for Study Abroad are around 2-3%, although there is confusion due to discrepancies in how institutions and organizations define Study Abroad to determine percentages. Although Canadian participation rates are on par with the US, they fall short of other G8 countries which range between 18%-38% (Bond et al., 2009).

PROMOTING STUDY ABROAD: THE TRU CONTEXT

At TRU, the promotion of Study Abroad aims to accomplish the above goals, as well as the institution’s strategic goals. Offering Study Abroad opportunities aligns directly with two areas of TRU’s Strategic Plan:

“As the University of Choice for Student Engagement, Thompson Rivers University will:

Engage students in the quest for world citizenship through social and cultural learning opportunities, in a respectful and inclusive environment that provides a better understanding and appreciation of our global community”.

“As the University of Choice for International Opportunities, Thompson Rivers University will:

Increase the number of international learning opportunities for TRU students”.

From the Senate International Affairs Committee Definitions of Key Terms:

Study Abroad Student: This is designation for a TRU student who is electing to undertake a semester or year abroad, while paying tuition to TRU. (Commonly referred to as “outbound” students).

WORKSHOP 1: STUDY ABROAD

HISTORICAL NUMBERS (1998-2011)*

	Outbound Students	Inbound Students	Reciprocal Balance
1998-2001	10	0	10
2002	5	11	-6
2003	8	13	-5
2004	5	11	-6
2005	27	31	-4
2006	42	51	-9
2007	57	71	-14
2008	41	99	-58
2009	49	85	-36
2010	59	75	-16
2011	61	92	-31
	364	539	-175

* Records for this period were not centralized – these numbers may not be accurate

A positive reciprocal balance indicates that TRU has sent more students abroad than it has received

WORKSHOP 1: STUDY ABROAD

CURRENT FINANCIAL INCENTIVES		
Historical TRU Financial Incentives	<ol style="list-style-type: none"> 1. Fee and Insurance Waiver (approximately \$700.00/semester) <ul style="list-style-type: none"> • a regular domestic student pays approximately \$2500 for a 15 credit semester... when a semester is abroad, approximately \$700 is waived including fees, U Pass, TRUSU fees, and TRUSU medical and dental insurance 2. CUEF Bursary <ul style="list-style-type: none"> • in the 2010/11 academic year, CUEF allocated Study Abroad \$117,500 in funding – Field School and Practicum students receive \$500 each – Study Abroad students receive the balance which varies depending on the number of applicants (CUEF funding has been extended until the end of the 2014 academic year) 3. TRU World Competitive Bursary (\$500.00 x 2 per year) <ul style="list-style-type: none"> • funded from TRU World operations and awarded to the applicant in each semester with the highest GPA 	CONTINUING
New TRU Financial Incentives Recently Approved	<p>PART ONE – Prior to Departure</p> <ol style="list-style-type: none"> 1. ISEP Fee Elimination (\$380.00 per ISEP applicant) <ul style="list-style-type: none"> • cost to be absorbed by TRU World 2. ISEP Meal and Accommodation Reduction <ul style="list-style-type: none"> • a TRU student pays a “meals and accommodation cost” to TRU, and receives meals and accommodation abroad – in return, when an ISEP student comes to TRU, they receive accommodation, and a cheque for meals – this amount has been reduced from \$4085.00 to \$2880.00 per semester <p>PART TWO – Returning Students</p> <ol style="list-style-type: none"> 1. \$2000.00/student Bursary to create a Study Abroad Ambassadorial Council <ul style="list-style-type: none"> • funded by TRU World Internal Restriction of Operating Funds (Study Abroad Expansion) \$2000 x 20 students x 3 years (\$120,000 total funding) <p>PART THREE – Special Purpose Fund – funded by TRU World</p> <ol style="list-style-type: none"> 1. \$15,000 per year allocated toward special initiatives 	NEWLY IMPLEMENTED
Additional Financial Incentives Under Consideration	Tuition Bursary	PENDING

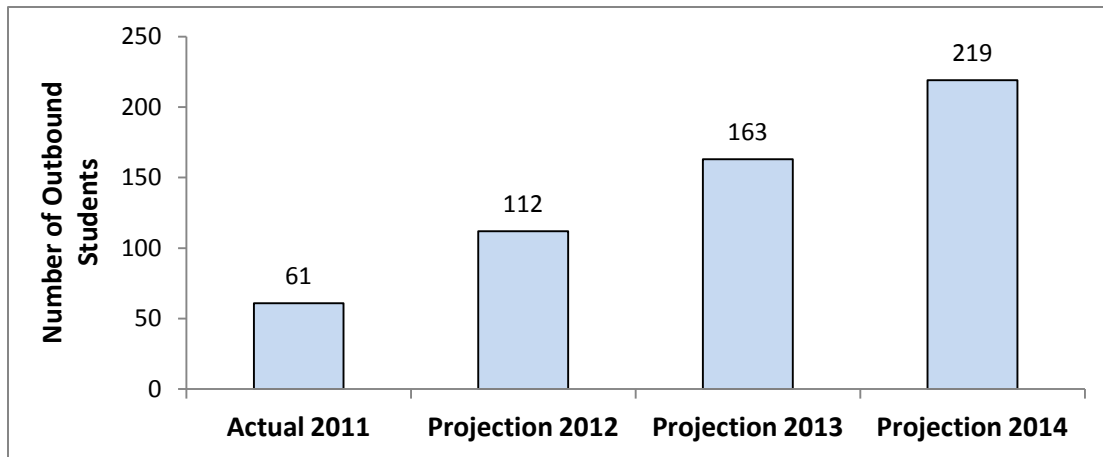
WORKSHOP 1: STUDY ABROAD

KEY EXISTING INSTITUTIONAL INTERFACES

<p>TRU World</p> <ul style="list-style-type: none"> • strategic direction and ongoing evaluation reporting line • financial incentives and program funding • strategic analysis of partner opportunities <p>Study Abroad Centre</p> <ul style="list-style-type: none"> • overall program management • individual student counselling • logistics – manage “critical path” for both outbound and inbound students • market program • risk and crisis management • compile statistical reports • manage Study Abroad Ambassadors • balance reciprocity • vet and receive student applications from partner institutions • contribute to partner opportunity discussions • develop operational technology as part of Phase III of the TRU World database 	<p>Senior Executives</p> <ul style="list-style-type: none"> • strategic direction and ongoing evaluation financial incentives and program funding • strategic analysis of partner opportunities <p>Faculties and Director International Academic Development</p> <ul style="list-style-type: none"> • program development (SA specific semester shells, dual degrees, mandatory SA, etc.) • academic analysis of partner opportunities <p>Registrar’s Office</p> <ul style="list-style-type: none"> • credit transfer • outbound and inbound student registration <p>SIAC Sub-Committee</p> <ul style="list-style-type: none"> • advisory role <p>Program Advisors</p> <ul style="list-style-type: none"> • outbound and inbound student academic advising <p>International Student Services</p> <ul style="list-style-type: none"> • ongoing support for inbound students • housing • orientation <p>• Internationalization Consultant</p> <ul style="list-style-type: none"> • pre-departure cultural training • re-entry learning outcomes • research of best practices <p>Study Abroad Ambassadors</p> <ul style="list-style-type: none"> • institution wide program awareness • advisory role • events
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WORKSHOP 1: STUDY ABROAD

TRU STUDY ABROAD PROJECTED OUTBOUND STUDENT DESTINATIONS



EXCHANGE PARTNERS

BILATERAL EXCHANGE AGREEMENTS

Creating more opportunities is also a significant task of the Study Abroad Centre, and work has continued in negotiating new agreements. The following table represents 22 different countries and regions.

August 2006	Discontinued Agreements 2006 to 2011	New Agreements 2006 to 2011	Total Bilaterals February 2011
34	(3)	24	55

ISEP EXCHANGE PARTNERS

The International Student Exchange Program (ISEP) is an organization based in Washington, DC. TRU is a member of ISEP. One of the aspects of interest regarding ISEP is that “reciprocal balance” is calculated over the entire network of opportunities, not individually as in the bilateral system. Hence TRU can accept a student from Italy, and send a student to Argentina, and be in balance. The capacity to utilize ISEP, however, is somewhat limited. ISEP estimates maximum exchange capacity through their network to be a maximum of 60 semesters per year.

International Institutions Representing 28 Different Countries	American Institutions	Total ISEP Exchange Institutions
Approximately 75	Approximately 100	Approximately 175

WORKSHOP 1: STUDY ABROAD

TYPICAL CHALLENGES FACED BY STUDENTS IN ACADEMICALLY SELECTING A HOST PARTNER

- Partner websites can be challenging and sometimes far from informative or robust – but that is not necessarily a reflection of the quality of the partner
- Semester dates can vary significantly from TRU's
- Credit system equivalencies can be difficult to discern and understand
- Few partners create an exact “match” to the 5 courses per semester system at TRU – it is not uncommon for a student in Europe to take 8 to 12 courses to reach 30 ECTS to equal 15 TRU credits – but how do you establish course equivalency with these types of variables?
- Some partners offer “modular” or “cohort” semesters – essentially students must take everything in a specified semester without any modifications
- Very few TRU students have fluency in another language at a skill level that would permit them to study academically in that language
- Some partners exempt certain programs from exchange (for example the Universidad Autonoma de Barcelona does not include Spanish as a Second Language coursework in its exchange program, even though it is offered – TRU students can take this program only as a fee paying option, not as exchange)
- Similarly, many partners who permit language study in their exchange agreement, supplement the language study with courses on such topics as the history, culture, economics, etc of their area – again presenting a credit transfer equivalency challenge for some students
- Many partners provide only a brief course description, or perhaps just a course title, making it difficult for a student to determine exact course content to gauge equivalency
- Some partners take all their courses which are not offered in English, auto translate them, and make it appear to students as though the course is offered in English, when in fact it is not – clarity of what is and is not taught in English is surprisingly challenging to discern at times
- Programs that are similar to those offered at TRU may go by very different names in other countries (Journalism becomes Communication or Media for example)
- Partners can be structured quite differently, making it more complicated for students to research (for example, economics may be resident in Arts, rather than Business... or our agreement in Humanities with Curtin University includes Education and Journalism, not what our students would typically call “humanities”)... this makes student research much more challenging

WORKSHOP 1: STUDY ABROAD

B. Key Extracts from the Recommended Action Plan

IDENTIFIED THEMES

Based on the participant feedback, the following four “themes” emerged from the session:

Internal Marketing & Communication Issues	<ul style="list-style-type: none">• Effective communication with students, faculty and staff on matters related to Study Abroad resources, initiatives, processes and policies
Operational & Human Resources Issues	<ul style="list-style-type: none">• Effective and efficient operational processes and adequate staffing levels to support Study Abroad activities
Programmatic Issues	<ul style="list-style-type: none">• Innovative program structures that support and encourage Study Abroad activities
Policy Issues	<ul style="list-style-type: none">• Institutional policies that effectively guide the development and management of Study Abroad activities

RECOMMENDED ACTION PLAN

TRU has mandated the growth of Study Abroad and the Senate International Affairs Committee (SIAC) has encouraged TRU to use Sheryl Bond’s research, *World of Learning: Canadian Post-Secondary Students and the Study Abroad Experience* (2009), for guidance. Interestingly, the key findings from her research closely parallel the themes that emerged from the May 19 session. According to Bond (2009), an institution’s commitment to study abroad is demonstrated by:

1. Funding of student expenses
2. Institutional infrastructure for operation of the program
3. Allocated staffing

The themes identified by the TRU stakeholders can be addressed by examining what processes, resources and initiatives are currently in place at TRU; what actions can be taken in the short-term; and recommendations for mid to longer-term initiatives.

WORKSHOP 1: STUDY ABROAD

Internal Marketing & Communication Issues

Responsible unit(s)	Currently in place	Short-term action	Recommendations for longer-term action
Study Abroad Office	<ul style="list-style-type: none"> • Liaison with Director International Academic Development 	<ul style="list-style-type: none"> • Increased frequency and volume of classroom visits to promote Study Abroad • Review and revision of Study Abroad website and print materials • Establishment of Study Abroad Ambassador Council • Production of short video to promote Study Abroad to students • Strengthen link with the Global Competency credential • Engage in market intelligence activities to monitor best practices in Study Abroad 	
Director, International Academic Development	<ul style="list-style-type: none"> • Liaison with Manager – Study Abroad 	<ul style="list-style-type: none"> • Liaison with academic and administrative units • Development of an online wiki to promote the exchange of resources and dialogue related to Study Abroad programs for faculty and staff 	
Faculties/Schools	<ul style="list-style-type: none"> • Liaison with Manager – Study Abroad 	<ul style="list-style-type: none"> • Liaison with Director International Academic Development 	
Registrar's Office	<ul style="list-style-type: none"> • Liaison with Manager – Study Abroad 	<ul style="list-style-type: none"> • Liaison with Director International Academic Development 	

WORKSHOP 1: STUDY ABROAD

Operational & Human Resources Issues

Responsible unit(s)	Currently in place	Short-term action	Recommendations for longer-term action
Study Abroad Office	<ul style="list-style-type: none"> Increased student funding for participation in Study Abroad 	<ul style="list-style-type: none"> Implementation of online application system and database (Phase III of TRU World technology project) Establish standards and processes for tracking Study Abroad activities Review and revise outbound and inbound student process Establish a Study Abroad Registrar's Office and Program Advisor Forum – focus on pre-departure advising and post-return credit transfer Establish a Crisis Management Fund 	
Director, International Academic Development		<ul style="list-style-type: none"> Liaison with academic and administrative units 	
Faculties/Schools		<ul style="list-style-type: none"> Liaison with Director International Academic Development and Manager – Study Abroad to develop processes that support and facilitate Study Abroad activities via the establishment of a Study Abroad Registrar's Office and Program Advisor Forum 	<ul style="list-style-type: none"> Establishment of institution wide Program Advisor position(s) with Study Abroad expertise
Registrar's Office			<ul style="list-style-type: none"> Establishment of dedicated staff position(s) to support Study Abroad activities

WORKSHOP 1: STUDY ABROAD

Programmatic Issues

Responsible unit(s)	Currently in place	Short-term action	Recommendations for longer-term action
Study Abroad Office	<ul style="list-style-type: none"> • Student pre-departure and re-entry support for Study Abroad 	<ul style="list-style-type: none"> • Introduce Quality Assurance activities for the Study Abroad program • Improved cultural preparation, ongoing support, and re-entry learning outcomes 	
Director, International Academic Development		<ul style="list-style-type: none"> • Liaison with Faculties/Schools and Registrar’s office to develop program and course models that support and facilitate Study Abroad activities • Liaison with Faculties/Schools to assess program changes currently under development for opportunities to incorporate Study Abroad • Development, delivery and facilitation of workshops exploring emerging program structures and program profile models that support and facilitate Study Abroad activities 	
Faculties/Schools	}	}	Registrar’s Office
			<ul style="list-style-type: none"> • Liaison with Director International Academic Development and Manager – Study Abroad to develop program and course models that support and facilitate Study Abroad activities

WORKSHOP 1: STUDY ABROAD

Policy Issues

Responsible unit(s)	Currently in place	Short-term action	Recommendations for longer-term action
Study Abroad Office		<ul style="list-style-type: none"> • Establish a Risk and Crisis Management Advisory Council • Propose institutional policy to support, guide, assess and advance Study Abroad activities such as establishing and assessing institutional partner criteria 	
Director, International Academic Development		<ul style="list-style-type: none"> • Establishment of an International Academic Development (IAD) Steering Committee – to propose policies, processes and infrastructure (as needed) to guide activities and the development of initiatives of an international academic nature 	
Faculties/Schools		<ul style="list-style-type: none"> • Liaison with Director International Academic Development and Manager – Study Abroad to develop policies that guide and support Study Abroad activities 	
Registrar's Office			

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

A. Key Extracts from the Briefing Document “Improving the Development, Sustainable Delivery, and Management of TRU International Field Schools”

From the Senate International Affairs Committee (SIAC) Definition of Key Terms:

An International Field School is a credit or non-credit course or program offered off campus in another country. It is approved by Schools / Departments and organized, taught and facilitated by faculty. The field school offers an opportunity to apply theory learned to practical activities in an array of settings.

The following presents a snapshot of TRU international field schools; processes, policies and administrative infrastructure currently in place for international field schools at TRU; a brief institutional history of the administration of international field schools at TRU; and a reference to quality standards for international field schools as recommended by the Forum on Education Abroad and NAFSA, the Association of International Educators.

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

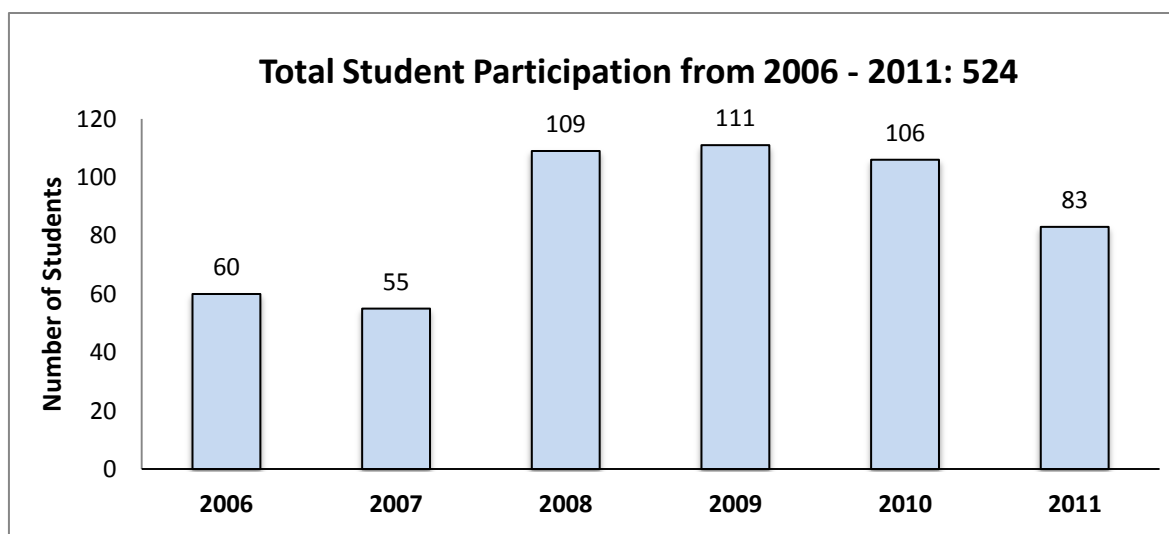
A SNAPSHOT OF TRU INTERNATIONAL FIELD SCHOOLS

TRU has been offering international field schools for over fifteen years. A formal institutional tracking system was implemented in 2006. The following is a snapshot of international field school activity at TRU.

DESTINATIONS BY DISCIPLINE

Adventure Tourism <ul style="list-style-type: none">•Chile•Nepal	Anthropology <ul style="list-style-type: none">•Eastern Europe•Philippines	Business <ul style="list-style-type: none">•China•Georgia•India	Cross Discipline <ul style="list-style-type: none">•Cambodia	EML <ul style="list-style-type: none">•Japan
Geography <ul style="list-style-type: none">•Hawaii•Japan	NRS <ul style="list-style-type: none">•Belize	Nursing <ul style="list-style-type: none">•Lesotho•Samoa•Thailand	Philosophy <ul style="list-style-type: none">•Turkey	Social Work <ul style="list-style-type: none">•Cuba

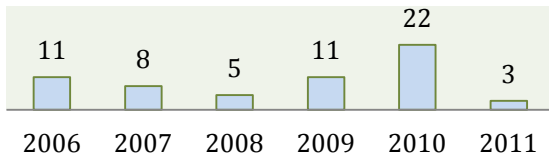
THE NUMBER OF FIELD SCHOOL PARTICIPANTS



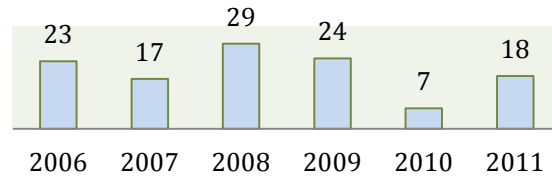
WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

THE NUMBER OF PARTICIPANTS BY DISCIPLINE

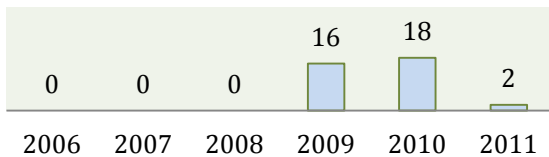
Adventure Studies



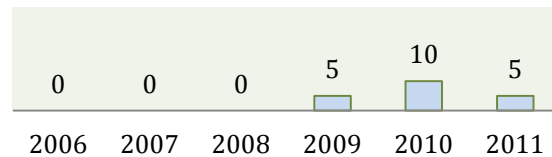
Anthropology



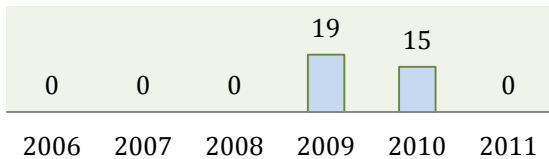
Business



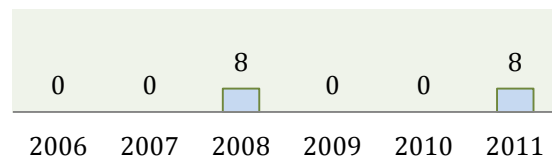
Cross Discipline



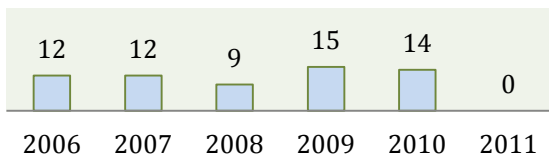
English and Modern Languages



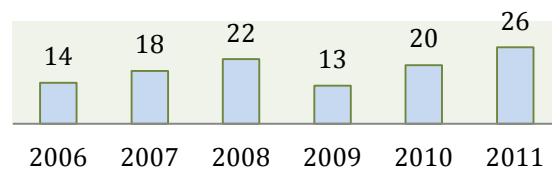
Geography



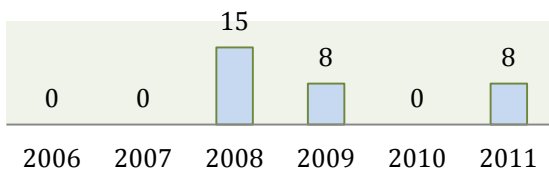
Natural Resource Sciences



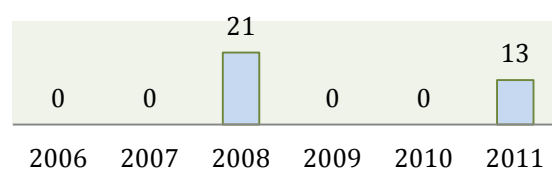
Nursing



Philosophy



Social Work



WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

TRU FIELD SCHOOL RESOURCES

FIELD SCHOOL PLANNING GUIDE

Annette Dominik and Cara Cadre, from the English and Modern Languages department, produced a draft “Survival Guide for Field School Planners at TRU” based on their experience in setting up and running a field school in 2009. This document is saved on the P drive in the TRU campus computer network.

Please go to: P Drive > Field Schools > The Field School Manual- DRAFT (Word document)

There is also a field school planning guide for Faculty of Science.

Please go to: P Drive > SCIENCE > Field Trip Guidelines > Field Trip Planning (PDF document)

WHAT DO WE CURRENTLY HAVE IN PLACE FOR FIELD SCHOOLS AT TRU?

RELEVANT TRU INSTITUTIONAL POLICIES & PROCESSES

The list below includes institutional policies and processes that are relevant to field schools and currently in place at TRU.

- **Expenses: Travel** (← Click here to jump to the document)
http://www.tru.ca/__shared/assets/Travel_Expenses5597.pdf
- **Directed Studies, Service Learning and Research Learning Courses**
http://www.tru.ca/__shared/assets/ed02-25679.pdf
- **Selected Topics and Special Topics Courses**
http://www.tru.ca/__shared/assets/Selected_Topics_and_Special_Topics_Courses5680.pdf
- **Procedures Manual – Insurance Coverage (Field Trip Protocol)**
http://www.tru.ca/finance/pro_manual/payroll_insurance.html
 - Informed Consent – Mandatory Activities
 - Waiver – Voluntary Activities

These two forms are available on the P Drive in the TRU computer network. Please go to: P Drive > Legal > Templates Approved by Legal

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

FINANCIAL RESOURCES FOR STUDENTS

- Comprehensive University Endowment Fund (CUEF): CUEF currently provides a standard \$500 for any student enrolled in a field school.
 - Student Loans: Students can apply for individual student loans through the usual student loans process at Financial Awards.
-

REQUIRED DOCUMENTS FOR FIELD SCHOOLS

The Study Abroad Centre has prepared mandatory document packages for: 1) students and 2) faculty. These forms must be collected and submitted to the Study Abroad Centre by lead faculty members.

1) Field School Student Forms 2011

- Field School Student Application Form
- Field School Assumption of Risks, Release of Liability, Waiver of Claims, Indemnity Agreement and Jurisdiction Agreement
- Field School Informed Consent and Waiver Agreement (only for students under 19 years of age)
- Field School Personal Information Form
- Field School Behaviour Contract
- Student Freedom of Information Consent
- These documents are normally distributed and collected by faculty members.

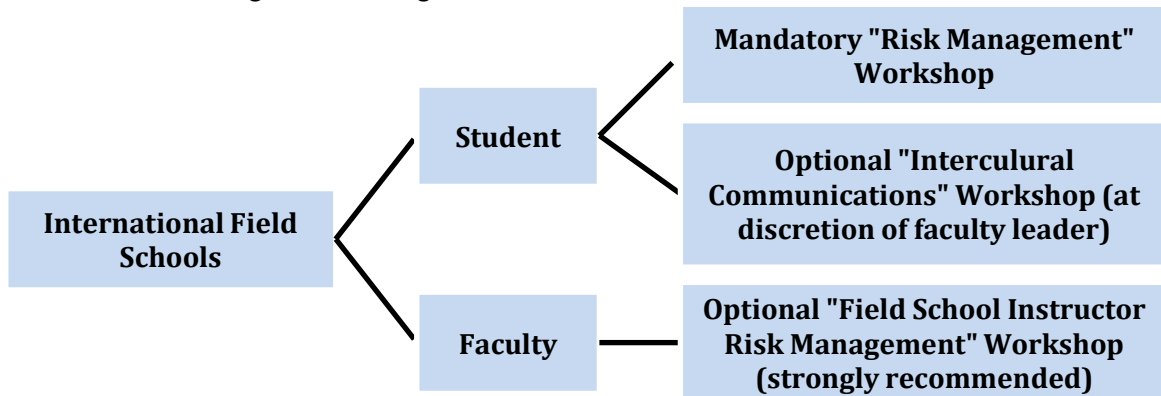
2) TRU Field School Risk Management Planning Document 2011

- This document is intended to act as a planning document for faculty who are organizing international field schools at TRU. A completed version of this form must be submitted to TRU World before any international field school is undertaken. CUEF funds will not be released to students until all the information is provided.

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

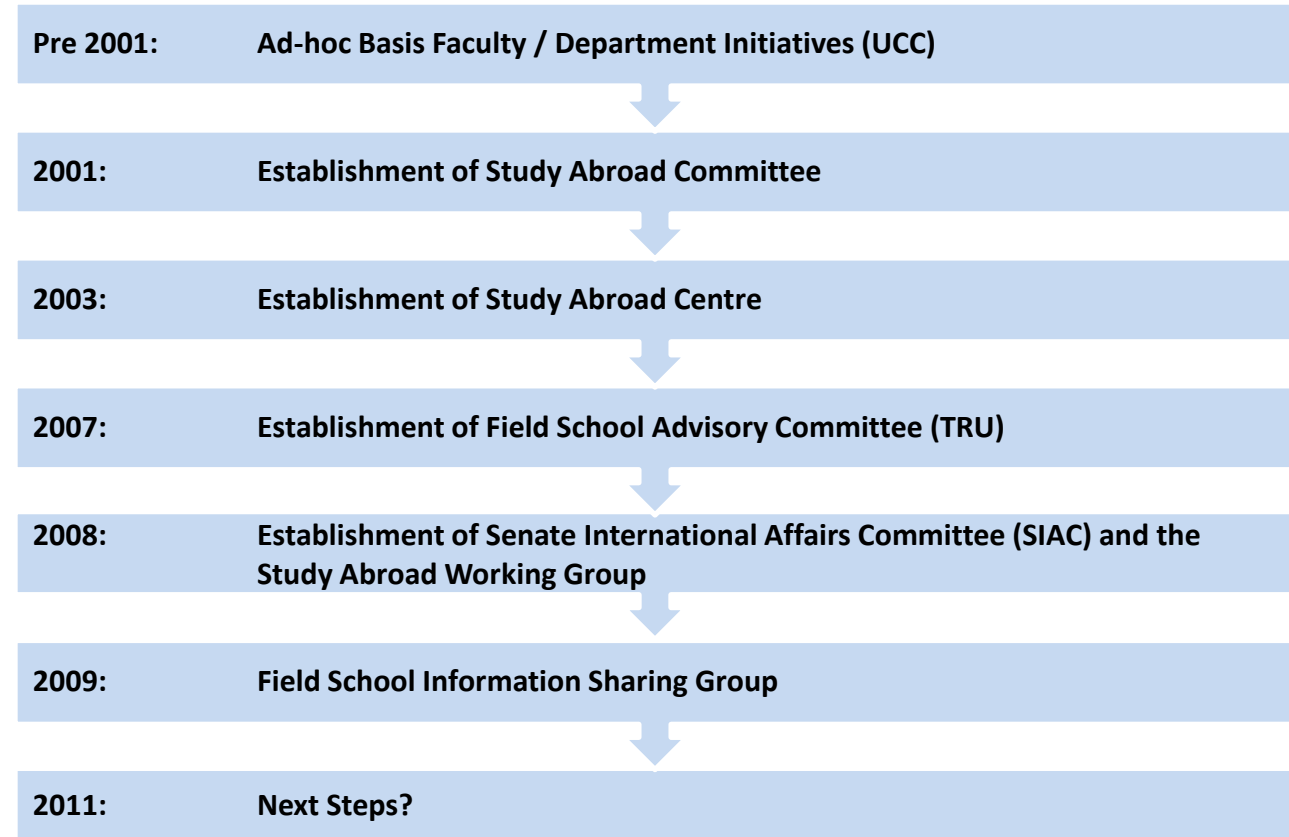
RISK MANAGEMENT

The Study Abroad Centre offers two types of pre-departure workshops for students: Risk Management and Intercultural Communications. To qualify for CUEF funding, students participating in an exchange must attend both workshops. For international field school students, the only mandatory workshop to receive the CUEF funding is Risk Management.



WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

A BRIEF INSTITUTIONAL HISTORY



The chart above illustrates the evolution of international field school administration at TRU.

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

QUALITY STANDARDS FOR INTERNATIONAL FIELD SCHOOLS

To further improve the development, sustainable delivery, and management of TRU international field schools, the following readings are strongly recommended.

Standards of Good Practice for Short-Term Education Abroad Programs

The Forum on Education Abroad. (2009). *Standards of good practice for short-term education abroad*.
The Forum on Education Abroad.

The “Standards of Good Practice for Short-Term Education Abroad Programs” recommended by the Forum on Education Abroad is an excellent reference for field school planners and institutions.

The document can be found in the following link:

<http://www.forumea.org/documents/ForumEASStandardsShortTermProg.pdf>

The Form on Education Abroad is a non-profit organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the organization is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad. Forum members include U.S. colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. The Forum membership includes more than 350 institutions that together account for approximately 90 percent of U.S. students studying abroad.

The Guide to Successful Short-term Programs Abroad

Spencer, S.E., & Tuma, K. (Eds.). (2007). *The guide to successful short-term programs abroad* (2nd ed.).
Washington, DC: NAFSA: Association of International Educators.

The “Guide to Successful Short-term Programs Abroad” was prepared by NAFSA: Association of International Educators. This book can be purchased from NAFSA.

NAFSA is the world's largest nonprofit professional association dedicated to international education. NAFSA pioneered the concept of providing professional services for post-secondary exchange students.

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

B. Key Extracts from the Recommended Action Plan

SUMMARY OF PARTICIPANT FEEDBACK

The session examined international field schools under three lenses, each addressed in separate facilitated discussion groups:

1. Curriculum development (normally at the individual faculty member level)
2. Sustainable delivery (normally at the department level)
3. Administration (normally at the institutional level)

The following is a summary of the participant feedback by discussion group

Discussion 1: Curriculum Development

The need for...

- A sharing and mentoring platform (annual forum, electronic repository or a position / office) to provide general criteria and support for course design, learning outcomes, and assessment strategies
- A forum for students to share their learning – presentations, papers etc
- Building departmental buy-in: workload recognition, faculty support, and integration of field courses into program philosophy
- Review of funding models for both for students (scholarships or bursaries) and departments in terms of relationship building (site visits, reciprocity activities), tuition flows, use of TAs, and the FTE calculation
- Facilitation and encouragement of interdisciplinary approaches

Discussion 2: Sustainable Delivery

The need for...

- A strategic/planned approach demonstrating commitment by faculty units to international field schools
- Clear and consistent criteria, standards, educational outcomes, evaluation systems, accountability, recognition, and communication (showcasing/sharing, mentoring, evaluating, giving back)
- Formal inclusion into department/division academic plans, workload plans (succession plans), evaluation plans (quality control), and financial plans
- Integration of field schools into the curriculum, possibly using "shell courses"
- Coordinated institutional support (finance, info sharing, travel arrangements etc.)

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

Discussion 3: Administration

The need for...

- Review of policies affecting field schools
- The establishment of a crisis management strategy
- Review of the institutional financial model for field schools
- Consistency, economies of scale, and smoother operations via the centralization of certain key support functions and activities such as travel logistics (transportation arrangements, itinerary planning, accommodation, visas, etc), contracts, financial activities (budget, financing, purchasing, collections, and disbursements), marketing, and communication
- Mentoring and training support for the operational aspects of field schools

KEY ISSUES & BROAD RECOMMENDATIONS

The participant feedback collected from each discussion group was used to develop a set of broad recommendations organized along three key sets of issues:

Policy Issues

- The need for institutional policies to guide the development and delivery of international field schools
- Policies must be aligned with the institutional mission, values and academic plans

Operational & Procedural Issues

- The need for operational and financial models that are aligned with institutional policies and support a strategic and planned approach to international field school development and delivery
- The need for clearly communicated and well-coordinated logistics, reporting, quality assurance, accountability, risk management and funding models and processes for international field schools

Academic Issues

- The need for educational standards and criteria to ensure international field schools of consistent high quality, that guide curriculum design, delivery and quality assurance

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

PROPOSED ACTION PLAN

This section outlines a proposed action plan to address the key recommendations emerging from the session. The objective of these recommendations are to facilitate the development and sustainable delivery of high quality short-term, faculty led transformative group learning experiences abroad that maximize personal and professional development opportunities for TRU students and faculty while assuring their safety and well-being.

Policy Issues

The need for institutional policies to guide the development and delivery of International field schools

Action:	Review of existing and proposal of new institutional policies (refer to “Academic Issues” on page 5)
Who?	Director, International Academic Development In consultation with and direction from: <ul style="list-style-type: none"> • International Academic Development Steering Committee (IADSC) • TRU World • TRU Legal Counsel • Academic Units • Provost Council • Senate International Affairs Committee (SIAC), Educational Programs Committee (EPC), Academic Planning and Priorities Committee (APPC), Budget Committee of Senate (BCOS), Senate, Board of Governors
When?	October 2011 to June 2012

Operational and Procedural Issues

The need for operational and financial models that are aligned with institutional policies and support a strategic and planned approach to international field school development and delivery

The need for clearly communicated and well-coordinated logistics, reporting, quality assurance, accountability, risk management and funding models and processes for international field schools

Action:	Review of existing and development of new procedures, operational and financial models
Who?	Manager, Study Abroad and Director, International Academic Development In consultation with and direction from: <ul style="list-style-type: none"> • TRU World • IADSC • Academic Units • TRU Legal Counsel • Finance Division • Registrar’s Office • Human Resources Division • Provost Council • SIAC and BCOS
When?	November 2011 to December 2012

WORKSHOP 2: INTERNATIONAL FIELD SCHOOLS

Academic Issues

The need for educational standards and criteria to ensure international field schools of consistent and high quality that guide curriculum design, delivery and quality assurance

Action:	Review and development of Education Policy on matters related to international field schools Development of resources and programs to support curriculum design, delivery and evaluation of international field schools
Who?	Centre for Teaching and Learning and Director, International Academic Development In consultation with and direction from: <ul style="list-style-type: none">• IADSC• Academic Units• TRU World• EPC, APPC, SIAC, and Senate
When?	November 2011 to December 2012

WORKSHOP 3: FACULTY MOBILITY

A. Key Extracts from the Briefing Document “Advancing TRU Faculty International Mobility”

WHY IS FACULTY INTERNATIONAL MOBILITY IMPORTANT?

For the purposes of this document, we base our definition of “faculty international mobility” on the common definition of “scholar mobility”: “the movement of scholars across national borders” (O’Hara, 2009a).

Studies show that the engagement of faculty is a critical factor in the success of internationalization in universities (Childress, 2010; Dewey & Duff, 2009; LeBeau, 2010; Marginson, 2007; O’Hara, 2009a; O’Hara, 2009b; and Stohl, 2007). Faculty members are responsible for developing curriculum and its delivery, and they decide the extent to which international aspects are included in their courses and research activities. As mentors to students and the community, there are three areas where faculty are effective in advancing internationalization on campus as the result of their international mobility activities.

1. Faculty influence students and shape future generations

- Time spent abroad proved more influential than being foreign-born, or experiencing institutional pressures to advance internationalization
- Faculty who spent one to two years abroad in adult years (post-graduation) are almost twice as likely to incorporate international themes in their courses than those who spent no time abroad
- When faculty are surveyed on the importance of international exposure, a one-point increase in a Likert scale rating of importance translates into a 20 percent increase in student participation in study abroad

2. Faculty bring international perspectives into their research and often establish long-lasting connections between their home and host institutions

- Diverse perspectives, methodologies, and epistemologies are an essential prerequisite to sustaining creativity and innovation and to advancing knowledge
- Three-quarters of returned scholars continue to collaborate on specific projects with colleagues from their host institution or country
- Approximately 1/4 of returned scholars initiated at least one institution-to-institution exchange program between their home and host institutions (student & faculty exchange, professional training, and joint degree programs)

3. Faculty share their knowledge and experience with the wider campus community and the community at large

- Nine out of ten returned scholars recommended that colleagues apply for the faculty international mobility program
- Almost all returned scholars (99%) report that they share information about their host country with their colleagues, and more than half make presentations about their host country to schools, the media, and community and civic organizations

WORKSHOP 3: FACULTY MOBILITY

FACULTY INTERNATIONAL MOBILITY AT TRU

Faculty international mobility at TRU is comprised of: (1) faculty exchange (bilateral), (2) teaching abroad, and (3) international research and professional development activities. TRU has no formal tracking mechanism to record faculty international mobility activities other than “travel advance and travel expense” reporting requirements. Through this mechanism, it is widely known that TRU faculty members participate in international conferences, research projects, field schools etc. Committee approvals are also necessary to authorize a wide range of leave requests from faculty. However, our research has shown that to date, TRU faculty have **never** participated in one particular category of leave, “faculty exchange” based on article 12.3.7 of the TRUFA Collective Agreement.

Type of Mobility	Faculty Exchange
Applicant Eligibility	<ul style="list-style-type: none"> • Tenured faculty; or • Faculty with a continuing appointment (for those employees hired prior to April 1, 2006)
Description of Mobility	<ul style="list-style-type: none"> • Swapping a position with a faculty member from a partner university • Within normal teaching workload (e.g. opportunities based on TRUFA Agreement – Exchange Program)

Type of Mobility	Teaching Abroad
Applicant Eligibility	Qualified TRU faculty
Description of Mobility	<ol style="list-style-type: none"> 1. Teaching TRU curriculum abroad <ul style="list-style-type: none"> • Transnational education: outside of normal teaching workload (e.g. opportunities based on TRUFA Agreement – LOU #27) • Field schools: within normal teaching workload 2. Teaching external to TRU <ul style="list-style-type: none"> • Outside of normal teaching workload • Funded by TRU, government, NGOs or other sources

Type of Mobility	International Research & Professional Development
Applicant Eligibility	Varies depending on the type of activity
Description of Mobility	<ul style="list-style-type: none"> • Visiting scholars, attending conferences/workshops, research projects etc. • Within normal workload through sabbatical/assisted • Funded by TRU, government, NGOs and other sources

WORKSHOP 3: FACULTY MOBILITY

Relevant TRUFA Collective Agreement Articles

- Article 10 – Workload
- Article 12.3.7 – Exchange Program
- Article 14 – Sabbatical Leave
- Article 15 – Professional Development and Allowances
- LOU #27 – TRU World International Assignments

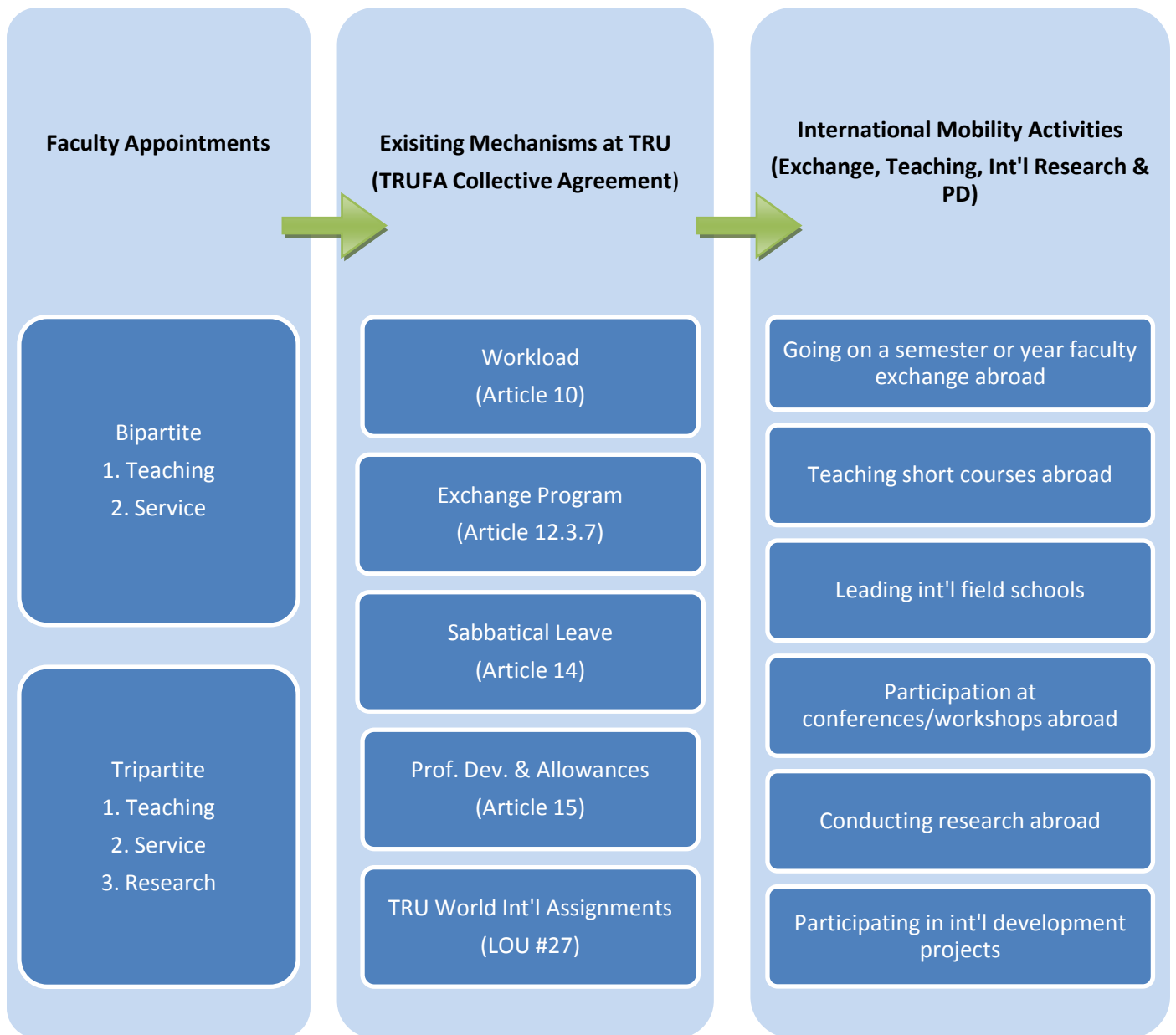
Relevant TRU Institutional Policies

- [Conflict of Interest](#) (← Click here to jump to the document): see “Extra University-College Activities”
[Link in text] http://www.tru.ca/__shared/assets/adm04_214966.pdf
- [Visiting Scholar](#) (← Click here to jump to the document)
[Link in text] http://www.tru.ca/__shared/assets/Visiting_Scholar5624.pdf

Overview of the Faculty International Mobility Landscape at TRU

The chart that follows provides an overview of the faculty international mobility landscape at TRU.

WORKSHOP 3: FACULTY MOBILITY



WORKSHOP 3: FACULTY MOBILITY

B. Key Extracts from the Recommended Action Plan

SUMMARY OF PARTICIPANT FEEDBACK

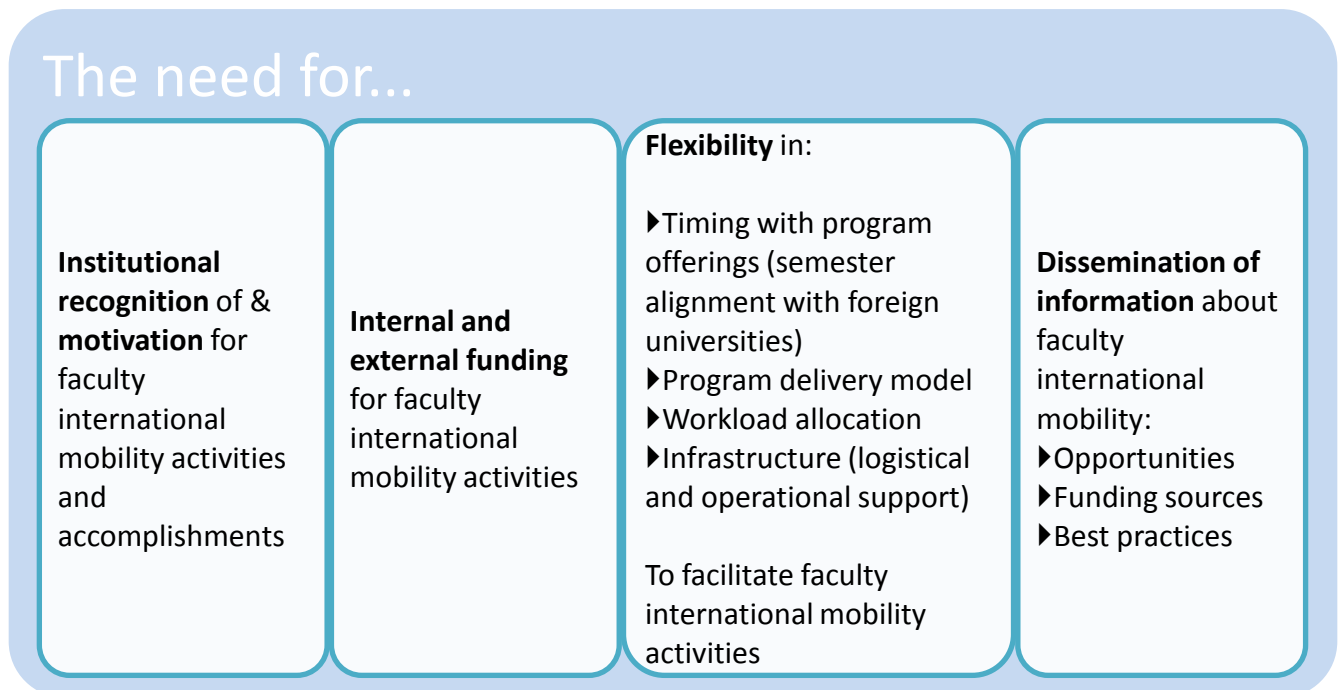
Participant input was sought through a “Discussion Carousel” activity aimed at examining the barriers and opportunities associated with three broad TRU faculty international mobility categories:

1. Research and professional development
2. Faculty exchange
3. Teaching abroad

Each category was addressed in separate facilitated rotating “discussions stations”. Participants were asked to consider ways to leverage opportunities in order to minimize barriers. Upon completion of the three discussion rounds, participants were provided with “5 flags” to individually vote for the issues they believed were of highest priority.

KEY THEMES IDENTIFIED

The figure below summarizes the key themes awarded the greatest number of “votes” by workshop participants.



WORKSHOP 3: FACULTY MOBILITY

PROPOSED ACTION PLAN

The priorities identified by workshop participants can be acted upon through:

- The appointment of a designated person or office responsible for the support and coordination of international mobility activities
- The enhancement of communication among TRU academic and support units (e.g. TRU World, Schools/Faculties/Divisions, and Research, Innovation and Graduate Studies - RIGS)
- The establishment of clearly communicated institutional policies, processes, and responsibilities related to faculty international mobility activities
- The commitment to and support for faculty international mobility activities by Deans and senior administration through the development of international mobility grants, promotion and tenure criteria, workload allocation, and flexible educational delivery models
- Support and mentorship for faculty international mobility in the form of professional development activities and programs from the Centre for Teaching and Learning

Implementing the required actions identified above can be achieved through:

Dissemination of Information & Coordination of Activities

Action:	Establishment of an International Academic Mobility Office This can be achieved by revising the current mandate of the Study Abroad Office to include both student and faculty international mobility activities
Who?	<ul style="list-style-type: none"> • TRU World – Study Abroad Office • Director, International Academic Development
When?	2012

Action:	Establishment of standards, policies and processes related to faculty international mobility
Who?	<ul style="list-style-type: none"> • Process will be initiated by the Director, International Academic Development with the support of the International Academic Development Steering Committee, in collaboration with new International Academic Mobility Office and consultation with VP Academic's Office, TRU World, the Senate International Affairs Committee (SIAC), and relevant TRU stakeholder groups
When?	2012-2013

Access to Funding

Action:	Development of a Faculty International Mobility Fund
Who?	<ul style="list-style-type: none"> • Fund proposal to be developed by the Director of International Academic Development in consultation with TRU World and relevant TRU stakeholder groups • Fund managed by TRU World – via the new International Academic Mobility Office
When?	2012

WORKSHOP 3: FACULTY MOBILITY

Recognition and Motivation

Action:	Development of faculty mentorship and professional development activities
Who?	<ul style="list-style-type: none">• Centre for Teaching and Learning• Director, International Academic Development
When?	2012-2013

Action:	Review of promotion and tenure criteria
Who?	<ul style="list-style-type: none">• Academic units with support and guidance from the VP Academic's Office and the Senate International Affairs Committee (SIAC)
When?	2012 onward – Long-term initiative

Flexibility

Action:	Flexible educational delivery models and workload allocations
Who?	<ul style="list-style-type: none">• Academic units with support, guidance, and collaboration from the following offices/units: VP Academic, Registrar, Human Resources, Open Learning, the Centre for Teaching and Learning, and the Director of International Academic Development
When?	2012 onward – aligned with the implementation of the new Academic Plan

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Field School Resources- Policies, Handbooks, and Procedures

UNIVERSITY	RESOURCE	COUNTRY	LINK	NOTE
Brock University	Protocols and Policies for Study Abroad Courses	Canada	http://edit.brocku.ca/node/6194	policy on Student International Mobility, fee structure, responsibilities of the instructor, responsibilities of course participants
Grant MacEwan University	Study Abroad Policy C2040	Canada	http://www.macewan.ca/contribute/groups/public/documents/document/pfw_003532.pdf	policy is more suited to individual study abroad activities, however scope can be useful for field schools as well
SFU	Field School Director Manual	Canada	http://students.sfu.ca/content/dam/sfu/students/international/pdf/FSDirectorManual09web.pdf	program proposals, director responsibilities, activities during the trip, timeline, problem solving tactics, emergency response plan, behavioural contract, relevant policies
UBC	Group Study Program (GSP) Handbook	Canada	http://www.students.ubc.ca/global/index.cfm?LinkServID=12B19866-C29E-CEA0-76F58C3CBB6D180F&showMeta=0	creating GSP proposal, policy links, timelines, budgets, expenses, roles, student recruitment, logistics, pre- and post-trip activities
Boise State	Field Trips policy	USA	http://policy.boisestate.edu/wp-content/uploads/2011/05/2260_fiel_dtrips.pdf	policy's purpose is to establish a purpose for arranging field trips
James Madison University	Faculty Member in Residence Guidelines	USA	http://www.jmu.edu/international/abroad/facstaff_semester_fmri_guidelines.shtml	faculty eligibility, policy on returning and replacement faculty, faculty qualifications, application preparation, guidelines for deans and department heads, compensation, evaluation
Kutztown University	Faculty-led Study Abroad Programs policy	USA	http://www.kutztown.edu/admin/AdminServ/policy/pdfs/ACA-039.pdf	policy regarding budget, cash advances, course offering, participants, tuition and fees
Purdue University	Policy C-20 Faculty Exchange and Study Abroad Programs	USA	http://www.purdue.edu/policies/academic-research-affairs/c-20.html	policy centered more around faculty exchange and study abroad but same principles apply
Weber State University	Study Abroad Program policies	USA	http://www.weber.edu/ppm/Policies/4-11_StudyAbroad.html	policies covering study abroad program proposal, budget procedure, disabilities, signed statements, compliance responsibilities, transportation, and accident reports. Please pay particular attention to PPM 4-10 Field Trips, under REFERENCES

From: Victoria Baker
To: SIAC
Date: 5/2/2012 9:20 AM
Subject: Meeting Request: TRU World External Review

Dear SIAC members,

As part of an overall review process of all administrative divisions at the university, TRU is undertaking an external review of TRU World in early June. The goal of the review is to help further optimize the overall performance of the university, while improving services to students, faculty and staff as well as the wider community. The review will identify strengths as well as suggest areas for improvement and innovation.

The External Reviewers will conduct a three day Site Visit on June 4, 5 & 6th. This will allow for personal interviews of key stakeholders. Given your role and involvement with SIAC, we would like to invite you to meet with the External Reviewers. During this time, the Reviewers will ask specific questions as well as invite your input.

Given the time constraints, we have needed to allocate a specific time for each stakeholder group. We hope you are able to meet at the time allocated. If that is not possible, there is also an option to provide additional written input directly to the Reviewers.

We have allocated the following time for SIAC members to meet with the external reviewers:

TUESDAY, JUNE 5 from 3:30 - 4:15 pm

Location: International Building, Panorama Room C

Given the scheduling constraints, we would appreciate confirmation of your availability at your earliest convenience. We thank you in advance for your interest and involvement.

Best regards,
Victoria

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TRU World - Thompson Rivers University
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Check out our e-brochure at <http://www.mi-canada.com/tru>