

Meeting of the Senate International Affairs Committee

Date: December 16, 2010
Time: 2:00 – 3:30 pm Location: CN Boardroom

AGENDA

1. **Call to Order**
2. **Adoption of Agenda**
3. **Adoption of Minutes** (November 18, 2010)
4. **Business Arising From Previous Minutes**
 - a. Terms of Reference for SIAC: response from Steering Committee W. Koczka
 - b. Faculty Engagement Award for Excellence in Internationalization W. Koczka
Senate meeting December 13, 2010
 - c. Working Group functions W. Koczka
5. **Ongoing Business**

Working Groups: Summary of Activities:

Working Group 1:
Key Terminology & Definitions Document (complete)

Working Group 2:
NSSE / Student Success Initiative C. Beddome

Working Group 3: (formerly Working Group 3a)
Survey Instrument, Study Abroad Inventory B. Daly
Jan Petrar, Manager Study Abroad will present a comprehensive Study Abroad Report

Working Group 4: (formerly Working Group 3b)
Recognition for International Experience L. Dumouchel
6. **New Business**

6.1 Programmatic:

6.2 Operational:
International Student Survey Eric Kim
7. **Round Table**

8. Next Meetings:

January 20, 2011 2:00-3:30 OL127
(Christine Adam, Dean of Students will attend)

February 17, 2011 2:00-3:30 OL127

March 17, 2011 2:00-3:30 OL127

April 21, 2011 2:00-3:30 OL127

May 19, 2011 2:00-3:30 OL127

9. Adjournment

STUDY ABROAD
Report to Senior Executives
and
Senate International Affairs Committee
December 2010

by Jan Petrar – Manager International Student Services and Study Abroad

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The TRU Strategic Plan and Senate International Affairs Committee (SIAC)

Quoting from the TRU Strategic Plan, it is clear that there is an institutional mandate to grow Study Abroad “... **by creating expanded international opportunities and experiences for Canadian students.... (Therefore) TRU will increase the number of international learning opportunities for TRU students.**”

Flowing from the Strategic Plan is the Senate International Affairs Committee (SIAC), in particular Working Group 3A (Current Opportunities, Enablers and Detractors for Study Abroad). The SIAC Working Group 3A agreed to accept the results of the Sheryl Bond research (summarized later in this document) regarding trends, enablers, and constraints.

Combined, these institutional bodies give clear direction for growth to Study Abroad at TRU.

Statistics

A Note about Balance

Exchange operates on a principle of balanced reciprocity – that is, TRU accepts an equal number of exchange students compared to those we send. However, this is not always a simple concept to analyze when reviewing data.

To be clear, when data is shown with reference to “**students**”, the data includes students who exchange both for ONE or TWO semesters. Data relating to “student” numbers is therefore is not an accurate indication of balance.

When data is presented as “**semesters**”, it is data sensitive to the issue of balanced reciprocity.

Each type of data serves a useful purpose as indicated in the following pages.

Number of Study Abroad Students (1998 - 2010)

	Outbound Students	Inbound Students	Total Exchange Students
1998-2001	10	0	10 *
2002	5	11	16
2003	8	13	21
2004	5	11	16
2005	27	31	58
2006	42	51	93
2007	57	71	128
2008	41	99	140
2009	49	85	134
2010	59	75	134
	303	447	750

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

Number of Field School and Practicum Students

Destination and Year	Discipline	TRU Students	Total Students/Year
FS Eastern Europe May 06	Anthropology	8	
FS Thailand Aug 06	Nursing	6	
FS Samoa May 06	Nursing	8	
FS Eastern Europe May 06	Anthropology	15	
FS Chile May 06	Adventure Tourism	11	
FS Belize May 06	NRS	12	60
FS Eastern Europe May 07	Anthropology	17	
FS Chile May 07	Adventure Tourism	8	
FS Belize May 07	NRS	12	
FS Samoa May 07	Nursing	10	
FS Samoa Nov 07	Nursing	8	55
FS Cuba Feb 08	Social Work	21	
FS Belize Apr 08	NRS	9	
FS Chile Apr 08	Adventure Tourism	5	
FS Eastern Europe Apr 08	Anthropology	20	
FS Turkey Apr 08	Philosophy	15	
FS Japan Apr 08	Geography	8	
FS Philippines July 08	Anthropology	9	
FS Samoa May 08	Nursing	12	
FS Lesotho Aug 08	Nursing	4	
FS Thailand Aug 08	Nursing	6	109
FS Belize Apr 09	NRS	15	
FS Chile Apr 09	Adventure Tourism	11	
FS Eastern Europe Apr 09	Anthropology	17	
FS Turkey Apr 09	Philosophy	8	
FS Japan Apr 09	EML	19	
FS Philippines Jul 09	Anthropology	7	
FS Nursing – Thailand, Lesotho and Samoa 09	Nursing	13	
FS China May 09	Business	16	
Project Dev. World Conn. Cambodia May 09	Cross Discipline	5	111
FS Samoa 10	Nursing	13	
FS Lesotho 10	Nursing	7	
FS Belize 10	NRS	14	
FS Chile 10	Adventure Tourism	10	
FS E. Europe Directed 10	Anthropology	7	
FS Japan 10	EML	15	
FS Nepal 10	Adventure Tourism	12	
FS India 10	Business	18	
Practicums 10	Cross Discipline	10	106
Total Student Participation		441	

Number of Bilateral Exchange Agreements

Creating more opportunities is also a significant task of the Study Abroad Centre, and work has continued in negotiating new agreements.

Bilateral Agreements	August 2006	Discontinued Agreements 2006 to 2010	New Agreements 2006 to 2010	Total Bilaterals December 2010
	34	3	18	49

This represents 22 different countries and regions. The “regions” include England, Scotland, and Wales shown separately, as students prefer researching these areas in this way.

Number of 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.

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

List of Bilateral Agreements

AUSTRALIA

Charles Sturt University
Curtin University of Technology
Southern Cross University
University of Tasmania
University of Western Sydney

AUSTRIA

FH Joanneum University of Applied Sciences
Management Centre Innsbruck
FH Salzburg University of Applied Sciences
University of Applied Sciences Wiener Neustadt
Private University Seeburg Castle

BELIZE

University of Belize

CHILE

Universidad de Santiago de Chile
Universidad de Vina Del Mar

CHINA

Tianjin University of Technology

ENGLAND

Bournemouth University
University of Chichester
University of Salford

FINLAND

Turku University of Applied Sciences

GERMANY

University of Cologne
University of Applied Management
University of Erfurt
FH Osnabrueck University of Applied Sciences
University of Health and Sport
Fredrich Schiller University of Jena

INDIA

Madras Christian College

ITALY

Universita Catholica Del Sacro Cuore

JAPAN

Bunkyo Gakuin University
Hirosaki University
J.F. Oberlin University
Kyoto Sangyo University
Toyo University

KOREA

Kyung Hee University

LICHTENSTEIN

University of Science and Technology

THE NETHERLANDS

Avans Hogeschool
NHTV Breda

NORWAY

University of Stavanger

SCOTLAND

UHI Millenium Institute

SPAIN

Universidad Autonoma de Barcelona
Universidad Autonoma De Madrid
Universidad Europea Miguel de Cervantes

SWEDEN

Halmstad University
Kristianstad University
University of Gävle

SWITZERLAND

University of Applied Sciences Northwestern
Switzerland
Zurich University of Applied Sciences Winterthur
University of Applied Sciences HTW Chur

TURKEY

Istanbul Technical University

VIETNAM

International University, Vietnam National University

WALES

Trinity University College - University of Wales

Reciprocity (Balance) of Bilateral Agreements

When citing statistics relating to Study Abroad, it is important to differentiate: are we talking number of STUDENTS? Or number of SEMESTERS? Both are valid questions for various purposes, but for reciprocity, counting SEMESTERS is the most useful number.

1998 to 2010	Total Number of OUTBOUND Bilateral Semesters	Total Number of INBOUND Bilateral Semesters	Balance
	393	495	-102

Reasons for Imbalance:

1. Some agreements date back more than 10 years, and over time, imbalances can appear. Some older agreements, in particular, may be less attractive to students as they were signed when we were UCC and may be with less prominent partners offering few academic matches, or a requirement for fluency in another language in order to study. There are a number of these agreements that may be “retired” in the near future.
2. Imbalances with Transnational and Contract Training partners have strategic rationale reaching beyond exchange.

Reciprocity (Balance) of ISEP Agreement

As a general rule, TRU is in balance with regard to its ISEP opportunities.

Number of Study Abroad Students by Faculty (1998 - 2010)

	Outbound Students	Inbound Students	Balance
Architectural Engineering	0	1	-1
Arts	108	83	25
Business	83	184	-101
Computing	2	6	-4
Education	0	19	-19
ESL	0	64	-64
Journalism	13	3	10
Natural Resource Science	10	2	8
Nursing	9	6	3
Sciences	18	20	-2
Science Animal Studies	1	0	1
Social Work	3	1	2
Tourism	56	58	-2
TOTALS	303	447	-144

A positive balance indicates that a faculty has sent more students abroad than they have received.

Clarification of Balances

On the previous page, it is noted that TRU currently has a “**semester**” imbalance of 102 semesters. Simply put, this means we have accepted 102 exchange (inbound) semesters MORE than we have sent (outbound).

Then, when assessing Students by Faculty, the imbalance shows as 144 “**students**”. This means we have accepted 144 more students than we have sent abroad.

This may at first be puzzling, but is actually reflective of a trend. TRU students tend to study abroad for two semesters more often than our inbound students, who for the most part, come to TRU for only one semester.

Research

World of Learning: Canadian Post-Secondary Students and the Study Abroad Experience by Sheryl Bond (2009)

This report, the only major study of study abroad in Canada, involved TRU as a participating institution. The research originated at Queen's University, and provides guidance in two distinct streams:

(1) Quantitatively, the report establishes the Canadian post-secondary benchmark for study abroad at less than 3%. This benchmark, and how it relates to TRU, is addressed in this report.

(2) Qualitatively, the report comments on many aspects of the study abroad experience in Canada which can be used to improve and enhance existing programs. As noted earlier, the TRU SIAC Working Group 3(a) endorses acceptance of the results of this report. This acceptance mandates the Study Abroad Centre to carefully examine the report and consider incorporating its findings into future planning. A review of the report would suggest the following list of statements as worthy of consideration in the planning process. Concepts underlined indicate major research themes identified in the report.

- The learning which can be generated through a study abroad experience extends beyond the conventional subject-based content knowledge frequently associated with campus based courses.

- Study abroad has the potential to be no less than a transformative experience that alters a student's sense of self and understanding of others in the world.

- The introduction of the 1987 European Region Action Scheme for the Mobility of University Students (ERASMUS) brought formal recognition of the importance of study abroad programs to the national level in Europe.

- Very recently, study abroad in the US has received increased attention with the introduction of the Simon Study Abroad Foundation Act... It is a major bill to increase the quality and range of programs and the diversity of students who participate in study abroad.

- Canada seems to lack the broad goals and vision of those found in Europe and the US. **Awareness** of the opportunities and benefits is not necessarily imbedded in the post-secondary experience.

- The main regions and countries of interest for study abroad students are Western Europe followed by Australia/New Zealand and Mexico (it should be noted that TRU has no bilateral agreements with either New Zealand or Mexico).

- Overall, from a student perspective, cultural reasons exceeded academic reasons for studying abroad.

- The report refers to a male/female (35 vs 65%) gender imbalance in study abroad participants (it should be noted that gender is not something, to date, that has been tracked at TRU).

- The report indicates serious underrepresentation of “racialized” Canadians in Study Abroad (at TRU, this is substantiated by a minimal participation level by Aboriginal students).

- The report further notes serious underrepresentation of first generation immigrants, the economically needy, single-parents, mature students, and (LGBT) lesbian, gay, bisexual and transgendered students (and again, though there is no hard data to confirm or deny this at TRU, it is likely true).

- Faculty members in Nursing were perceived to be much more engaged in study abroad over a lengthy period of time than were faculty members in other disciplines (and at TRU, that phenomenon is likely true).

- The report goes on at some length regarding the **financial challenges** facing potential study abroad students, and possible solutions. Most of these are macro in nature (for example, public funding) and therefore reside beyond the scope of this document. Noted however is the significance of financial resources as a deterrent to students’ ability to study abroad.

- An institution’s true commitment to study abroad is demonstrated by its (1) allocated staffing (2) funding of student expenses and (3) institutional infrastructure for operation of the program.

- The report identifies the **lack of faculty encouragement and institutional support** for study abroad as a major weakness in Canada, with many students reporting that they found little evidence for institutional support within the academic culture, policies, or programs. Data imbedded in the study in fact ranks faculty encouragement as among the lowest drivers, behind friends, parents, and family.

- The keenness initially expressed by students turns from a rush to a trickle as obstacles of various kinds and origins dampen even an enthusiastic student’s commitment. Mitigation or removal of obstacles (real or perceived) would seem an obvious priority.

- Following finances and academic and institutional barriers, the next barrier identified in the report relates to **personal and safety concerns – readiness, preparedness, and confidence**. This finding was considered so profound by the report that it was deemed one of the four major themes (in addition to awareness, funding, and institutional policies and procedures). But, even more profoundly, the report identified a complete lack of data on this theme, in essence putting it forward as a key future research focal point.

Benefits of Study Abroad as Derived from the Relevant Literature

This document is not designed to represent a comprehensively cited research document, and so the following list of the benefits of studying abroad is merely a listing of findings from a broad range of readings on the topic. It is not intended to be exhaustive, but is representative of much of the current research.

- cross-cultural skills
- intercultural communication skills
- awareness of the home culture
- self awareness and values sensitivity
- global awareness and understanding
- confidence in the capacity to work in international contexts
- development of personal independence and self-sufficiency
- tolerance and respect for differences
- ability to adapt to unfamiliar environments
- language skills
- stronger resume
- increases Canada's overall global competitiveness
- strengthens a student's chances for acceptance into graduate programs
- exposure to alternative educational systems
- intellectually, personally and financially is shown to better position students for future possibilities

The power and value of the study abroad experience remains with the student long after graduation, and in many cases, for life, often affecting career and lifestyle choices. Preliminary research coming out of the US (SAGE: Study Abroad for Global Engagement) is studying the long-term effects of study abroad on a sample of 6000 past students dating to the 1960's, and their findings support this premise.

TRU Benchmarks

Reiterating from the aforementioned research by Sheryl Bond, **quantitatively, the report establishes the Canadian post-secondary benchmark for study abroad at less than 3%**. What is not defined in the research is exactly how that percentage is calculated. As well, it is likely that the methodology for measurement was not consistent. For example, for the research, the TRU Study Abroad Centre was not specifically asked to provide participation statistics.

There is a lack of conformity in establishing Study Abroad statistics on a national scale, though there has been some discussion at conferences on the topic. Simplistically, the statistics strive to compare those who studied abroad against numbers of graduates.

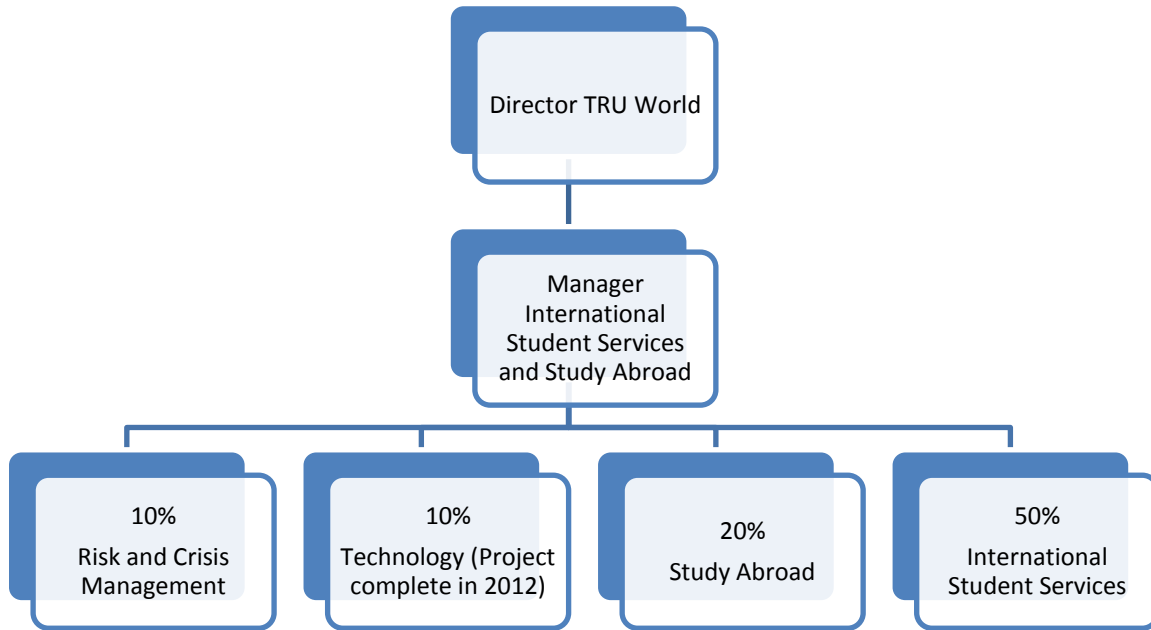
Ideally, in the future, our technology may be enhanced to allow us to directly connect graduates with Study Abroad or Field School experiences. This would mean, for each credential awarded, we would know whether that specific student's experience at TRU included Study Abroad or a Field School. At the moment, that amount of detail is not readily available. So, as a "next best" alternative, we can compare the number of Study Abroad students in a specific year against the number of graduates in a year. Though of course not quite as accurate, it is nevertheless indicative and informative.

The Registrar's Office advises that graduate numbers for 2010, are not yet finalized, but expect them to be similar to 2009. So, for the purposes of obtaining a sense of our percentages, **2009 graduate numbers are used for the calculations on the following page, against 2010 participant numbers. Once the 2010 graduate numbers are finalized, these statistics will need to be revised.**

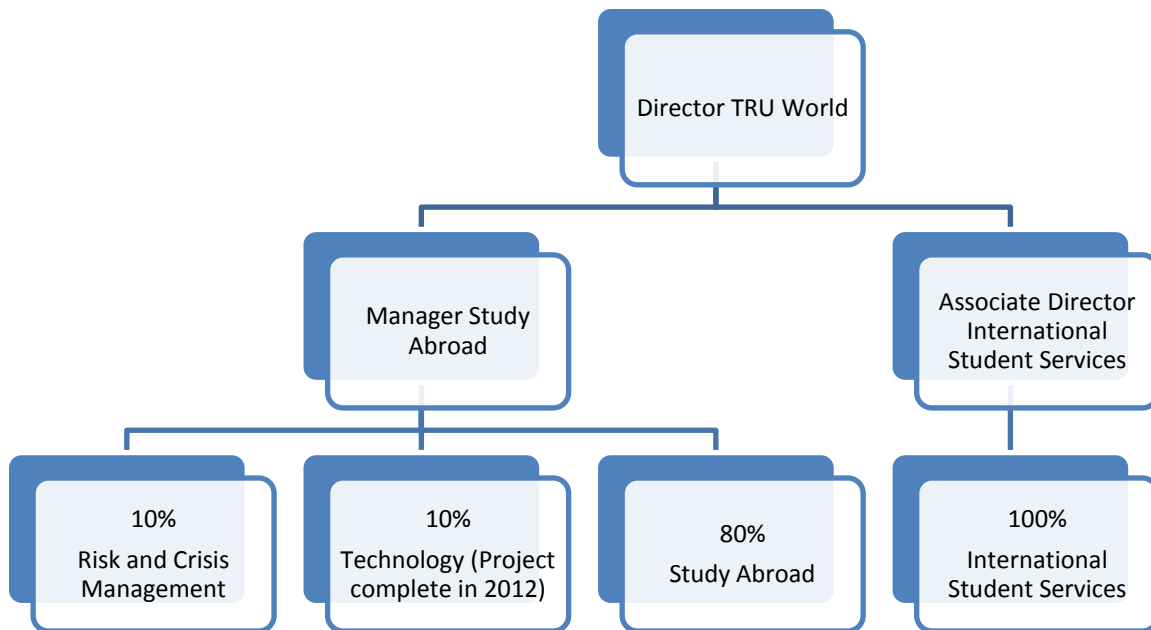
What is important is that TRU set benchmarks. In the absence of direct matching of student names to experience, the following four TRU statistics can form the benchmarks against which future growth can be measured.

Plan for Growth of Study Abroad at TRU

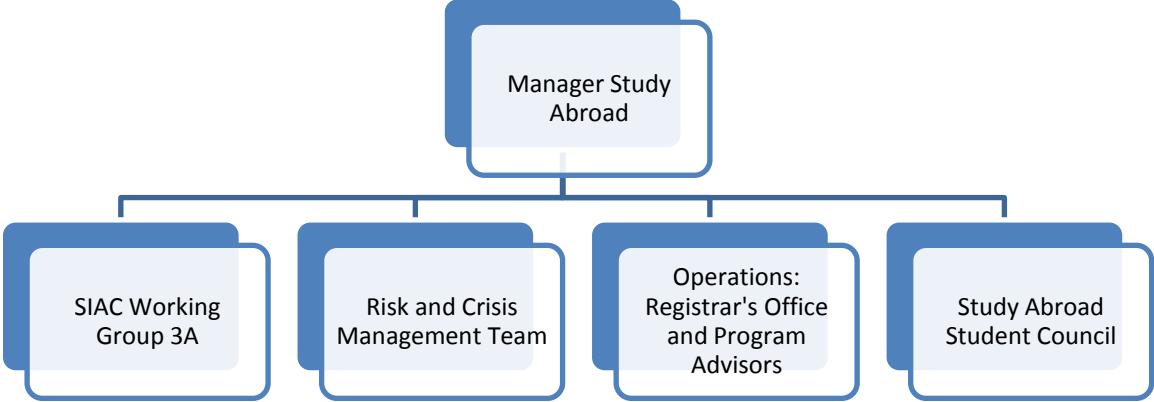
Human Resources - 2010 Study Abroad Centre Management Allocation



Human Resources - 2011 Reframed Management Allocation



Campus Wide Collaboration Plan for 2011 Onward



This diagram is reflective of collaborations, NOT of reporting structure or group leadership.

Marketing

Current

The TRU Study Abroad current marketing strategy is narrowly focused on one goal – getting a student to attend one of the 12 to 15 Study Abroad presentations offered each academic year. During these two hour presentations, the benefits are first underlined, followed by an overview of the process. In the short term, in the absence of an alternative strategy, this will remain as a key objective. Currently, presentations are marketed in the following ways:

- brief attendance at targeted classes to promote the presentations
- flyers sent to key faculty for distribution to their students
- website
- on campus screens
- Omega
- posters
- student portal
- Orientation Week BBQ
- Orientation Week Campus Wide Welcoming Day

Future

Four major initiatives are currently under consideration to add to the Study Abroad marketing mix.

1. Creation of dynamic, student controlled, social networking (Facebook)
2. Updating of the website to streamline content and graphics to make it more “mobile” friendly, and also to provide more guidance to applicants
3. TMGT 4190 Class Project on Study Abroad Marketing in process with final deliverables scheduled for April 2011
4. Campus collaborations with students, faculty, and administrators

Growing Student Numbers - Financial Bursaries or Incentives

Providing student bursaries as an incentive to grow the Study Abroad program should be considered, and is indeed highlighted in the Sheryl Bond research as an institutional obligation. Preliminary discussions indicate a willingness from TRU World to provide financial resources to stimulate participation in Study Abroad. Comments are thus solicited from the readers of this report as to the best way to utilize financial incentives to grow the program.

A fundamental question might be WHEN a bursary should be provided and based upon WHAT CRITERIA?

When? And Using What Criteria? Some things to consider...

A standard response would likely be that a bursary should be granted before a student departs, to offset the costs about to be incurred. This is laudable; however the existing application process assumes that a student has a financial plan before they apply, so a bursary received after they have applied is a BONUS, but not an INCENTIVE. It will not GROW the program in the strict sense of the word. It will reward, based on yet to be determined criteria, certain applicants.

Certainly publicity of the incentives available may encourage more applicants, but the program works best when an applicant has an economic plan in place, bursaries aside. To do otherwise invites “hopeful” applicants who will proceed only if they receive additional funding.

Conversely, returned Study Abroad students may be our best single resource for growing the Study Abroad Program. Their experiences are overwhelmingly positive, and they exhibit many of the personal and professional growth indicators discussed in the literature, and embraced as attributes for the Global Competency Credential. Also, on their return to TRU, they still have many student related expenses to finance as they complete their education. These students have firsthand knowledge of Study Abroad, and are enthusiastic. Returned students could be envisioned as “champions” or “mentors”, and could be encouraged to submit a plan on how they plan to increase participation and awareness within their discipline or faculty. Students who submit a viable plan may then qualify for a competitive bursary, and would be given encouragement and support to activate their plan.

As well, an effective strategy should be widely effective across all faculties and disciplines.

Competitive Advantage - Using Study Abroad to Enhance the Profile of TRU

TRU, as an institution, stands to gain significant competitive advantage through the strengthening of Study Abroad.

1. There are three major analysis tools that measure university success or effectiveness in a variety of ways:
 - a. Macleans Magazine – Annual University Rankings – TRU currently not a participant
 - b. National Survey of Student Engagement (NSSE)
 - c. Canadian University Report (affiliated with The Globe and Mail)

Interestingly, a detailed review of the evaluative criteria in all three of these reports indicates no analysis of for credit international experience as a contributor to overall student experience and success. The one small exception, though not a major component, is a passing mention in the NSSE documentation of “coursework in a foreign or additional language or study abroad” as a possible “enriching” experience. Yet, all the research evidence is pointing to international experience as critical to an exceptional education. It would seem the analysts are missing a major futurist trend – global citizenship and competence.

2. If TRU is careful to monitor capacity and to address student academic requirements in line with increasing demand, and addresses the operational support needed for growth, TRU will be able to position itself uniquely in the marketplace, both domestically and internationally. In many institutions, the opportunity to study abroad is often highly competitive and restrictive. This is not the case at TRU currently, and the longer it remains a widely available opportunity, the more profound the competitive advantage to the institution.
3. The Sheryl Bond report cites a national statistic of < 3% participation in Study Abroad. This is reflective of a national lack of focus on this important area of post-secondary opportunity. TRU, by providing the strategic and operational support required, could become positioned among the leaders in Study Abroad within five years.

4. It is always a challenge to utilize numbers and statistics appropriately, but it can also be powerful. The following statistical data, taken from Page 15 of this document, could be reworded to say “over 20% of TRU baccalaureate graduates have international academic work FOR CREDIT imbedded as part of their academic experience”. All need to understand the principles behind these statistics before a marketing message decision can be made, but it does post interesting possibilities, and deserves some discussion.

	Study Abroad, Field School and Practicum Students	Number of Baccalaureate Graduates	TRU Study Abroad Percentage
2010	165	799	20.6 %

5. Establishing a quality portfolio of partner institutions works to increase the attractiveness to potential TRU students, affording significant competitive advantage. It also opens door to faculty research and collaboration, exchange, and innovative cross-border teaching strategies.
6. Work to imbed Study Abroad in TRU programs at an accelerated pace will give TRU competitive advantage over other institutions offering only a standard face to face experience. Such concepts as mandatory semesters abroad, dual degrees, and joint degrees, often done in collaboration with Study Abroad, work to establish programming unique to TRU.
7. The research on many fronts points to graduates with Study Abroad experience as being highly valued in the global workplace – an attribute that will build the reputation of TRU alumni favourably in rankings that assess graduate success and employability.