

SENATE INTERNATIONAL AFFAIRS COMMITTEE (SIAC)

Report prepared for the TRU Senate May 2010 Meeting

Overview:

The SIAC Committee Working Groups have continued with the initiatives outlined in the November 23rd 2009 report to Senate. During the Fall 2009 and Winter 2010 semesters, SIAC focused on a series of initiatives undertaken by the four working groups.

In addition to the Working Group meetings, formal SIAC meetings were held on the third Thursday of each month; December, January, February, April. (The March meeting was assigned to the Working Groups.)

A. SIAC IMMEDIATE PRIORITIES

1. Working Group 3b Focus: Recognition for International Experiences

Chair: Lian Dumouchel

Objective:

The establishment of a TRU Global Competency credential

1. The credential will provide formal recognition for students who have undertaken international experiences and other initiatives, training that contribute to the development of global competency.
2. The credential will be offered cross-institutionally and administered through office of the Dean of Students.

ACTIONS:

Campus wide consultation was conducted and the proposal for the Global Competency credential was submitted to and approved unanimously by EPC on April 7th. (It was agreed that at this stage the students would receive a credential and not a certificate.) The next steps are approvals by APPC and Senate.

The goal is to obtain final approvals by the end of May to enable upcoming graduates to acquire the credential for the June 2010 Convocation.

A system to track students who seek out and obtain the credential will be instituted from the onset; this will be one indicator of internationalization in upcoming years.

For more details, refer to documentation provided in the November 23rd, SIAC Report to Senate and the November 18, 2009 Submission (April 7th Review/Approval) for New Programs to EPC.

Refer to Senate Report Appendix 3 for a general overview of Global Competency model.

2. Working Group 1 Focus: Common Terminology and Key Concepts

Chairs: Christine Wihak & Vera Wojna

Objectives:

1. Establish core definitions of common terminology with respect to international education and create a reference document (working paper) of this terminology as it best applies to TRU. This is intended to be a dynamic document which will be revised and updated on an ongoing basis. It will be posted on the SIAC website and shared broadly.

2. The TRU Strategic Implementation Plan assigned responsibility to SIAC to “advise on measures and mechanisms required for global citizenship.”

As a first step, the working paper includes an overview of the concept of global citizenship or world citizenship as well as a discussion on measures and mechanisms (Appendix 2). This terminology is incorporated in the Student Engagement pillar of the TRU Strategic Plan Goal: “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.”

ACTIONS:

1. Campus-wide consultative process in creation of the working paper.
2. **The submission to Senate for input, discussion and adoption for use at TRU of the working paper; “Definitions of Key Concepts and Terminology related to international education at TRU”. (May 2010 Senate Meeting).**

Senate Report Appendix #1: “Definitions of Key Concepts and Terminology for International Education at TRU”

B. SIAC ONGOING INITIATIVES

1. Working Group 2 Focus: Ways to expand support and services available to international students.

Chair: Cameron Beddome

Objectives:

1. Establish a plan to enhance integration of international students; measurements of integration will be accomplished by comparing relevant National Survey of Student Engagement (NSSE) results of international and domestic students.

ACTIONS:

NSSE Results: Working Group 2 has reviewed the results of NSSE in order to ascertain which benchmarks would assist to assess the enhanced integration of international students. The conclusion is that the existing data is inconclusive as it is based on too few students. IPA has been working with SIAC. A request was made of IPA to enhance the data collection in the upcoming surveys. TRU World will pro-actively promote student participation in future surveys. The Working Group will continue to assess the findings in upcoming years.

Student Success Courses: Working Group #2 is also looking at how Student Success courses could be utilized to enhance the success of international students. The first step is to establish an appropriate design for the study. There is a pilot project in Tourism with Students Success courses that will help to inform the benchmarks. Student and faculty feedback on this pilot course has been positive. Student Success courses are being recognized for elective credit in most faculties and schools. The purpose of the research is to determine if students would be well served to be required to take Student Success courses in the future.

2. Working Group 3a Focus: Current Opportunities, Enablers and Detractors for Study Abroad

Chair: Bryan Daley

1. Objective: Conduct an audit of current international opportunities.

ACTION:

The initial audit of opportunities for study abroad has provided an overview of the current formal exchange and field school opportunities. The intention is to also ascertain and include the informal opportunities that may also exist within faculties and schools in response to research, work abroad and development projects. The work on this comprehensive audit will continue over the summer.

2. Objective: Undertake a survey to identify interests, enablers and constraints regarding students' participation in study abroad.

ACTIONS:

Survey of Study Abroad by CBIE: Working Group 3a obtained an early copy of the results of the survey conducted at TRU (and other institutions) in March 2009 by Sheryl Bond. The research was undertaken on behalf of the Canadian International Bureau for International Education (CBIE). Kyra Garson has been working closely with Sheryl Bond and was provided with detailed information on the outcomes as well as the final draft of the report. With the permission of S. Bond, these results were shared with SIAC.

The conclusion of SIAC was that TRU will not need to conduct its own study as the survey was comprehensive and results were relevant to the TRU context. SIAC will rely on the results from the Bond report to identify current trends, enablers and constraints. A more detailed analysis of the report findings and how it specifically relates to the TRU context will be undertaken and recommendations outlined at upcoming meetings.

A recommendation was made that once officially published, the findings of the study be more broadly shared with Deans and Divisions.

Note: This project could be undertaken in collaboration with the Dean of Students, Centre for Teaching and Learning (Kyra Garson, Internationalization Expert), TRU World (Study Abroad).

Refer to Senate Report Appendix #2: Confidential Draft Report: “World of Learning: Canadian Post Secondary Student and Study Abroad Experience” – Table of Contents (only)

Report Submitted by SIAC Chair, Vera Wojna
Questions and comments welcomed.

SENATE REPORT - APPENDIX 1

Senate International Affairs Committee

DEFINITIONS OF KEY CONCEPTS AND TERMINOLOGY INTERNATIONAL EDUCATION AT TRU

(Working Paper – May 14, 2010 Edition)

A. OVERVIEW OF CONCEPTS AND TERMINOLOGY

1.0 KEY CONCEPTS

Internationalization
World Citizenship/Global Citizenship
Global Competency
Intercultural competency
International opportunities

2.0 CORE TERMINOLOGY

International Student
Study Abroad -- Terminology for TRU Admissions:
a. Study Abroad Student
b. Exchange Student
c. Accreditation Agreement Student
Bi-lateral exchange
ISEP exchange
Field School/Field Course:
COOP/Internship/Practicum Abroad
Transnational Education
Dual Degrees
Joint Degrees
Double Degrees
Bologna Process
ECTS

3.0 Language Competency Tests

English Language Competency Tests
TOEFL, IELTS, TRU ESL Accuplacer
Additional recognized tests
Other Language Competency Tests

B. SUPPORTING DOCUMENTS

Appendix 1: Updating the Definition of Internationalization

Appendix 2: Measures and Mechanisms Required for Global Citizenship

Appendix 3: Emerging definition work

1.0 KEY CONCEPTS

1.1 INTERNATIONALIZATION

Updated definition by Jane Knight, International Higher Education, 2003

The international dimension relates to all aspects of education and the role that it plays in society. With this in mind the following working definition is proposed by Jane Knight:

“Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.”

For the full discussion related to this definition see Appendix 1 or electronic version http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News33/text001.htm

AUCC Internationalizing Canadian Campuses Survey Research (2007)

The AUCC survey identified the main rationale for integrating an international dimension into universities is to:

1. Prepare internationally knowledgeable graduates
2. Build strategic alliances with institutions abroad
3. Promote innovation in curriculum and diversity of programs
4. Ensure research and scholarship address international and national issues
5. Respond to Canada’s labor market needs

The key trends in internationalization were:

- Organizational factors including strategic plans, budgets and leadership positions
- Canadians studying broad
- International students at Canadian institutions
- Internationalization of the curriculum; including
 - workshops on how to internationalize curriculum
 - programming with an international focus
 - requiring graduates to have knowledge of a second language
- Knowledge exports – universities marketing educational products and services abroad
- International development cooperation including faculty engaged in research collaboration and student involvement in projects

*Source: “Canadian Universities and International Mobility”, Internationalizing Canadian campuses, AUCC, 2007.

1.2 GLOBAL CITIZENSHIP / WORLD CITIZENSHIP

Global citizenship and world citizenship are terms used interchangeably. Both are referenced in TRU's Strategic Plan. There is no definitive statement that explains or defines this concept.

Definition for TRU's context, is adapted from two sources:

1. Adam and Carfagna, 2006:

“A global education is much more than studying abroad or learning about another country. It is an education that prepares individuals for a world marked by interdependence, diversity and rapid change.”

2. Noddings (2005)

“The idea of global citizenship is associated with the habits of the mind, heart, body and soul that have to do with working for and preserving a network of relationships and connections across differences and distinctness, while keeping and deepening a sense of one's own identity and integrity.”

Further Reading:

Noddings' 2005 introductory article in her book “Educating Citizens for Global Awareness” provides a valuable discussion of the complexity of the concept. TRU Library: LC 1090 E225 2005 (Electronic Book).

The University of British Columbia has created a resource called, “Road to Global Citizenship: An Educator's Toolbook”. Editor: Yael Harlap (UBC, UNICEF & CIDA) Also compiled research on views of UBC students and Alumni on global citizenship.” Looking into the Future” (2004)

1.3 GLOBAL COMPETENCY

This is a collection of knowledge, skills, values and attitudes that are commonly considered to represent capability to be a globally minded citizen. There are a range of approaches to articulating the actual “competencies”. These reflect the specific context, field of study and definition of global citizenship.

As institutions, how do we best structure a curriculum, program or campus that instills competencies that engender globally oriented citizens? What are these competencies? There is no definitive list. Examples are used to illustrate the range of features that can be considered examples of competencies that define global citizenship.

The following list has been created by SIAC for the TRU context. The concepts were informed by numerous sources as well as original ideas. Two sources that substantially informed this list are the Adam and Carfagna's 2006 Internationalization Conference

notes and the University of British Columbia's resource, "Road to Global Citizenship: An Educator's Toolkit" (2004).

1 Knowledge

- Expertise and knowledge of field of study from one's own and other country perspectives
- Globalization and interdependence, including social, economic, political and environmental dimensions
- World history, global issues and current events
- Worldwide research, expertise, organizations
- International relationships and networks

2. Skills

- Inter-cultural communication
- Cultural self-awareness
- Capacity to draw on best practices found in the global context
- Ability to incorporate the views and knowledge of international peers, fellow students and associates
- Learning foreign languages
- Ability to work with multiple perspectives
- Capacity to cope with ambiguity and uncertainty
- Flexibility and adaptability
- Critical, analytical, reflective and strategic thinking
- Mediation and group facilitation
- Transferability of skills and knowledge

3. Attitudes and Values

- Awareness of own field in the global context
- Recognition of the impact of interdependence and rapid change
- Respect and empathy for others views and needs
- Appreciation of diversity
- Empathy and withholding judgment
- Openness - valuing the potential to extend options and expertise
- Concern for the world
- Interest for making a difference – a positive contribution
- Concern for the environment
- Concern for social issues

1.4 INTERCULTURAL COMPETENCY

A commonly accepted definition: "Ability to communicate *effectively* and *appropriately* in intercultural situations based on one's intercultural knowledge, skills, and attitudes"

More explicitly:

“Intercultural competence might be defined as knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and “relativizing” one’s self.”

- Darla Deardorff, Ph.D., Executive Director of the Association of International Education Administrators, Duke University, North Carolina

http://cercll.arizona.edu/events_intercultural.php
www.ciee.org/annual_conference/details/documents/TheResearchResultsAreIn3_002.ppt

Well-supported models of intercultural competency include Bennett’s developmental model of intercultural sensitivity and Kim’s developmental model of intercultural communication competency.

Bennett, M.J. (1986). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Cross-cultural orientation: New conceptualizations and applications* (pp. 27-70). Lanham, MD: University Press of America.

Kim, Y.Y. (2001). *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. Thousand Oaks, CA: Sage.

Different professional groups have created their own definitions of multicultural competence. For example, in counseling the following article established the basic framework:

Sue, D.W., Arredondo, P., & McDavis, R.J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling & Development*, 70, 477-486.

1.5 INTERNATIONAL AND INTERCULTURAL OPPORTUNITIES

International and intercultural opportunities at institutions are represented through a wide range of initiatives and activities such as:

- Study Abroad: bi-lateral exchange, semester or year abroad, field school, internship, practicum, COOP, service-learning abroad, etc.
- Teaching, project work and research abroad
- Degree completion such as Dual Degrees with partner institutions
- Transnational programs
- International “virtual or distance” projects and collaborations
- Intercultural opportunities within the Canada involving any or all of the opportunities listed above.

1.5.1 International Opportunities – Represent opportunities outside the border of Canada (includes USA)

According to the AUCC's 2007 research*, 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

*Source: "Canadian Universities and International Mobility", Internationalizing Canadian campuses, AUCC, 2007.

http://www.aucc.ca/pdf/english/publications/student_mobility_2007_e.pdf

1.5.2 Intercultural Opportunities - Includes Opportunities Within Canada

The inclusion of intercultural opportunities within the Canadian context highlights the capacity of these experiences to broaden cultural perspectives, knowledge and skills. It recognizes the enrichment of experience within different cultural groups represented in the various groups and regions of Canada such as French Canadian, Aboriginal, Maritime, and others unique groups. This type of experience also exemplifies the six main reasons institutions promote study abroad that are identified in AUCC's 2007 research.

2.0 TERMINOLOGY

International Student is the term generally used at TRU to refer to students who self-identify as residing outside of Canada at the time of their application to TRU. In the TRU Student Record system, these students are identified by the code "IE".

2.1 Study Abroad - Terminology for TRU Admissions Purposes:

- a. Study Abroad Student designation: This is designation for a TRU student who is electing to undertake a semester or year abroad, while paying tuition to TRU.
- b. Exchange Student designation: This is the designation for an international student who is undertaking a formal international exchange program at TRU and pays tuition to their home institution.
- c. Accreditation Agreement Student – This is the designation for an international student enrolled in a TRU program being offered abroad through a partnership (a TRU transnational program). This designation applies even if the transnational program student is attending TRU in Kamloops but paying tuition overseas.

c. Visiting Student designation. This is the designation for an incoming international student not on exchange.

d. Letter of Permission designation. This is the designation for a TRU student studying elsewhere, but not on exchange.

2.2 Bi-lateral exchange: This represents an exchange with universities that TRU has a formalized reciprocal exchange agreement. Students pay tuition fees to TRU for the number of courses they intend to be enrolled at the host university. Tuition fees are waived by the host institution.

<http://www.truworld.ca/exchange.html>

2.3 ISEP: This is the acronym for the International Student Exchange Program. The program facilitates study abroad opportunities among participating universities. ISEP provides a means for students to choose and arrange their own exchange and also be eligible for a “fee waiver” by the host institution. It does not provide, however, a course or program articulation framework. Students must thus carefully plan ISEP exchanges if they wish to receive full credit for their studies abroad. Currently, students can choose between 275 post-secondary institutions and 39 countries. TRU is a member of ISEP. The model requires outgoing students pay TRU for their coursework and housing and meals in a residence. In return they receive coursework, housing and a meal stipend in the host country.

www.isep.org

2.4 International Field School/Field Course: This 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.

<http://www.truworld.ca/exchange/fieldschools.html>

2.5 COOP, Internship and Practicum Abroad: This provides students with an opportunity to work in their field outside Canada. Students find their employment through a variety of sources, including job postings, partner institutions, academic exchange, previous work experience or connections overseas.

Work abroad enhances the development of globally sought skills such as facility in another language (if applicable), cross cultural communication and sensitivity, acceptance of others, flexibility, understanding of alternative work-place situations and self confidence.

http://www.tru.ca/careereducation/coop/coopabroad/International_resources.html

2.6 Transnational Education:

Transnational education refers to the delivery of TRU programs and courses off-shore. These can be represented through academic partnerships, international development capacity building and custom designed programming.

The following identifies distinctive approaches to transnational education at TRU:

Accreditation Programs: These are TRU programs delivered off shore through a close collaboration between the TRU academic department and the partner university. It involves pedagogic and curriculum knowledge transfer and quality assurance.

Articulation Partnerships: These agreements involve a formal relationship with selective institutions in order to recognize their academic credits for transfer to TRU.

Pathway Partnerships: A formal arrangement whereby an overseas institutional partner proactively prepares students for transfer to TRU through a combination of accreditation and articulation methodologies.

2.7 Dual Degree Program: a program of studies offered collaboratively by two or more partner institutions. Joint and double degrees are examples of dual degree programs.

2.7.1 Joint Degree Program: a dual degree program awards a single credential issued in tandem by the collaborating institutions (i.e. the names of all partner institutions appear on the parchments). Joint degrees are completed within standard time frames and do not normally require the double counting of course credits. Joint degrees can provide the critical mass required to offer programs that are otherwise unfeasible at a single institution, may allow students to specialize or provide access to specialized equipment or facilities, and foster research linkages between students and faculty. Good program intersections and strong faculty linkages are essential prerequisites since two programs are operating as one. Some countries do not permit joint degrees since the partnerships may commit funds and impose standards beyond their immediate control.

2.7.2 Double Degree Program: a double degree program awards two (or more) credentials. The credentials are awarded independently by the partner institutions. Double degrees normally double count some of the credits earned at one of the partners towards the other partner's program. The practice of double counting means that the time required to complete a double degree is less than the time that would be required to the credentials independently. However, by convention, a double degree should require at least one additional academic year beyond the time required to complete one of the credentials. Thus, normally 5 years would be required to complete a double degree that is based on two 4 year programs. TRU's Educational Policy 16-1 uses this standard for internal double degrees (a minimum of 30 additional credits). Double degrees require careful articulation agreements, but typically require less ongoing academic coordination and support than joint degrees. The programs in a double degree run independently—student pathways rather than collaborative teaching forms the bridge.

2.8 ECTS: This acronym stands for the European Credit Transfer and Accumulation System. This system provides a standardized means of measuring and crediting education

among many European countries. The ECTS is tied to the 3 year standard for a Bachelor's degree. A Bachelor's is typically requires 180 ECTS. Thus a year of study is normally worth 60 ECTS. Courses are similarly weighted according to the amount of time required to complete (not according to the number of faculty-student contact hours). Given a 40 week year, 1 week of full-time study (40 hours) is worth 1.5 ECTS. The ECTS system also uses outcomes based course models and a standard grading scale. These standards facilitate the movement of students between institutions and countries. ECTS credits in other words are designed to be highly transferable. The University of Victoria and UBC have started to list ECTS credits in their calendars in order to attract more international students.

2.9 European Initiatives

2.9.1 Bologna Accord: The Bologna accord refers to a harmonization initiative among post-secondary institutions in Europe. Harmonization goals include: uniform length for degrees (generally 3 years for a Bachelor, an additional 2 for a Masters, and an additional 3 for a Doctorate), similar program and course frameworks (outcomes based), and common evaluation scales and standards. These goals serve the broader goal of improving student choice and mobility which in turn serves the economic, social and political goals of the European Union by creating a large integrated and internationally competitive educational network. It is now much easier, for example, for two or more universities to participate in joint degree programs. The Accord will also increase the number of Bachelors degrees awarded (previously European undergraduate degrees were commonly equivalent to a combined Bachelor / Masters program in North America), and promises to simplify graduate application and evaluation procedures. In particular, European universities hope to attract more applications from abroad for Masters programs and especially MBAs. The Accord was signed in 1999 (in Bologna) and is slated for full implementation in 2010. The Accord faces opposition from students who fear it will be accompanied by rising tuition costs, by universities who will be forced, for example, to replace market competitive one year Masters with two year programs, and by countries with long established, liberal educational cultures. The latter are concerned that broad based, exploratory educational pathways will be replaced by highly specialized, career oriented options.

2.9.2 ERASMUS: This acronym stands for the European Region Action Scheme for the Mobility of University Students, which in turn is the name of a program to encourage and facilitate student and faculty exchanges specifically and collaboration and innovation generally within European universities. ERASMUS was established in 1987 and currently runs within the European Union's Lifelong Learning Programme.

3.0 LANGUAGE COMPETENCY TESTS

3.1 English Language Competency Tests

These are a variety of tools internationally accepted as reliable for the purposes of placing a student whose first language is not English into an academic program. These tests are paper or computer based. Not all have oral/aural components. "TRU has articulated how

the scores on 9 different standardized tests as well as the in-house ESAL placement test correspond to achievement in academic English for those whose first language is not English. The placements are roughly divided into having met the academic equivalent for English 12 and no ESAL (English as a second or additional language) support is required; some support with ESAL courses and a limited number of suitable academic courses where other prerequisites are met; and ESAL courses required before proceeding with academic courses."

Note: this was a collaboration between the registrar, ESAL department, TRU World and pure research of student achievements as well as synthesis of published research.

Specifically, here are the names of the tests used at TRU:

A. Most prevalent:

TOEFL - Test of English as a Foreign Language, administered by English Testing Service.

<http://www.ets.org>

IELTS - International English Language Testing System administered by IELTS

<http://www.ielts.org/>

TRU Accuplacer Test: TRU in-house English Placement Test administered by the Testing Center for the computer testing part with individual oral testing by ESAL instructors and writing reassessed by a team of ESAL instructors. Final placement into levels is decided by a team of ESAL instructors.

B. Other Exams:

CanTest : The Canadian Test of English for Scholars and Trainees developed by University of Ottawa, administered by specific test centers.

<http://www.bredin.ab.ca/ImmigrantServices/English>

CAEL Canadian Academic English Language Assessment administered by CAEL

<http://www.cael.ca/taker/whatis.shtml>

MELAB Michigan English Language Assessment Battery administered by authorized examiners <http://www.lsa.umich.edu/eli/testing/melab>

CEFR Common European Framework for References for Languages administered by Cambridge ESOL

<http://www.cambridgeesol.org/exams/exams-info/cefr.html>

Cambridge ESOL <http://www.cambridgeesol.org/exams/exams-info/cefr.html>

STEP Society for Testing English Proficiency (Japanese English Language Proficiency Test) administered by STEP <http://www.stepeiken.org/>

3.2 Other Language Competency Tests

Through the PLAR Department, the TRU Open Learning Division offers language challenge exams in a number of foreign languages including:

- Croatian
- Dutch
- French
- German
- Greek
- Hebrew
- Hungarian
- Italian
- Korean
- Japanese
- Mandarin
- Polish
- Spanish

The exams typically have both an oral and a written component. Oral exams are conducted via telephone.

TRU - OL students who have completed their secondary education in one of these languages may only write challenge exams at the 300 and 400 level. This restriction, however, does not apply to lower level literature courses.

In addition, through the Credit Bank processes, the results of exams taken through well-known examination programs with transparent processes such as CLEP (College Level Examination Program) and the JLPT (Japanese Language Proficiency Test) may be awarded PLAR credit, with the approval of the OL Academic Director and/or subject matter experts.

APPENDIX 1

International Higher Education, Fall 2003

Updating the Definition of Internationalization

Jane Knight

Jane Knight is adjunct professor at the Comparative International Development Education Centre, Ontario Institute for Studies in Education, University of Toronto. Address: 62 Wellesley Street West, Suite 1906, Toronto, Ontario, Canada M5S 2X3 E-mail: <janeKnight@sympatico.ca>.

For over 20 years now, the definition of internationalization has been the subject of much discourse. Internationalization is not a new term. The term has been used for centuries in political science and governmental relations, but its popularity in the education sector has really only soared since the early 1980s. Prior to this time, international education was the favored term and still is in some countries. In the 1990s, the discussion on using the term international education centered on differentiating it from comparative education, global education, and multicultural Education. Today, in the first decade of the 21st century, another set of related terms is emerging that includes transnational education, borderless education, and cross-border education.

The term borderless first appeared in Australian and U.K. reports in 2000. Basically, the term refers to the blurring of conceptual, disciplinary, and geographic borders traditionally inherent to higher education. It is interesting to juxtapose the term borderless education with cross-border education. The former term acknowledges the disappearance of borders while the latter term actually emphasizes their existence. Both approaches reflect the reality of today. In this period of unprecedented growth in distance and e-learning education, geographic borders seem to be of little consequence. Yet, there is growing importance attached to borders when the focus turns to regulatory responsibility, especially related to quality assurance, funding, and accreditation.

New Working Definition

It is interesting to look at the way in which definitions can shape policy and how practice can influence definitions and policy. Given the changes in the rationales, providers, and the delivery methods of cross-border higher education, it is important to revisit the question of definition and ensure that the meaning reflects current changes and challenges. It is increasingly clear that internationalization needs to be understood at the national and sector level as well as at the institutional level. Therefore, a new definition is needed that encompasses both levels and the dynamic relationship between them, as well as reflecting the realities of today.

A challenging part of developing a definition is taking into account its application to many different countries, cultures, and education systems. This is no easy task. At issue is not developing a universal definition, but rather ensuring that the meaning is appropriate

for a broad range of contexts and countries of the world. Thus it is important that a definition does not specify the rationales, benefits, outcomes, actors, activities, or stakeholders of internationalization as these elements vary across nations and from institution to institution. The critical point is that the international dimension relates to all aspects of education and the role that it plays in society. With this in mind the following working definition is proposed:

Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.

Key Concepts

The above specific terms and concepts were carefully chosen for the proposed working definition of internationalization. The term process is deliberately used to convey that internationalization is an ongoing and continuing effort. The term process denotes an evolutionary or developmental quality to the concept. Process is often thought of in terms of a tripartite model of education-input, process, and output. However, the concepts of input and output were intentionally not used in the above definition--even though in today's environment accountability and therefore outcomes are stressed. If internationalization is defined in terms of inputs, outputs, or benefits, it becomes less generic as it must reflect the particular priorities of a country, an institution, or a specific group of stakeholders.

International, intercultural, and global dimension are three terms that are intentionally used as a triad. International is used in the sense of relationships between and among nations, cultures or countries. But we know that internationalization is also about relating to the diversity of cultures that exist within countries, communities, and institutions, and so intercultural is used to address this dimension. Finally, global, a controversial and value-laden term these days, is included to provide the sense of worldwide scope. These three terms complement each other and together depict the richness in the breadth and depth of internationalization.

The concept of integration is specifically used to denote the process of infusing or embedding the international and intercultural dimension into policies and programs to ensure that the international dimension remains central, not marginal, and is sustainable. The concepts of purpose, function, and delivery have been carefully chosen and are meant to be used together. Purpose refers to the overall role and objectives that higher education has for a country or the mission of an institution. Function refers to the primary elements or tasks that characterize a national postsecondary system or individual institution. Usually these include teaching, research, and service to society. Delivery is a narrower concept. It refers to the offering of education courses and programs either domestically or in other countries. This includes delivery by traditional higher education institutions but also by new providers such as multinational companies that are often more interested in the global delivery of their programs and services than the international or intercultural dimension of a campus or research and service functions.

One of the previous definitions that that been widely used to describe internationalization is “the process of integrating an international or intercultural dimension into the teaching, research, and service functions of the institution.” This definition does not conflict with the updated definition: in fact the opposite is true, the definitions are very complimentary. Because the new definition includes the national and sector level and also the growing number and diversity of new education providers and delivery methods, the more generic terms of purpose, function, and delivery are used instead of the specific functional terms of teaching, research, and service. By using the more general terms, the proposed definition can be relevant for the sector level, the institutional level, and the variety of providers in the broad field of postsecondary education.

Internationalization and Globalization

The dynamic relationship between internationalization of education and globalization is an important area of study. In order to acknowledge, but not oversimplify the complex and rather contentious topic of globalization, parameters need to be established to frame the discussion. For the purposes of this discussion a non-ideological definition of globalization is adopted: the flow of technology, economy, knowledge, people, values, and ideas . . . across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities. Globalization is positioned as a multifaceted phenomenon and an important environmental factor that has multiple effects on education.

Globalization clearly presents new opportunities, challenges, and risks. It is important to note, however, that the discussion does not center on the globalization of education. Rather, globalization is presented as a process impacting internationalization. In short, internationalization is changing the world of education and globalization is changing the world of internationalization. In fact, substantial efforts have been made during this past decade to maintain the focus on the internationalization of education and to avoid using the term globalization of education. This has had mixed results but some success has been achieved in ensuring that the relationship between these two terms is recognized, but that they are not seen to be synonymous and are not used interchangeably.

APPENDIX 2

“Measures and Mechanisms Required for Global Citizenship”

Student Engagement – TRU Strategic Implementation Plan Goal #1

Goal #1: “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”.

Implementation Plan: Action/responsibility for Senate International Affairs Committee: “Advise on measures and mechanisms required for global citizenship.”

A. QUESTIONS FOR REFLECTION

- Are the terms world citizenship and global citizenship being used interchangeably? We are proceeding as if this is the case.
- What does global citizenship mean to each of our fields and program areas?
- What are the competencies of global citizenship? Do these vary with each field or program area?
- How are these qualified, measured?
What are the measures?
What are the mechanisms required for measurement, assessment?
- How do we structure curriculum, teaching practices and campus life such that it instills these competencies?

B. WORLD/GLOBAL CITIZENSHIP & GLOBAL COMPETENCY

Global citizenship as defined for the TRU’s context has been adapted from two key sources, the combination which reflects the breadth of meaning.

1. Adam and Carfagna, 2006:

“A global education is much more than studying abroad or learning about another country. It is an education that prepares individuals for a world marked by interdependence, diversity and rapid change.”

2. Noddings (2005)

“The ideas of global citizenship is associated with the habits of the mind, heart, body and soul that have to do with working for and preserving a network of relationships and connections across differences and distinctness, while keeping and deepening a sense of one’s own identity and integrity.”

C. GLOBAL COMPETENCY

This is a collection of knowledge, skills, values and attitudes that are commonly considered to represent capability to be a globally minded citizen.

The competencies reflecting global citizenship:

There are a range of approaches to articulating the actual “competencies”. These reflect the specific context, field of study and definition of global citizenship.

As institutions, how do we best structure a curriculum, program or campus that instills competencies that engender globally oriented citizens? What are these competencies?

There is no definitive list. Examples are used to illustrate the range of features that can be considered examples of competencies that define global citizenship.

The following list has been created by SIAC for the TRU context based on original ideas and ones drawn from numerous sources including Noddings work and the University of British Columbia faculty resource, “Road to Global Citizenship: An Educator’s Toolkit” (2004).

1 Knowledge

- Expertise and knowledge of field of study from one’s own and other country perspectives
- Globalization and interdependence, including social, economic, political and environmental dimensions
- World history, global issues and current events
- Worldwide research, expertise, organizations
- International relationships and networks

2. Skills

- Inter-cultural communications
- Cultural self-awareness
- Capacity to draw on best practices found in the global context
- Ability to incorporate the views and knowledge of international peers, fellow students and associates
- Learning foreign languages
- Ability to work with multiple perspectives
- Capacity to cope with ambiguity and uncertainty
- Flexibility and adaptability
- Critical, analytical, reflective and strategic thinking
- Mediation and group facilitation
- Transferability of skills and knowledge

3. Attitudes and Values

- Awareness of own field in the global context
- Recognition of the impact of interdependence and rapid change
- Respect and empathy for others views and needs
- Appreciation of diversity
- Empathy and withholding judgment
- Openness - valuing the potential to extend options and expertise
- Concern for the world
- Interest to make a difference – a positive contribution
- Concern for the environment
- Concern for social issues

C. MEASURES AND MECHANISMS

There are many resources for practical guides to developing global citizenship within the higher educational context. We highlight the following two resources produced in British Columbia.

1. “The Road to Global Citizenship: An Educator’s Toolkit” is a comprehensive resource that explores different aspects of global citizenship, with a focus on higher education. The handbook explores a wide range of topics specific to:

- Meaning of Global Citizenship
- The educator
- The students
- Curriculum
- Instruction
- Assessment

“The Road to Global Citizenship: An Educator’s Toolkit” was created by the Global Citizenship Community of Practice, Centre for Teaching and Academic Growth, UBC and edited by Yael Harlap (2004)

<http://www.tag.ubc.ca/toolbook/rgcToolbook.pdf>

2. In 1997, The BC Ministry of Education and Skills Training and The Centre for Curriculum Transfer and Technology produced a handbook entitled, “Best Practice Guidelines for Internationalizing the Curriculum”. Its premise is that “a successfully internationalized curriculum proves students with the skills and knowledge to perform competently (professionally and socially) in an international environment.” Written in 1997, the document shares best practices that remain relevant in today’s context.

This resource is recommended to TRU as providing relevant theory as well as practical approaches, measures and mechanisms.

This resource lists best practices for fifteen educational facets including program areas and curricular areas such as:

- Global skills objectives

Course content and instructional resources
Teaching and learning strategies and assessment strategies
Extension activities and extra-curricular and awareness activities
Program review practices

“Best Practice Guidelines for Internationalizing the Curriculum”, prepared by Tom Whalley, Lin Langley and Linda Villarreal.
http://www.jcu.edu.au/teaching/idc/groups/public/documents/ebook/jcuprd_018292.pdf

APPENDIX 3

Emerging definitional work (future SIAC projects)

1. International service learning – terminology and processes
2. International visiting faculty – procedural manual outlining terminology, immigration, and HR pragmatics
 - Visiting Scholar,
 - Visiting Researcher
 - Visiting Professor
 - Etc.

SENATE REPORT – APPENDIX #2

World of Learning: Canadian Post-Secondary Students and the Study Abroad Experience

*WORKING DRAFT: CONFIDENTIAL, WITH PERMISSION FOR DOCUMENT TO BE
SHARED WITH SENATE COMMITTEE AT THOMPSON RIVERS UNIVERSITY*

Sheryl Bond, Ed.D.
Faculty of Education, Queen's University
Kingston, Ontario, Canada

A. Girgrah, J. Burrow, M. Ingersoll, C. Vandermuhlen, M. Spaling, S. Areemanpattnil

Prepared for the Canadian Bureau for International Education
Project Coordinators/Editors: Jennifer Humphries, Janine Knight-Grofe

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Research Question One

Why do some students from a collage/university participate while others do not?

1. Awareness of study abroad?
2. How did you hear about study abroad?
3. Who encourages the student to study abroad?
4. Is your university/college committed to study abroad?

¹ Interest in global issues, events, and culture is, for the purpose of this study, called global-mindedness.

5. Are you interested in participating in study abroad?
6. Is it likely you will study abroad?
7. Is it possible for you to study abroad?
8. Have you already participated?

Enablers and obstacles students encounter

- Enablers

Internal motivators

External motivators

- Barriers/obstacles

Funding barriers

Preparedness as a barrier

Institutional barriers

Research Question Two

Why aren't more diverse students engaged in study abroad?

- The face of study abroad
- Ethnic identity
- Language proficiency
- Distribution of racialized students
- Differences between white and non-white respondents
- Gender, disability, socioeconomic status and LGBTQ

Research question three

What is the learning growing out of the study abroad experience?

- Demographic characteristics of students who have studied abroad
- College and university differences
- Students study abroad framework
- Most memorable experience
 1. Observation of difference (passive)
 2. Difficulties with difference (observational or actual)
 3. Positives of difference (saw challenges as opportunities to learn, about themselves or their studies/work)
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SENATE REPORT - APPENDIX 3

TRU GLOBAL COMPETENCY CREDENTIAL MODEL OVERVIEW

<p>OVERVIEW</p> <p>A post-graduation credential that can be earned by ANY TRU student enrolled in a credit program. The credential recognizes students who have acquired through their student experience, the knowledge, skills and attitudes of a globally minded citizen.</p>			
<p>Key Features</p> <ul style="list-style-type: none"> ✓ Simple easy application and program completion process ✓ Flexible – many options available to meet the criteria ✓ Inclusive – any TRU student enrolled in a credit program can apply ✓ Affordable – no additional tuition fees charged 	<p>Admission Requirements</p> <ul style="list-style-type: none"> ✓ Student must be enrolled in a TRU credit program ✓ Must attend a <u>MANDATORY</u> Information Session 	<p>Completion Requirements</p> <ul style="list-style-type: none"> ✓ Simple point system - Students must earn a minimum of 12 points in TWO or more categories (A, B, C, D) in order to qualify for program completion. ✓ Presentation, poster session or publication; AND ✓ Portfolio documenting the student activities and experience 	<p>Credential</p> <p>Upon completion of the requirements, the credential will be noted on student transcripts and will be conferred upon graduation in the same manner as any other TRU credential.</p>

Category A †		Category B †		Category C †		Category D †	
Additional Language	Pts ^{††}	International Experience (abroad)	Pts ^{††}	Intercultural or International Focus (at TRU)	Pts ^{††}	Intercultural or International Focus (off-campus)	Pts ^{††}
Academic (course work) 12 credits in ONE language; or	5	Study Abroad Per Semester (for credit)	5	Academic (for credit course offered by TRU)	2	Academic (for credit course at another post-secondary institution)	2
Proficiency (via proficiency test, PLAR, or validated by other means)	5	COOP, Internship, Practicum Abroad	5	Service Learning (for credit course offered by TRU)	2	Service Learning (for credit at another post-secondary institution)	2
		TRU International Field Course (for credit – course delivered by TRU in another country)	3	Volunteer or Employment for TRU	2	Volunteer or Employment	2
		TRU International Field trip – not for credit	2	<p><i>Earn recognition for international and intercultural learning experiences as a TRU student!</i></p> <p><i>Be recognized as a future global leader!</i></p>			
		International Volunteer experience - MORE than one month duration	3				
		International Volunteer experience UP TO one month duration	2				
		Military service	2				
		Other international experience	2				

† This page is a brief summary of the credential. For more detailed requirements please contact Lian Dumouchel, Senate International Affairs Committee ldumouchel@tru.ca

†† **Please note:** Students will earn the full point value for the FIRST language, course, volunteer or employment experience in a particular category. The weight of subsequent SIMILAR experiences in the same category will be discounted by 50%. For example, a SECOND additional language will earn 2.5 points (50% value); a THIRD additional language will earn 1.25 points (25%); etc.

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End of SIAC Report to Senate May 2010