

# SENATE INTERNATIONAL AFFAIRS COMMITTEE (SIAC) REPORT

Prepared for the TRU Senate, November 23, 2009 Meeting

## **Overview:**

The SIAC Committee Working Groups have continued with the initiatives outlined in the June 22<sup>nd</sup> report to Senate.

SIAC approved the installation of an interim co-chair model to assist with the Interim AVP and Director, TRU World expanded responsibilities. Christine Wihak was elected as co-chair of SIAC.

At the October 8<sup>th</sup> meeting, SIAC focused on the review and approval in principle of the Global Competency Certificate initiative submitted by SIAC Working Group 3b.

## **A. SIAC Immediate Priority**

### **1. Working Group 3b: Recognition for International Experiences**

Chair: Lian Dumouchel

#### Objectives:

1. To explore and assess "credit and other forms of formal recognition for students who have undertaken international experiences" at TRU.
2. To recommend the most appropriate model for TRU.

#### Outcome: Global Competency Certificate Proposal

SIAC Working Group 3b presented a detailed draft proposal based on the work undertaken by their cross institutional advisory committee over the summer. (For details on the group membership and approach see the June 22<sup>nd</sup> Report to Senate.)

The SIAC Committee supported the proposal in principle and invited the current working group to continue their work and proceed through the approval process. SIAC recognized the diligence, effort and substantive progress made by members of this group and particularly of its chair.

#### **Steps taken to date:**

1. SIAC approval for concept and draft proposal (Oct 8<sup>th</sup> Meeting)

The SIAC Committee supported the proposal in principle and invited the current working group to continue their work and proceed through the formal approval

process. This proposal will be presented to EPC, APPC, the Senate Budget Committee and finally to Senate for final approval.

**Consultations:**

As the proposed certificate will not be offered through a single department (but offered cross-institutionally) the proposal development process will involve campus-wide consultation.

- a. Dean's Council: Lian Dumouchel presented the proposal to the Dean's Council on November 10. The Dean's Council provided input and unanimously approved the proposal in principle. They assigned the Dean of the School of Tourism, Harold Richins, to this initiative.
  - Budgetary implications were also highlighted.
  - This model also highlights the need to identify courses with a strong international and/or intercultural component. As such, an inventory of such courses must also be compiled.
- b. Individual Faculty Councils: Lian Dumouchel has formally requested meetings with each faculty council to present the proposal to allow for campus-wide input.

**Budgetary Requirements**

Several budgetary models, including a full cost recovery option, will be outlined.

**Overview of concept:**

See attached chart entitled, "TRU Global Competency Certificate (Draft): General Overview of Proposed Model

**B. Ongoing Initiatives**

Reports on the specific progress by the following working groups will be made at the upcoming November 19<sup>th</sup> SIAC meeting.

**1. Working Group 1: 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 of this terminology as it best applies to TRU.

The working group requested input on the "Definitions of Key Concepts and Terminology Document (Draft #4)" to specific TRU representatives (including the Registrar's Office, Deans, Chairs). This input has been incorporated into the next draft (Draft #5) and will be presented to SIAC at the upcoming November 19<sup>th</sup> meeting for approval. Once accepted by SIAC, the document will be shared

with Senate. (In the interim, the document is currently being used as a reference point by the SIAC working groups to ensure consistent use of terminology.) (See June 22<sup>nd</sup> report for overview of key concepts and core terminology)

2. Related to 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.

SIAC was to advise on measures and mechanisms required for global citizenship.

Note: Appendix 2 of the “Definitions of Key Concepts and Terminology” document provides suggestions on how to approach the concept of global citizenship in specific detail. SIAC will seek ongoing input from the Student Engagement Committee with respect to the extent to which this section will assist them in identifying measures and mechanisms required for global citizenship.

## **2. 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.

Working Group 2 is in the process of reviewing the results in order to ascertain which benchmarks would assist to assess the enhanced integration of international students. Once this has been done, they will share these findings with the Senate Student Engagement Committee in order to facilitate collaboration. The working group will report their progress at the upcoming November 19<sup>th</sup> SIAC meeting.

### **3. Working Group 3a: Current Opportunities, Enablers and Detractors**

Chair: Bryan Daley

#### Objectives

1. Conduct an audit of current opportunities.
  - A call was sent out to all department chairs and the Study Abroad Office. The Chair of the EPC Field School Advisory Group, also contributed information. The working group is compiling this data and will report at the next meeting.
  - Note: This first audit does not include identifying courses with a strong international and/or intercultural component. In order to facilitate the TRU Global Competency Certificate such an inventory will also need to be undertaken.
  
2. Undertake a survey to identify interests, enablers and constraints regarding students' participation in study abroad.
  - The working group has determined that this objective will require dedicated resources for this task. The group is working on a proposal to identify the required resources, funding and expertise.
  - The group is still waiting for the results of the survey conducted at TRU in March 2009 by Sheryl Bond as not to duplicate data that will be provided through this research. The results have been delayed, but Sheryl is expecting to provide them within the next two months.

**TRU GLOBAL COMPETENCY CERTIFICATE (DRAFT)**  
*GENERAL OVERVIEW OF PROPOSED MODEL*

<b>CERTIFICATE OVERVIEW</b>			
<p>A post-graduation credential that can be earned by <b>ANY</b> TRU student enrolled in a credit program. The certificate recognizes students who have acquired through their student experience, the knowledge, skills and attitudes of a <b>globally minded citizen</b>.</p>			
<p><b>Key Features</b></p> <ul style="list-style-type: none"> <li>✓ <b>Simple easy application and program completion process</b></li> <li>✓ <b>Flexible</b> – many options available to meet the criteria</li> <li>✓ <b>Inclusive</b> – any TRU student enrolled in a credit program can apply</li> <li>✓ <b>Affordable</b> – no additional tuition fees charged</li> </ul>	<p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>✓ Student must be enrolled in a TRU credit program</li> <li>✓ Must attend a <b>MANDATORY</b> Information Session</li> </ul>	<p><b>Completion Requirements</b></p> <ul style="list-style-type: none"> <li>✓ Simple point system - Students must earn a <b>minimum of 12 points in TWO or more categories</b> (A, B, C, D) in order to qualify for program completion.</li> <li>✓ Presentation, poster session or publication; AND</li> <li>✓ Portfolio documenting the student activities and experience</li> </ul>	<p><b>Certification</b></p> <p>Upon completion of program requirements, the certification 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 <sup>††</sup>	International Experience (abroad)	Pts <sup>††</sup>	Intercultural or International Focus (at TRU)	Pts <sup>††</sup>	Intercultural or International Focus (off-campus)	Pts <sup>††</sup>
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 certificate. For more detailed requirements please contact Lian Dumouchel, Senate International Affairs Committee [ldumouchel@tru.ca](mailto: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.

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

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