THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Teaching and Learning Committee
c/o
Enrolment Services |Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
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22 March 2010

To: Vancouver Senate

From: Vancouver Senate Teaching and Learning Committee

RE: Topic of Broad Academic Interest: Integrating International Learning into Academic Programs

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In March of 2009, the Senate Agenda Committee issued a call for submissions of topics of broad academic interest. The topic of Integrating International Learning into Academic Programs was proposed by Janet Teasdale, Senior Director, Student Development and Services. The Agenda Committee subsequently referred the topic to the Senate Teaching & Learning Committee.

The Senate Teaching & Learning Committee met with Katherine Beaumont, Director, Go Global; International Learning Programs, to discuss current participation by UBC students and faculty as well as future goals. As the Committee believes that this topic will be of interest to many Senators, we hereby submit it as a Senate agenda item for information and discussion.

Members of the Senate may want to consider the following questions:

- What are the current program activities for undergraduate and graduate students?
- What are the barriers to participation?
- International learning has been identified in the UBC strategic plan as a key activity in which to expand student participation. What guidance and direction can Senate provide to achieve the goals in the Student Learning commitment and the International Engagement commitment?
- What are the expectations UBC holds with respect to student international learning activities (study, research or service learning) to ensure both students and communities are well supported in this international engagement?

Attached please find a briefing note for the Senate on Go Global: International Learning Programs, prepared by Ms. Katherine Beaumont, Director, Go Global.

UBC International Learning Programs: Brief for Senate

Prepared by Ms. Katherine Beaumont, Director, Go Global: International Learning Programs

PLACE AND PROMISE

Place & Promise has clearly identified International Engagement as a priority for the University of British Columbia. To this end UBC commits to increasing the capacity of UBC students, faculty, staff, and alumni to engage internationally and to strengthening UBC's presence as a globally influential university.

Go Global assists the university in this work through

- increasing student participation in learning and service abroad
- increasing the international dimension of UBC's educational opportunities
- increasing support for international collaborations by faculty, staff and alumni through UBC-led group study programs, research exchange and work with donors to support current UBC students.
- expanding recruitment of outstanding students and faculty from around the world as incoming exchange students experience UBC first hand and choose to return for a further degree.
- increasing the number of substantial strategic partnerships in regions of priority to UBC through the development of student mobility partnerships
- enhancing UBC's scholarly communications on global issues, including on the web and through other avenues by supporting students in participating in international forum (e.g. Climate Change in Copenhagen, U21 International Undergraduate Research Conference)
- Strengthening UBC's role in international development through ethical curricular and co-curricular International Service Learning programs and community based partnerships in Southern and Eastern Africa and Latin America.

CURRENT STATE AND POTENTIAL

In 2008-9, 14%[1] of UBC V and 22% of UBC O undergraduates were involved in an international program as part of their UBC experience through Go Global. We continue to be among the leaders in Canadian higher education (McGill and Laval have the same result; Queen's University reports 22%). We have the opportunity to significantly increase UBC student engagement in international learning programs and provide an international experience for a greater percent of our undergraduate and graduate students. 48% of first year students at UBC report that they intend to study abroad before completing their degree (NSSE 2008) and graduate students are responding with high interest to the February 2009 launch of Graduate Research Mobility Award (37 participating in 2009).

This requires a broader discussion as an academic community. What principles and targets should guide us in the goals of international engagement? As we increase student participation in international engagement how do we also ensure that that the opportunity for students to engage in international study, research or service learning goes beyond being an interesting experience as part of their degree?

When designed and facilitated well it has the potential to be transformative. A transformative experience means that the students involved engage in their studies and surroundings at a completely different level. It is through this heightened level of engagement that we will create 'an exceptional learning environment' with an observable culture of 'global citizens concerned about a civil and sustainable society'. Go Global facilitates international learning for undergraduate and graduate students at UBC O and UBC V through the following programs and services[2]: Exchange and Study Abroad, International Service Learning , Research Abroad, Faculty-Led Group Study Programs, Student Safety Abroad Program, Experiential placements (co-op, clinical placements, internships) and Financial Awards and Assistance.

[1] An additional 3% on the Vancouver campus, as indicated by 2008 NSSE Results, participated in international activity that was either unrelated to UBC or to Go Global.

[2] For a further description of these program and services, please see Appendix 1.

Program Activity 2003-10

Go Global International Learning Programs

Annual Participation in numbers of students

	Outgoing Targets (2003 to 2009 based on 15% growth/year)	Partner University Placements (study, group study and research) (1)	Volunteer Placements	Student Safety Abroad (2)	International Service Learning (3)	Total outgoing UBC students	Total Incoming (4)	*Total numbers of students*
2003-4	**396**	391				**391**	**507**	*898*
2004-5	**455**	472				**472**	**529**	*1001*
2005-6	**523**	488	42			**530**	**708**	*1238*
2006-7	**601**	593	164	140		**757**	**650**	*1407*
2007-8	**691**	675	program closed	120		**795**	**584**	*1379*
2008-9	**794**	688		230	44	**962**	**599**	*1561*
2009-10 (5)	**1000**	746		275	98	**1119**	**590**	*1709*

(1) Includes exchange study placements, exchange research placements and group study programs led by UBC and/or partner university faculty (Groups Study Programs include: Canadian Year in Freiburg, Canadian Field Studies in Africa, Latin America Studies in Mexico, Chinese Migration in the Asia Pacific, Guatemala Global Citizenship Term Abroad. Additional programs will be launched in 2010/11 including ones led by UBC-O faculty members.)

(2) Student-led and Volunteer Placements are counted in Safety Abroad from 2007-8 on.

(3) Placements in Lesotho, Swaziland, Rwanda, Uganda, Mexico and Costa Rica

(4) Reciprocity is determined on FTE's; this data reports actual numbers of students

(5) Final numbers will be confirmed in May 2010.

Annual Participation in numbers of students by Campus

	Campus	Partner University Placements (study, group study and research)	Student-led and Volunteer Placements	Student Safety Abroad	International Service Learning	Total outgoing UBC students	Total Incoming	*Total numbers of students*
2003-4	Vancouver	391				**391**	**507**	*898*
2004-5	Vancouver	472				**472**	**529**	*1001*
2005-6	Vancouver	473	42			**515**	**705**	*1220*
	Okanagan	15	NA	NA		**15**	**3**	*18*
2006-7	Vancouver	562	164	118		**844**	**647**	*1491*
	Okanagan	31		22		**53**	**3**	*56*
2007-8	Vancouver	623	program closed	94		**717**	**574**	*1291*
	Okanagan	52		26		**78**	**10**	*88*
2008-9	Vancouver	605		194	41	**840**	**593**	*1433*
	Okanagan	83		36	3	**122**	**6**	*128*
2009-10**	Vancouver	638		231	78	**947**	**573**	*1520*
	Okanagan	112		44	20	**176**	**4**	*180*

2009 Outgoing Student Engagement by Faculty
Range of Activity in Student Numbers

UBC Vancouver

275+	ARTS
100 to 200	COMM
50 to 100	SCIE
25 to 50	LAW
	GRAD
	MBA
1 to 25	LFS
	FRST
	APSC
	HKIN
	EDUC
	ARCH
	MUSC
	PLANN
	HEALTH

UBC Okanagan

50+	ARSC
25 to 50	MGMT
1 to 25	FCCS
	HKIN
	NURS
	EDUC
	SOCW

BARRIERS TO STUDENT MOBILITY AND INTERNATIONAL ENGAGEMENT

The Association of Universities and Colleges of Canada's (AUCC) 2006 internationalization survey identified that top three barriers to participating in study abroad as 1) lack of funds or financial support, 2) curriculum at home university too inflexible or program too heavy, and 3) low awareness and commitment of faculty[3]. Students at UBC report similar barriers. For example, it is not uncommon for our students to be concerned about the impact that study abroad may have on their scholarship and grades and for this to prevent them from participating in international programs. In a 2006 survey undertaken by Go Global[4], students who chose not to go indicated that they participate indicated that did not participate for the following reasons: couldn't afford to do so, concern that participation would delay graduation and lack of knowledge of the program.

Addressing these barriers requires a broader discussion as an academic community. Is it a priority to increase the number of students participating in international learning opportunities? And if so, what principles or targets should guide us in this goal? We have increased the funding available to students (1.4 million in 2009-10 with additional scheduled increases) but not all students are able to access them throughout the calendar year. A significant number of students are still telling us they don't know about the program and that they are concerned that participation will delay their graduation. How do we indicate to students when they are considering how to complete their degree requirements in a particular program that international learning is an option when the opportunity is supported by the program? We look forward to expanding the numbers of students, undergraduate and graduate, engaged in transformative international learning both on and off campus through strong partnerships here at UBC and to the Senate's input how we can together further engage UBC students.

INTEGRATING INTERNATIONAL LEARNING INTO ACADEMIC PROGRAMS

Goal: Enrich student learning opportunities through study, research and service-learning abroad.

Sample strategies:

1. Identification of specific partner universities for targeted academic programs

We propose building on these. Requires academic program input on existing partnerships and can lead to development of new partnerships where gaps exist

a. *Independent Study and Research: Recommended universities for academic programs.* http://www.students.ubc.ca/global/learning-abroad/exchange-study-abroad/choosing-a-destination-applying-to-go/partner-university-search/

b. *Undergraduate Research Abroad:* http://www.students.ubc.ca/global/learning-abroad/research-abroad/ Further develop with existing partners summer research placements for targeted programs. Strong potential for Science and Engineering placements and interest from partners in ensuring social science and humanity placements also available.

[3] http://www.aucc.ca/_pdf/english/publications/student_mobility_2007_e.pdf
[4] 1262 students; 50% participated, 50% did not

c. Group study programs

Led by UBC faculty members over the summer, UBC courses are taught abroad. A small sample of these:

- Italy – Italian language and art history
- Costa Rica - Planning and Sustainability
- Guatemala – Philosophy, Sociology
- Rotating – Integrated Science (development under discussion)

d. International Service Learning Placements

International Service Learning placements in partnership with academic programs. Sample programs:

- SOCI 435 – Global Perspectives on Community Partnerships with a required ISL placement via Go Global
- Co-curricular placement – Engineering students in community project in Lesotho; exploring curricular options
- Social Work - Term based ISL placements meet practicum requirements
- Food and Nutritional Sciences – ISL placements in Rwanda

2. Requirement of International experience as part of UBC degree experience

Examples:
Natural Resources Conservation, Global Perspective major in Forestry
As of 2007, graduation requirement included an international experience (range of experience possible) and 6 credits of language.

Global Resource Systems, major in Land and Food Systems, requires students complete an international experience in line with their resource or regional specialization.

Appendix 1: Go Global Programs and Services

Who are we?
UBC Go Global facilitates transformative experiential learning opportunities in an international context through study, research and service learning. Our mission statement comes to life through our operation principles that include: Student Centred Learning, Meaningful Engagement of Others, High Quality Work Practices, and International Focus/Perspective.

FINANCIAL AWARDS AND ASSISTANCE:

UBC students have access to 1.4 million dollars annually to support UBC students in international learning programs. Awards are available to both undergraduate and graduate students nominated on international learning programs. In addition, the new Graduate Research Mobility Program offers $1500 to successful PhD applicants undertaking research at an international partner (either MOU or Student Mobility partner). This program is a partnership between FoGS, VPRI and Go Global.

In addition to UBC based funding, funds are also available through:

- Canadian government scholarships for international students to undertake non-degree research or coursework at UBC (Graduate Student Exchange Program, CARICOM Award, Emerging Leaders of the Americas). In the most recent round of funding, UBC programs secured 20 awards totalling 177,500 in 14 disciplines for the 2009-10 academic year.
- Region/country specific awards for UBC students which are negotiated as part of UBC Student Mobility agreements (e.g. NUS-UBC Lee Foundation Student Mobility Award, Korea University award, Konstanz University research stipends, JASSO Scholarships)
- International development awards for UBC students (e.g. AUCC Students for Development)
- Fundraising assistance to students on international service learning programs.

NETWORK OF OPPORTUNITIES:

University Partnerships:

In partnership with UBC Faculties on both campuses and UBC International, GG develops and manages student mobility agreements with international and Canadian universities. By law these agreements must be Senate approved. All student mobility partnerships include the opportunity to send undergraduate and graduate students in study, research and co-op/practicum or clinical placements for the short stays (a week or longer) or term based opportunities (summer, one term, or full year). Development of partnerships is driven by the university's strategic goals, academic program directions and student interest. We currently have a network of over 160 partnerships in over 40 countries through which are reviewed on an ongoing basis. September 3, 2009, we will launch a new website through which students will be able to more easily access the opportunities available to them. We are currently working to expand partnerships in China and Japan, consolidate partnerships in Europe, Australia, the US and increase in a modest way university partnerships in Africa and South America.

Community Partnerships:

Community partnerships are an integral part of international service learning placements available to UBC students. In each project, the community partner, often a local NGO, is a co-educator with UBC in establishing the placement and supporting the work students will undertake. Community partners determine the nature of the work that UBC students will undertake based on community priorities. UBC's commitment is to local capacity building and sustainable, respectful relationships. Once developed, these partnerships are confirmed through formal Memorandum of Understanding. We have established partnerships in Rwanda, Uganda, Lesotho, Swaziland, Mexico and Costa Rica.

LEADERSHIP AND BEST PRACTICE:

Learning Support and Learning Outcomes Assessment:

While students complete returned reports on study and research partnership placements and submit project reports for international service or student-led humanitarian projects we still have work to do to in measuring the learning that occurs when a student "goes global"? We each know students for whom the experience has been life changing yet there is little to point to in the learning literature of what and how much students learn outside of their courses, research work or service activity. Go Global ISL is conducting a learning outcomes assessment project this year. The Study and Research Abroad team have been revising learning support to better allow for learning outcomes assessment as part of the program.

As an example, UBC Go Global International Service Learning students complete a range of pre-departure, in-country and return programs as part of their experience. These programs aim to enable students to locate themselves within global societies, think critically about how power works through higher education, shared world issues, international politics and development, recognize ethical responsibilities that accompany citizenship in an affluent "first world" country, to enhance critical thinking, communication, teamwork, and leadership skills in an intercultural environment, to work collaboratively and respectfully with others from various life experiences and ethnic/national backgrounds, and connect academic learning to life beyond university, particularly to local and global social justice movements.

Ethics of International Service Learning:

Through the support of TLEF award, the Centre for International Health and Go Global International Service Learning are leading a campus discussion exploring with the campus community the ethics of International Service Learning. Dialogues will result in student and faculty resources to continue the necessary consideration of ethics when engaging internationally. The guidebook will explore questions such as how we ensure that as a university we do not simply become a volunteer sending agency; that learning is as integral to the experience as the service; that the service is of core value to the community; that unreasonable burdens are not placed on the community partners with which we work to host UBC students and that as a university we are also contributing in a meaningful way to the community partners' local capacity and growth.

Curricular Integration:

We continue to work with Faculties and academic programs to increase curricular integration of international programs. For example with Engineering we have been considering ISL as a potential credit-bearing opportunity and have begun preliminary discussion on designation of particular universities/terms for international study and research; in Arts we're working to identify particular international learning opportunities targeted to majors; with Science we've been

discussing the potential development of an annual Integrated Science group study program in rotating locations around the world; with UBC O Management we have designated specific existing partner universities for their students.

Group Study Programs:

Group Study programs are programs led by UBC Faculty for UBC students. In some cases, partner universities are also involved in the program. We are currently piloting a handbook with the Faculty of Arts that is a resource to faculty members interesting in considering this option and provides advice and support ranging from learning design to financial management. Group Study Programs often allow students to learn in parts of the world not served by university exchange partnerships with Faculty experts. In a well designed program, group study can lead to a deeper understanding of the society, culture and context of the issues and the intersections with what they are studying abroad.

Student Safety Abroad:

Discussion with the Committee of Deans led us to consider how the university assesses and supports the safety of students abroad and the University recently approved a Student Safety Abroad Policy (UBC Policy 69 http://www.universitycounsel.ubc.ca/news/index.php). As a joint Board of Governors and Senate Policy, Student Safety Abroad required approval by the UBC Okanagan and Vancouver Senates and the Board of Governors. All students travelling internationally for university activity are required to register and seek authorization for such travel. Students travelling to most locations will be required to register their activity and complete an online pre-departure checklist or learning module and agreement which provides information and reminders on finance, visas, health, personal safety, social norms and culture, country specific briefing and emergency assistance while abroad. Students travelling to regions designated by the Canadian Department of Foreign Affairs and International Trade as Level 3 “Avoid non-essential travel” and Level 4 “Avoid all travel” will work with their Activity Sponsor, Head of Unit, and Go Global to seek authorization and complete additional safety planning should the travel be authorized.

OPPORTUNITIES FOR STUDENTS:

Individual Study, Research and Placements Abroad at Partner Universities:

We support UBC student study and research at partner universities and admit via tuition waiver incoming exchange students for study and research from these partner universities. The work is carried out in partnership with academic and student development units and includes selection and nomination, transition to and from UBC, identification of space/capacity limitations, advising, course registration and transfer credit and identification of research projects.

An emerging area is that of co-op, internship, education and clinical placements. Co-op students are placed via the partner university in either research or local industrial placements (e.g. Singapore, Hong Kong, Germany). UBC students are placed in part-time internships outside of the university while on exchange (Mexico, Australia). Health and Education students can complete a placement or rotation either in a local community or via a partner university.

International Service Learning:

International Service Learning provides UBC students with the opportunity to link academic and personal interests with real world experience through a facilitated process. Current projects are in Lesotho, Uganda, Rwanda, Swaziland, Mexico and Costa Rica. Programs are both curricular, e.g. SOCI 435: Perspective on Global Community Partnerships, Social Work practicum placement, or co-curricular.

Using the experiential education model students engage in a continuous process of learning, action, reflection and evaluation. Most learning themes for the programs are framed within the UN Millennium Development Goals. The projects are determined by the community partner who participates as a co-educator throughout the preparation sessions and project duration. Projects give UBC students an opportunity to spend 6 weeks to a full term on a project with a community based organization. Students participate in a term of pre-learning sessions that cover the standard international pre-departure information (visa, health, travel) as well as preparation to be effective and reflective in the placement (history of development, power and privilege, intercultural communication, etc). In addition students regroup mid placement with a UBC facilitator to reflect on the experience to date and frame the remaining half of the placement. Upon the student's return to campus they complete re-integration sessions and participate in a public engagement activity to share their learning and project outcomes.

Undergraduate Research Network:

With U21 partners, we are proposing a clearinghouse of research opportunities for undergraduate students. We anticipate creating a database of UBC and partner university research groups interested in hosting undergraduate students during our summer months. UBC students could also be invited to participate; resulting in international summer learning labs on campus. Students would apply directly online to specific research groups and applications would be vetted by the Doctoral students and Faculty from those teams. GG and our sister units would coordinate, prepare, and welcome students; working as we did with the IIT students who came to UBC as part of MITACS Globalink 2009.

This network could be expanded for graduate students; though we have found that graduate students and their supervisors are quickly able to identify projects and recommend students for international stints whom we then can support. The additional layer of project submission and vetting may not be required.

APPENDIX 2: Matrix of International Learning Opportunities through UBC Go Global

Activity	Student	Partner	Time period	Benefit
Individual Study	Undergraduate Graduate	160+ partner universities	Summer term (2 to 9 weeks) Winter or fall term Full year	Students become members of another student body at another university
Individual Research	Graduate – placements are primarily developed by student and home research team Undergraduate – placements are primarily established programs to which students apply.	160+ partner universities and universities with which UBC has research MOU's Selected partner universities and national agencies	4 weeks to a year 6 weeks to a term	Access to relevant research activity (graduate) or research activity of interest (undergraduate) ; professional academic experience in an international context; access to equipment, techniques and resources that may not be available at UBC
Individual Placement (Co-op, internship, practicum, clinical placement)	Undergraduate Graduate Depends on the nature of the academic program in which the student is undertaking the placement	Primarily network of 160+ partners Some direct placement into education and health service providers for practicum and clinical placements	4 weeks to 1 term	Professional experience in an international context
International Service Learning	Undergraduate – primarily Graduate – when placement is part of practicum/professional practice requirement	10 local community based organizations in 6 countries	Six week summer placements Term long placement Reading Week placement (facilitated group session)	Immersion experience whereby the learning objectives of a course or program are examined through the experiential education cycle of action and reflection.
Group Study Programs	Undergraduate Graduate	Partner varies; not limited to Senate approved partnerships UBC Faculty led teaching UBC courses	2 to 6 week programs generally in the summer term	In-depth, in-country study with a UBC expert who understands both cultural and academic contexts
U21 Program in Global Issues	Undergraduate Online	Network of 7 U21 partners	UBC SOCI 433 and 3 additional online courses from at least 2 other uni's	Opportunity to study internationally without leaving UBC via courses based in different academic cultures.